

Effectiveness of Behavioral Ivan Pavlov Conservation with Modeling Techniques to Increase Characters Helps Others Through Lesson Study

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Abstract. This study aims to determine the effectiveness of behavioral counseling Ivan Pavlov with modeling techniques to improve the character of helping others through lesson study in first-grade students. This type of research is quasi-experimental with pre-test and post-test control group design. The sample was 36 students with df 35. The method of collecting data used a character questionnaire to help others as many as 30 items. The results of data analysis are the value of $t_{count} 12,598 > t_{table} 2.03$ so that H_0 is rejected and H_a is accepted. So there are significant differences. It can be concluded that Ivan Pavlov's behavioral counseling is an effective modeling technique for improving character helping others.

Keywords: behavioral counseling, modeling, lesson study

1 Introduction

Based on the results of research observations from 36 students researchers saw 20 students showing symptoms such as showing attitudes like students seemed very inclined to character helping others who were negative. The study found 16 other students had symptoms such as those that were very easy to develop character traits helped other people who are positive. Symptoms of these students can be said to show symptoms of "character helping others."

1.1 Characters help others

The character of helping others is the need to get help from others, including being able to help other people if in difficult circumstances, seeking support from others, having the character of sympathy towards others.

1.2 Application of Character helps others:

The application of character to help others can be done by modeling or technique. Students can apply modeling techniques by demonstrating job simulations that are in accordance with the character of helping others. After that, students do one stay two stray to find out the results of discussions from other groups. After one stay, two stray students do the sociodrama that has been made with the theme character helps others and displays it in front

of the class. After doing a sociodrama, the writer did a placebo technique, where one of the students will be presented with 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 doing the placebo technique students will read the diary that has been made. Then students fill out a questionnaire that was shared by the author. 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

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 concluded as follows: a) so students can motivate / actualize themselves to be able to change themselves in develop potential according to his ability. b) by studying behavioral theory, students can recognize aspects of themselves and can accept their situation more objectively. c) To help students express various aspects of themselves. d) help 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 the character of helping other people to be able to do so, 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, suggests modeling techniques are ways used by counselors to improve the character of helping others through characterization, characterization in question such as characterization through films, imaginary figures (imaginary), and so forth. Modeling is also called imitation.

2 Methodology

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. This study took the number of students who showed character criteria to help other people who were moderate or low as many as 36 students. To collect data about characters to help other students and to obtain accurate data, in this study using several data collection techniques and their respective data collection devices, namely: (1) Questionnaire, (2) Observation Method, (3) Interview Method, (4) Diary. Starting from the results of the normality test and character homogeneity of data to 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 Paired Sample Test technique. The results of the t-test are as shown, the t-test value

is sig. sig. 0.05. Thus, the null hypothesis (H0) which states that there is effect effect on effectiveness effectiveness of Ivan Pavlov's behavioral counseling with modeling techniques to improve the character of helping others students can be trained to carry out communication standards (smile, greetings, greatting). greatting). Trained in a manner that is good, polite, effective, and communicative so that students are able to have the character of helping others.

3 Results and Discussion

RPBK character helps other people very effectively implemented in schools. Judging from the questionnaire scores, diary scores, and student responses from daily journals that are increasingly increasing. In addition, it is also seen from the students' behavior from the character helping others who begin to change such as: students are able to characterize others.

Table 1. characters help others

Indicator 1	high		low	
	F	%	f	%
characters help others	153	70,83	22	10,19
Village Men	77	35,65	8	7,41
Village Women	76	35,19	14	12,96

Research data shows that class X students have the character of helping others with a height of 71% and a low of 10% while men from villages who have a high frequency of 36%, low 7%. Women from villages who have a high frequency of 35% and a low of 13%.

Table 2. characters help others

Indicator 1	Mean	SD	Score	
			high	low
characters help others	2,57	1,5	70,83	10,19
Village Men	3,4	1,96	35,65	7,41
Village Women	3,6	1,94	35,19	12,96

Research data shows that class X students have the character of helping others with a high score of 71% and low 10% as for men from villages who have a high score of 36%, a low score of 7%. Women from villages have a high score of 35 % and a low score of 13%.

Table 3. pre-test (characters help others)

Indicator	Mean	SD	High		Low		Before		After	
			f	%	f	%	t _{count}	t _{table}	t _{count}	t _{table}
Characters Help Others	2,57	1,5	153	70,83	22	10,19	12,60	2,03	12,60	2,03
Village Men	3,4	1,96	77,00	71,3	8	7,41	21,27	2,10	21,27	2,10
Village Women	3,6	1,94	76	70,37	14	12,96	7,58	2,10	7,58	2,10

Table 4. post-test (characters help others)

Indicator	Mean	SD	High		Low		Before		After	
			f	%	f	%	t _{count}	t _{table}	t _{count}	t _{table}
Characters Help Others	2,93	1,42	205	94,91	—	—	12,60	2,03	12,60	2,03
Village Men	5,72	0,46	103,00	95,37	—	—	21,27	2,10	21,27	2,10
Village Women	5,67	0,49	102	94,44	—	—	7,58	2,10	7,58	2,10

Table 5. Recapitulation of Pre-test and Post-test Data (characters help others)

Score	\bar{X}	δ	t _{count}	t _{table}	Ket
Pre-Test	35,694	5,502	12,598	2,03	Significant
Post-Test	46,944	1,012	12,598	2,03	Significant

Characters helping other students in class X show :

Average Pre-Test: $\bar{X} = 35,694\delta = 5,502$ t_{count} = 12,598 t_{count} = 2,03. Significant

Average Post-Test: $\bar{X} = 46,944\delta = 1,012$ t_{count} = 12,598 t_{table} = 2,03. Significant price of t_{count} t, compared with t_{table} price with df = n - 1 = 36 - 1 = 35. Price's t_{table} for df 35 and with a significance level of 5% (a = 0.05) is 2.03. Thus, the price of t_{count} is greater than the price of t_{table}, so H₀ is rejected and H_a is accepted. This means that there are significant differences in the character of helping others 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 helping others in class X.

4 Conclusion

Based on the results from the analysis and discussion in the previous chapter, it was stated that the proposed hypothesis was accepted based on the significance level of 5% (0.05). than students in the control group. Based on this statement, we can say that Ivan Pavlov's behavioral counseling uses modeling techniques to be applied right in school. The application of behavioral counseling Ivan Pavlov using modeling techniques 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 modeling techniques.

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