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Welcoming Note

It is with great pleasure to announce The International Conference on Ummah: Digital Innovation, Humanities and Economy 2020 or known as ICU: DIHEc 2020. ICU: DIHEc 2020 is organized by Universitas Nahdlatul Ulama Surabaya and Universiti Malaysia Kelantan. The main theme of the conference is "Realizing Society 5.0 for a Better Life." The conference is held on 18-19 August 2020. Due to the global COVID-19 pandemic, the conference is held virtually. Nevertheless, the substance of this conference is still the same, namely to give a great opportunity for academics from all over the world to share and discuss the research ideas and results on the fields of economics & business, engineering & Information and Communication Technology (ICT), education, and humanities.

We are so pleased to see many respected colleagues in this event. We have a total of 98 accepted papers. Moreover, we have the representative affiliations from 5 countries, namely Indonesia, Malaysia, Oman, Philippines, and Poland. This is an excellent opportunity to meet and to come up with great ideas during parallel session. We have four keynote speakers to share their knowledge and experience as well as numerous of papers to be presented.

Let us express our gratitude to all participants who have supported and made the ICU: DIHEc 2020 possible. I send a great acknowledge to all hardworking committee members. Special thanks are delivered to authors from both local and international with the great research topics to be discussed in ICU: DIHEc 2020. We wish you enjoy and have a great experience with this event.

Warm Regards,

General Chair and All ICU: DIHEc 2020 Committees

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Use of Ground, Understand, Revise, and Use (GURU) Process to increase the self confidence of SMK students in Kediri City

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Abstract. Self confidence is a belief in one's own abilities, its feel free to do things according to your wishes and responsibilities for their action, have a good relationship with others, have a drive for a achievement and can recognize the strengths and weaknesses. The purpose of this study was to determine the effectiveness of the GURU Process to increase the self confidence of SMK students. The research method uses a quantitative approach, an experimental technique with a pre-posttest one group design. The research subjects were students of SMKN 2 Kediri who were selected by purposive sampling is those who had low self confidence. Data collection uses a scale of self confidence. This article is limited to research methods. The results of the study are expected to be the references and additional insights to BK GURUs in SMK, its the use of the GURU Process technique to increase student confidence

Keywords: self confidence, GURU Process

1. Introduction

Self confidence is a belief in one's own abilities so that in the actions that are issued you will not be anxious, feel free to do things as you wish and be responsible for your actions, are polite in interacting with others, have the drive for achievement and can recognize the advantages and lack of yourself. SMK students have an important confidence in themselves because they are individuals who will later be printed into professional workforce in the industrial era 4.0.

The facts in the field were found that SMK students were not confident in their abilities, including a) when there were reports of internships, students were shy about being able to practice like other friends, b) students were confused about what to do when they graduate work, c) students choose to remain silent and do not express their opinions when asked to convey their wishes when they graduate from SMK later, d) during practicum lessons students choose to skip because they are following along with friends, e) when there is an announcement of job registration, students are not sure that will pass when entering work registration, f) students feel confused about what to do when they graduate from work, and g) students choose to remain silent and do not express their opinions when asked to convey their wishes.

Based on the phenomenon that occurs above, it shows that students experience have a low of self confidence. Self confidence is a belief that an individual has that he is able to behave as needed to obtain planned and expected results (Siska, 2003). Meanwhile, another opinion states that self confidence is a trait that exists in an individual which is not a trait that is inherited but is obtained from the experience of an individual's life, which can be taught and instilled through education, thus all certain forms of effort can be made to form and increase individual self confidence (Siska, 2003). Another opinion (Gurler. Ismail, 2015) says that self confidence is the main key to starting all individual activities, especially in communication.

If SMK students experiencehave a low self confidence, this could be a boomerang for their future. It is feared that low self confidence, will be the cause of students including a) less skilled in dealing with problems in the world of work, b) having low self efficacy career, c) not focusing on the work they are engaged in, and d) not being independent. This is supported by the opinion (Tuncel, 2015) which states that the low self confidence of individuals raises anxiety, discomfort, fear and anti-social behavior with their environment. In line with Lauster's opinion in (Irawati, 2014) which states that low self confidence is will make individuals doubtful, less responsible, and anxious in expressing their opinions.

