

The Ability of Group Counseling Guidance Services to Prevent Customary Behavior Using a Self-Counseling Approach

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keefektifan layanan Bimbingan Kelompok dengan teknik Konseling *self* untuk mereduksi perilaku Tingkah laku salah suai siswa siswa, dengan responden penelitian sebanyak 68 siswa pada kelas XII MAN I Deli Serdang, Sumatera Utara. Jenis penelitian menggunakan *Quasi Experimental Design* dengan desain penelitian *nonequivalent control group*. Teknik pengambilan sampel menggunakan *purposive sampling*. Hasil penelitian membuktikan pada kelompok eksperimen $t_{hitung} (8,391) > t_{tabel} (2,048)$ maka dapat disimpulkan terdapat penurunan yang signifikan pada nilai pre dan post kelompok eksperimen. Sedangkan hasil pada kelompok control dengan uji-t menunjukkan $t_{hitung} (9,015) > t_{tabel} (2,028)$, artinya terdapat penurunan yang signifikan pada nilai pre dan post.

ABSTRACT

This study aims to determine the effectiveness of Group Guidance services using self-counseling techniques to reduce student misbehavior behavior, with 68 students in class XII MAN I Deli Serdang, North Sumatra, as respondents. This type of research uses a Quasi Experimental Design with a nonequivalent control group research design. The sampling technique used purposive sampling. The results of the study proved that in the experimental group $t_{count} (8.391) > t_{table} (2.048)$ it can be concluded that there was a significant decrease in the pre and post values of the experimental group. While the results in the control group with the t-test showed $t_{count} (9.015) > t_{table} (2.028)$, meaning that there was a significant decrease in pre and post values.

1. INTRODUCTION

Adolescence is when humans are in their twenties. During adolescence, humans cannot be called adults, but they cannot also be called children. Adolescence is a period of human transition from children to adults. Adolescence is a transitional period between childhood and adulthood that runs between the ages of 12 and 21 years. There are several definitions of youth, one of which is according to Nadirah (2017), youth is a period of transition from early childhood to early adulthood, which is entered at approximately 10 to 12 years of age and ends at 18 to 22 years of age (quote, year).

The characteristics of adolescents include a period of seeking exploration, so that adolescents act according to their will. But sometimes adults think of this as juvenile delinquency. Juvenile delinquency is an act that violates the norms, rules or laws in society that is carried out by children towards adulthood. Juvenile delinquency includes all behavior that deviates from legal norms and norms that apply in society (Zaini, 2018). For example: drug abuse, free sex, bullying between students, violence, theft, and even children who are in the school environment also do the same things such as skipping class and so on. This condition is usually triggered by excessive curiosity, following trends, wanting to be considered social in the social group, and it can also be caused by the environment in which one lives. Some of the juvenile delinquency behavior mentioned above deserves important attention and can be categorized as inappropriate behavior.

According to Shidiq & Raharjo (2018), problematic behavior or behavior is what behavior if a person is unable to meet his needs, he will lose touch with the fact that his perception of reality is still chaotic. The causes of involvement with others inappropriately never meet the student's love needs /

individual failure by obtaining good relations with people who he thinks are very important. Thus according to [Wahidin \(2017\)](#), misconduct is a person's behavior that can be said to be problematic which can harm himself or others and also violates rules, values, and norms both religion, law and customs.

Based on the opinion above, it can be concluded that inappropriate behavior is problematic behavior carried out outside the conditions it should be or contrary to the values, norms and rules that apply, this occurs because individual needs are not fulfilled as they should be, problematic behavior faced by students at school is often cannot be avoided, even with good teaching though. This is motivated by problematic behavior which is one of the behaviors that is often carried out by students at school, where to overcome the problems experienced by these students it is necessary to have support from personnel in anticipating this problematic behavior.

According to [Munjiat \(2018\)](#) the factors that influence inappropriate behavior are: 1. the environment, both appropriate behavior and inappropriate behavior. Factors from the environment here include the family environment, the environment of friends and the wider community. What is meant by the environment is everything that surrounds the individual in his life, both in the form of the physical environment such as his parents, his house, his playing friends, the surrounding community. as well as in the form of a psychological environment such as for example, the feelings he experiences, his goals, the problems he faces and so on.

Self-influenced behavior is behavior that comes from one's own nature (heredity). Apart from environmental factors and factors from the innate individual itself, circumstance factors can also cause inappropriate behavior to occur. For example, if someone is experiencing difficulties in their life, they may engage in behavior that is not appropriate or they should not do, namely stealing things that do not belong to them but belong to their friends at school. All behavior that deviates (incorrectly) from the provisions that apply in school regulations, can called deviant behavior. However, if the deviation occurs against the norms of criminal law then it is called delinquency ([Setiawan, et.al., 2021](#)).

Efforts to deal with misbehavior appropriate for students at school require cooperation between homeroom teachers, school principals, and guidance counselors. The importance of the guidance and counseling teacher in schools is that when their competencies are fulfilled, the guidance counselor clearly understands and masters the ins and outs of solving the problems of their students. What is certain is that the school's residents did not brand the school police themselves. Guidance and counseling in schools has an important role for optimal development of students.

