

THE EFFECT OF GROUP GUIDANCE SERVICES IN IMPROVING THE UNDERSTANDING OF FURTHER STUDENTS TOWARD X GRADERS OF MA NWDI RENSING BAT

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Abstract

Group guidance can help students improve their understanding and abilities in planning further studies. Through group guidance activities, students can develop their feelings, thoughts, perceptions, insights, and attitudes. Students are also able to improve their communication skills and are provided with equal opportunities to learn important things in career decision-making. The research problem was, how is the Effect of Group Guidance Services on Improving the Understanding of Advanced Studies in Grade X Students of MA NWDI Rensing Batch in the 2023/2024 Academic Year? Based on the problem formulation above, this study aims to determine how the provision of group guidance services affects the understanding of continuing studies to a higher level in Grade X students of MA NWDI Rensing Batch in the 2023/2024 Academic Year. The method used in this study is an experimental research method, which is used to determine the effect of a particular treatment. The results showed that the total score achieved by 15 students for the control class was 598 with an average score of 39.9, and for the experimental class the total score achieved by 15 students was 657 with an average score of 43.8. However, after being given treatment in the form of post-test group guidance services in the experimental class, it showed that the score achieved by 15 students was 1332 with an average score of 88.8, while the results of the post-test questionnaire in the class that was used as the control class showed that the score achieved by 15 students was 971 with an average score of 64.73. This shows that there was indeed an increase in the control and experimental groups as seen in several students whose understanding of advanced studies was categorized as low in the pre-test results increased to the medium category in the post-test results, as well as the experimental group experienced a significant increase from the low category to the medium category.

Keywords: Group Guidance Services, Improving the Understanding of Further Students

BACKGROUND OF STUDY

In this era of globalization, every job requires professionals in their field. To achieve this, individuals must possess sufficient competency and skills aligned with their talents and interests. Discussing work seems inseparable from schooling, as schools serve as a platform for preparing students for real life in society. Therefore, schools must prepare their students according to societal

needs. School education guides children's learning so they acquire knowledge, understanding, skills, attitudes, and values, all of which support their development.¹

The high level of interest among high school students in continuing their education to a higher level is still hampered by confusion in choosing a study program due to a lack of information about further study or careers, financial issues, and issues with parents. Ideally, 12th-grade students should have a well-developed plan so they can determine their next steps after completing their education, aligning with their talents and interests.

With the implementation of Group Guidance services, it is hoped that 10th-grade students can exchange ideas about the importance of early career planning and foster a sense of self-motivation to plan for further study or careers. This activity aims to help improve students' understanding and abilities in planning their careers or further studies. Group guidance can help students improve their understanding and abilities in planning further studies. Through group guidance activities, students can develop their feelings, thoughts, perceptions, insights, and attitudes. Students are also able to improve their communication skills and are provided with equal opportunities to learn important things in career decision-making.

Based on the background of the problem above, the research problem can be formulated as follows: How is the Effect of Group Guidance Services on Improving the Understanding of Advanced Studies in Grade X Students of MA NWDI Rensing Batch in the 2023/2024 Academic Year? Based on the problem formulation above, this study aims to determine how the provision of group guidance services affects the understanding of continuing studies to a higher level in Grade X students of MA NWDI Rensing Batch in the 2023/2024 Academic Year.

Research Hypothesis

Based on the above opinion, this hypothesis is a temporary answer to the research problem formulation in this study, which will be further proven by the data analyzed later. The hypothesis formulated in this study is: Is there an effect of Group Guidance Services on improving the understanding of advanced studies in Grade X students of MA NWDI Rensing Batch in the 2023/2024 Academic Year?

¹ (W.S Winkell 2007, Hal.29)

Previous Studies

Masdah. (STKIP Hamzanwadi Selong, 2015) The Effect of Providing Consultation Services on Increasing Aspirations Continuing Further Studies among ninth-grade students at SMPN 6 Kopang in the 2014-2015 Academic Year. This study concluded that there was an increase in aspirations to continue their education to a higher level, whether to high school, vocational school, or Islamic high school. This study found a positive effect between the services provided and the desired outcomes. Masdah also found that ninth-grade students needed information and consultation services to continue their education. She found that approximately 20 students initially did not want to continue their education, but after being provided with information and consultation services, 14 of them agreed to continue their education, while the rest did not continue their education for various reasons.

