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The Role of Counselling Teachers in Developing Students' Self Esteem in the Free Learning Curriculum

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ABSTRACT

This study aims to determine the role of Counseling Guidance (BK) teachers in developing student self-esteem in the independent curriculum learning how counseling services are in developing student self-esteem in the independent learning curriculum, which will be launched in 2024. The important role of the counseling teacher is needed in expressing, processing, examine, interpret self-esteem and plan counseling services that are appropriate and in accordance with student problems. Among the aspects that will be examined are personal, social and general self-esteem, as well as an overview of 691 student respondents in Bengkulu province from 10 districts/cities. The research method used is the mixed method, which is descriptive qualitative, that is, the data will be disclosed qualitatively. The research sample was 961 students, senior high schools (SMA and MAN) spread from 10 districts/cities in Bengkulu province. The data will be presented quantitatively by using a questionnaire, then it will be studied qualitatively by means of in-depth interviews and the data will be triangulated with sources, techniques and will be presented descriptively.

The results of the study show that personal self-esteem needs more special attention by the counseling teacher, such as; easy to feel sad, change yourself, feel as beautiful or as handsome as other people, feel useless, ashamed of yourself, feel anxious, and self-esteem is needed in building students' confidence to be more creative, characterized and innovative in the independent learning curriculum.

Keywords: BK teacher, self esteem and independent learning curriculum

INTRODUCTION

Guidance and counseling services aim to make students independent in dealing with the problems of their developmental tasks, both personal, social, study, career, family and religion. Regarding learning problems, various components are needed that influence the process and learning outcomes, such as; student abilities, learning facilities, curriculum, family, community and school support. Curriculum changes bring new consequences and adaptations, such as philosophical, psychological, pedagogical changes that lead to the attainment of national



education goals. Independent learning curriculum which has more project- and character-based characteristics, streamlining material, flexibility of teachers and students in learning. To realize all of these processes requires creativity, self-esteem (self-esteem) self-confidence, optimizing the abilities of teachers and students, as well as supporting facilities and infrastructure that are relevant to curriculum needs. All components are interrelated and affect each other.

For self-esteem (self-esteem) is very important in developing the creativity of students and teachers, students will be more able to innovate and be creative in elaborating their academic tasks. To facilitate all of that, the role of the Counseling Guidance teacher (BK) is needed, starting from expressing, exploring various potentials, maintaining and developing them in the form of real work. BK teachers will be increasingly challenged in providing assistance to students.

The existing phenomenon revolves around student self-esteem, guidance and counseling teachers in driving schools (pilot project curriculum Merdeka Learning) difficulties in mapping students according to the subjects they choose, students are confused in choosing 5 subjects that are relevant to planning majors for further studies in tertiary institutions, the lack of understanding of BK teachers about test and non-test instruments to reveal the talents, interests, creativity and personality of students, the number of BK teachers is not proportional to the number of students. As a result of all this, counseling services are not optimal at school, which affects students' self-esteem in doing assignments, planning for their future, attending internships, etc. Based on this phenomenon, the writer is interested in researching: The Role of the Counseling Teacher in Developing Student Self-Esteem in the Independent Learning Curriculum.

LITERATURE REVIEW

1. Self Esteem

Self esteem is an individual's positive or negative attitude about himself. Or the individual's view of himself is related to achievement, good interpersonal relationships, and psychological well-being. Or how can someone accept himself, is it appropriate, useful and valuable, both now and in the future. It can be seen that 57% have high academic self-esteem, due to recognition from others for their achievements. People with high self-esteem will value and respect themselves, whereas people with low self-esteem will judge and blame themselves. The causes of low self-esteem are due to a history of physical abuse, loss of loved ones, family rejection, and repeated failures. Obesity also affects students' self-esteem. Low self-esteem makes students not dare to face life's challenges, seek comfort zones, are unsure of their thoughts and feelings, are afraid of facing other people's responses, cannot communicate well and feel unhappy in their lives. In contrast to high self-esteem they have great expectations in building constructive relationships and are more humane in treating others and do not see others as competitors. Even these individuals are increasingly able to adapt to the environment.

