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BUILDING GENERATION Z SELF-CONFIDENCE
THROUGH PERSONAL-SOCIAL GUIDANCE SERVICES

Devi Wulansari¹, Stevi Marcelina Rahmadya², Nabila Rachmaniyah³, Nasywa Anandhita Putri Prayitno⁴

¹State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014013@mhs.unesa.ac.id

²State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014023@mhs.unesa.ac.id

³State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014047@mhs.unesa.ac.id

⁴State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
24010014252@mhs.unesa.ac.id

ABSTRACT

One important aspect that affects the development of individuals, especially the younger generation, is self-confidence. Self-confidence is an attitude or belief in one's own abilities, can be responsible for his actions, polite in interacting with others and able to recognize one's own strengths and weaknesses. Generation Z is a young generation that is often referred to as the digital generation because this generation was born in the era of technological development so that it can allow this generation to be exposed to the negative impact of digital technology, namely social media, which causes a lack of self-confidence in generation Z and considers a poor self-concept in itself. The author presents research in the form of a scientific article aimed at finding out how to build Generation Z's self-confidence through Personal-Social Guidance Services. This research uses a qualitative method approach with the support of data collection techniques, namely literature study. In this study, it shows that using personal-social guidance services to build generation Z's self-confidence is very effective given to individuals, so that it can foster self-confidence again for generation Z. The research results are as follows: (1) Definition of Basic Services in the personal-social field, (2) Basic service objectives in the personal-social field, (3) Factors that affect generation Z self-confidence, (4) Benefits of self-confidence, (5) Personal-social services that can increase generation Z self-confidence, (6) Basic personal-social service program stages.

Keywords: generation z, self-confidence, personal-social guidance services, technological development.

INTRODUCTION

Self-confidence is an attitude or belief in one's own abilities, so that one is not overly anxious in one's actions, feels free to do things according to one's desires and is responsible for one's actions, is polite in interacting with others, has a drive for achievement, and can recognize one's own strengths and weaknesses (Lauster, 2006 in Nasution, 2017). Self-confidence is one of the most important personality aspects in human life (Arifanti, 2013 in Nasution, 2017). This aspect is one of the factors influencing individual development, especially for the younger generation.

Generation Z, also often referred to as the digital generation, is a generation born in the era of technological development and has a high dependence on technology. Born between 1995 and 2010, Gen Z is distinguished as a digital generation that has been familiar with devices and applications since childhood; therefore, technology greatly shapes their personality development (Djoko Suwarno et al., 2018). Generation Z always feels like they are not good enough. They lack confidence because they see social media platforms, and this affects their lives. It is not good for them to see social media too much, as it makes them feel insecure. Generation Z often compares themselves to their peers, feeling inadequate, and this affects their self-esteem. Because this constant comparison makes them lose confidence.

That lack of self-confidence, they don't have power and satisfaction within themselves. So, it's as if they can't see their own strengths and weaknesses, because they also judge themselves based on other people's standards of living, and that doesn't match their own lives, and the impact is that many of them feel depressed because they don't meet the standards of living on social media, which negatively impacts their mental and emotional health (Wijaya dkk., 2023). There is a study on self-confidence conducted by Kanda and Oktaviani, published in 2024, which shows that excessive consumption has both negative and positive effects on the younger generation. So, they often feel embarrassed and uncomfortable posting something on social media for fear of criticism.

According to Andriani and Wibowo (2023), high self-confidence can make it easier for someone to express their feelings and life on social media. The study also found that self-confidence contributes to self-disclosure. Individuals with high self-confidence are more likely to open up to their social environment than those with low self-confidence. Self-disclosure is a crucial aspect for individuals to build relationships with those around them. According to Wijaya et al. (2023), the propensity to compare oneself with others so influences Generation Z's self-acceptance in the social media age, thereby affecting their self-confidence. Yet that study yet does not specifically discuss interventions one can take to address low self-confidence in Generation Z; rather, it centers on self-acceptance phenomena and media social effect.

On the other hand, research Rachmaatillah and Fatimah (2018) shows that personal-social mentorship is useful in boosting confidence. Still, this study has not connected the effectiveness of personal-social guidance and counseling services to the particular environment of Generation Z, who lives under media social pressure. Accordingly, on the intersection of two such phenomena there exists a vacuum in study, previous research has clarified the influence of social media on self-acceptance (Wijaya et al., 2023) and Although there has been no research that directly combines both facets that is, how effective guidance and counseling personal-social services are to boost confidence (Rachmaatillah & Fatimah, 2018).

Improving Generation Z's self-confidence amidst the strong influence of social media can be addressed through personal-social guidance and counseling services.