From the results of research conducted by Siti Nurrussobah (2015), she examined the Influence of the Use of the Trait and Factor Counseling Approach Model in Determining Further Studies for ninth-grade students at MTs Nurul Yaqin NW Genteng in the 2014/2015 Academic Year. Findings indicate that students can quickly understand their further study options.

Based on the findings above, the researcher can strengthen this research by stating that Group Guidance Services can help students understand the issues they face, such as the advanced study problems faced by 10th-grade MA NWDI Rensing Bat students in the 2023/2024 academic year.

LITERATURE REVIEW

Group Guidance Services

Group guidance is a method of helping individuals (students) through group activities.² In group guidance services, group activities and dynamics must be implemented to discuss issues that are useful for the development or problem-solving of the individuals (students) participating in the service.

² Tohirin (2007:164)

Group guidance is a guidance service that allows several students to collectively obtain various materials from specific sources (primarily from mentors/counselors) that are useful for supporting their daily lives, both as individuals and students, as well as family members and the community, and for consideration in decision-making.³

Group guidance is a group activity carried out by a group of people that utilizes group dynamics, namely the interaction of mutual opinions, feedback, suggestions, and so on. The group leader provides useful information to help individuals achieve optimal development.

Purpose of Group Guidance Services

The general purpose of group guidance services is to develop students' socialization, particularly the communication skills of group members. It is often the case that a person's social and communication skills are often disrupted by feelings, thoughts, perceptions, insights, and attitudes that are non-objective, narrow, confined, and ineffective. Through group guidance, it is hoped that disturbing or oppressive feelings can be expressed and alleviated through various means. Blocked or frozen thoughts can be thawed and revitalized through new input and responses. Distorted or narrow perceptions can be straightened and expanded through thought-provoking. Ineffective attitudes can be replaced, if necessary, with new, more effective ones. More specifically, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights, and attitudes that support more effective behavior, namely improving students' verbal and nonverbal communication skills.

The goals of group guidance include mastery of information for broader purposes, personal development, and broad and in-depth discussion of general problems or topics that benefit group members.⁴

The success of group guidance services is greatly influenced by the extent to which the objectives of the group guidance service are achieved. The goals of group guidance are: being able to speak in front of a crowd, being able to express opinions, ideas, suggestions, responses, feelings, and so on to a crowd, learning to respect the opinions of others, being responsible for the opinions expressed, being able to control oneself and restrain emotions (negative psychological turmoil),

³ Dewa Ketut Sukardi (2010: 64)

⁴ Prayitno (1995:70)

being able to be tolerant, becoming close to one another, discussing problems or general topics that are felt or of common interest.⁵

The goals of group guidance are to provide opportunities for students to learn important things that are useful for self-direction related to educational, work, personal and social issues, providing healing services through group activities, to achieve guidance goals more economically and effectively than through individual guidance activities, and implementing individual counseling services more effectively.⁶

Group guidance activities enable individuals to train and develop their understanding of themselves, others, and their environment. The vibrant interaction and group dynamics provide stimulus and support to group members, enabling them to develop their interpersonal skills, practice speaking in front of peers in a group setting, and develop self-awareness through fostering responsible attitudes and normative behavior. Thus, group guidance serves the practical and dynamic purpose of fostering a passion for learning in everyone.⁷

Principles of Group Guidance

The principles of group guidance are: the principle of confidentiality, meaning that group members must keep confidential any data and information heard and discussed within the group, especially matters that should not or should not be known by others; the principle of openness, meaning that all participants are free and open to express their opinions, ideas, suggestions, and whatever they suggest and think; the principle of voluntariness, meaning that all participants can express themselves spontaneously without being told, embarrassed, or forced by other friends or the group leader; and the principle of normativeness, meaning that everything discussed and done within the group must not conflict with applicable norms and regulations.