For ages 15-18 years or high school age, one of the developmental tasks is the ability to think and mature in behavior, being able to control impulses and make early decisions about vocational goals to be achieved, as well as acceptance of the opposite sex. To achieve all of this, good self-esteem is needed.

Globally, self-esteem is divided into 3 parts, namely; First; General self-esteem which leads to all students' feelings of self-worth that love themselves and feel worthy of being loved. Second; Social self-esteem, namely students' perceptions of the quality of their relationships with peers, and being able to engage between individuals in their social environment. And Third; Personal self-esteem is self-examination related to self-image. This is important because it influences individual behavior in facing challenges. So that if successful it will make itself valuable. Self esteem is formed from the process of individual interaction with their environment. There are two things that affect self-esteem, namely: first; Culture, and second; Social comparison. While self-esteem can be divided, namely: a. Respect yourself (self respect), b. Get respect from others. While there are also those who argue that self-esteem consists of three main components, namely: (a) Appearance component, (b) Social, (c) Physical. Then when individuals fail to do all of the above, individuals with low self-esteem tend to blame themselves and feel more



incompetent.

Some characteristics of individuals with low self-esteem; First; Demeaning others by seeing their weaknesses, second; Gestures out of context and avoiding physical contact. Third; proud of self-achievement, arrogant and consider themselves more than others. Fourth; judge yourself and consider yourself useless, and fifth; Cannot give reasons if it fails and tends to rationalize. In contrast to individuals who have high self-esteem; First; withdraw from an environment that is not conducive, Second; Tends to be passive towards his intimidating environment, Third; Inferior, tends to give in when criticized by others, Fourth; high anxiety of social pressure, Fifth; calmer in dealing with differences of opinion, and sixth; don't like to stand out.

While individuals will be more confident if they have good self-esteem, are more capable and more productive. Life experience will be felt as something meaningful without regret. If the individual's self-esteem is high, then he will be open to new experiences and be able to take risks. This self-esteem in line with age tends to increase and usually slows down in adolescence, when self-esteem changes it will affect the decisions taken. If the individual has high self-esteem then he will be able to judge himself, because he feels love and appreciation from others, and gives warmth and empathy to others.

The purpose of self-assessment is; First; self assessment, is to gain valid knowledge about yourself. Second; self enhancement, is to obtain good information about yourself, Third; self verification, is to confirm self-information that is already known, as well as to view oneself as negative and difficult to change

2. Counseling Guidance in the independent learning curriculum

Guidance is assistance given to individuals to enable them to make adjustments in school, family and society. The purpose of BK is to: assist individual self-development so that they are more optimal and capable, overcoming problems encountered in learning. While the BK teacher will be a partner for the client in helping solve the problem. In this case the implications of the direction of the independent learning curriculum policy are the implementation of the planning, implementation and evaluation of guidance and counseling services. With the flagship program of the concept of independent learning, namely student exchange, apprenticeship programs, teaching practice in educational units, research, humanitarian projects, entrepreneurship, independent studies or projects, and building real thematic work villages/colleges. The BK teacher plays a role in providing material but character education that is useful for student behavior, besides the BK teacher can set an example for students to be able to be dedicated and innovate in the independent learning curriculum. For BK teachers must be ready to provide services to students with the right understanding and competence as well as practical BK practical experience; Counseling strategies that are appropriate and in accordance with the independent curriculum, such as minimum competency assessment, strengthening character and increasing information computer and technology competencies.

3. Relevant research

a Nadia Mardhatillah, 2017. Counseling Guidance Service Strategies to Improve Self Esteem. The result is support for collaborating with teachers in structuring policies such as giving rewards to students who dare to express opinions in front of the class, and increasing self-esteem with counseling services.

b Bakhrudin All Habsy, 2017. Cognitive Behavior Group Counseling Model to Improve the Self Esteem of Vocational High School Students. The result is that Cognitive Behavioral Counseling is effective for increasing the self-esteem of vocational students.

c LediKusraharjo, 2019. The Effectiveness of Group Counseling Services to Improve Self Esteem in Class XI Students of Muhammadiyah Vocational School 2. The result is that group counseling services can increase student self-esteem in class XI students of Muhammadiyah Vocational School 2 in the 2018/2019 academic year



From the several studies above, there is a difference with what the author will examine, because the above research is more on the benefits of self-esteem for school resilience, group counseling in increasing self-esteem, as well as self-esteem development books with cognitive behavior counseling. While this title will reveal the tendency of 691 students' self-esteem, whether personal, social or general high, then the role of the counseling teacher in developing these three aspects

RESEARCH METHODOLOGY

This study uses a mix method approach, mixed method, with the aim of expanding the discussion with quantitative and qualitative methods, by integrating a better understanding, or testing different approaches. This method is a combination of quantitative and qualitative research methods.

