Integration of *Impact Counseling Guided Imagery* Technique with Qs. Al-Imron Verse 139 to Reduce Student *Insecurity*

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Abstract. *The aim of the research is to find out how effective the impact counseling integration service is with guided imagery techniques with Qs. Al-Imron verse 139 to reduce student insecurity. This type of research is experimental. This research uses quantitative methods with a pretest posttest control group design research design. The subjects studied were class Sampling used a purposive sampling technique, namely based on the results of the high category of insecure attitude pretest. The data collection technique uses an insecure scale. Data analysis techniques use descriptive statistics and t-test. The results of the quality test variable explain that the t-count > t-table test results are 11.635 > 2.101 and the significance value (2-tailed) is 0.000 < 0.05. The results of calculating the gain score showed that the average pretest and posttest scores for the control group were 75.5 and 79.3, while the average pretest and posttest scores for the experimental group were 86.5 and 47.8. Based on the results of hypothesis testing and gain score calculations, it can be concluded that the integration of impact counseling guided imagery techniques with Qs. Al-Imron verse 139 is effective for reducing insecurity.*

Keywords: Impact Counseling Guided Imagery Tecnical; QS. Al-Imron; Insecurity.

INTRODUCTION

Education is a means used to develop intelligence and psychomotor aspects with the aim of becoming better, one of which is having a confident behavior (not having an *insecurity attitude*). This is in line with the National Education System Law Number 20 of 2003 Article 3, namely that the purpose of national education is to develop the potential of students to grow into individuals who believe and fear God Almighty, have good morals, are healthy, knowledgeable, intelligent, creative, and independent.

Every individual to achieve goals and dreams must go through a basic process called education (Syamsu & Juntika, 2009:2). According to Juntika (in Tohirin, 2015:11) states that the implementation of education in schools and madrasahs is very difficult to succeed perfectly if it is not supported by the implementation of good guidance. Therefore, in order to help students achieve self-independence, guidance and counseling institutions in schools provide various services. One of these services is through counseling. Counseling is the process of providing assistance carried out by counselors/BK teachers to students who experience certain problems (conselees) with the hope that they will be resolved problems faced by the students. During the implementation of the practice teaching is often found in the teaching and learning process, especially in In class, students have an *insecure attitude*. The *insecurity* attitude experienced by students in participating in learning activities in class can occur due to feelings of discomfort and lack of self-confidence. No not only that, the student also experiences fear if he is judged badly by his friends. Therefore, the student will always judge himself badly and assume that his current condition or future condition will always be miserable, and assume that his friends are always better than himself (Wilding, 2013).

Based on the survey results from August 2023 to September 2023 shows most students feel unsure with yourself. As for students who I pointed to follow the counseling but also could not follow the practice group counseling with maximum due to anxiety and fear in the eyes of others, this makes students feel unsure. Therefore, the anxiety experienced by students when carrying out the group counseling process needs to be addressed so that it does not cause problems others. Riskesdas 2018 data shows the prevalence of mental disorders indicated by symptoms of anxiety and depression in children aged 15 years and over. above reached 6.1% or equivalent to 11 million Indonesian people, Meanwhile, teenagers aged 15-24 years have a percentage of depression of 6.2%.

Overcoming the problem of student anxiety in participating in group counseling activities is useful in helping students to become more open individuals and be able to share stories or problems that will later be discussed through group dynamics. Anxiety occurs as a result of threats to self-esteem which is very basic to the existence of an individual (Walasary, 2015:511).

Students who have an *insecure attitude* will have a negative impact on themselves. This is explained by research conducted by Marliani (2022) that excessive *insecurity will have an impact on mental health, borderline disorders*, easy to experience anxiety, experience a lack of self-confidence or *body image*, and can even cause health problems because they are lazy to eat so that their meal schedule is irregular. This has a very negative impact on the individual. Therefore, researchers will conduct research to reduce this *insecurity attitude* by integrating *impact counseling* techniques *guided imagery* with Qs. Al-Imron verse 139. The researcher chose this method because of previous research on the technique. It was proven in a study conducted by Kalsum et al (2012), concluding that the *guided imagery technique* was proven to reduce anxiety levels that caused feelings of *insecurity* in clients aged 20-25. After conducting the *guided imagery technique* , 81% of the research subjects experienced a decrease in anxiety levels and 19% of the research subjects' anxiety levels remained the same.