The Role of Group Guidance Group Members

The roles that group members should play to ensure that group dynamics are truly realized as expected are: helping to foster a friendly atmosphere in relationships among group members, expressing all feelings in participating in group activities, striving to ensure that their actions

⁵ Prayitno (1995:70)

⁶ Prayitno (2004: 2-4)

⁷ Romlah (2003: 14-15)

contribute to the achievement of common goals, helping to formulate group rules and striving to adhere to them properly, genuinely striving to effectively participate in all group activities, being able to communicate openly, striving to help other members, providing opportunities for other members to also fulfill their roles, and recognizing the importance of group activities.

Understanding Advanced Studies

Understanding is a package intended to help students discover and understand their true selves. Students are expected to recognize and understand their potential, abilities, interests, talents, and aspirations. Advanced studies are a set of educational and learning activities that have a specific curriculum and teaching methods within a specific type of academic education, professional education, and vocational education.⁸

Secondary school is the school after elementary school, before higher education. Meanwhile, the definition of secondary school, in terms of entering senior high school, is the school after junior high school, before higher education.⁹ Secondary school is a three-year educational program following junior high school (SLTP). The general high school teaching program consists of general education programs (group A) and specialized education programs (group B). General education programs are offered across all programs, while specialized education programs are studied only within each program.¹⁰

METHODOLOGY

The method used in this study was an experimental research method, which was used to determine the effect of a particular treatment. It uses a one-group posttest design (Frequency Experimental Design). A research design is a plan or guideline created by the researcher as a guideline for the activities to be implemented.¹¹ In this study, the researcher used a pre-test and post-test sample design with one type of treatment. In this design, the sample was given a treatment. Before the treatment, the researcher administered a pre-test with questions in the form of a questionnaire on understanding advanced studies. Furthermore, after the treatment, the researcher administered a post-test with the same type of test, namely an aptitude and interest questionnaire. This research

⁸ Bimo Walgito (2010: 206)

⁹ Nurrussabah (2015:9)

¹⁰ Masdah (2014: 22)

¹¹ (Arikunto 2002: 45)

was conducted at MA NWDI Rensing Bat, Sikur District, East Lombok Regency, West Nusa Tenggara Province. This research planned to take place from July to September 2024, in accordance with the research permit. Referring to the definition of population above, the population in this study was the 10th-grade students of MA NWDI Rensing Bat in the 2023/2024 academic year. The population was 35 10th-grade students.

RESULTS AND DISCUSSIONS

Implementation of group guidance services (experimental class)

Group guidance services were conducted for one month, with two meetings per week, from January 20 to March 23, 2024. Group guidance services were provided to 15 9th-grade students who served as research subjects. The research process can be described as follows:

- a. Introducing the subjects who would be receiving group guidance and explaining the purpose of the group guidance services.
- b. Preparing the guidance service activities to be implemented.
- c. Making an agreement to hold meetings according to the school schedule.

Implementation of guidance services in the control class

In the control class, guidance services were conducted only once. During these meetings, the researcher provided students with an understanding function on the topic of understanding advanced studies. In the control class, services were provided in a general manner without following the process associated with group guidance services. The researcher simply provided a lecture to the control class on the topic of understanding advanced studies. The researcher then gave participants (in the control class) the opportunity to ask questions about what the researcher had explained. Finally, the researcher invited the control class to draw conclusions from the discussion.

During the service delivery process, the control class showed a high level of enthusiasm in paying attention to the researcher's explanation of the further study, as well as when given the opportunity to ask questions. The next meeting was for a post-test, which included a questionnaire on understanding the further study, where students were asked to select answers to statements that best reflected their experiences.

Data on Understanding the Further Study

This chapter will present the research data obtained during the study. Before analyzing the data, it is necessary to describe the research data. The descriptive data was calculated using the formulas used to determine the MI and SDI values, as outlined in Chapter III for determining the categories above. Therefore, the ideal maximum score is 150 and the ideal minimum score is 30. The researcher categorized the data as follows:

$$\begin{aligned}1. \text{ Mean ideal (Mi)} &= \frac{1}{2}(\text{maxsimum scores} + \text{minimum scores}) \\&= \frac{1}{2}(150 + 30) \\&= \frac{1}{2}(180) \\&= 90 \\2. \text{ Standar Deviasi ideal} &= \frac{1}{6}(\text{maxsimum scores} - \text{minimum scores}) \\&= \frac{1}{6}(150-30) \\&= \frac{1}{6}(120) \\&= 20\end{aligned}$$

