

Effectiveness of Group Guidance on Modeling Techniques to Increase the Learning Independence

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Abstract: Education is an effort to improve the quality of human life through developing their potential. one of which is that students have the ability to learn independently. In fact, taking initiative and depending on others is a problem that often occurs among students. The aim of this research is to determine the effectiveness of modeling technique group guidance to increase the learning independence of class VII students at SMP N 1 Padamara. This type of research is quantitative research with experimental methods. This research design is one group pretest and posttest. The population of this research was 50 students and the sample was 8 students. Research analysis used the Wilcoxon test with the help of SPSS 26 for Windows. Based on the results of this research, it shows an increase in learning independence after following the modeling technique group guidance services provided. This is shown in the average pre-test score of 53.2 and post-test average score of 95.4. Based on the results of the Wilcoxon test using SPSS 26, the Z count in the experimental class was -2.521 and a significance level of 0.05. It is known that the Asymp.Sig.(2-tailed) value is $0.012 < 0.05$, so H_0 is rejected and H_a is accepted. The conclusion of this research is that modeling technique group guidance services are effective in increasing the learning independence of class VII students at SMP N 1 Padamara.

Keywords: Effectiveness; Group Guidance; Learning Independent; Modeling Techniques.

Introduction

Education has a very important role in the development and abilities of students (Narimo et al., 2019). Education is expected to be able to develop their potentials in order to achieve quality individuals (Amuntai & Selatan, 2021). Without education, a human group can be said to be impossible to live a life that develops in line with aspirations (ideals) to live a more advanced, more prosperous and happier life according to the concept of outlook on life (Falah, 2016; Rahmi, 2019). Institutions that provide a means to develop their potential optimally are called schools (Indrawati et al., 2023). This aims to develop their personality, interests, talents and abilities. Education is one of the most important aspects and is a priority for the government to improve the quality of human resources with dignity and character (Fauzi, 2018).

Learning that is meaningful and can activate students is learning that is based on impressive learning experiences (Yustika et al., 2023). In learning, students must be fully and actively involved in the learning process (Aiman & Meilani, 2023). This is in line with the view Bakhtiar (2021) which states that learning activities enable students to socialize by respecting every difference (opinion, attitude, achievement ability) and practice working together, communicating ideas, creations and findings to teachers and other students. Therefore, student independence is needed. In other words, independent learning is suitable for all levels of school, both middle and elementary schools, in order to improve student achievement and abilities (Marito & Riani, 2022). The independence possessed by students is realized through their ability to make their own decisions without influence from other people (Wulandari et al., 2018).

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Based on the results of interviews and observations on October 2023 at SMP Negeri 1 Padamara, it appears that there are still many students who are not independent in carrying out the tasks given by the teacher. It looks like he has no self-confidence. It can be seen that there are still students who cheat and cooperate with each other when quizzes are held at the end of each lesson. From the results of these observations, students still need to be given examples to carry out their learning independently, so that this can be seen in terms of students' learning strengths and weaknesses. There are many students who do not have a sense of responsibility in carrying out the assignments given, do not take the initiative in taking notes on lessons, and there are still students who are not confident because they often encounter students who cheat. It was found that providing group services using modeling techniques to increase student learning independence had never been done (Zadugisti, 2016). According to Surdin & Alit (2019), so far to increase student independence, only by providing individual direction and counseling if special treatment is necessary.

Independent learning according to Kuswanto (2021) is the independence that students need to have so that they have responsibility for themselves and are interested in doing things of their own accord without being ordered. So that students who have learning independence can be seen from their learning activities, they do not need to be instructed if they study and learning activities are carried out on their own initiative. According to Sugianto (2020) Independent people can be seen with intermediate indicators, progressive and tenacious, take initiative, believe in themselves, gain satisfaction from their own efforts. This is in line with the opinion of According to Mardianti (2020) indicators of learning independence are self-confidence, responsibility and initiative.

Guidance teacher carries out the task of providing facilitation to each student in the form of guidance and counseling services so that they are able to participate in learning optimally by utilizing learning resources in an effort to develop their potential towards realizing ownership of certain skills needed by the global community (Pratama, 2018). Thus, the position of guidance and counseling teachers is an important aspect in the implementation of the formal education system in schools whose role is to provide guidance and counseling services that make students independent as counselors (Jumrawarsi et al., 2021).

According to Dianasari (2021) suggests that group guidance is used to help students solve problems they face through group activities. Prayitno (2017) said that group guidance services are guidance and counseling services carried out in groups, involving a number of

participants in a group form with the counselor as the leader of group activities. In group guidance, general topics of concern to group members are discussed by activating group dynamics (Simbolon, 2020). Based on this, it can be seen that there are problems with students having low learning independence, so efforts need to be made to increase student learning independence (Fabiani & Krisnani, 2020). Guidance and guidance teachers play a very important role in helping students solve student problems. One of the strategies BK teachers use is group guidance.