The important role of the counseling teacher has also been confirmed by other research. Helping to increase self-confidence, self-confidence does not just appear in a person, but there is a certain process within his personality so that self-confidence is formed. The formation of strong self-confidence occurs through a process, namely first, the formation of a good personality in accordance with the development process that gives birth to certain advantages. Second, a person's understanding of the strengths he has and gives birth to a strong belief in being able to do anything to take advantage of his strengths.

Third, understanding and positive reactions to his weaknesses so as not to create feelings of inferiority or difficulty adjusting. Fourth, experience on the road through various aspects of life using all the advantages that exist in him. Based on what has been explained above, the process that will occur when increasing self-confidence must form good individuals in the environment and oneself, able to take advantage of strengths in the teaching and learning process ([Pohan & Indra, 2020](#)). There are nine guidance and counseling services that can be applied by guidance counselors in dealing with student problems at school, and one of them is group guidance services. Group guidance is an activity carried out by a group of people by utilizing group dynamics ([Wicaksana, et.al., 2020](#)).

According to [Diananda \(2019\)](#) group guidance is guidance services provided in a group setting. The purpose of group guidance according to [Amir, et.al. \(2022\)](#) so that each participant: 1) is able to speak in front of a large crowd, 2) is able to express opinions, ideas, suggestions, responses and feelings to a large number of people, 3) learn to respect the opinions of others, 4) be responsible for the opinions he expresses, 5) being able to control oneself and one's emotions, 6) being tolerant, 7) being familiar with one another, and 8) discussing common issues or topics that are felt or are of common interest. Thus the usefulness of group guidance services for counseling teachers has also been proven from various studies, such as: helping students in selecting extracurricular activities ([Jannah, 2015](#)), increasing learning motivation ([Hanan, 2017](#)), strengthening student self-efficacy ([Putra, et.al., 2013](#)).

For the effectiveness of group guidance services, some counseling teachers use a certain technical approach to achieve maximum results, one of which is through self-counseling. Self-counseling is the process of providing assistance through counseling interviews by an expert (counselor) to individuals who are experiencing a problem (client) which leads to overcoming the problems faced by the client ([Rahman, 2016](#)). The importance of this self-counseling approach has been emphasized by research by [Dalimunthe \(2019\)](#), namely helping students prevent inappropriate behavior.

Various cases experienced during adolescence can be assisted through group guidance services with self-counseling techniques, such as handling student problems at MAN 1 Deli Serdang. This is unique in this study, namely trying to reveal the effectiveness of group guidance services through self-counseling techniques in minimizing misbehavior according to students. So the research hypothesis is that there is an influence of group guidance services with self-counseling techniques in minimizing student misbehavior.

2. METHOD

The research design is Quasi Experimental, which is an experimental design that controls several non-experimental variables and there is a control group as a comparative group to understand the effects of the treatment (Assingkily, 2021). Sugiyono (2015) suggests that this design has a control group, but cannot function fully to control. External variables that affect the implementation of the experiment. The research design used in this study was a nonequivalent control group. Sugiyono (2015) stated that in this design the experimental group and the control group were not randomly selected.

The population is the generalization area which consists of: objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2015: 117). The population in this study were students of class XII MAN 1 Deli Serdang for the 2022/2023 academic year. The population used as research is two classes totaling 69 students. The sample is part of the number and characteristics possessed by the population. The samples taken in this study amounted to two classes, namely class XII MIPA 1, XII MIPA 2. The sample technique used was purposive sampling, namely research respondents who had certain characteristics, so that in this study were students with high categorization of wrong behavior.

The following is the research design that will be carried out:

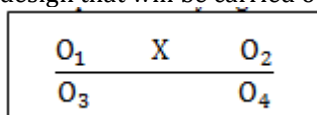


Figure 1. Nonequivalent Control Group Design

Information:

O_1 = Experiment Class Pretest

O_3 = Control Class Pretest

X = Treatment given

O_2 = Experiment Class Posttest

O_4 = Control Class Posttest

The research procedure is carried out with the following research steps: First, determine the variables that will become the object of research; second, creating data collection instruments such as grids, try outs and preparing instrument test analysis; third, distributing questionnaires to students who will be studied to try out the instruments that have been made to determine the validity and reliability values of the instruments; fourth, processing the instrument results from the try out, then a valid and reliable questionnaire will be distributed to the sample in the study.

Fifth, distributing pretest questionnaires to the control class and experimental class in the designated schools; sixth, preparing group guidance materials and preparing ways to apply self-management techniques to reduce misbehavior; seventh, distributing posttest questionnaires to the control class and the experimental class to find out the differences; and eighth, reducing the level of misbehavior in students and analyzing and processing data to prove whether. Furthermore, data collection techniques, according to Sugiyono (2015: 137) define the quality of data collection with regard to the accuracy of the methods used to collect data. The data collection techniques used are: literature study, interviews, questionnaires (questionnaire) using a Likert scale, and observation.

