

The Effect of Behavioral Ivan Pavlov Conselvation Using Modeling Techniques Through Lesson Study to Improve of arranging work neatly Students of Class X Ap2 State 2 State Vocational School 2 Singaraja

Anak Agung Gede Agung Darma Putra¹, Ni Ketut Suarni², I Ketut Darsana³
gungtra0409@gmail.com¹, niketut.suarni@undiksha.ac.id², profdarsana@yahoo.com³

Universitas Pendidikan Ganesha, Indonesia¹²³

Abstract. The purpose of this study was to determine the effect of behavioral counseling Ivan Pavlov with modeling techniques to improve the character of arranging work neatly. This type of research is quasi-experiment with pretest-posttest control Group design. The research sample was 36 first-grade. Data collection uses a arranging work neatly questionnaire. It is proven by the value of $t_{count} 2.472 > t_{table} 2.03$. So that H_0 is rejected and H_a is accepted. So there are significant differences. It was concluded that Ivan Pavlov's behavioral counseling with effective modeling techniques to improve the character of arranging work neatly.

Keywords: behavioral counseling, modeling, lesson study

1 Introduction

Based on research observations from 36 students the researchers saw 15 students showing symptoms such as showing attitudes like students seemed very inclined to negative to improve of arranging work, the study found 21 other students had symptoms such as those it's easy to develop positive talents. Symptoms of these students can be said to show symptoms of "of arranging work neatly". Order is the need to work regularly including covering notes and managing work neatly, making plans before starting a difficult task, being able to manage objects and based on these definitions, the of arranging work neatly contains 3 aspects, namely: (a) Can take notes and organize work neatly. (b) Make a plan before starting a difficult task. (c) Can manage objects. Angganantyo, (2014).

Based on this definition, self-administration in this case contains 3 indicators, namely: (1) Able to record and organize work neatly, (2) Make a plan before starting a difficult task, (3) Can manage objects. The following describes the indicators as follows:

- Record and organize work neatly is a personality that is owned by someone in managing work neatly and regularly, with the aim to be able to record and organize work / things neatly (Dharsana, 2017;).
- Making a plan before carrying out the work / something neatly is a personality that someone has in making a plan before doing something in order to arrange so that all plans run smoothly. (Dharsana, 2017;) Being able

- to manage objects is a personality that someone has in managing objects in order to manage and make things so that they produce good products.

1.1 Character Regulates Neat Work

Taking notes and organizing work neatly is a personality that someone has in managing work neatly and regularly, with the aim of being able to neatly record and organize work / things (Dharsana, 2017; Ljubljani & Delo, 2006; Ligoya, 2013; Masango, 1996; Halsen, nd; Sink, 2009; Markedsh, 2014; Specht, Egloff, & Schmukle, 2011

1.2 Application of Character Regulates Neat Work

Application of Character Record and organize work neatly can be done by means of modeling techniques. can apply modeling techniques by demonstrating job simulations that are in accordance with the character Record and organize work neatly After that students do (one stay two stray) where the group leader lives and the group members visit other groups to get or find out the results of the discussion from another group, after one stay two stray students do sociodrama has been made with the theme Character Record and organize work neatly in a positive way and display it in front of the class. After doing sociodramas after the sociodrama students were told to read the diary that had been shared before, after the author's diary carried out a placebo technique, where one of the students would be conveyed positive and negative attitudes by 2 friends. In the placebo technique it has a code of ethics that is not to be angry, resentful, and offended. After carrying out the placebo technique students fill out a questionnaire that has been shared by the related author. Arrange the work neatly. Finally students fill out reflection journals about the activities of Classical Guidance services that have been carried out.

1.3 Ivan Pavlov's Behavioral Theory Philosophical

Philosophical life view Behavioral counseling theory Ivan Pavlov that Every human needs change and will experience a change in his behavior as a result of interactions between stimulus and response in other words learning is, changes experienced by clients or students in developing their ability to increase behavior in new ways as a result of interaction between stimulus and response obtained. (Aini, Fatmaningrum, & Yusuf, 2011; Indayani, Sedanayasa, Nengah, & Antari, 2014) In behavioral theory according to Ivan Pavlov can be linked to BK, it can be summarized as follows:

- So students can motivate / actualize themselves to be able to change themselves in develop potential according to his ability.
- By studying behavioral theory, students can recognize aspects of themselves and can accept their situation more objectively.
- To help students express various aspects of themselves.
- Helping students to be able to change their behavior

