

THE EFFECT OF GROUP GUIDANCE SERVICES ON INCREASING STUDENT LEARNING ACTIVENESS IN CLASS XI. 2 MOTORCYCLE ENGINEERING SMK NEGERI 2 KAYU AGUNG (GUIDANCE AND COUNSELING ACTION RESEARCH)

Rodes Barma

email : mas.barmarodes@gmail.com

Faculty of Psychology

Program Study Masters of Psychology Profession

Persada Indonesia University Y.A.I. Street Jakarta INDONESIA

ABSTRACT

The implementation of Guidance Counseling in schools is aimed at assisting students in finding solutions to personal problems, getting to know the environment and planning for their future. In this case, the role of the Guidance and Counseling Teacher or Counselor is very important, because in an effort to find personal solutions, get to know the environment, and plan for the future, students often encounter various obstacles and difficulties. The obstacles and difficulties faced by these students require help from other people who are considered capable and willing to solve the problem. In the implementation of counseling guidance services there are basic services and responsive services and the problems that will be discussed in this study are the implementation of responsive services, namely the implementation of services that must be carried out immediately because if they are delayed it will result in the emergence of other problems. There are two responsive services, namely individual counseling services and group counseling services. Guidance and Counseling Teachers are an alternative that can be chosen by students in solving their problems, various problems faced by students ranging from problems related to learning to career related. What happened at SMK Negeri 2 Kayuagung there were approximately 10% of students who had problems, where these problems were shown by symptoms such as: often skipping work, not doing assignments, missing subject grades, arriving late, lazy when studying, fighting and some are even involved with taking drugs. In this study, researchers examined student behavior as seen from the visible symptoms ranging from being lazy when studying, not doing assignments and often skipping classes while studying. From this incident the researchers provided counseling services, namely conducting group guidance to these students who were deemed to need guidance by using discussion techniques where this technique aims to see developments and changes in behavior from unfavorable behavior to positive behavior in order to achieve success in the future so that students by exploring and revealing the wishes of the counselee, the counselee's needs, the counselee's self-evaluation and the counselee's planning for success, where students who were initially not active in learning will become more active when learning so that the objectives of learning can be achieved as expected. In the implementation of group guidance with this discussion technique, it is also expected that in 3 cycles, it is hoped that by using a cycle of 3 times behavior change service meetings for the counselee or students can be seen and the counselee has undergone new positive behavior so that problems with the symptoms that appear do not occur again on the counselee. In the implementation of group guidance, they often encounter obstacles such as students sometimes being less open to friends in expressing their problems due to shame, fear and hesitation and this is a problem that must be addressed by the BK teacher so that obstacles that occur like this can be immediately resolved by using skills. The counseling skills possessed so that the group guidance goals can be achieved. Based on the results of the study, it can be concluded that there was an increase in the percentage of work assignments, grades and changes in student behavior from before and after service implementation.

Keywords: Counseling Guidance Services, Group Guidance, Changes in Student Activity in Learning.

INTRODUCTION

The education implemented in schools is based on Pancasila and the 1945 Constitution of the Republic of Indonesia which aims to develop abilities and shape the personality and soul of a more dignified nation by making national life more intelligent through the younger generation, namely students who will carry out future responsibilities as people. mature. Students can become people who are able to develop all their potential and can show themselves by being responsible for all their duties and obligations.

Every human being as an individual definitely needs education within himself as a basis to help develop all aspects of himself. Education can be obtained in various forms in the form of formal, non-formal and informal education. The aim of establishing education is to help every young generation or student to be able to develop, show all their potential by doing what is called education. We can obtain education through learning activities or study activities so that we gain insight, information and new knowledge that helps develop potential.

The person who can help students achieve educational goals is a teacher. Teachers have a responsibility to help students gain new knowledge and master new skills that can be utilized in social life. Apart from that, a counseling guidance teacher is expected to have insight and be able to master strategies in counseling guidance services that can be implemented to help achieve learning goals. Apart from that, the increasingly modern era has created many responsibilities or obligations that students must carry out as a form of self-development, especially in learning.