METHODOLOGY

This study uses a *quasi-experimental research type* with a *pretest posttest control group design model*. According to Arifin (2009:127) *pretest posttest control group design* is a design which uses a control group, namely the subjects are selected and divided into 2 groups, then both groups are given *a pretest*, but only the *experimental group* is given *treatment*. At the end of the study, both groups were given *a post-test* to measure the degree of changes in each group.

The population used by researchers in this study were several class X students at SMA Negeri 3 Salatiga . While the sampling in this study used *purposive sampling technique* , namely samples selected based on certain characteristics. The samples used were samples showing high levels of *insecurity* in students.

Independent variables play a role in influencing other variables (Nasution, 2017:2). In this study, the independent variable is *the impact counseling guided imagery* technique based on QS. Al-Imron verse 139. This variable is used as a factor that influences one or more other variables (Nasution, 2017:2). The dependent variable in this study is students' sense of *insecurity*.

According to Sugiyono (2019:145) the research instrument is a measuring tool used to measure the value of the variables to be studied. This study uses an instrument in the form of an *insecurity scale* which aims to measure the level of student *insecurity*. The insecurity scale *which is* a data collection tool in the form of a list of statements sent to students to be answered in writing (Winarni, 2018:70). In this study, students were given an *insecurity scale* containing 25 statement items related to *insecurity*. This study also used a closed questionnaire where the form of questionnaire measurement used a *Likert scale* with each item equipped with four answer choices, namely: very appropriate (SS), appropriate (S), inappropriate (TS), and very inappropriate (STS). Respondents will be given 25 statements regarding the student's *insecurity scale*.

This study uses descriptive statistical analysis techniques and T-Test tests. Researchers use the *statistical package for the social sciences* (SPSS) *version* 25.0 application obtained from the *insecurity scale questionnaire* on students using *descriptive statistics*. According to Hasan (2007) stated that *descriptive statistics* are one part of statistics that studies how to collect data and present data so that it is easy to understand. After that, the calculation of the average *pretest* and *posttest values was carried out* to determine the average level of *insecurity*. Furthermore, the data obtained were tested using the normality test for the prerequisite test and also as data analysis. This is used with statistical analysis techniques using the *independent sample t-test.*

DISCUSSION

The level of *insecurity* in grade X students at SMA Negeri 3 Salatiga is categorized as quite high. This can be proven from the *pretest results* that the overall score is 2,366, the average score is 78.86 with the highest score of 89 and the lowest score of 56. Based on the results of *the pretest data*, it shows that there are 6 students or 20% experiencing moderate *insecurity, and there are 24 students or 80% experiencing high insecurity* . The existence of this problem requires *treatment with guided imagery* techniques with Qs. Al-Imron verse 139 so that students can reduce *insecurity*.

The implementation of the integration of *impact counseling guided imagery* technique with Qs. Al-Imron verse 139 on students was carried out in four meetings. The first meeting was *a pretest* to determine the initial condition of students and an explanation related to the activities that would be carried out during several meetings. Then the second meeting was the implementation of group counseling services to discuss the impact and causes of *insecurity* and continued with the first *treatment. Furthermore, at the third meeting the second treatment was carried out*. After that, at the fourth meeting the researcher provided concrete (real) planning that would be carried out to reduce *insecurity*. For the next week, students were asked to provide progress that they had carried out their plans. After that, a re-measurement was carried out on students with a questionnaire (*posttest*) to determine the effectiveness of the *guided imagery technique* with Qs. Al-Imron verse 139 to reduce *insecurity*.

Based on the data obtained, the total value of the *pretest results* of the control group was 755 with an average value of 75.5 while the experimental group was 865 with an average value of 86.5. This shows that the level of *insecurity* of the experimental group and the control group is not much different. This means that the control group and the experimental group have high levels of student *insecurity*. The researcher provided *treatment* to the experimental group in the form of integrated *impact counseling services using guided imagery* techniques with QS. Ali Imron verse 139 4 times. While the control group was not given any *treatment*. After *the treatment, the posttest* results of the experimental group were 478 with an average value of 47.8 while the control group was 793 with an average value of 79.3. It can be concluded that the overall results of the *pretest*

scores of the control group were 755, with an average value of 75.5 and in the final stage, the posttest results were 793 with an average of 79.3, which means that the control group did not change and even experienced an increase in the level of *insecurity* because they were not given *treatment*. Meanwhile, in the experimental group, the overall average *pretest score* was 86.5 and after being given *treatment,* the posttest score was 47.5, thus showing a significant decrease in students' *insecurity attitudes*.

