

Global Conferences Series:

Social Sciences, Education and Humanities (GCSSEH), Volume 1, 2019

Simposium Antar Bangsa Seminar dan Workshop (SABSW)

DOI : <https://doi.org/10.32698/2148>

Development Guidelines for Training Responsibilities Learning Through The Conseling of Realities

Dewi Yulianti¹, I Dewa Putu Partha²
dewiyulianti637@gmail.com

Universitas Hamzanwadi, Indonesia¹²

Abstract. Responsibility does not just appear, but is planted and forged by the environment to shape it into a habit. The fact is that at home and abroad the level of student responsibility is still low, especially at the vocational level. To increase the responsibility of learning various efforts have been made, but the results are not as expected. The responsibility of learning becomes an important issue for the attention of the stakeholders. Teacher guidance and counseling is one of the strategic functions that can help students to improve learning responsibilities. Through counseling reality groups are considered capable of increasing learning responsibility. The purpose of reality group counseling is to make individuals responsible, act according to reality, and not violate the rules or norms that apply. The reality group counseling guide is expected to help teachers of Vocational High School 3 Vocational School counseling and counseling in order to be more skillful and train the ability to carry out reality group counseling services. The research and development method in this study uses the Borg and Gall model with ten steps in the study. Ten steps are modified according to existing needs and conditions to: (1) preliminary study, (2) planning, (3) initial product development, (4) expert testing, (5) stage product revision. The test data analysis techniques for experts using Interater agreement The instrument used in this study was an assessment questionnaire and unstructured interview guidelines. While the analysis of user data (guidance counseling teachers) used descriptive statistical analysis. The test results showed that the product was suitable for use by the Vocational School 3 Malang Middle School guidance and counseling teachers to improve student learning responsibilities. Suggestion of utilization by guidance and counseling teacher of State Vocational High School 3 Malang for improving student's learning responsibility. For the next researcher, it is expected to carry out further development related to the product guidelines that have been developed.

Keywords: Training guide, learning responsibility, reality group counseling

1 Introduction

Student learning responsibilities can be improved if the guidance given by the guidance counseling Teacher to students who have a low level of learning responsibility, learning responsibilities can be trained. Learning responsibility plays an important role for Vocational High School students, as one form of formal education unit, providing vocational education at the secondary education level as a continuation from junior high school or equivalent. Vocational High School is a level of education and training that is directed at preparing students to be ready to work according to their field of study or vocational.

Based on a number of objectives, it can be concluded that Vocational High School students are prepared to be professional workers in their field and ready to use in the labor market both locally, nationally and internationally. Vocational School as one of the levels of education pursued by students, is very urgent for the implementation of guidance and counseling services (guidance counseling) in schools. Some students of Malang State Vocational High School lack learning responsibilities. This is evidenced by the results of interviews with several students, most of whom did not understand the meaning of learning responsibilities, and what aspects of learning responsibility, the impact of their ignorance about learning responsibilities is: 1) they cannot share time to complete tasks school, 2) lack of diligence in carrying out tasks and responsibilities given, 3) lack of confidence in what is their ability, 4) less able to focus on learning, 5) unable to control themselves when given a choice between completing assignments from school or playing handphone. Through the results of interviews with several students that have been described above, it can be concluded that there are still State Vocational High School 3 Malang students do not have learning responsibility behaviors, because they do not understand the importance of learning responsibility for them, lack of information about learning responsibility material students have not been facilitated properly so they are more aware of learning responsibilities.

Based on these facts, the researcher conducted an interview with the guidance counseling Negeri 3 Vocational School Middle School Teacher, the results of the interview showed that the BK teacher did not facilitate student learning responsibilities, causing some students to sit in class XI especially in Computer Engineering and Network has a low level of learning responsibility, should the students of Vocational School who sit in class XI have knowledge of learning responsibilities and are able to direct themselves to be more responsible in completing their learning tasks, and consciously make decisions about which behavior will independently chosen and confident in relation to their learning responsibilities. Based on the interview results, it is clear that the guidance counseling Teacher is not skilled in analyzing the level of student learning responsibility and lack of knowledge and experience in choosing the right approaches to facilitate students in increasing learning responsibilities. This results in no change in the teacher's performance so that students get less guidance properly according to the problems they face, especially those related to learning responsibilities.