Group guidance services are a way of providing assistance (guidance) to individuals (students) through group activities (Bhakti, Hartini, & Fauziah, 2019). In group guidance services, activities and group dynamics must be realized to discuss various things that are useful for the development or solving problems of individuals (students) who are service participants (Wulandari et al., 2018). Stages of group guidance according to Indawasih et al. (2019) includes First, there is a preparation stage, where the group supervisor prepares the objectives, materials and strategies that will be used in the guidance. This stage also involves identifying group participants and building a good relationship between mentors and participants (Kholifah et al., 2022). Then, the introduction and opening stages are carried out to introduce the group to the participants and build bonds between them (Ulfa & Suarningsih, 2018). This involves talking about the group rules, expectations, and group coaching goals (Nastiti, 2017). After that, the understanding stage was carried out where participants were given the opportunity to share and understand the problems they faced (Lestari & Millenia, 2020). Group discussions and reflection activities can be used in this stage.

The next stage is the exploration stage, where participants are invited to dig deeper into the problems they face and find appropriate solutions or strategies. Group mentors can provide guidance, provide feedback, and encourage participants to think creatively in overcoming their problems (Asmarani et al., 2016). This stage often involves collaborative activities and sharing of experiences between participants (Lena, 2019). Next, the implementation stage is carried out where participants are given the opportunity to apply the solutions or strategies they have found. The group advisor provides The closing stage is carried out to reflect on the group guidance journey, evaluate the results, and make follow-up plans (Agustriyana & Suwanto, 2017). The group supervisor can also provide advice and direction to participants after the group guidance is complete.

The method will be used in this research, namely modeling techniques. According to Edeltrudis (2017)

Modeling techniques are techniques that emphasize the involvement of adding and/or subtracting observed behavior, generalizing various observations at once, involving cognitive processes, not just imitating or repeating what the model person (other person) does. This is also reinforced by Khafidhoh (2015) provides a few statements regarding modeling that modeling involves cognitive processes, students do not just imitate, more than just adapting to other people's actions because it involves representing information symbolically and storing it for future use.

This research is essential because it reveals substantial problems in the educational process at SMP Negeri 1 Padamara which are related to the low level of learning independence of class VII students. Through the results of observations and interviews, it is very clear about the tendency of students to lack self-confidence in completing their assignments, as well as a reluctance to act independently by relying on cheating behavior and cooperation during exams. This low level of learning independence seems to have had significant consequences, such as a decrease in interest in recording lesson material, a lack of responsibility in completing assignments, and a decline in students' self-confidence in learning.

Independent learning is not only a crucial aspect in improving the quality of education, but is also the key to preparing students to face global challenges in the era of globalization. Conventional behavior such as copying each other and lack of responsibility in carrying out assignments needs to be addressed immediately, and independent learning is a solution that can overcome these problems. Moreover, increasing learning independence will strengthen the effectiveness of guidance and counseling services and build students' life skills, preparing them to face various challenges with more confidence in the future. Thus, this research is very important to explore and identify effective strategies to increase the learning independence of class VII students at this school. Through a group guidance approach with the application of modeling techniques, it is hoped that a comprehensive solution can be found to improve aspects of student learning independence, with the ultimate goal of improving the overall quality of education at SMP Negeri 1 Padamara.

Method

This research uses quantitative experimental research. According to Sugiyono (2019) experimental research is a research method carried out by experiment and used to determine the effect of an independent variable on a dependent variable under controlled conditions. The research design used was one group

pretest-posttest. In the design, the test will be carried out twice, namely before being given treatment (pre-test) and after being given treatment (post-test). This design was chosen by researchers because it can compare students' behavior before and after being given treatment. The workflow of this research is shown on Figure 1.

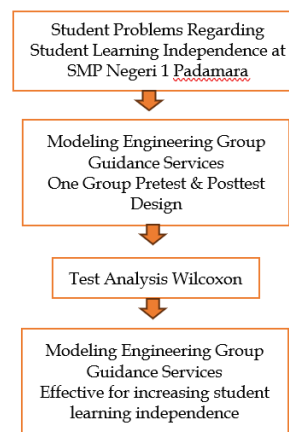


Figure 1. Research Flow

Result and Discussion

Results of the research "Effectiveness of Modeling Technique Group Guidance to Increase the Learning Independence of Class VII Students at SMP Negeri 1 Padamara". This research was conducted in October 2023. The results of the research obtained were to determine whether or not there were differences in student learning independence before and after being provided with group guidance services using modeling techniques.