1.4 Modeling Technique

According to Dharsana (2016) modeling techniques are ways to introduce and counselors provide models that have character to help other people to be able to do that, students are asked to imitate the model provided by the counselor(Adi, Ananda , Dharsana, & Suarni,

2017; Adiputra, 2015; Ardana, Dharsana, & Suranata, 2014; Ayu, Wati, Suarni, & Dharsana, 2017; Damayanti & Aeni, 2016; Kadek Pigura Wiladantika, I Ketut Dharsana, 2014; Lestari, 2015; Sadewi, 2012). In line with this definition, Komalasari et al. (2014: 176) suggests techniques modeling are ways used by counselors to improve the character of recording and managing work neatly through characterizations, characterization in question such as characterization through films, imaginary figures (imaginary), and so forth. Modeling is also called imitation, which shows that the behavior of others is observed, imitated, more imitating what is seen and observed The learning process through observation shows the occurrence of the learning process after observing behavior in others. To improve the character of recording and managing work with neat students, researchers used modeling techniques. Modeling techniques are not just imitating or repeating what people do (other people), but modeling involves adding and or reducing observed behavior, exploring various observations at once, involving cognitive processes.

2 Methodology

Type of research used in this study was a research design "quasi-experimental with pretest-posttest control group design. In sampling, the technique used is random sampling and random class as an intact group. The definition of random sampling is sampling of members of the population is done by selecting samples randomly, regardless of the strata that exist in that population. All objects in one class are considered to have the same opportunity to be taken as a sample (Dantes, 2012). This study took the sample number of students who showed criteria for recording and managing work in an eat medium or lowas many as 36 students. To collect data about the Character record and organize work neatly students and to obtain accurate data, in this study using several data collection techniques along with each device data collection, namely: (1) Questionnaire, (2) Observation Method, (3) Interview Method, (4) Diary.

Starting from the results of the normality test and the homogeneity of data to character help others above, it can be said that the requirements for testing hypotheses with a t-test can be fulfilled. Therefore hypothesis testing can be continued by using the technique Paired Sample Test. The results of t-test sig.0.05. Thus, the null hypothesis (H0) which states that there is no effect on the effectiveness of counseling behavioral Ivan Pavlov with modeling techniques to improve character Take notes and organize work neatly. Students can be trained to carry out communication standards (smile, greetings, greetings, greeting). Trained in a manner that is good, polite, effective, and communicative so that students are able to have the characters take notes and organize work neatly.

3 Results and Discussion

RPBK characters neatly record and organize work very effectively implemented in schools. Judging from the questionnaire scores, diary scores, and student

Table 1. characters record and arrange work neatly

Indicator 1	High		Low	
	f	%	f	%
Organize and record work neatly	255	89%	16	6%
Village Men	128	89%	10	7%
Village Women	127	88%	6	4%

Research data shows that class X students have a behavior for characters to record and arrange work with neat with a height of 89% and a low of 6% as for men from villages who have a high frequency of 89%, a low of 7%. Women from villages have a high frequency of 88% and a low of 4%.

Table 2. a character record and organize job neatly

Indicator 1	Mean	SD	Score	
			High	Low
Able to organize and record the works neatly	7.08	1.42	89%	6%
Male Rural	7.11	1.49	89%	7%
Village Women	7.06	1.39	88%	4%

Research data shows that class X students have a behavior for characters to record and organize work neatly with a high score of 89% and low 6% while men from villages have high scores of 89%, a low score of 7%. Women from villages have a high score of 88% and a low score of 4%

Table 3. pre-test character record and organize job neatly

Indicator	Mean	SD	High		Low		Before		After	
			f%	f%	t _{count}	t _{table}	t _{count}	t _{table}		
Set the job neatly	7.08	1.42	225	89%	16	6%	2,472	2,03	2,472	2.03
Village Men	7.11	1.49	128	89%	10	7%	5.556	2.10	5.556	2.10
Village Women	7.60	1.39	127	88%	6	4%	8.797	2.10	8.797	2.10

Table 4. post-test (character set and record job with a neat

Indicator	Mean	SD	High	Low	Before		After			
					f%	f%	t _{count}	t _{table}	t _{count}	t _{table}
provides assistance to others	7.97	0.17	287	100%	–	–	2.472	2.03	2.472	2.03
Rural Man	8.00	0.00	144	100%	–	–	5.556	2.10	5.556	2.10
Rural Women	7.94	0.24	143	99%	–	–	8.797	2.10	8.797	2.10