Based on the this reason, it is very necessary to carry out treatment to increase the confidence of SMK students by using the Ground, Understand, Revise, Use (GURU) process. The GURU process is a reflection carried out by individuals by raising questions about various kinds of events that have occurred within them (Silberman, 2007). By

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GURU process, SMK students are assited in anailyzing the situation they are experiencing, making a conclusion, planning something and implementhing the plan that has been made from the conclusion.

Self confidence can be interpreted as an individual's acknowledgment of their strengths, loving whatever is in them, and being aware of every emotion they have (Gurler. Ismail, 2015). Self confidence is an important thing in an individual's life. The existence of high self confidence and good individuals will be able to come in a much wider social environment. Confidence is also believed to have a positive impact on human life. Some things that can lead an individual to become a successful person are self confidence, adaptability, good leadership, and the ability to influence others (Ratnasari, S.D & Andriansyah, 2014).

According to Lauster (Irawati, 2014) self confidence is an attitude or belief in one's own abilities so that in the actions taken, they will not be anxious, feel free to do things as they wish and be responsible for their actions, be polite in interacting with others, have a performance drive and can recognize one's own strengths and weaknesses. Characteristics of individuals who have good self confidence are 1) believing in their own abilities, believing that every event that occurs in them is the result of one's own actions and the individual is able to evaluate these events; 2) independent in making decisions, making every decision independently based on personal considerations without having to involve other people; 3) having a positive self-concept, having a good appreciation for oneself, which can lead to a positive attitude towards oneself; and 4) dare to express opinions, the ability to be able to express what you really want to express without having to feel burdened by other people or something that hinders the expression of those feelings. However, there are often individuals who lack good self confidence. Therefore, various ways are needed to increase individual self confidence.

2. Discussion

2.1 Self confidence

Self confidence can be defined as an individual's recognition of the advantages of loving whatever is in him, and being aware of every emotion they have (Genctan, 1984; Ozbey, 2004; Gurler, 2015). Self confidence is an important thing in individual life. The existence of high and good self confidence will be able to bring individuals to a social environment that gives respect to themselves and besides that individuals will be able to interact well with other people.

According to Lauster (1978; Irawati, 2014) self confidence is an attitude or belief in one's own abilities so that in the actions taken, they will not be anxious, feel free to do things according to their wishes and responsibilities for their actions, are polite in their actions. interact with others, have a drive for achievement and can recognize one's own strengths and weaknesses. There are several characteristics of individuals who have good self confidence including; 1) believe in one's own abilities, 2) be independent in making decisions, 3) have a positive self-concept, and 4) dare to express opinions

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According to Lauster (Irawati, 2014) self confidence is an attitude or belief in one's own abilities so that in the actions taken, they will not be anxious, feel free to do things as they wish and be responsible for their actions, be polite in interacting with others, have a performance drive and can recognize one's own strengths and weaknesses. Characteristics of individuals who have good self confidence are 1) believing in their own abilities, believing that every event that occurs in them is the result of one's own actions and the individual is able to evaluate these events; 2) independent in making decisions, making every decision independently based on personal considerations without having to involve other people; 3) having a positive self-concept, having a good appreciation for oneself, which can lead to a positive attitude towards oneself; and 4) dare to express opinions, the ability to be able to express what you really want to express without having to feel burdened by other people or something that hinders the expression of those feelings. However, there are often individuals who lack good self confidence. Therefore, various ways are needed to increase individual self confidence.

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2.2 The Process GURU

The GURU process is an acronym for Ground, Understand, Revise, and Use. The GURU process is a technique that combines reflections between events that have been experienced and events experienced now by an individual. The GURU process is one of the techniques in the experiential learning pattern and contains questions that are used for reflection.

In the GURU process, individuals can ask questions that help in analyzing the situation, making a conclusion, planning something, and implementing the first step of the plan that has been made. Individuals can position themselves as learners, supervisors, mentors, coaches, and even themselves when applying each of these categories of questions in a process.

Ground is a category of a series of questions that are used to help individuals remember an event and recall memories that have been experienced. Asking questions will help individuals to close or share their basic experiences. The questions should be questions that can stimulate individuals to identify emotional reactions that occur when the event occurs. In the end, with the questions given, individuals will be able to analyze, recognize, and understand a series of events that have occurred in their life.

The second category of questions is understand. Understand is a category of questions in the GURU Process that helps individuals understand situations with a much broader range of content. The questions that are made should be able to help individuals identify similarities and differences between an event, an idea that comes out, or a behavior. This could also mean, at the understanding stage, individuals are asked to interpret one by one the reactions to events that have occurred, what they have learned from the events that have occurred, and what conclusions they have made.