Overview of Modeling Engineering Group Tutoring Services

The implementation of research to increase student learning independence through a modeling technique group guidance service was carried out at SMP Negeri 1 Padamara. The modeling technique group guidance service will be implemented in October 2023. The research was conducted in 5 meetings with the aim of producing accurate data conclusions regarding the problems in the research. Each meeting lasts 45 minutes. Before carrying out modeling technique group guidance services, the researcher first conducted a pre-research survey which aimed to determine the research sample, namely by conducting interviews with Guidance and Counseling teachers at SMP Negeri 1 Padamara regarding student learning independence.

After conducting interviews with Guidance and Counseling teachers, it was discovered that there were several students who had problems regarding low learning independence, namely in class VII B. To

strengthen the research results, the researcher conducted a pretest in class VII B. Before the scale was used for the pretest, the scale used had been tested on class VII A to produce valid or relevant data. So that the data that has been tested can be used to carry out a pretest in the experimental class.

Researchers conducted a pretest by distributing a learning independence scale in class VII B with a total of 29 statement items. The pretest was carried out to obtain research samples and find out an initial picture of the condition of student learning independence before being provided with modeling technique group guidance services. After distributing the learning independence scale, the researchers then analyzed it. The result was that there were 8 students in class VII B who were categorized as low regarding student learning independence. The following are the results carried out before giving treatment and after giving treatment to students in implementing modeling technique group guidance to increase student learning independence.

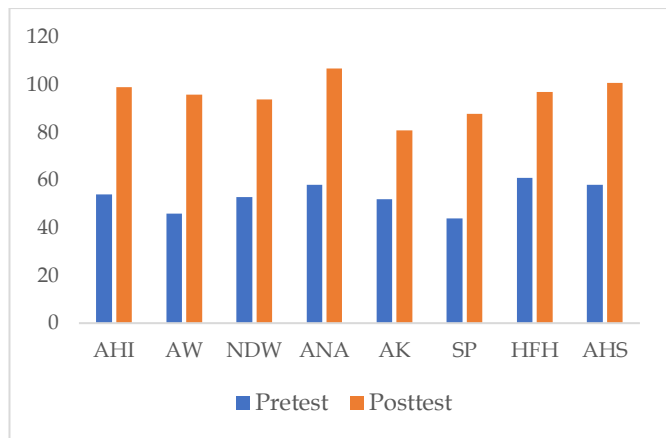


Figure 2. The Comparison Pretest & Posttest results

Based on the table above, the research subjects experienced an increase in learning independence scores. In the research subject, the pretest score was 426 with an average of 53.2 and the posttest score was 726 with an average of 95.4. So, it can be concluded that the modeling engineering group guidance service has increased learning independence. To find out the results of effective research subjects in providing services can be seen by comparing the gain score values. The average score for the research subjects was higher after being provided with modeling technique group guidance services (53.2<95.4). Furthermore, through the pre-test and post-test calculations that had been carried out, the counselee experienced an increase with an average score of 42.12. So, it can be said that modeling technique group guidance services on research subjects are effective in increasing student learning independence.

Process of Implementing Group Tutoring Services using Modeling Techniques

In the first stage, the researcher conducted a pretest by giving a scale of learning independence to 25 students in class VII B. The aim of the pretest was to identify the initial level of learning independence of the research subjects before they received group guidance using modeling techniques. Before the pretest was carried out, the researcher had coordinated with the guidance and counseling teacher to determine the scale distribution schedule. The results of this pretest will provide an initial picture of the condition of student learning independence and allow researchers to select research subjects who have the lowest level of learning independence.

In the second stage, researchers selected 8 students based on the pretest results who had a low level of learning independence. The meeting began with prayer and introductions, followed by an explanation of the concept of group guidance, group atmosphere, and time agreement. Followed by an "ice breaking" activity to relieve tension. The researcher asked group members to express problems with learning independence and asked group members to watch a short video about learning independence. Then give worksheets, encourage group members to speak, discuss the schedule, and close the meeting with prayer and thanks for the presence of group members.

At the third meeting, the researcher opened with greetings, prayers and thanks to the group members. The researcher explained the purpose of the modeling technique group guidance service, carrying out ice breaking activities to reduce tension, and motivating group members to be active. After preparation, researchers entered the core stage, where they addressed the problem of independent learning, focusing on three key aspects: attention, representation, and imitation of model behavior from video playback and peer characterizations. The researcher also gave assignment sheets to group members to write about obstacles to independent learning and explore messages and impressions from the meeting before ending with prayer and greetings.