Therefore, students are required to be able to show activeness in the learning process so that they gain knowledge not only through the teacher but can also search for information that supports their own development. Teachers who are skilled and show creativity are really needed to make students more active. It is often found that during the service process, from the start of the activity, they only show themselves sitting quietly paying attention but it is difficult to understand the level of students' understanding of the material provided. Then they don't show a good enough response, they are not able to give an opinion or respond to the opinions of other friends or just show themselves in front of the class.

The counseling guidance service is expected to be able to overcome these problems so that it does not become an obstacle or obstacle for students to continue to be able to achieve their developmental tasks as active teenagers. Through counseling guidance it is hoped that it can be an improvement by implementing more innovative and useful strategies and bringing positive changes to participants. educate.

Counseling guidance teachers choose group guidance services to help students develop themselves more actively so that they can show all their potential optimally. It is hoped that group guidance will be carried out using discussion techniques with a group atmosphere that will make students feel more interested and less boring with a more intimate atmosphere between group members and group leaders.

Based on the problems above, to help overcome students who do not show active learning, the researcher decided to conduct guidance and counseling (PTBK) action research entitled "The Effect of Group Guidance Services on Increasing Student Learning Activeness in Class XI.2 Motorcycle Engineering SMK Negeri 2 Kayuagung".

STUDENT ACTIVITY

Learning activities can be seen by the active attitude of students following the learning process. Student activity can be seen when students show their role in learning, namely showing their activeness in every process, not just listening but being able to understand and continue by responding to questions if they don't understand, giving opinions or even responding to the material being explained in order to increase their knowledge of the material.

Student activity can also be seen if there are active activities from students and teachers exchanging information, discussing with each other to overcome problems found in the field and then being able to apply what has been obtained to help in resolving problems that occur, Sudjana (2009:61). Demonstrating activeness is able to make changes in students in the form of positive attitudes that can be useful in everyday life. Student activity is also an attitude that can be measured if the student is able to participate in the learning objectives that will be carried out and can determine steps to achieve these objectives, Warsono (2012:8).

The learning process experienced by students provides experience as additional new knowledge in learning new things they encounter. Learning is one's way of showing an active attitude in the form of managing information or insights obtained by Supriatiningrum (2013:100). Student activity helps the process of ongoing learning activities, especially in terms of learning planning that has been designed by the teacher, design of activities that will be carried out either individually or in groups, Wibowo (2016:128).

From the opinions above, it can be concluded that student activity is an effort to be able to make students want to try to do something for their own benefit by making themselves more active so as to obtain benefits for potential development. Student activity can be seen in the form of students asking friends or teachers, expressing opinions, being able to have the courage to find solutions to the problems they are facing, showing courage and answering every question, interacting in counseling guidance service activities. Apart from that, for counseling guidance activities, it is very necessary to have an active attitude from students in order to gain the insight that should be obtained, especially in group guidance service activities so that the specified goals can be achieved well.

a. Characteristics of Student Activeness

Following are several characteristics of students who fall into the active category according to Wahdini (2019), including the following, namely:

1) Be able to ask questions

Active students are able to demonstrate the ability to ask questions in ongoing learning activities, not just listening but being able to have the courage to answer questions that arise within themselves.

2) Respond to the questions given

Teaching and learning activities between teachers and students carried out in class are of course the teacher's obligation or responsibility to explore how far students understand the material provided by asking questions to students.

3) Able to provide responses in the form of opinions

In the delivery of material provided by the teacher, of course there are several things that are not all in line with the students' thoughts, so that as a student you can complete your interest in discussing the material by providing opinions or input.

4) Able to complete tasks

Student activity can be seen when students work on assignments given by the teacher, how students' previous knowledge is in exploring the material until they gain understanding.