Learning responsibilities will increase through learning outcomes, so researchers feel it is important to increase student learning responsibilities through training that will be given to guidance counseling teachers. This training aims to facilitate guidance counseling teachers to be more creative and innovative as well as sharpen the guidance counseling teacher's memory of the techniques and approaches to be used in accordance with the problems faced by students in guiding students to be able to increase their learning responsibilities. In this study, researchers designed a training counseling guide based on reality groups, with the aim that each student could be more responsible for himself, referring to the Wants, what he wanted, Doing, what would be done, Evaluation, considering the choices set , Planning, planning new behaviors that are more responsible, (Corey, 2013)

This research was conducted by considering similar studies that had been done before. There were several previous studies related to learning responsibilities, once conducted by Faridatul Mahsunah (2016) with the title *Efforts to Improve Learning Responsibility Through Reality Group Counseling in Class VIII Students of Prambon Nganjuk Junior High School I Academic Year 2015/2016*, and research conducted by Musyarofah (2014) with the title

Effectiveness of Reality Group Counseling to Reduce Student's Irresponsible Behavior in Learning, with the result that reality group counseling is effective in reducing irresponsible behavior in students.

Likewise, research related to the development of training guides was carried out by Foctanian Lohmay (2017) with the title Development of Training Guidelines for Increasing Student Career Maturity Based on Appreciative-Inquiry for Counselors in Junior High Schools. The results of the study are product testing in the form of training guides for appropriate counselors used to improve student career maturity.

Based on these studies, researchers assume that reality group counseling plays a major role in helping guidance counseling teachers in carrying out their duties and responsibilities and does not rule out the possibility of reality group counseling to be successfully used as an approach in counseling and counseling to be used by counselors as a strategy in help students solve problems related to learning responsibilities

Based on the real description of what happened, the core problem in this development was the lack of provision of material as a learning resource for guidance counseling teachers so that this study aimed to develop a product in the form of a training guide to train memory and improve the skills of Vocational High School Vocational School Teachers 3 Malang, and hopes that after this guide is used by the State Vocational High School Vocational School Teachers of Malang 3 able to become a facilitator to be able to increase student learning responsibilities, besides that it can be a measuring tool to measure guidance counseling teacher skills in implementing reality group counseling services.

2 Methodology

This research and development is only limited to the product acceptance test, so the steps used in this study are only six steps, namely; (1) research and data collection; (2) planning; (3) product draft development; (4) validation stage and initial field trial; (5) revise the results of the trial. The purpose of this research and development is to produce a product in the form of a Guide to Learning Responsibility Training Based on Reality Group Counseling for State Vocational High School Students 3 Malang, which meets acceptability criteria, namely: accuracy, usability and implementation and tested theoretically and practically, so that it can be used by The guidance counseling Teacher Training of Vocational High School 3 Malang as a guide for training, sharpening memory in implementing reality group counseling activities to increase student learning responsibilities.

The instruments used in this study include interview guidelines, assessment questionnaires. The interview guide is used to find out and collect preliminary data about the state of the student and what is needed by the guidance counseling teacher related to the problem of student learning responsibilities. The assessment questionnaire from the guidance and counseling material expert, instructional media expert and Malang Vocational High School 3 Vocational School Teacher is useful to find out how accurate and feasible the product in the form of this guide is acceptable. Data analysis techniques use Rater Agreement,

(Gregory, 2010) the results of the assessment of the material expert test and media expert test, while for the assessment of the guidance counseling Teacher using descriptive data analysts.

3 Results and Discussion

Data from the material expert test results in this case the assessment is given by two counseling guidance material experts, as follows:

		Expert I	
		Irrelevant (score 1-2)	Relevant(score 3-4)
Expert II	Irrelevant (Score 1-2)	(A) (0)	B (3)
	Relevant (Score 3-4)	C (0)	D (23)

Furthermore, the Expert Test index is determined, the guidance and counseling material is 0.88 indexes of material test in the range of values from 0.88 to 1.00, which means that the validity is high. Thus according to the general judgment of the Expert Material and product counseling material in the form of developing training guidelines for reality group counseling-based learning responsibilities for students of SMK 3 Malang, it is appropriate to be used by guidance counseling teachers at SMK 3 Malang. This indicates that the training guide developed can be said to be appropriate and appropriate to receive.

While the data from expert media learning test results in this case the assessment is given by two learning media experts, as follows:

		Expert I	
		Irrelevant (score 1-2)	Relevant (score 3-4)
Expert II	Irrelevant (Score 1-2)	(A) (0)	B (0)
	Relevant (Score 3-4)	C (0)	D (14)

Furthermore, the test index is determined. Expert guidance and counseling material is 1.00 index of material test entered in the range of values from 0.88 to 1.00, which means that the validity is high. Thus according to the general judgment of the Expert Material and product counseling material in the form of developing training guidelines for reality group counseling-based learning responsibilities for students of SMK 3 Malang, it is appropriate to be used by guidance counseling teachers at SMK 3 Malang. This indicates that the training guide developed can be said to be appropriate and appropriate to receive.