Table 5. Summary of Data Pre-test and post-test (character record and organize job neatly)

Score	X	δ	t _{count}	t _{table}	Ket
Pre-Test	45.472	5.684	2.472	2.03	Significant
Post-Test	53.389	1,660	2,472	2,03	Significan the lps

Character others in class X show:

Average a Pre-Test: $X = 45,472$ $\delta = 5,684$ $t_{count} = 2,472$ $t_{table} = 2,03$. Significant

Post-Test: $X = \text{Mean}53,389$ $\delta = 1,660$ $t_{count} = 2,472$ $t_{table} = 2,03$. Significant Price t count compared with price t in table with $df = n - 1 = 36 - 1 = 35$. Price t table for df 35 and with a significance level of 5% ($\alpha = 0.05$) is 2.03. Thus, the price of t count t is greater than the price of t table so H_0 is rejected and H_a is accepted. This means, there is a significant difference in the character of recording and arranging work neatly in student X between before and after using behavioral counseling theory with modeling techniques. Conclusion: the effectiveness of behavioral counseling theory with modeling techniques has an effect on improving character recording and arranging work neatly in class X students

4 Conclusion

On the results of the analysis and discussion in the previous chapter stated that the proposed hypothesis is accepted based on the significance level of 5% (0.05), It can be concluded that the results of this study indicate that the character of recording and arranging work neatly students who follow behavioral counseling Ivan Pavlov using techniques is modeling more increasing than students in the control group. Based on this statement, we can say that ivan Pavlov's behavioral counseling uses techniques to modeling be applied right in school. The application of behavioral counseling Ivan Pavlov using techniques modeling has implications for the planning and development of counseling service models in terms of techniques and procedures for service activities provided to counselees. From the results of the analysis of the study, the results obtained are found that counseling services will be more effective if the counselee in implementing services is facilitated by behavioral counseling Ivan Pavlov using techniques modeling.

References

- [1] Aini, N., Fatmaningrum, W., & Yusuf, A. (2011). Efforts to Improve Patient Behavior in the Management of Diabetes Mellitus by Dorothy E. Johnson's Behavioral System Theory Approach. *Ners Journal*, 6(1), 1–10. Retrieved from <http://210.57.222.46/index.php/JN/article/view/579/579>
- [2] Angganantyo, W. (2014). Religious Coping In Muslim Employees Viewed From Personality Types. *The Applied Psychology Scientific Journal*, 2(1), 50–61 <https://doi.org/10.22219/IPT.V2I1.1769>
- [3] Anna-kaarina, G., & Pirjo, M. (2011). Työpajan merkitys oppimisessa. Retrieved from https://www.theseus.fi/bitstream/handle/10024/29238/Gardemeister_Miikki.pdf?sequence=2&isAllowed=y
- [4] Anthony, WA (1993). Recovery from mental illness: The guiding vision of the mental health service system in the 1990s. *Psychosocial Rehabilitation Journal*, 16(4), 11–23. <https://doi.org/10.1037/h0095655>
- [5] Antonio Calvani, AF, & Sarti, MCP e L. (2017). Come costruire conoscenza in rete? Retrieved from https://www.researchgate.net/profile/Luigi_Sarti/publication/236012454_Come_costruire_conoscenza_in_rete/links/00b49515fffa8d3dc1000000.pdf#page=197
- [6] Bandura, A. (1991). Social cognitive theory of self-regulation, 50, 248–287. Retrieved from <http://www.uky.edu/~eushe2/BanduraPubs/Bandura1991OBHDP.pdf>
- [7] Bandura, A. (1998). Health Promotion from the Perspective of Social Cognitive Theory. *Psychology and Health*, 13, 623–649. Retrieved from <https://www.uky.edu/~eushe2/Bandura/Bandura1998PH.pdf>
- [8] Bandura, A. (1999). Social cognitive theory: An agentic Albert Bandura. *Asian Journal of Social Psychology*, 2(1), 21–41. <https://doi.org/10.1111/1467-839X.00024>
- [9] Bandura, a, Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2008). (Social Cognitive Theory Perspective and Its Implications for Education) Abd. Mukhid. *Child Development*, 72(1), 187–206. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/15350854>
- [10] Baranova, S., & Kalķe, B. (2012). Docētājiem Nepieciešamās Competences of Pedagogas Studentu Skatījums Competencies needed for university faculty in view of pedagogy students, I, 205-216. Retrieved from <http://journals.rta.lv/index.php/SIE/article/viewFile/41/39>
- [11] Benight, CC, & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: the role of perceived self-efficacy. *Behavior Research and Therapy*, 42, 1129–1148. <https://doi.org/10.1016/j.brat.2003.08.008>
- [12] Borgetto, B. (2004). Selbsthilfe und Gesundheit - Analysen, Forschungsergebnisse und Perspektiven in der Schweiz und Deutschland Zusammenfassung, 8. Retrieved from http://www.pallnetz.ch/cm_data/Selbsthilfe_Zusa-Borgetto-web-2004-11-08.pdf
- [13] Care, CE, Panfilis, L. De, & Tanzi, S. (2012). Using Sociodrama and Psychodrama To Teach, 15(9). <https://doi.org/10.1089/jpm.2012.0030>
- [14] Con, C., Leon, P., & Cazzola, A. (2007). Ri-Vista Ricerche per la progettazione del paesaggio, 86–93. Retrieved from <http://www.unifi.it/drprogettazionepaesistica/>
- [15] Conovici, I. (2013). raport_organizatiile_cu_profil_religios_angajate_in_economia_sociala_in_romania.pdf. Retrieved from http://www.ies.org.ro/library/files/raport_organizatiile_cu_profil_religios_angajate_in_economia_sociala_in_romania.pdf
- [16] Deutschland, B. (1997). Leistungen der Selbsthilfekontaktstellen in den Selbsthilfe und Selbsthilfeunterstützung. Retrieved from