At the fourth meeting, the researcher opened with greetings, prayer, and asking about how the group members were doing. The researcher explains the topic and purpose of the meeting, which aims to strengthen group members' thinking regarding learning independence. Before getting into the main discussion, the researcher provided an ice-breaking activity in the form of a quiz. In the main discussion, the researcher continues the topic of modeling effective learning behavior and focuses on evaluation, termination, stimulus control, and providing positive reinforcement

exercises to increase student learning independence. The researcher said that the activity would end soon, invited group members to summarize the results of the meeting, and evaluate the activities that had been carried out. It is hoped that through this group guidance, group members can increase their learning independence, and the meeting ends with prayer.

At the fifth meeting, the researcher conducted a posttest on the research subjects by distributing the learning independence scale. The posttest uses an instrument or learning independence scale. The posttest was given to determine learning independence after being provided with modeling technique group guidance services. The posttest administration ran smoothly and conductively in accordance with predetermined procedures.

Results of Research Data Analysis

Testing this hypothesis uses the Wilcoxon signed rank test. The Wilcoxon signed ranks test uses SPSS 26 software. This test was carried out to determine whether or not there was an influence from the treatment the researcher gave. The following are the results of the Wilcoxon signed rank test that has been carried out:

Table 1. Results of Wilcoxon Test Data Analysis

	Posttest - Pretest
Z	-2.521
Asymp. Sig. (2-tailed)	0.012
Wilcoxon Signed Ranks Test.	
Based on negative ranks.	

After carrying out the Wilcoxon signed ranks test, the z count was obtained -2,521, then compared with the Z table of 0.05. The Z table of 0.05 is 1.96, so the calculated Z is greater than the Z table $-2.521 > 1.96$. To see the probability number, Asymp value. Sig. (2-tailed) is $0.012 < 0.05$ so H_0 is rejected and H_a is accepted. So the conclusion is that the value of student learning independence in the research subjects has increased between before being provided with services and after being provided with services. Based on the scale results that were distributed to class VII B students, it was found that there were 8 students who had low scores for learning independence. Students who have low learning independence scale scores will be provided with modeling technique group guidance services. Group guidance services are carried out for a duration of 45 minutes. In implementing group guidance services, it is known that students have the same desire, namely wanting to increase learning independence.

Learning independence Zaduqisti (2016) In the context of the academic process, it is influenced by a number of factors, this includes students' internal motivation, their metacognitive abilities, suitability to

learning styles, problem solving skills, and previous learning experiences. Learning independence is also formed through collaborative experiences, good time management, and clear academic goals (Ningsih et al., 2021). In a supportive environment and with adequate technology skills, students have a greater opportunity to develop strong learning independence, take initiative in their learning, and achieve better academic results (Aulia et al., 2023).

This can be seen from the average Pretest score with an average of 53.2 and is categorized as low learning independence. After being given guidance from the modeling technique group, there was a change in the Posttest score of 763 with an average score of 95.4 and was categorized as high learning independence. In this study, the data analysis test used the Wilcoxon test. The Wilcoxon test is used to determine whether or not there is an influence from the services the researcher provides. The reason the researcher used the Wilcoxon test was because the number of samples in this study was less than 30, namely 8 samples. Based on the results of the data that has been analyzed, the research subject data obtained Asymp Sig. (2-tailed) is $0.012 < 0.05$ and the calculated Z is -2.512, meaning that the value of student learning independence has increased from before being provided with services and after being provided with services. Significant changes in learning independence prove that there is an increase in learning independence with group guidance services using modeling techniques.

Conclusion

Based on the research results, it can be concluded that modeling technique group guidance services are effective in increasing the learning independence of class VII students at SMP Negeri 1 Padamara. These results can be seen from the 8 students who were categorized as low in learning independence, resulting in a pretest of 426 with an average score of 53.2. After being provided with services, students experienced an increase in their posttest scores of 763 with an average of 95.4. The results of the Wilcoxon test using SPSS 26 showed that the Z count in the experimental class was -2.521 and a significance level of 0.05. It is known that the value of Asymp.Sig (2-tailed) is $0.012 < 0.05$, so H_0 is rejected and H_a is accepted, meaning that there is a significant difference between learning independence after being provided with modeling technique group guidance services. Thus, it can be concluded that modeling technique group guidance services are effective in increasing student learning independence. This is proven by seeing the Posttest scores which have increased.

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Author Contributions

Author contributions include Raini Retno Wulansari, Nur Azizah, and Agus Basuki: collecting data, analyzing data, writing original drafts, and so on; Raini Retno Wulansari, Nur Azizah, and Agus Basuki: focus on methodology and review writing.

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Conflicts of Interest

The authors declare no conflict of interest.

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