The research procedure begins with students filling out the self-esteem instrument via the Google form. This self-esteem instrument is valid, with "yes" and "no" answer options for the desired answer given a score of 1, while those that are not desired are given a score of 0. The questionnaire is processed and the score and percentage (%) per item are seen, with the formula:

$$P = \frac{F}{N} \times 100\%$$

Information;

P = Percentage

F = Frequency

N = Number of samples

then tabulated. This instrument consists of 40 question statement items, with the distribution as follows

Types	Question Items
Personal	12, 15, 17, 22, 27, 34, 36, 40
Sosial	1, 5, 7, 10, 16, 21, 31, 35
General	2, 3, 6, 8, 11, 13, 18, 20, 23, 25, 26, 28, 30, 32, 37, 39
Lie	4, 9, 14, 19, 24, 33, 38

Judging from the type, it is divided into 4, namely personal, social, general and lie with the distribution of the items as shown in the table above. Specifically, lie will not be explained with deceptive items and all students will experience it. Furthermore, an interview will be held with the BK teacher regarding the efforts made to increase low self-esteem according to the needs of the independent learning curriculum.

Data from questionnaires and interviews will then be analyzed by means of; collect and review the results of questionnaires, interviews and documentation. Furthermore, the data will be reduced by selecting, simplifying, focusing attention on aspects that strengthen the field data. Next, various data sources will be presented (display data) and described in the form of simple words or sentences that are easy to understand, and finally conclusions (verification and conclusion) based on a combination of information arranged in the form of data presentation.

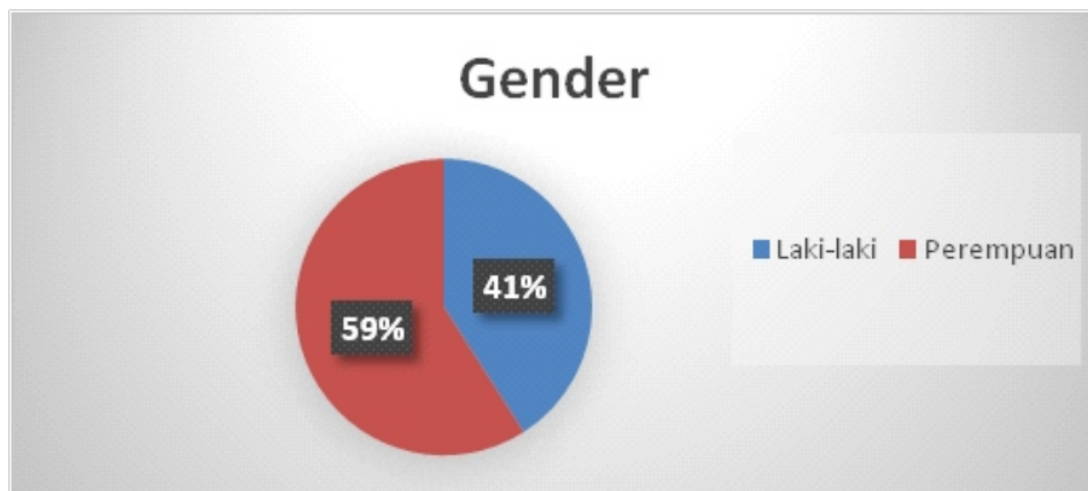
RESEARCH RESULTS AND DISCUSSION

Of the 691 respondents who filled out the self-esteem instrument, they were scattered;



