

Ivan Pavlov's Behavioral Counseling Effectiveness With Modeling Techniques to Improve Character Speaks Funny, Through Lesson Study

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Abstract. This study aims to determine the effectiveness of Ivan Pavlov's behavioral counseling modeling techniques to improve the character of speaking funny through lesson study. This type of research is quasi-experimental with a pre-test and post-test control group design. A sample of 20 students with df 19. The method of collecting data using character questionnaires spoke 20 funny items. The results of data analysis are $t_{table} 70.83 > t_{count} 1,729$ H_0 is rejected and H_a is accepted. So there is a significant difference. It can be concluded that Ivan Pavlov's behavioral counseling is an effective modeling technique to improve character speaking with humor.

Keywords: behavioral counseling, modeling, lesson study

1 Introduction

Observations were conducted on 20 juniors high-school students in class VII.4 Undiksha Laboratory Singaraja. It is known that there are some students who show the symptoms of characters able to speak funny who have been classified into three category including students who have "characters able to speak funny" are classified as high, classified as moderate and relatively low. Symptoms that are shown are some students who have symptoms such as those that are very easy to develop character traits capable of talking funny and positive. Symptoms of these students can be said to show symptoms of "characters able to speak funny"

1.1 Characters Speak Funny

According to Dharsana (2014) Characters speak funny is "the need to entertain friends, for example, when our friend is sad again we can comfort him with funny words.

1.2 Application of Character Talking Funny

Application of characters able to talk funny can be done by means of sociodrama techniques. Students can be trained to carry out communication standards (smile, greetings, greetings, getting). Trained in good, polite, effective and communicative ways of communication. The application in this personal field is to influence one individual to have the character of talking funny getting trust and being able to persuade the person, for example student A is sad to get a problem and the B will entertain A with funny words so that the person A not sad anymore Besides that the application is done by giving a Modeling technique

that is modeling, observing someone so that we can observe the behavior and able to emulate from experience both direct and indirect experience, so that emotional reactions and fear of someone can be eliminated. Therefore, it is tailored to the needs of the characters to talk funny to students who have been adapted to the procedures and modeling steps below that will be elaborated. After the technique was carried out continued with group guidance, group counseling, and finally on individual counseling. So that later students can apply the funny talking character into the personal field.

1.3 Behavioral Counseling Theory Ivan Pavlov

Philosophical Views Behavioral counseling theory contains philosophical or a view of character funny talking about stressing on changes in behavior in habituation. Through Home Visits counseling Behavioral Ivan Pavlov that every human being needs a change and will experience a change in behavior as a result of the interaction between stimulus and response, in other words, learning is, the changes experienced by the clients or students in developing their ability to improve behavior in a new way as a result of the interaction between stimulus and response obtained because as is well known that "Behavioral counseling is a counseling theory that emphasizes human behavior, which is basically formed and determined by the environment and all its behavior is learned or obtained because of the training process. Therefore, the goal of behavioral counseling is to shape and maintain the character's behavior to speak funny so that the funny talking character can be raised and applied in the personal, social, learning and career fields. (Aini, Fatmaningrum, & Yusuf, 2011; Indayani, Sedanayasa, Nengah, & Antari, 2014; Pertiwi, Sedanayasa, Nengah, & Antari, 2014; Sutarjo, Wmp, & Suarni, 2014

Procedure Behavioral counseling theory Contains procedures for improving speech character funny as follows: a) Observing the symptoms of characters talking funny by observing student behavior in the classroom b) Tabulating the symptoms of characters talking funny by entering the student's initial observation data into a table c) Analyzing the symptoms of characters able to talk funny students who are high, medium and low d) Identify symptoms characters speak humorously by observing through observation and interviews e) Conducting a diagnosis of character speaks humorously to high, medium, and low students f) Doing a prognosis that is determining ways to improve character speak humorously with modeling techniques g) Perform treatment / treatment of students experiencing symptoms of talking characters funny high, is being, and low with modeling

1.4 Modeling Technique

Modeling is observing modeling, observing other people so that someone forms ideas and behavior, then explained as a guide to action ". Bandura also emphasized that modeling is a consequence of imitating other people from experience both direct and indirect experiences, so that emotional reactions and fear of someone can be erased: (Alexandre, Palmeira, & Uerj, 2017; I Kadek Arsana, Dr. I Ketut Ivory & Prof. Dr. I Ketut Dharsana, 2017.