5) Able to present results

The results of the learning process, if done well, of course students are able to take responsibility for what they have done during the learning activity by having the courage to present themselves and present the learning results.

b. Various Activities

Activeness has various types or forms and various types of activeness in learning activities can be divided into two according to Suprihatiningrum (2013:100), including the following: activeness that can be observed or called concrete and activeness that is difficult to observe or abstract. Activities in learning that can be observed include the ability to read, write, listen, ask questions, give opinions, practice and so on. Meanwhile, activities that are included in the activity category that are difficult to observe are related to students' psychomotor abilities related to students' thought processes or what they are feeling, such as giving statements, looking for solutions to obstacles encountered, comparing theories, making conclusions.

According to Sadirman's opinion (2012:11), activities that can be observed or seen in several ways include visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, mental activities and emotional activities. Examples of visual activities or visual activities include reading activities, analyzing images, or experiments. Examples of oral activities include formulating problems, asking questions, and expressing opinions. Listening activities or listening activities include listening to explanations from teachers, listening to speeches, listening to music.

Student activities in the learning process include drawing activities, motorbike activities, mental activities and emotional activities. There are several examples of drawing activities, namely making pictures, making maps, while in learning examples of motor activities are doing experiments or gardening. Students respond to other groups, remember and solve problems as examples of mental activities. Related to emotions such as enthusiasm for learning, calmness when receiving lessons are some examples of emotional activities.

The results of the expert opinion above regarding various types of student activity can be concluded that student activity is divided into two, namely student activity that can be observed which is related to psychomotor skills, and student activity which cannot be observed which is related to thoughts and feelings. In this research, the observer is limited to observing activeness related to student activities in the group guidance service process. The reference in observing this activity is student activity in the process of providing group guidance services such as paying attention to the teacher, listening to material, listening, asking questions and being able to respond to ongoing activities. It is hoped that the process of providing group guidance services will run well.

GROUP CONSELING

According to Prayitno (2016:52) group guidance is an act of providing assistance to individuals carried out in a group dynamic atmosphere. According to Sitti (2017:8) group guidance is an activity in growing, processing, directing group members so that group participants gain insight and information. valuable for developing his potential.

The opinion of Gibson (2011:275) is that group guidance is a form of activity that focuses on providing new insights or new experiences through planned and organized actions. Group tutoring is a service activity in a more pleasant situation with full intimacy between members so that students feel more comfortable to express any opinions they have to express.

Based on the description above, the opinions of several experts can be concluded that group guidance is an activity that focuses on providing new insight into various things that group participants feel can be useful for application in life.

a. Uses of Group Tutoring

In implementing group guidance in counseling guidance services, Hartinah (2017:8) says the following:

- 1) The number of counseling guidance teachers is still limited, while the number of students is greater, so that if counseling guidance services are carried out individually then the number of people who receive services will not be evenly distributed.
- 2) Group guidance trains students to get used to finding solutions and overcoming problems in group situations.
- 3) Discussion activities encourage students to learn to have the courage to express opinions and be able to respect the opinions expressed by other people.
- 4) Through this group guidance activity, students will obtain a lot of information and the delivery of information by the guidance and counseling teacher can be done at one time considering the number of students in the group.
- 5) Group guidance activities make students aware of the need for more in-depth guidance services.
- 6) Through group guidance activities you can build an atmosphere of familiarity so that it is easier to gain students' trust.

b. Group Guidance Function

In practice, group guidance has a function, according to Sukardi (2008:64), there are several functions, namely normative function, development function, preventive and curative function, explained as follows:

- 1) Normative function
The normative function is a function related to the activity of providing information by a counselor to students as a step to prevent unexpected behavior from occurring.
- 2) Development function
This function is to protect students and develop students' self-potential more optimally.
- 3) Preventive and curative functions
This function is related to anticipatory steps if problems arise in students that hinder personal development and making changes to the situation.