While the data from expert media learning test results in this case the assessment is given by two learning media experts, as follows:

		Expert I	
		Irrelevant (score 1-2)	Relevant (score 3-4)
Expert II	Irrelevant (Score 1-2)	(A) (0)	B (0)
	Relevant (Score 3-4)	C (0)	D (14)

Furthermore, the test index is determined. Expert guidance and counseling material is 1.00 index of material test entered in the range of values from 0.88 to 1.00, which means that the validity is high. Thus according to the general judgment of the Expert Material and product counseling material in the form of developing training guidelines for reality group counseling-based learning responsibilities for students of SMK 3 Malang, it is appropriate to be used by guidance counseling teachers at SMK 3 Malang. This indicates that the training guide developed can be said to be appropriate and appropriate to receive.

The guidance counseling teacher assessment results in this case are given by four Vocational High School guidance counseling Teachers, as follows:

No	Component	Item	Score of BK Counselor				information
			1	2	3	4	
1	Fill out the Guide	1	4	3	2	2	Revision
		2	4	3	3	3	
		3	3	4	2	2	Revision
2	Systematics Guide	4	4	3	3	3	
		5	3	3	2	2	Revision
		6	3	3	3	3	
		7	3	3	3	3	
3	Language Use	8	3	3	3	3	
		9	3	3	2	2	Revision
4	Display and Layout	10	4	3	3	3	
		11	4	3	3	3	
		12	4	3	3	2	Revision
		13	4	4	2	2	Revision
		14	3	3	3	3	
		15	3	3	3	3	

Based on the data above, it can be seen that an average of 2 guidance and counseling teachers who will become guide users have a good response to the training guide. The acceptability level of this training guide for the test subjects was 3.00, indicating that the

training guides developed could be said to be appropriate to be implemented in helping teachers carry out group counseling services in schools.

4 Conclusion

This research and development produces a product in the form of a training guide for reality-based counseling-based learning responsibilities. The steps taken to produce training guidelines for learning responsibility based on reality group counseling are as follows: 1) research stage and information gathering, 2) planning stage, 3) product draft development stage, 4) initial field validation and testing stages, 5) revising the results of the trial, and 6) the final product. The material discussed in the training guide for learning responsibility is the supporting aspects of learning responsibilities, namely: 1) independence, 2) perseverance, 3) choosing a positive attitude, and 4) self-control, besides that material about reality-based group counseling is also discussed that focuses on the stages of group counseling, namely: 1) formation, 2) transition, 3) core activities, and 4) closing, but still refers to the wants, doing, evaluation, planning at each stage of the kelo counseling mpok reality students are asked to always be active and involved in reality group counseling activities. The training guide is also equipped with instruments of learning responsibility scale, format of Service Plan Format of statement of willingness of participants to participate in reality-based group counseling activities, reality-based group counseling regulations, Format of counselee satisfaction with reality group counseling, and reporting format for counseling services reality group. Based on the results of the validation of material experts and media experts 1 and 2, it can be seen that the validation of material experts 1 and 2 was 0.88 or entered in the right category, while the validation results from media experts 1 and 2 were 1.00 or included in the right category. The results of the assessment from the teacher of the State Vocational School 3 Vocational School in Malang as a whole showed a good assessment of the use of reality group counseling-based learning responsibility training guides for poor 3 Vocational High School students.

The training guide for reality-based counseling learning responsibilities in the development results can be used in the implementation of group counseling services that discuss the topic of learning responsibility. Guidelines for training on learning responsibility based on reality group counseling can help guidance counseling teachers deliver material about learning responsibilities through reality-based group counseling activities.

References

- [1] Corey, Gerald. 2013. *Counseling & Psychotherapy Theory and Practice*: Bandung, PT Refika Aditama
- [2] Faridatul. Mahsunah. 2016. *Efforts to Improve Learning Responsibility Through Reality Group Counseling in Class VIII Prambon Nganjuk I Middle School 2015/2016 Academic Year*, (online December 2, 2017)
- [3] Foctanian Lohmay. 2017. *Development of Guidelines for Improving Student Career Maturity Based on Appreciative-Inquiry for Counselors in Junior High Schools*
- [4] Gregory. 2010. *Historical Psychology Tests, Principles and Applications*. Erlangga. Jakarta
- [5] Musyarofah. 2014. *Effectiveness of Reality Group Counseling to Reduce Students' Irresponsible Behavior in Learning*. Essay. Malang: BK.FIP.

- [6] Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. 2003. Jakarta: PT Armas Duta Jaya