This research is motivated by researchers' findings showing that a lack of self-confidence in Generation Z causes them to have a poor self-concept and withdraw from their social environment. This is caused by early exposure to social media, which often leads them to compare themselves to others on social media and in their immediate environment. Therefore, a solution is needed to address the lack of self-confidence in Generation Z. One way to improve Generation Z's self-confidence is by providing guidance and counseling services in the personal-social field. According to Dewa Ketutl Sukardil (1993) in Rachmaatillah and Fatimah (2018), "Personal-social guidance is a guidance effort in dealing with and solving personal-social problems, such as personal adjustment, dealing with conflict and relationships."

METHOD

The method used in this paper is a literature study, which aims to solve problems by searching for written sources such as scientific articles and relevant books. The literature collection process was carried out through Google Scholar with a publication range of 2016–2025 to ensure that the references obtained were up-to-date and relevant to the research context. The keywords used included: "Generation Z self-confidence", "personal-social guidance service", "guidance and counseling for self-confidence", "building self-confidence in Generation Z", "personal-social in guidance and counseling", "self-confidence development in adolescents"

From the search results, a number of articles were obtained. After the selection process based on inclusion criteria (relevance to the research topic, availability in full text, and written in either Indonesian or English), a total of 25 articles were reviewed. Articles that were not relevant, unavailable in full text, or not aligned with the research focus were excluded. The literature analysis process was carried out in several stages: analyzing (criticizing), comparing (comparing findings), summarizing (summarizing key points), and synthesizing (integrating concepts and findings) (Nuryana, A., Pawito, P., & Utari, P., 2019). This method aims to understand the concepts, theories, and findings of previous research so that they can serve as the basis for developing the research framework.

RESULT AND DISCUSSION

Results

1. Definition of Basic Social Personal Services

According to Prayitno and Erman Amtil (2004: 99), guidance is the process of providing assistance carried out by an expert to one or several individuals, whether children, adolescents, or adults, so that the person being guided can develop their own abilities and become independent by utilizing individual strengths and existing resources that can be developed based on applicable norms.

Personal-social guidance is a guidance and counseling service provided to individuals to discover and develop themselves, thus becoming a stable and independent person and being able to optimize their potential. Meanwhile, social guidance is a guidance service provided to

individuals to understand their environment so they can socialize well and become responsible individuals. Personal-social guidance is aimed at strengthening personality and developing individual abilities in dealing with their own problems. This guidance is a service that leads to balanced personal achievement by considering the unique characteristics of individuals and the various problems experienced by individuals.

Based on various existing views, counseling can be understood as support provided by experts to individuals or groups to help them develop their skills, become more independent, and reach their full potential. This support is provided by leveraging individual strengths and existing resources without violating applicable rules and standards. Personal guidance focuses on the individual's self-discovery and development to become a stable and independent person, while social guidance emphasizes understanding the environment to support socialization and responsibility. By integrating these two approaches, personal-social guidance aims to strengthen personality and increase individual abilities in handling problems in a balanced manner, while considering each individual's unique characteristics.

2. Objectives of Basic Personal and Social Services

The objectives of guidance and counseling related to the personal and social aspects formulated by Syamsu Yusuf are:

- a. Having a strong commitment to practicing the values of faith and devotion to God Almighty, both in personal life, family, peer relationships, school, workplace, and society in general.
- b. Having an attitude of tolerance toward people of other religions, by respecting each other and maintaining each other's rights and obligations.
- c. Having an understanding of the fluctuating rhythm of life between the pleasant (beneficial) and the unpleasant (disaster), and being able to respond positively in accordance with the teachings of one's religion.
4. Having an objective and constructive understanding and acceptance of oneself, both in terms of strengths and weaknesses, both physical and psychological.
- d. Having a positive attitude or respect for oneself and others.
- e. Having the ability to make healthy choices.
- f. Having respect for others, honoring or respecting others, and not demeaning their dignity or self-worth.
- g. Having a sense of responsibility, manifested in the form of commitment to duties or obligations.
- h. Having the ability to interact socially (human relationships), manifested in the form of friendship, brotherhood, or kinship with other human beings.
- i. Having the ability to resolve conflicts (problems), both internal (within oneself) and with others.
- j. Having the ability to make decisions effectively

3. Factors Influencing Generation Z's Self-Confidence

Generation Z's lack of self-confidence is influenced by several factors related to social dynamics, technological influences, and pressures both external and internal. Lausterl (2012) states that there are four factors that influence self-confidence in Generation Z: physical condition, aspirations or dreams, a cautious attitude, and life experiences.