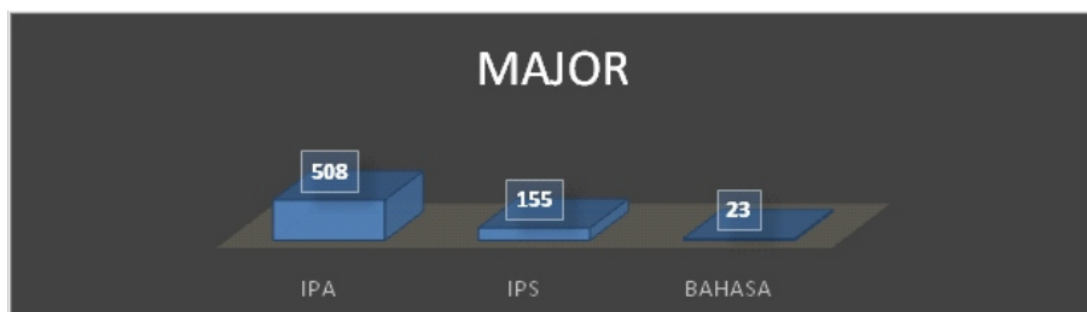
No	Regency/City	Gender		Amount
		Male	Female	
1	Bengkulu	36	47	83
2	Rejang Lebong	26	55	81
3	Lebong	19	45	64
4	Kepahiang	21	41	62
5	Bengkulu Tengah	25	34	59
6	Bengkulu Utara	17	51	68
7	Muko-muko	21	46	67
8	Seluma	18	39	57
9	Bengkulu Selatan	23	49	72
10	Kaur	36	42	78
11	Jumlah	242	449	691

Based on visible sex;



¹ Dari grafik di atas dari 691 siswa SLTA, maka rincian berdasarkan jenis kelamin adalah laki-laki 41% atau 283 orang, sedangkan siswa perempuan 59% atau 408 orang.

Adapun pengelompokan siswa berdasarkan jurusan



For details by department, it can be seen that there are 508 students from the Natural Sciences department, 159 students from the Social Sciences department, while 23 students from the Languages ??department.

Based on the processing of self-esteem instruments based on item questions for 691 visible students; The description of self-esteem by category is as follows;

a. Personal

No	Statement	Score			
		Yes	%	No	%
1.	Do you feel sad easily?	468	67.7	223	32.3
2.	Do you feel as beautiful/handsome as most other people?	247	35.7	444	64.3
3.	Do you usually feel tense or anxious?	566	81.9	125	18.1
4.	Do you feel irritable?	385	55.7	306	44.3
5.	Do you often feel restless without knowing why?	510	73.8	181	26.2
6.	Do you often feel disappointed about something?	600	86.8	91	13.2
7.	Are you more sensitive (sensitive) than most other people?	474	68.6	217	31.4
	Do you often feel worried?	592	85.7	99	14.3

In connection with feelings of sadness, which reached 67.7% or 468 students out of 691 students experienced this problem, this was due to the current Covid situation and its impact is still being felt today, especially on the family economy. as the BK teacher said:

"After the Covid 19 pandemic was over, the impact was still being felt by students, especially in cities because their economy depended on the results of relationships with other people, unlike in villages where they had land they cultivated themselves, the impact of Covid 19 was not as severe as in cities. Most of the students, let alone class XII, where do they want to go, because going to college requires a lot of money. I hope everything gets better soon."

For this item, the level of anxiety and feeling tense is 81.9% or 566 people feel this problem, due to students' low self-esteem. the results of the study if students have a positive mindset, then self-esteem will increase and vice versa if negative thoughts then self-esteem will be low. . as reinforced by the BK teacher, that;



“Students who spend a lot of time on their cellphones everyday to post cheap gossip will be easily influenced to think negatively. This happens because of low self-concept and negative views of himself and others. These students usually cannot manage their time for activities well, tend to be passive doing nothing and are only busy with their cellphones, while their friends who have good self-regulation are more able to think positively, because they are busy dealing with positive activities.

Easily offended by 55.7% or 385 students from 691 respondents, although not too high, it is actually dangerous if left unchecked, because juvenile delinquency, bullying and other maladaptive behaviors originate from this attitude. As the results of research show that the causes of juvenile delinquency are due to identity crises and weak self-control, the family, school and community environment. Here it can be seen that apart from weak self-control, the role of family and school is very important.