- http://www.ssoar.info/ssoar/bitstream/handle/document/12854/ssoar-1997-braun_et_al-selbsthilfe_und_selbsthilfeunterstutzung_in_der.pdf?sequence=1
- [17] Dharsana, K. (2013). *Counseling Theories* (Diktat). Singaraja: Department of Guidance Counseling, Faculty of Education, University of Education, Ganesha.
- [18] Dharsana, K. (2014). *Models of Theory, Engineering, Skill Counseling Guidance*. Singaraja: Department of Guidance Counseling, Faculty of Education, University of Education, Ganesha.
- [19] Duée, M., & Rebillard, C. (2006). La dépendance des personnes âgées: une projection en 2040. *Données sociales – La Société Française*, 613–619. Retrieved from http://www.fedesap.fr/v2/documents/d_pendance_des_personnes_g_es_projection_en_2040.pdf
- [20] Educating, D., In, P., Schools, S., Pupil, FOR, & Disturbances, WI (2015). Uzmanības korekcija sākumskolas skolēniem ar garīgās attībības traucējumiem, 63–71. Retrieved from <http://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=16915895&AN=117202308&h=hJk5AAj%2Fp81qIA3YYjoWbx%2BmDN15XRNUWzg5tYIMX4wSsduq1PLPhvaToBPzQI36O1xUTP4V7e1MCroQiRI8g%3D%3D&crl=c&resultNs=AdminWebAuth&resultLocal>
- [21] Felea, S. (2014). Problemele Emoționale Ale Adolescenților De Diferite Orientări Religioase. Retrieved from http://dspace.biblioteca.um.edu.mx/jspui/bitstream/handle/20.500.11972/413/Tesis_de_Sebastian_Felea.pdf?Sequence=1
- [22] Geske, R. (2017). Medic Ī Nas Koledž Ā Stud Ē Jošo Vesel Ī Bas Students Health Changes Medical College During The Study Period, 3(cilv), 348–358. Retrieved from journals.ru.lv/index.php/SIE/article/download/2248/2418
- [23] Gusmeroli F, Paoletti R, & Pasut D. (2006). UNA Foraggicoltura AL Servizio Dell'allevamento E Del Territorio Montano: Tradizione E Innovazione A Confronto. *Quaderno SOZOOALP*. Retrieved from http://www.sozooalp.it/fileadmin/superuser/quaderni/quaderno_3/2_Gusmeroli_SZA3.pdf
- [24] Hoorik, IN van. (2011). De Kracht van succeservaringen in het jongerenwerk. Retrieved from <https://www.jeugdenco.nl/wp-content/uploads/2011/12/Talentontwikkeling.pdf>
- [25] Indayani, A., Sedanayasa, G., Nengah, N., & Antari, M. (2014). Minimizing Truant Behavior in Class X Students. 1 Senior High School 1 Sawan, (1). Retrieved from <http://ejournal.undiksha.ac.id/index.php/JJBK/article/download/3916/3129>
- [26] Jouet, J. (nd). L'informatique "sans le savoir." Retrieved from http://documents.irevues.inist.fr/bitstream/handle/2042/32645/C&T_1990_21_215.pdf?sequence=1
- [27] Kukk, I. (2013). Sisemine turundus tallinna munitsipaalpolitsei ametis. Retrieved from http://193.40.4.3/bitstream/handle/10062/32402/kukk_indrek.pdf?sequence=1&isAllowed=y
- [28] Maunah, HB (2009). Educational Platform. Teras. Retrieved from <http://repo.iain-tulungagung.ac.id/id/eprint/6184>.
- [29] Mclennan, DP (2008). Kinder - caring: Exploring the Use and Effects of Sociodrama in a Kindergarten Classroom, 2(October), 74–88. Retrieved from <https://www.ojs.unisa.edu.au/index.php/JSW/article/viewFile/179/228> ..
- [30] Mclennan, DP, & Smith, K. (2007). Promoting Positive Behavior Using Sociodrama, 4(2). Retrieved from <https://ojs.uwindsor.ca/ojs/leddy/index.php/JTL/article/view/122>
- [29] Ni Putu Desiawati, Kadek Suranata, IKD (2014). Application of Social Cognitive Counseling with Modeling Techniques to Improve Social Ethics in Students of the Xi C Ap Middle School 1 Singaraja Class. *Undocumented E-Journal, Department of Counseling Guidance*, 2(1). Retrieved from <https://ejournal.undiksha.ac.id/index.php/JJBK/article/view/3793>
- [30] Dharsana, K. (2017). *RPBK* (2nd ed.). Singaraja: UNDIKSHA FIP BK.
- [31] Rogi, I., & Pilar, I. (2005). Za Odmor U Hrvatskoj. Retrieved from <http://hrcak.srce.hr/file/28189>

