

Development of Group Counseling: A Guidebook in Lesson Study to Increase Creativity

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Abstract: This study aims to develop and test the acceptability of group counseling handbook development in lesson study to enhance student creativity. This handbook is an instrument for counseling guidance teachers in organizing counseling guidance services in schools. The development procedure in this study follows the 4D development model which is limited only to content validation testing. Five experts and guidance counseling practitioners were involved to assess the feasibility of the guidebook. The instrument used for the assessment consisted of 25 items that referred to the acceptability of the manual. The results of the analysis show that the validation of the expert development group counseling guidebook in the setting of lesson study to improve student creativity has a content validity index (CVI) of 0.94 which means very good or special. Based on these results, the development of group counseling handbooks in the setting of lesson studies to enhance student creativity developed in this study has met the eligibility criteria to be used as an instrument in carrying out counseling guidance services.

Keywords: Group Counseling, lesson study, creativity, R&D.



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Introduction

In an educational institution, guidance and counseling are a part that is expected to advance the school. Educational institutions can be said to be quality by looking at graduates who are born, meaning that most people regard schools or educational institutions as quality if the graduates produced have the quality that meets the expectations of the community (Dharsana, 2014). Guidance and counseling have a purpose to support the development of their potential, which includes basic abilities, talents, interests, creativity, competence in the demands of an intelligent character with insight (Dharsana, 2013). Guidance and counseling have several services in efforts to alleviate problems. These services include 1) Orientation services, 2) information services, 3) distribution placement services, 4) content control services, 5) Group

Guidance, 6) Group Counseling, 7) Individual Counseling, 8) Consultation Services and 9) Mediation Services (Prayitno and Amti, 2004). Of the several counseling guidance services that have been described above, group counseling is one of the services that are seen as helping in improving students' abilities, as expressed by (Gerlach, n.d.) group counseling provides various benefits and efficient methods for school counselor. Group counseling is an important intervention to deal with individual psychological needs. In fact, group counseling has a positive impact on the individual to influence the views of other individuals. (Littrell & Peterson, 2002) furthermore, observed that group counseling was believed to be capable and has a positive impact on the progress of students and schools in general.

Group counseling is believed to help students separately get the discussion and alleviation of the problems they face through group dynamics (Nurihsa, 2005). The atmosphere or setting of a lively group on the interaction of warm group members to achieve the goals of group counseling is called group dynamics. Group counseling services are counseling guidance services that aim to help students' personal problems that are carried out in a group setting (K. S. Suranata, Made, Budiarta, & Teja, 2018). The process of group counseling at school can bring about valuable experiences, because group counseling can develop social skills with peers and get constructive feedback and feedback (Hayes, 2001

Bob Conyne (Stockton, 2010) defines group counseling as a therapeutic method that can facilitate the process of alleviating personal problems among group members, and they can learn to overcome their own problems, can manage and decide on solutions to these problems. OhlsenHolden (Astuti, 2012) explained in group counseling there are interactions of various effective elements if all group members can fulfill the following conditions: 1) all group members feel accepted by other group members, 2) know what results are expected by all group members, 3) view the group is a passionate group, 4) voluntarily open up and help other members to behave in the same manner, 5) participate actively so that it has meaning and meaning of our existence in the group, 6) communicating straightforwardly according to the contents of the heart and try to understand the contents of the hearts of other group members, 7) willing to accept input to better understand their strengths and weaknesses, 8) able to obey all the rules that govern all interactions in the counseling process.

Shechtman (Israelashvili, 2008) explained that children and adolescents did not need groups to support themselves, but instead they need groups to be more open. This means that the power of group counseling is not just to seek support from other group members, but to open up, understanding, understanding and understanding of the hearts of each group member. In line with the explanation from Shechtman, Gazda (Astuti, 2012) also explained that group counseling was a dynamic process between individuals, centered on conscious thought and behavior. The group counseling process is characterized by the expression of thoughts, openness to what is felt, trust in all members of the group, giving attention and understanding, and support from each member. All of these characteristics can create sympathy and empathy and can foster good relations that will support each group counseling process. In the group counseling, members can share their hopes, tell straightforwardly their fears and frustrations, and each group member will definitely feel comfortable because they get support and useful input (Stockton, 2010)

Effective counseling activities, if carried out by competent counselor, and in their activities carried out with appropriate procedures will subsequently deliver the expected results. An activity if done with the right procedure will minimize the obstacles that occur. Therefore, the counselor must have a detailed procedure guide to provide treatment to students. Guidance and Counselor, who have guidance in carrying out each counseling activity will direct the results of the counseling activities carried out. Repeated Stem out. With these guidelines, counselor have a proper and definite understanding of what will be done. This will have an impact on the performance of counselor, and can improve the professional competence of counselor.