Based on the results of the data that has been analyzed, it can be seen that there is a decrease in student *insecurity*. The acquisition of *the posttest score* carried out as a benchmark for the success of the results of this study stated that there was a decrease in comparison with the *pretest score* before the service was carried out with the *guided imagery technique* with QS. Ali Imron verse 139. In addition, the researcher also conducted a hypothesis test using an unpaired sample t-test (independent sample t-test) and obtained a significance value (2-tailed) showing a value of 0.000 where the value is less than the significance value of 0.05. And it is known that the t-count obtained is 11.635. While the t-table at a value of 2.101 with df 18 (taken from the number of samples minus 2). So it can be explained that from the results of the t-count test> t-table, namely 11.635> 2.101. So the decision of the hypothesis is Ho is rejected and Ha is accepted.

The results of this study are reinforced by the results of research (Kalsum, 2012) explaining that *guided imagery techniques* have been proven to reduce anxiety levels that cause insecurity. This has the same meaning as this study, namely showing that the integration service of *impact counseling guided imagery* techniques with QS. Ali Imron verse 139 is effective in reducing student *insecurity*. The characteristics of students who have an *insecure attitude* are not wanting to leave their comfort zone, like to compare themselves with others, look down on themselves, must get praise and recognition from others, avoid interaction with people in the surrounding environment (Kusuma, 2021).

Researchers identified students who had a fairly high level of *insecurity and obtained 10 students in the control group and 10 students for the experimental group. Insecurity* occurs in the school environment due to internal factors, namely the irrational thinking of students that if they do something, they will be judged negatively by others, causing students to not want to develop and do new things. Gives rise to a sense of lack of confidence in socializing with others.

guided imagery technique was used with QS. Ali Imron verse 139. This service utilizes group dynamics to discuss various topics that are useful for personal development and problem solving, especially regarding *insecure attitudes*. The use of techniques and therapies is designed to help achieve better emotional responses by trying to change bad habits that students often do, helping to change irrational or negative thoughts into rational or positive thoughts, fostering self-confidence and new hopes through students' rational thinking, and reducing bad habits such as not daring to socialize with others.

Table 1 Results **Posttest** *Group Experiment and Class Control*

No	Experimental Group	Control Group
1	49	78
2	46	80
3	47	78
4	47	78
5	34	77
6	55	85
7	53	72
8	48	84
9	52	77
10	47	84
Jumlah	478	793
Mean	47.8	79.3
Minimal	34	72
Maximal	55	85

The results of the posttest data analysis in the table above obtained an average value of the experimental group of 47.8 while the control group got an average value of 79.3. So it can be concluded that there is a significant difference between the experimental group and the control group. The results can be concluded that the experimental group experienced a decline while the control class did not show a significant decline.

COUCLUSION

The level of *insecurity* in class X students at SMA Negeri 3 Salatiga is categorized as quite high. This can be proven from the *pretest results* that the overall score is 2,366, the average score is 78.86 with the highest score of 89 and the lowest score of 56. Based on the *pretest data results*, it shows that there are 6 students or 20% experiencing moderate *insecurity , and there are 24 students or 80% experiencing* high *insecurity* . The implementation of the integration of *impact counseling guided imagery* techniques with Qs. Al-Imron verse 139 in class X students of SMA Negeri 3 Salatiga was carried out in four meetings.

guided imagery technique with Qs. Al-Imron verse 139 to reduce *insecurity* of class X students at SMA Negeri 3 Salatiga shows that from the descriptive data analysis, the average *pretest value* in the experimental group (the group given *treatment*) was 86.5, and after being given treatment, there was a significant decrease in *insecurity by obtaining a posttest value of* 47.8. While in the control group (the group not given *treatment*) obtained a *pretest result* of 75.5 and obtained a *posttest value of* 79.3. This shows that the control group did not experience a decrease because they were not given *treatment* with the guided imagery technique with Qs. Al-Imron verse 139. While in the experimental group there was a decrease and from the results of the hypothesis test using the *independent sample t-test test* showed that the lower was negative and the upper was negative and

the significance value (2-tailed) showed a value of 0.000. And it is known that the t-count obtained is 11.635. While the t-table at a value of 2.101 with df 18 (taken from the number of samples minus 2). So it can be explained that from the results of the t-test> t-table, namely 11.635> 2.101. Thus Ho is rejected and Ha is accepted. Ha is accepted, which means that the *guided imagery technique* with Qs. Al-Imron verse 139 is effective in reducing *the insecurity* experienced by class X students at SMA Negeri 3 Salatiga.

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