3. RESULT AND DISCUSSION

Testing data analysis must be carried out because it is a prerequisite before carrying out a hypothesis test, the t-test is a requirement in this study carried out with normality tests and homogeneity tests.

Normality

1. Control Group Normality

Based on the normality test using the Kolmogorov Smirnov test in the pretest control group, the Sig. of 0.110. Because the sig value > 0.05 , it means that the data obtained is normally distributed. while in the posttest control group the value of Sig. of 0.160. Because the sig value > 0.05 , it means that the data obtained is normally distributed.

2. Experimental Group Normality

Based on the normality test using the Kolmogorov Smirnov test in the pretest of the experimental group, the value of Sig. of 0.184. Because the sig value > 0.05 , it means that the data obtained is normally distributed. while in the posttest of the experimental group the value of Sig. of 0.200. Because the sig value > 0.05 , it means that the data obtained is normally distributed.

Homogeneity

a. Control Group Homogeneity

Sig = 0.508 > 0.05 , means homogeneous

b. Control Group Homogeneity

Sig = 0.508 > 0.05 , means homogeneous

The researcher conducted the first analysis by testing the difference in initial abilities between the experimental group and the control group. The results obtained were the total score for the experimental group at the pretest of 2638 with a standard deviation of 10.393. Furthermore, the total score for the control group at the pretest was 3412 with a standard deviation of 10.078. This shows that there is a significant difference between the sum of the pretest scores of the experimental and control groups.

The second analysis is to determine whether there is a difference or the effectiveness of the treatment given to the experimental group. After being given the treatment, the total posttest score was 2230 with a standard deviation of 10.680. Furthermore, for the control group that was not given treatment, the total posttest score was 2773 with a standard deviation of 8.343.

Table 1. Comparison of the results of the data analysis of the experimental group and the control group

Group	Mean Pretest	Mean Posttest	T _{count}	T _{table}
Experiment	97,70	79,74	8,391	2,048
Control	94,78	77,03	9,015	2,028

In the t-test of the control group $t_{\text{count}} (9.015) > t_{\text{table}} (2.028)$ it can be concluded that there is a significant decrease in the pre and post values of the control group. Whereas in the experimental group $t_{\text{count}} (8.391) > t_{\text{table}} (2.048)$, it can be concluded that there was a significant decrease in the pre and post values of the experimental group.

Discussion

Based on the results of the research conducted by XII MAN II DELI SERDANG, for the academic year 2023, students in class XII MIPA I and XII MIPA II and XII MIPA I will serve as the experimental group with a total of eight students as samples in the study. So the results obtained were that there was a decrease in wrong behavior according to the medium and low categories after group guidance was carried out with self-counseling techniques.

It can be proven that there are 5 students in the high category 62.5%, 2 medium 25%, and 1 low 12.5% after being given group guidance with self-counseling techniques, students in the high and medium categories experience a decrease to low with a 100% decrease. In the control group before being given group counseling there were 5 students in the high truancy category 62.5% and 3 medium categories 37.5%, after being given group guidance there were 7 students in the medium category and 1 student in the low category with a decrease of 87.5% medium and 12.5% low.

It can be concluded that there is a decrease in inappropriate behavior which is not significant if it does not provide self-counseling techniques to students while students who are given group guidance treatment with self-counseling techniques have significant reduction results. Thus, group counseling with self-management techniques is effective for reducing inappropriate behavior.

This research is able to answer the hypothesis that has been proposed, namely: there is a significant influence of group guidance services with self-counseling techniques in minimizing student misbehavior. This means that in the experimental group Sig = 0.508 > 0.05 which of the results is sig > 0.05 which means there is a significant change.

The importance of group guidance services using self-counseling techniques in overcoming student misbehavior has also been tested by several previous studies, namely by Pohan & Indra (2020) which has proven the importance of group guidance with problem solving techniques for increasing self-disclosure, meaning that group guidance greatly influences students was research by Irawan, et.al. (2022)

who revealed the role of group guidance services in increasing learning response activities, meaning that in terms of group guidance learning it is very effective

Furthermore, research by Agus (2019) has also explained the importance of the effectiveness of group guidance services with self-management techniques to reduce student academic procrastination behavior, meaning that group guidance plays a major role in reducing research student academic procrastination behavior, namely researchers must manage the time provided effectively and make every effort to help solve student problems. For future researchers to be able to carry out research with a wide period of time and combine it with other techniques, this is because so that future researchers get even better results.

3. CONCLUSION

Based on the description above, it can be found that the proof in the experimental group is $t_{\text{count}} (8.391) > t_{\text{table}} (2.048)$, so it can be concluded that there is a significant decrease in the pre and post values of the experimental group. While the results in the control group with the t-test showed $t_{\text{count}} (9.015) > t_{\text{table}} (2.028)$, meaning that there was a significant decrease in pre and post values.

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