So, based on the opinion above, it can be concluded that the purpose of group guidance services is to provide development for students in terms of thoughts, feelings, communication, insight so that they can fulfill various personal development tasks as teenagers optimally.

c. Goals of Group Tutoring

The general aim of group guidance services is to develop students' abilities in interacting in learning, especially the ability to communicate as service participants. This communication process is also influenced by several things such as thoughts, feelings, views, knowledge and objective assessments of things, Rizkina (2013:4).

According to Prayitno (2012: 150), the objectives of group guidance in counseling are divided into two, namely:

- 1) General Objectives
The general aim of group guidance services is to develop students' social relationships, especially communication skills as service participants. Because if there is no interaction, it

will be difficult to convey the service objectives to be achieved. Through group guidance services, students can help express opinions, respond and learn to respect other people's opinions and accept input from other people.

As for thoughts about an object that is considered to be a deviation, it can be clarified by providing new insights so that students understand and develop themselves better. The general aim of group guidance services is to develop students' abilities to interact in learning, especially the ability to communicate as service participants. This communication process is also influenced by several things such as thoughts, feelings, views, knowledge and objective assessments of things, Rizkina (2013:4).

2) Specific Objectives

The specific aim of this group guidance service is to discuss certain topics that are actual or currently being discussed using group guidance to stimulate participants to develop feelings, thoughts, views, new insights and attitudes that can show personal development.

d. Stages of Group Guidance Activities

The implementation of group guidance service activities is carried out based on Hartinah (2017:132) in several stages as follows:

1) Formation Stage

The formation stage is the stage of gathering students who will become potential group members to take part in group guidance service activities such as conducting introductions by introducing members to each other to create familiarity.

2) Transition Stage

The transition stage is a transition or change from the initial stage and prepares group members to enter the core stage by means of the group leader taking group members further to achieve the goals of group guidance.

3) Discussion Stage or Core Stage

The discussion stage or core stage in the group will discuss a topic which is then developed as widely as possible by each group member. The group leader's role is to facilitate group members in discussing material according to the specified topic.

4) Termination Stage

After carrying out the core stage by discussing the topic in depth and each group member understanding it, it is followed by the closing stage as a step to end a meeting.

RELEVANT PRIOR STUDY

Previous studies that are relevant to this research are research conducted by Wahdini. This research was conducted with the aim of increasing student activity with discussion techniques in classical guidance services for class IX.B of SMP Negeri 2 Pujut for the 2017/2018 academic year. The research design he designed was action research using the Kemmis and Mc Taggart model PTK design, Kemmis by implementing plans, actions, observations, reflection and re-planning. Based on the results of data analysis obtained before action 19 was carried out, 25% became 65.5% of active students. So it can be concluded that the discussion technique was successful in increasing student activity.

Based on research conducted by Fransiska, et al regarding the provision of group guidance services using discussion techniques in improving interpersonal communication, the results of the services provided can help improve interpersonal communication by using a sampling technique, namely purposive sampling with data analysis results of 74.78% included in high category so that it is assessed that students' interpersonal communication has improved.

Based on the description above, it can be concluded that group guidance is the use of a group atmosphere to stimulate students to provide new insights, new enthusiasm with an atmosphere of closeness between group members so that students are braver in showing themselves. Therefore, group guidance service activities regarding student activity can be a source of new understanding and help students develop themselves, especially in learning activities.

FRAMEWORK OF THINKING

Education is really needed in everyone's life as a form of forming oneself more optimally by carrying out various activities or pursuits that can help form a person who can benefit oneself and others. School is a forum that helps students develop themselves more, wider and deeper. This is also helped by the activeness of students in every process.

Education can be developed through a form of learning process that is obtained or better known by the community through a school that has a positive influence on the development of students' potential. Teachers are human resources needed to make it easier for students to understand new insights or information. In implementation in the world of education, a teacher is not only required to master the material, teaching methods or teaching strategies but also to be able to approach students so that they understand what the students are feeling.