Feeling restless without knowing why (item 27) 73.8% or 510 students from 691 respondents. This is a high number and these are symptoms of neurosis. To overcome this, it is necessary to build good relationships, involve families, understand students themselves, encourage students to recognize themselves, empathize and listen to their complaints, give students opportunities to make decisions with the help of their counselors. Feeling disappointed about something (item 34) with a score of 86.8% or 600 students from 691 respondents, this number is quite large and will have a negative impact on students. As a result of research that students must be able to deal with anxiety, especially in completing the final project. And also managing stress and emotions is very important for students to get out of this problem. Even quantitatively the research results show a correlation coefficient of 0.553 with a significance value of 0.000 ($p < 0.05$) with the effective contribution of self-efficacy and achievement motivation variables together to students' academic anxiety by 30% while the remaining 70% is influenced by another factor. One of the techniques that can be used by BK teachers is the bibliography technique. Or by means of the results of the Systematic Desensitization Technique training activities that can really help the BK Teacher (MGBK) Kab. Batola in reducing Anxiety Students have an increase in the level of Systematic Desensitization Technique Skills to high. This is evidenced by the results of the pretest analysis in the high category, there are 4 counseling teachers with a score of 16. In the medium category, there are 28 counseling teachers with a score of 8 to 13. In the low category, there are 6 counseling teachers with a score of 4 to 6. And the results of the post-test category analysis In the high category, there are 16 counseling teachers with a score of 15 to 16. In the medium category, there are 19 counseling teachers with a score of 12 to 14. In the low category, there are 3 counseling teachers with a score of 8 to 11. For problems often feel worried (item 40) with a figure of 85.7% or 592 students out of 691 respondents with problems. These forms of anxiety are; such as tension or nervousness, sweating and shaking hands, pessimism, worry, lack of confidence, fear, silence, refusal to do academic work, etc. This means that students are always worried, the closeness of parents in the form of warm, democratic and cooperative parenting will reduce student anxiety, because students do not feel alone, do not feel neglected and there is a place to share problems with the right people. Or parents must have a good parenting concept. Besides that, the demands of an independent curriculum for students and teachers are more independent in determining a good learning process, according to the material being discussed. Students' creativity to innovate must be prioritized, schools must be able to recognize student competencies, both IQ, special talents, interests, personalities, etc. For this reason, the counseling teacher must be concerned with this aspect and be able to express, interpret and develop a counseling service plan according to this data. Skills include administering test and non-test instrumentation or forms of cooperation with certain parties who have a license for psychological test instrumentation. This is important to do to remind the urgency of counseling teachers in the independent curriculum. Besides that, the counseling teacher must carry out the development and maintenance functions, because the data from the instrumentation must be followed up in the form of counseling services, some of which are carried out by the guidance and counseling teachers themselves and in the form of collaboration with subject teachers and home room teachers, such as selecting 5 subjects in the Natural Sciences group. and IPS, as revealed by the BK teacher, that; In the independent learning curriculum, majors are abolished and replaced with electives or subject specializations. The BK teacher's task must be to be able to map students in 5 specific subject choices, the composition must have choices in the Science or Social Sciences family, according to the



student's choices and data from the BK teacher. The choice is relevant to the planned majors taken in college

b. Social

No	Statement	Score			
		Yes	%	No	%
1.	Are your friends few?	232	33.6	459	66.4
2.	Do you spend most of your free time alone?	358	51.8	333	48.2
3.	Do most of the people you know like you?	478	69.2	213	30.8
4.	Are you as intelligent as most other people?	380	55	311	45
5	How many people don't like you?	245	35.5	446	64.5
6	Are you as strong and healthy as most other people?	406	58.8	285	41.2
7	Do other people like your ideas?	492	71.2	199	28.8
8	Do many people respect your views?	467	67.6	224	32.4