According to Thursan Hakim (in Tanjung, 2017), the factors that influence self-confidence in Generation Z are:

- a. Body shape or physique, a good and beautiful body shape will certainly make a person feel more confident and be seen more favorably by others.
- b. Facial shape, currently, Generation Z believes that a person's attractiveness depends on their appearance. Indeed, a beautiful or handsome face will increase a person's self-confidence.
- c. Economic status, some people consider economic status to be important to them. Low economic status will affect their self-confidence.
- d. Education and skills, education and skills are factors in self-confidence in Generation Z.
- e. Nervousness and stuttering, nervousness and stuttering will make a person lack self-confidence. People often struggle with public speaking, which can be a factor in their self-confidence.
- f. Adjustment, a person's inability to adapt to their surroundings is also a factor in self-confidence in Generation Z. Lack of sociability and sociability can be problematic.
- g. Family, lack of family attention, which can lead to feelings of unloved family members, is also a factor in self-confidence in Generation Z

4. Benefits of Self-Confidence

According to Thantawy (in Juliyanto, 2019), self-confidence is a mental or psychological condition of a person that gives them strong confidence to act or perform certain actions. A stronger sense of self-confidence can make them feel confident in their abilities. Therefore, with self-confidence, one can see their social ties, strong determination, and sense of responsibility for their self-esteem.

- a. Self-confidence shows how much people value and take care of themselves. Those who are confident usually develop healthier habits because they realize that both physical and emotional well-being are important for meeting their personal needs.
- b. Confident individuals tend to understand themselves well. They are not easily trapped by negative self-judgments, but instead pay attention to what they feel, think, and do. They are also aware of how others see them, which helps them recognize their strengths as well as their weaknesses. This makes them more open to feedback, criticism, and even asking for help when needed.
- c. Having confidence is often linked to a positive view of oneself. People believe in their abilities and have a realistic sense of what they can achieve. This confidence does not come from empty assumptions, but from experience and careful self-reflection.

- d. Confidence plays an important role in many areas of life, including academics, social relationships, and problem-solving. For Generation Z, it helps support healthy growth and development by allowing them to use their skills and experiences more effectively.
- e. As a result, individuals are more likely to develop good psychological well-being and independence. Confidence helps them stay mentally prepared and physically motivated when making important life decisions.
- f. Confident people continue to believe in themselves while setting goals that are realistic. When things do not go as planned, they tend to stay positive, accept the situation, and adjust their approach rather than giving up.

When confidence is consistently developed, Generation Z becomes less dependent on others. They are able to make important decisions on their own, choose what is best for themselves, and let go of choices or situations that could be harmful to themselves or others. Essentially, self-confidence is one of the most important aspects of a person's personality. Without self-confidence, a person is unlikely to be able to face various challenges within themselves. Self-confidence is a valuable quality that supports individuals in social interactions, because with confidence, Generation Z can realize their full potential. Therefore, self-confidence is something that everyone must have, both children and adults, both at the individual and group levels and especially in generation Z.

5. Personal-Social Services That Can Boost Generation Z's Self-Confidence

According to Ainun Rahim al-Faqih (2004), the methods used in personal-social counseling are divided into two, namely:

a. Direct Methods

Direct methods are methods used face-to-face between the counselor and client. These methods include:

1) Individual Guidance

Techniques that can be used include:

- a) Personal Conversation, where the counselor communicates face-to-face with the client. By providing individual guidance, counselors can provide guidance to Generation Z, helping them forget about their gadgets and providing education about self-confidence.
- b) Home visits, where counselors hold a dialogue with their clients or students and their parents, but this is conducted at the student's home to observe the student's home and social life. Using this method, counselors can help Generation Z observe their surroundings and assess the importance of gadgets in their lives. Home visits also allow them to assess how close the client is to their family and how to increase their self-confidence.

2) Group Guidance

The techniques used are:

- a. Sociodrama, which is personal guidance conducted through role-playing to prevent problems. It can also be used to divert Generation Z's attention from gadgets and encourage them to interact more with others, which can increase their self-confidence.
- b. Psychodrama, is a technique used to resolve psychological problems experienced by students. Internal conflicts or tensions can be reduced or avoided. A group of students is presented with a story that illustrates the psychological tension they are experiencing. Similar to sociodrama, this technique can help counselors or Generation Z clients interact with others, increasing their self-confidence.

b. Indirect Methods

Indirect methods are guidance methods that are not conducted face-to-face but instead utilize communication media for guidance and counseling. Possible media include:

The methods described above can be used to rebuild the self-confidence of Generation Z.