Conversi categories as below:

$Mi + 1 SDi$ s/d $Mi + 3 SDi$ = **High Category**

$90 + 1(20)$ s/d $90 + 3(20)$

$90 + 20$ s/d $90 + 60$

110 s/d 150

$Mi - 1 SDi$ s/d $< Mi + 1 SDi$ = **Middle Category**

$90 - 1(20)$ s/d $< 90 + 1(20)$

$90 - 20$ s/d $< 90 + 20$

70 s/d < 110

$Mi - 3 SDi$ s/d $< Mi - 1 SDi$ = **Low Category**

$90 - 3(20)$ s/d $< 90 - 1(20)$

$90 - 60$ s/d $< 90 - 20$

30 s/d < 70

Description of Pre-test Data for the Experimental and Control Groups

Based on the analysis of the questionnaire on understanding advanced studies for tenth-grade students at MA NWDI Rensing Bat, the experimental group, who were given a pre-test before receiving group guidance services, the average score was 43.8, with the highest score being 57 and the lowest being 35, for a total score of 657. Specifically, 0% of students were in the high category, 0% in the medium category, and 15 (100%) in the low category.

Based on the analysis of the questionnaire on understanding advanced studies for tenth-grade students at MA NWDI Rensing Bat, the control group, who were given a pre-test on July 11th without any treatment or group guidance services, the average score was 39.9, with the highest being 49 and the lowest being 31, for a total score of 598. Specifically, 0% of students were in the high category, 0% in the medium category, and 15 (100%) in the low category.

Based on the analysis of the questionnaire on understanding advanced studies of grade X students of MA NWDI Rensing Bat, who served as the experimental group, who were given a post-test on August 16th after receiving treatment or group guidance services, the average score was 88.8, with the highest score being 96 and the lowest being 70, for a total score of 1332. Specifically, the number of students in the high category was 0%, while the number of students in the medium category was 100% and the number of students in the low category was 0%

Based on the analysis of the questionnaire on understanding advanced studies of grade X students of MA NWDI Rensing Bat, who served as the control group, was given a post-test on July 22nd after the average score was 64.73, the highest score being 91 and the lowest being 44, for a total score of 971. Specifically, the number of students in the high category was 0%, while the number of students in the medium category was 2 (13%) and the number of students in the low category was 13 (87%).

Based on the table above, the class post-test data obtained is X^2 -calculated = 2.5 with $dk = 4-1 = 3$. The chi-square value is 7.815. Therefore, if X^2 -calculated < X^2 -table, the data is normally distributed. Since $2.5 < 7.815$, the control class post-test data is normally distributed.

Determining Homogeneity

Homogeneity of Variance is calculated using the formula

$$F = \frac{\text{Big Variance}}{\text{Small Variance}}$$

$$= \frac{141,93}{41,106} = 3,45$$

The calculated F value is then compared with the F table value with the numerator $dk = 15-1 = 14$ and the denominator $dk = 15-1 = 14$, obtaining an F table of 7.815 for 5%. Since the calculated F value is smaller than the F table ($3.45 < 7.815$), the data variance is homogeneous.

Research Hypothesis Testing Analysis

(1) Finding the Experimental Class Variance

$$S_1^2 = \sum \frac{(x - \bar{x})^2}{n-1}$$

$$= \frac{575,4935}{15-1}$$

$$= \frac{575,4935}{14}$$

$$= 41,106$$

(1) Finding Variance control class

$$S_2^2 = \sum \left(\frac{(x - \bar{x})^2}{n-1} \right)$$

$$= \frac{1987,0487}{15-1}$$

$$= \frac{1987,0487}{14}$$

$$= 141,93$$

Remark:

$S_1^2 = \text{Experiment}$

$S_2^2 = \text{Control}$

(2) Determining values of t used t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$= \frac{88,8 - 64,73}{\sqrt{\frac{(15-1)41,106 + (15-1)141,93}{15+15-2} \left(\frac{1}{15} + \frac{1}{15} \right)}}$$

$$= \frac{24,07}{\sqrt{\frac{(14)41,106 + (14)141,93}{28} \left(\frac{2}{30} \right)}}$$

$$\begin{aligned}
&= \frac{24,07}{\sqrt{\frac{575,484 + 1976,702}{28} \left(\frac{2}{30}\right)}} \\
&= \frac{24,07}{\sqrt{\frac{2552,186}{28} (0,07)}} \\
&= \frac{24,07}{\sqrt{91,15(0,07)}} = \frac{24,07}{\sqrt{6,3805}} \\
&= \frac{24,07}{2,52} = 9,6
\end{aligned}$$

(3) Determining the t-table value

The dk value = $n_1 + n_2 - 2 = 15 + 15 - 2 = 28$

The t-table value = 2.048 at a 5% error level

(4) Comparing the calculated and t-table values

The calculated t-value is 9.6 and the calculated t-value is 2.048. Therefore, the calculated t-value is greater than the t-value. Therefore, H_a is accepted, and H_0 is rejected.

Discussions

Based on the research results above, experimental research involving the provision of group guidance services using the Peer Group technique was effective in improving understanding of advanced studies for grade X students of MA NWDI Rensing Bat in the 2023/2024 Academic Year. Because the results obtained were very significant after being given treatment in the form of providing group guidance services using peer group techniques. Where after collecting data before the pre-test treatment was obtained, the total score achieved by 15 students for the control class was 598 with an average score of 39.9, in detail, of the 15 students there were 15 students (100%) in the low category, (0%) in the medium category and (0%) in the low category, and for the experimental class the total score achieved by 15 students was 657 with an average score of 43.8, in detail, of the 15 students there were 15 students (100%) in the low category, (0%) in the medium category and (0%) in the low category. However, after being given treatment in the form of post-test group guidance services in the experimental class, it showed that the score achieved by 15 students was 1332 with an average score of 88.8, in detail, of the 15 students there were (0%) in the high category, 15 (100%) in the medium category, while the results of the post-test questionnaire in the class that was used as the control class showed that the score The

average score achieved by 15 students was 971 with an average score of 64.73. Specifically, of the 15 students, 0% were in the high category, 2 (13%) were in the medium category, and 13 (87%) were in the low category. This indicates an improvement in both the control and experimental groups, as seen in several students whose understanding of advanced studies was categorized as low on the pre-test, increasing to the medium category on the post-test. Similarly, the experimental group experienced a significant improvement from the low category to the medium category.

Based on the explanation above, it indicates that the proposed hypothesis is accepted. This indicates that Group Guidance Services Have an Effect in Improving the Understanding of Advanced Studies in Grade X Students of MA NWDI Rensing Bat in the 2023/2024 Academic Year.

CONCLUSION

The results of the questionnaire analysis before the pre-test treatment were obtained, the total score achieved by 15 students for the control class was 598 with an average score of 39.9, and for the experimental class the total score achieved by 15 students was 657 with an average score of 43.8. However, after being given treatment in the form of post-test group guidance services in the experimental class, it showed that the score achieved by 15 students was 1332 with an average score of 88.8, while the results of the post-test questionnaire in the class that was used as the control class showed that the score achieved by 15 students was 971 with an average score of 64.73. This shows that there was indeed an increase in the control and experimental groups as seen in several students whose understanding of advanced studies was categorized as low in the pre-test results increased to the medium category in the post-test results, as well as the experimental group experienced a significant increase from the low category to the medium category.

SUGGESTIONS

1. Teachers, especially guidance and counseling teachers, should implement group guidance services to help students address their problems and develop their self-esteem.
2. Students should be more active in utilizing the guidance and counseling functions at school, especially existing services, such as group guidance services, to help them resolve their problems and issues.

3. Principals, as policy makers, should provide intensive coaching to develop teacher skills, as teachers' success in the learning process depends on their professionalism as educators.
4. Parents: It is hoped that they will always support their students and provide the trust and resources needed to support their potential, aspirations, and hopes.
5. Future researchers: Based on the results of this research, it is hoped that future researchers can explore new innovations in conducting experimental research to meet student needs.

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