Anak Agung Gede Agung Darma Putra, Ni Ketut Suarni, I Ketut Dharsana
The Effect Of Behavioral Ivan Pavlov Conselvation Using Modeling Techniques...

- [34] Rohadian, RA (1999). Oxford Bilingual Dictionary. Jakarta: Erlangga.
- [35] Scamardella, F. (2013). La dimensione relazionale come fondamento della dignità umana. *Rivista at Filosofia Del Diritto*, II(2), 305–320. Retrieved from <https://philarchive.org/archive/MCCTCT-3>
- [36] Sedanayasa, G. (2009). Basics of Counseling Guidance. Singaraja: Department of Guidance Counseling, Faculty of Education, University of Education, Ganesha.
- [37] Sitompul, DN (2015). Effect of Application of Guidance Group Services on Role-Playing Techniques on Student Solidarity Behavior in Helping Friends in Senior High School 1 North Rantau 2014/2014 *EduTech Journal*, 1(1). Retrieved from <http://jurnal.umsu.ac.id/index.php/edutech/article/view/265>
- [38] Thorp, DM, Stahmer, AC, & Schreibman, L. (1995). Effects of social play training on children with autism. *Journal of Autism and Developmental Disorders*, 25(3), 265–282. <https://doi.org/10.1007/BF02179288>
- [39] Umi Chulsum, WN (2016). Large Indonesian Dictionary. Surabaya: Yoshiko Press.
- [40] Un, M. (2008). Material Science and Šķiedrmateriāliem the Water Repellent Finishes for Cellulosic, 18–24. Retrieved from <https://ortus.rtu.lv/science/en/publications/4089/fulltext.pdf>
- [41] Universit, L., & Soci, K. (2016). Ilgtspējīgas attīstības sociālā dimensionija un sociālā inovācija. Retrieved from http://dspace.lu.lv/dspace/bitstream/handle/7/34456/LU-74-konference_tezu-krajums.pdf?sequence=1
- [42] Vlerick, E. (2009). Focusing training voor adolescenten (15-18 hours) met weinig zelfvertrouwen en een negatief zelfbeeld. *Centrum*, 210–225. Retrieved from <http://www.weer-klank.nl/sites/default/files/Focusing training met adolescenten met weinig zelfvertrouwen.pdf>
- [43] Wa, M., Kigoda, K., & Mwalimu, CHA (nd). Utatanishi Na Ukimya Katika. Retrieved from https://udsm.ac.tz/sites/default/files/Mhadhara_BOOK.pdf