Social self-esteem is very important for psychosocial health, as is the size of interpersonal and social support networks, personal adjustment and psychopathology. Spending free time alone (item 5) 358 students out of 691, or 51.8%, this needs special attention from the counseling teacher, because of the lack of use of free time. Students are more comfortable alone with HP using it for hours, so socialization and helping parents, as well as learning time is reduced. The results of the study show that group guidance services using self-management techniques can have an effect on increasing the utilization of students' free time. And it turns out that the higher the students' self-esteem and self-concept, the less time they spend using social media. for ages 15-19 years there are 91% internet users and 9% who do not use the internet, and youth 15-19 years is the highest percentage. This is reinforced that teenagers spend 54% of their time online using social media. Then also Psychological Welfare formed from Self Regulated Learning and peer social support with a contribution of 26.1%, it turns out that it is still 73.9% from other factors. Other factors include lack of emotional maturity, weak self-control, retarded development, no opportunity to learn developmental tasks or no guidance to master them, no motivation, poor health, body defects, low level of intelligence. While teenagers at school have the following tasks; friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance towards friends. In response to this, 48.2% had no problems or 333 respondents from 691 respondents, according to the counseling teachers that this happened because students limited physical contact in socializing and preferred social media, while the quality of face-to-face meetings could lead to more empathy. This means that social media is more about quantity, while face-to-face direct contact is more about the quality or depth of the relationship.

In the independent learning curriculum, social skills need to be owned and developed in daily life at school, at home and in the community, because the better the interpersonal communication, the better the adolescent's adjustment, and vice versa. This ability is needed in the learning process in order to be directly involved and contribute actively, working on project assignments. To be able to socialize properly, the counseling teacher must be able to develop students' social interests. The benefits of this ability include: Children have a friendly attitude and easily get along with their peers; Children have tolerance and concern for others; Have an attitude of social interest



(happy to help others); Children have a happy attitude to share and cooperate; Children have a democratic attitude in socializing; Children are able to communicate well with others; Children are able to resolve conflicts with other people; Children have the understanding and ability to analyze relationships with other people. . related to anxiety about relationships with other people, in fact students will be more trained, because in an independent curriculum with majors removed and replaced with the selection of subjects according to abilities, talents, interests Muthmainnah, M et al (2023), and aspirations in tertiary institutions, the learning process is carried out by moving class which automatically sharpens students' social interests, there is empathy, students will be increasingly busy with their friends to work together in carrying out project assignments. This is very useful, including introverted students who will adjust, because they realize that project assignments will not be completed if they are not done together. For this reason, counseling teachers must be able to provide appropriate services related to students' social problems

c. General

No	Statement	Score			
		Yes	%	No	%
1	Do you want to always feel happy?	629	91	62	9
2	Can you do as many things as other people?	420	60.8	271	39.2
3	Are you happy with your gender status?	664	96.1	27	3.9
4	When you try to do important tasks, are you usually successful?	499	72.2	192	27.8
5	Do you feel that you are as important as most other people?	437	63.2	254	36.8
6	If it were possible, would you change things about yourself?	619	89.6	72	10.4
7	Are you lacking in self-confidence?	502	72.6	189	27.4
8	Do you often feel that you are completely useless?	432	70.2	259	29.8
9	Is it difficult for you to express your views or feelings?	537	77.7	154	22.3
10	Do you often feel ashamed about yourself?	531	76.8	160	23.2
11	Are other people generally more successful than yourself?	446	64.5	245	35.5
12	Do you want to be happy as shown by others?	639	92.5	52	7.5
13	Do you feel as a failure?	294	42.5	397	57.5
14	Is it difficult for you to get acquainted with people you just met?	395	57.2	296	42.8
15	Are you as happy as most other people?	367	53.1	324	46.9
16	Do you really lack initiative (initiative)?	221	32	470	68



This self-esteem focuses on an overall feeling of self-worth (a deep knowledge that someone feels valuable, can be loved, and has important value in this life). When a person is valuable in society, his self-esteem will be good and increase. This aspect is influential in achieving goals and activities that are in progress, and helps determine daily behavior.

For the possibility of changing many things about himself 619 students out of 691 or 89.6% have problems with this item. As for the lack of self-confidence 72.6% or 602 students out of 691 students. The crisis of self-confidence is caused by low self-concept from within and from outside the social and economic factors of parents. To excel, you need high self-confidence. . parental care simultaneously contributes 35.5% in increasing student self-confidence. It can be seen that the significance of this support is very important, because high school students with a good level of independence will have good self-esteem.