1.5 Lesson Study

According to Baba (Ali, 2007), lesson study is a process carried out by teachers or counseling guidance teachers who are progressively trying to improve the method of

providing censoring services, by working with other teachers. While Sukirman (in Ali, 2007) views lesson study as a model of an educator professional development through learning assessment / collaborative and sustainable counseling services. Referring to some of the meanings above, lesson study more fully can be interpreted as a collaborative process from a group of teachers to collectively.

2 Methodology

Type of research used in this study was a research design "quasi experiment" Design was nonequivalent 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 exists 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 a sample of students who showed the criteria for character speaking funny, medium and low, as many as 20 students. To collect data about characters speaking funny students and to obtain accurate data, in this study using several data collection techniques along with each data collection device, namely: (1) Questionnaire, (2) Observation Method, (3) Interview Method, (4) Diary. The results of the t-test such as the show, the value of $t_{tab} 70.83_{sig.0.05}$. Thus, the null hypothesis (H_0) which states that there is no effect on the effectiveness of counseling Ivan Pavlov's behavioral with modeling techniques to improve the character of speaking funny. Students can be trained to carry out communication standards (smile, greetings, greetings, getting). Trained in good, polite, effective and communicative ways of communication. Application in this personal field is to influence one individual to gain trust and can persuade the person, for example, student A is sad to get a problem and the B will entertain A with funny words so that the A is not sad anymore.

3 Results and Discussion

RPBK funny talking characters are very effective in schools. Judging from the questionnaire scores, diary scores, and student responses from daily journals that are increasingly increasing. Besides that, it is also seen from the students' behavior from funny talking to that starts to change like: students are able to provide entertainment or jokes to friends.

Table 1. Indicator 1 (talking funny)

Indicator 1	High		Low	
	f	%	F	%
Talking funny	90	75	17	14.16
Village Men	55	76.38	10	13.88
Village Women	35	72.91	7	14.58

Research data shows that students have funny speaking behavior 75% and low 14% as for men from villages who have a frequency high by 76%, low 13%. Women from villages have a high frequency of 72% and a low of 14%.

Table 2. Indicator 1 (talking funny)

Indicator 1	Mean	SD	Score High	Score Low
Funny talking	2.37	1.22	75	14.16
Village Men	4.58	1.62	76.38	13.88
Village Women	4.38	1.41	72.91	14.58

Research data shows that students have funny speaking behavior with high scores of 75% and low 14%. As for men from villages who have a high score of 73%, a low score of 14%. Women from villages have a high score of 73% and a low score of 14%.

Table 3. Indicator 1 (talking funny)

INDICATOR 1					
Score	\bar{X}	σ	tcount	ttable	Ket
Pre-test	35.4	6.33	70.83	1.69	significant
Pos-test	40.9	2.94	70.83	1.69	significant

One indicator that reads the need for someone to talk funny on shows. Pre-test average: \bar{X} = 35.4 σ = 6.33 tcount = 70.83 ttable = 1.69. Significant . Pos-test Mean: \bar{X} = 40.9 σ = 12.94 tcount = 70.83 ttable = 1.69. Significant. This means that the student has a capable attitude, entertaining his friend by talking funny.

4 Conclusion

Based on the results of the analysis and discussion in the previous chapter stated that the proposed research hypothesis was accepted based on a significance level of 5%, it can be concluded that: Ivan Pavlov's Behavioral Counseling with modeling techniques influences funny speaking characters through Lesson Study in Class VII.4 Junior high-school students Singaraja undiksha.

Based on this statement, we can say that behavioral counseling theory is the Ivan Pavlov's right technique to be applied in schools. For that reason, counseling teachers (counselors) should use behavioral counseling theory as Ivan Pavlov's a sociodrama technique as an alternative to giving to students. Some suggestions that can be conveyed from the findings of

this study are as follows: 1) To students who are the subject of research in order to pay more attention to and understand the treatments given, so that they can always improve the characters speak funny. Students are expected to be able to maintain an increase in character talking funny and not hesitate to build relationships with others. 2) To the BK Teacher, it is expected to always monitor the progress of students in order to improve the character of helping other BK Students should provide students with experience, knowledge and knowledge, and shape students into individuals who have funny speaking characters.

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