Of course, in the process of education in schools, human resources are needed who can help the development of students, namely teachers, one of them. The role of teachers in schools is not just to transfer knowledge but to be able to see what is happening to students, especially factors that can hinder progress in learning.

Counseling guidance teachers not only carry out their duties every day providing counseling guidance services for students but are also able to make improvements that occur in the field as a solution to alleviation and at the same time as material for self-development. The role of guidance and counseling teachers is to be able to understand problems that occur with students so that the learning process can run according to planning and learning objectives can be achieved by increasing student activity in order to create a pleasant learning atmosphere. Providing services to students in class XI.2 Motorcycle Engineering is a solution to overcome the low level of student activity. Increasing student activity by using group discussion techniques.

HYPOTHESIS

A hypothesis is part of a temporary answer to the research to be carried out and requires proving the truth by carrying out a series of proofs of the conclusions made. The counseling guidance action research that will be carried out by the researcher creates a hypothesis, namely "The Influence of Group Guidance Services on Increasing Student Learning Activeness in Class XI.2 Motorcycle Engineering SMK Negeri 2 Kayuagung".

RESEARCH METHODS

In this chapter, several things related to the research that will be carried out will be explained, namely the research approach, research subject, place and time of research, research design, data collection techniques and data analysis techniques.

a. Research Approach

The research that will be carried out by researchers is a type of classroom action research. Classroom action research is an investigation in the form of an action given to a learning activity that is carried out deliberately in a class situation simultaneously according to Suyadi

(2014:14). Then according to Asrori's opinion (2019:6) classroom action research is a type of research that is reflective by providing action treatment in order to improve and make better changes to learning activities in the classroom so that it can support the development of student learning outcomes that are further improved.

So the aim of classroom action research is to make efforts to improve counseling guidance services to increase student activity. This research is about student activity through group guidance using discussion techniques. So the main aim of this research is to improve student activity through group guidance services using discussion techniques. The description of the opinion above is in accordance with research to be conducted by researchers "The Influence of Group Tutoring Services on Increasing Student Learning Activeness in Class XI.2 Motorcycle Engineering at SMK Negeri 2 Kayuagung". This research will be carried out by researchers as counseling guidance teachers to implement counseling guidance services that are able to develop students' self-development.

b. Research Sites

In Arikunto's opinion, it can be interpreted as an object that is connected to a variable to be studied. The subjects in this research are students in class XI.2 Motorcycle Engineering SMK Negeri 2 Kayuagung.

c. Research Place

The location of this research was at SMK Negeri 2 Kayuagung, located in Kedaton Village, Kayuagung District, Ogan Komering Ilir Regency, South Sumatra Province.

d. Research Variable

Based on the opinion of Sugiyono (2012:38), it is explained that research variables are anything that has been determined by the researcher to carry out a more in-depth understanding to obtain an answer and conclusion about the thing being researched. So the researcher determined the variable in this counseling action research, namely "The Effect of Group Guidance Services on Increasing Student Learning Activeness in Class XI.2 Motorcycle Engineering at SMK Negeri 2 Kayuagung".

e. Operational Definition

In this research, restrictions need to be made so that discussions outside of the research that have been established do not occur, so what will be discussed is as follows:

- 1) Student activity is the student's attitude shown in responding to every learning activity which aims to help self-development, especially in learning.
- 2) Group guidance services are a type of counseling service carried out between group leaders and group participants, namely students, in which new understanding is provided regarding new insights and information to help self-development. This group guidance is a strategy for guidance and counseling teachers to help overcome problems found in the classroom.

f. Population and Sample

1) Research Population

According to Sugiyono (2009:80) population is the total number of subjects or objects that have certain qualities and characteristics determined by the researcher as material for study and drawing conclusions. The population in this research is students of SMK Negeri 2 Kayuagung.