The next category of questions is revise. Revise is a category of questions that helps individuals think about modifying their behavior or attitude. The questions that are made should stimulate individuals to think about what reactions come out of them when they are faced with different situations. The point of the revise category is that individuals must think about what thoughts, behavior, and attitudes will come out of the individual when faced with different events and situations.

The final question category in the GURU Process is use. Use is a category of questions that will help individuals plan what they will do and what they have learned. The questions that are made must stimulate individuals to think about what they will do with new information and ideas from the learning process they have been through. So how do individuals use new information and ideas for them to apply to aspects of their lives now.

Several previous research studies related to research variables are Masruroh (2018) regarding the effectiveness of simulation techniques to increase the confidence of class XI students at Ngunut Vocational High School (SMK). The results showed that the simulation technique was effective in increasing the confidence of the XI grade students at SMK Ngunut. Research related to the GURU process is a study conducted by Hanggara (2016) on the effectiveness of the "GURU Process" as a group guidance technique in improving career decision making for SMK students. This study shows that the GURU Process is effectively used to improve career decision making for SMK students.

Research conducted by Khususiyah, et al (2019) on the use of the GURU Process to improve the self efficacy career of student or counselor candidates, this study shows that the GURU Process is effectively used to improve the career self-efficacy of student counseling GURU candidates. Research conducted by Setyaputri, et al. (2016) on the development of career GURU training packages to improve self efficacy career of prospective counselors, the results of this study have produced a career GURU training pact that can be used to increase self efficacy career of prospective counselors. Research conducted by Setyaputi, et al. (2017) on increasing self efficacy career of undergraduate students of PGRI BK UN through the Career GURU training package, the results of the study also prove that the GURU Process can be used to increase self efficacy career.

2.3 Intervention design

The research will be conducted using a quantitative approach. The research technique used was pre experiment. According to (Cohen, L. Manion, L & Morrison, 2007), experimental technique is a technique used in a study in which there is an intervention and measurement before and after the intervention is given. The type of experiment used in this research is pre experiment. Pre experiment is a research technique in an experiment where the researcher creates a group and performs intervention / treatment during the research (Creswell, 2012). (Creswell, 2012). In this study, the GURU process is an independent variable and self confidence becomes the dependent variable. The research technique was chosen because it is used to determine the differences before and after the intervention. In this case, to find out whether there is an increase in the confidence of SMK studentss after being given intervention with the GURU Process technique. The design used in this study was one group pre test and post test design. Stages of research implementation that are;

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Stage I: Implementation of the pretest

At the pretest implementation stage, preliminary data collection was carried out on the level of self confidence of SMK studentss. At this stage the measurement is carried out using a self confidence scale measurement instrument. At this stage it will be carried out by researchers.

Stage II: Implementation of treatment

At the implementation stage of the treatment, intervention with the GURU Process technique was carried out on SMK studentss who had low self confidence. The treatment was carried out in four meetings. Treatment is carried out using the GURU Process technique.

Stage III: Implementation of the posttest

At the posttest implementation stage, the final data collection was carried out after the intervention was complete. At this stage the measurement is carried out using a confidence scale measurement instrument.

The research will be carried out in one of the vocational schools in Kediri. The target subject in the research that will be carried out later is class XI SMK students who have low self confidence. Later the students were selected by purposive sampling, the subjects were vocational high school students who had low self confidence.

3. Conclusion

Self confidence is belief in one's own abilities so that in the actions that are issued you will not be anxious, feel free to do things as you wish and be responsible for your actions, are polite in interacting with others, have the drive for achievement and can recognize your strengths and strengths. lack of yourself. Vocational high school students have an important confidence in themselves because they are individuals who will later be printed into professional workforce in the industrial era 4.0. Facts in the field were found that SMK studentss were not confident in their abilities, including a) when there were reports of internships, students were shy about being able to practice like other friends, b) students were confused about what to do when they graduate work, c) students choose to remain silent and do not express their opinions when asked to convey their wishes when they graduate from SMK later, d) during practicum lessons students choose to skip because they are following their friends. If this is allowed, it will become a barrier for them in the world of work. Therefore, a technique is needed that can help students increase their confidence, namely, the GURU process. The GURU process is a technique in experiential learning that reflects on events that occur in individuals. The purpose of this study is to determine the effectiveness of the GURU process to increase the confidence of SMK studentss.

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