For items that are not useful at all with 70.2%, or 485 students from 691 respondents, this shows a serious student problem. This item is caused by confusion, anxiety and negative self-concept that will affect the self-esteem you have. As the BK teacher said, that;

"Students' nervousness in facing the realities of life makes them helpless, today's children are not trained enough to deal with problems, so they easily give up. There were even students who said they were useless because they couldn't help their families, especially about the economy. Study hard and get good results, but can't go on to college, because there's no money. Usually, in the final grade of senior high school, sometimes in villages, female students feel useless because they don't have the heart to go against the will of their parents who want to marry them off. Many students seem helpless because of the parenting style of parents who are rigid and do not give good hopes to their children.

This is in line with research results, that a person will feel happy if he has high and good self-esteem and life expectancy. For the difficulty of expressing views or feelings, namely 537 students or 77.7% of students did not do it, only 154 students or 22.3% were able to express their views and feelings. As for the item that they felt ashamed about themselves, 531 students or 76.8% felt ashamed of themselves, 160 students or 23.2% of students who were not ashamed of themselves. While the items felt that other people were more successful than themselves, 446 students or 64.5% felt this way, only 245 students or 35.5% did not feel this way. As for item 28, you want to be happy, as shown by other people, 639 students or 92.5% have problems in this regard, while 52 students or 7.5% have no problems with this.

Discussion of Research Results

There are 2 important things in self-esteem, namely; low and high self esteem. For the low with features; easily put others down by seeing their weaknesses, gestures that are out of context and avoid physical contact, too proud of their own achievements, arrogant and consider themselves superior to others, judge themselves and consider themselves useless, and unable to give excuses if they fail and tend to rationalize. the problem of low 3 self-esteem categories; personal self esteem, on low items, among others; feelings of sadness, levels of anxiety and tension, irritability, anxiety, disappointment and worry. For social self-esteem, it is revealed that spending free time alone, no motivation, poor health, body defects and low level of intelligence, while general self-esteem includes; wants to change many things about himself, lacks self-confidence, feels utterly useless, does not have high and good life expectancies, is ashamed of himself, and feels that others are more successful.

From the explanation above, it can be seen that there are many problems which if not resolved will cause students problems while in school, especially when viewed from the demands of an independent curriculum that students must be more creative and innovative in learning, students must independently find the right learning format according to their circumstances. Teachers only provide general concepts, while students must be able to develop their own with existing abilities. While students at school are required to be able to develop the tasks of friendship, leadership, openness, social initiative, participation in group activities, responsibility in group assignments and tolerance towards friends Muthmainnah et al (2022). In order for students to be able to do this task properly, they must



be in a state of high and good self-esteem. For this reason, the BK teacher must be able to help students carry out these tasks by helping them increase their self-esteem. If the student's self-esteem is good if the student can withdraw from an environment that is not conducive, Tends to be passive towards the intimidating environment, Inferior, tends to succumb when criticized by others, high anxiety against social pressure, more calm in facing differences of opinion, and sixth; don't like to stand out

CLOSING

1. Conclusion

From the results of the research above it can be concluded:

- a. Students' personal self-esteem is quite good, except for certain items such as easily feeling sad as many as 468 respondents (67.7%) from 691 respondents, feeling tense or anxious by 566 respondents (81.9%) from 691 respondents, not feeling as beautiful as or as handsome as other people 444 respondents (64.3%) of 691 respondents, disappointed about something 600 respondents (86.8%), anxious for no reason. 510 respondents (73.8%) and often worried 592 respondents (85, 7%). For Social esteem problems with 358 respondents (51.8%) out of 691, respondents spend time alone, while general self-esteem changes many things for oneself 619 respondents (89.6%), it is difficult to express views and feelings 537 respondents (77.7%), and want to be happy like other people 639 respondents (92.5%).
- b. The role of the counseling teacher in increasing student self-esteem is to increase self-awareness of one's strengths and weaknesses with information services, group guidance and individual counseling.

2. Suggestion

- a. BK teachers should be proactive in disclosing student data for planning appropriate service assistance.
- b. The need for training and equalization of perceptions about the BK instrumentation needed in the independent learning curriculum which will be launched in 2024

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