2) Research Sample

According to Sugiyono (2012:81) a sample is part of a population and has certain characteristics in accordance with the objectives of the research that will be the research. The subjects in this counseling action research were students in class XI.2 Motorcycle Engineering. In this study, not all students were sampled in the research, those who were sampled were students who showed inactivity in the learning process. It is hoped that by carrying out this counseling guidance action research, the provision of treatment will be able to make changes in increasing student activity.

DISCUSSION RESULT

1. Cycle 1

In the implementation of cycle 1, questionnaires were distributed by researchers along with the provision of discussion technique group guidance services and based on the picture in table 1, it was found that student activity had not yet been completed, with the results obtained being 62.5% complete and 37.5% incomplete. during the cycle 1 process and asking for help from colleagues and it was found that during the group guidance activities there were some students who were not willing to fully involve themselves in the activities, were still embarrassed to express opinions and answer questions.

Then in cycle 1, the guidance and counseling teacher in providing group guidance services was too enthusiastic so he dominated the conversation a lot so he didn't provide much stimulus so that students could show their activeness in the group. The atmosphere in the group, especially between group members, does not show warmth and familiarity with each other.

Based on the conditions in the implementation of cycle 1, researchers and colleagues provide opinions and suggestions to each other to determine the next step in the form of a strategy for delivering group guidance that is more interesting and not dominated by the guidance and counseling teacher but provides more opportunities for students to share the experiences of group members so as to make students feel interested. and also make the situation warmer towards each other. Opportunities to speak can be given to each student and after students have successfully demonstrated their ability to express opinions, the guidance and counseling teacher can provide positive reinforcement.

2. Cycle 2

In the implementation of the second cycle, data was obtained based on the distribution of questionnaires carried out simultaneously with the provision of discussion technique group guidance actions which are depicted in a table in cycle 2 showing the results in the form of improvements from the previous implementation, namely cycle 1. So the data obtained in cycle 1 was 8 students who receive treatment or corrective action in group guidance or if the percentage is 100% students have completed and 0% have not completed. Cycle 2 was carried out by researchers as a form of follow-up effort to cycle 1.

In cycle 2, the guidance and counseling teacher's role is to direct students to achieve their goals by facilitating and providing opportunities for each student to express their opinions and respond to each other so that the atmosphere of the activity is more active as well as carrying out more interesting ice breaking so that students are not stiff and familiarize themselves at the beginning of receiving the counselee. in cycle 2.

Based on colleagues' observations during the implementation of cycle 2, the guidance and counseling teacher appeared to be more flexible and enjoyed the role as group leader so that

the dynamic atmosphere of group guidance was enjoyable and students were more fun expressing their opinions because fellow group members and group leaders were not rigid.

So it can be concluded that the results of the implementation of counseling action research carried out by researchers by providing improvements can help carry out enjoyable group guidance activities so that service objectives can be achieved easily. Based on the implementation of cycles 1 and 2, an increase in student activity was obtained through technical discussion group guidance services in class XI.2 Motorcycle Engineering at SMK Negeri 2 Kayuagung.

CLOSING

Conclusion

Based on research conducted by researchers in cycles 1 and 2, it can be concluded that the research entitled "The Effect of Group Tutoring Services on Increasing Student Learning Activeness in Class XI.2 Motorcycle Engineering at SMK Negeri 2 Kayuagung" can encourage increased student activity based on the results of the questionnaire and observations made.

Suggestion

This counseling guidance action research must be carried out because it can provide various benefits for people around them, including:

1. For students, it can make students more active in responding to learning activities, have the courage to express opinions, and even make it easier to communicate with other people.
2. For teachers, it can provide additional insight regarding the application of appropriate methods in making improvements so that when the service process takes place it can achieve objectives optimally.
3. For further research, it will become reference material for conducting further research, especially in counseling guidance using discussion technique group guidance services.

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