1. Guidance boards, such as whiteboards or Styrofoam boards containing a wealth of information about guidance and counseling.
2. Educational videos. This media is typically used to streamline the counseling process by showing how people can resolve their current problems.
3. Sketches. This media is typically used to streamline the counseling process, for example, the sketches used in Joharil Window's sketches. These two types of media can be used to provide explanations to closed-off counselors or counselors who are reluctant to open up about their current problems.
4. Posters are publications consisting of images or text, or a combination of both. Posters are usually used to provide information.
5. Leaflets are small sheets of paper containing information aimed at students. Leaflets can contain information about guidance and counseling services and career planning.

The methods described above can be used to rebuild the self-confidence of Generation Z.

6. Stages of the Basic Personal-Social Guidance Program

The implementation of personal-social guidance services consists of four stages: planning, implementation, evaluation, and follow-up.

1. Planning Stage

The guidance counselor's job here is to figure out what problems the students are facing. To get a clear picture of their school life, social situations, and emotional state, as well as the challenges they deal with, the first step is to do a needs assessment. This helps understand what support they actually need. It's really important for guidance counselors to understand what students need based on their own situations. They gather this information in lots of ways through surveys, observations, interviews, problem lists (DCM),

problem expression tools (AUM), sociometry, and more (Rahmad et al., 2019). After that, the counselor puts together a clear plan that matches the goals they want to reach.

This plan covers all the activities, strategies, approaches, and materials that will be used in the counseling program, making sure students get the support they need in the best way possible. The main point of this plan is to notice students who might be showing different behaviors. That way, the guidance counselor can quickly understand what they're struggling with and offer the support they need both in their social life and personal growth.

2. Implementation

The implementation phase is where school counselors tailor their services to each student's individual circumstances. Therefore, in terms of personal and social aspects, if there are personal issues requiring urgent attention and immediate action, these need to be addressed. Not only are school counselors involved, but also subject teachers, principals, school staff, and classmates are involved to help provide services to students who need these personal and social services.

With the help of others, this can create a broader perspective on students and ensure the sustainability and success of the guidance and counseling program. Information obtained from subject teachers, homeroom teachers, and guidance counselors can be used to collaborate in exploring more in-depth information about students experiencing problems. This information can be conveyed in the form of observation notes and other data relevant to the guidance process. Therefore, this direct and indirect support is crucial to ensuring the effective implementation of guidance and counseling programs in schools.

3. Activity Evaluation

The guidance and counseling instructor or counselor evaluates the outcomes of the assistance or counseling given to students during the evaluation phase. Both short-term and long-term evaluations are part of this process. Additionally, the guidance and counselor evaluates the counseling program's efficacy on a regular basis. The program will be improved in accordance with current needs using data and recommendations from faculty, staff, and students.

4. Follow-up

Follow-up steps are taken If the student's difficulties cannot be resolved independently or by the school counselor, further support from the guidance counselor may include scheduling additional appointments for private discussions about personal and social issues. Therefore, collaboration with parents or other individuals who can contribute to resolving the student's problems is essential.

Discussion

According to Prayitno, Erman Amti, and Syamsu Yusuf, guidance services are important for building independence, inner strength, and social responsibility. Guidance helps individuals to make their own decisions when facing problems. There are so many factors that influence the self confidence of Gen Z, such as physical appearance, family background, economic situation, and personal life experiences. But,

teachers or counselors can help adolescents to develop their self confidence through guidance services, so that they can see themselves positively.

To ensure the services provided are appropriate and effective, we need to make sure that planning and evaluation stages are done effectively. Also, the sustainability of the program needs a good collaboration between parents and teachers. Overall, personal-social guidance should be flexible, empathetic, and holistic. We have to implement the guidance correctly, so it can improve mental well being and self confidence in Gen Z. From this program, we can help them to face new challenges with more confidence in the future

CONCLUSION

Self confident is a crucial elements of personal development, especially for gen Z, who have been raised in the digital era. the study of this research the success of personal social guidance service in this generation self confident. This is like their health, money situation, education, family support, daily habits, and how well they adapt all is affect to their self confidence. Having self confidence comes with many plus point, such as bouncing back from challenges, having the courage to take chances, feeling less anxious or scared, valuing yourself more, improving communication, boosting creativity, and increasing productivity.

This data highlights how counseling services can support Gen Z for handling challenges related to low self esteem and staying socially engaged. Teenagers need emotional support to form their identities, and parents and educators play. They are will be a role model for teenagers. The data findings are more about describing what's already out there and rely on secondary sources because it's a literature review. The effectiveness of personal social guidance services in different situations hasn't been checked with new data or actual testing for gen Z. We could get a better understanding of how effective these services are by comparing them in different cultural or educational settings.

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