The focus of development in this study is the counselor as one of the critical success factors in the delivery of education. As a supervisor or teacher at school, they must have the same educational background and continuously develop their competence as a professional. Many competency development efforts have been provided by organizations, which are a place for all teachers in accordance with their fields. Counselor Association (here in after referred to as MGBK), is a forum / forum for the professional activities of counselor at the level of the education unit. The researcher focused the study on developing a group counseling guide in setting the lesson study by not removing the standard rules of the counseling activity

itself. It is important to develop guidance counseling activities for counselor, because currently not all have detailed guidelines. From observations made by researchers in several high schools in the city of Denpasar, the implementation of guidance and counseling services is not ideal or not in accordance with existing procedures, service delivery and the use of counseling models carried out less than the portion that should be.

Lesson study according to Perry (Zubaidah, 2010) is a model of teaching professional development through the study of collaborative and continuous learning based on the principles of collegiality and mutual learning to build learning communities. This means that lesson study is one of the techniques on how to improve the quality of teacher performance, with the basic steps of designing, implementing, Repeated Stem observing the implementation Repeated Stem of mentoring, and reflecting on discussing the guidance being reviewed for improvement material in the next guidance plan. Lesson study is a method of teacher professional development (Walker, 2011). The ideas contained in the lesson study are actually short and simple, namely if a teacher wants to improve learning, one of the most obvious ways is to collaborate with other teachers to design, observe and reflect on the learning done (Lewis, 2002).

Stepanek (Zubaidah, 2010) explains that lesson study is a collaborative activity of a group of teachers who identifies a learning problem and designs a learning scenario (stage plan), in the student learning process, lesson study activities carry out the learning process in accordance with the designed scenario, while others observe (do stage), reflect and evaluate (see stage). In some studies, lesson study strategies have proven to be effective in increasing the competence of teachers and students who take part in learning. The focus of lesson study is the learning process related to student responses and evaluations. Observer has an important role in teacher development. Observer is not appointed haphazardly, but professionals who are in their fields in accordance with the presenter or teacher being observed (Verhoef, Coenders, Pieters, van Smaalen, & Tall, 2015). Lesson study is not a strategy to analyze the weaknesses of the presenter, but rather as a first step to achieve professionalism through analysis conducted with observers. One teacher will conduct a service activity, while the other teacher will record in detail during the activity, then the data is shared after the activity is revealed, which is used to reflect to develop more advanced and extensive activities (Lewis, Perry, & Murata, 2006).

To optimize the implementation of guidance and counseling services can be pursued by carrying out lesson studies (K. Suranata, 2013), academics or experts, principals, school supervisors and counselors of counselor can be involved in these lesson study activities. Lesson study in guidance and counseling is a collaborative activity between counselor who is adapted from lesson learning where teachers, experts / experts, principals work together to create a learning process with better learning outcomes (Susiani & Suranata, 2017). In relation to group counseling, lesson study can help counselor in designing and implementing higher-quality group counseling services (K. Suranata, 2014). In reflecting on the group counseling process, counselor are assisted by fellow counselor colleagues, experts in counseling guidance and other related parties.

So, lesson study in counseling guidance activities can be interpreted as a model in the development of professionalism of counselor in the process of counseling activities that are observed directly by other professionals so that the counseling process is observed, which is subsequently reflected and evaluated together and can be revised to provide improvements for service providers. By increasing this competency, it will have a positive impact on students as learning subjects. Teachers who are competent in service delivery will have a change in impact on students, especially students who need to be intervened in improving their personality to produce quality human resources not only academically but also having the personal character. In addition to focusing on developing models, this research will intervene in low creative personal group counseling. Problems that are quite urgent are found at school, namely regarding the creative character.

The following are several studies that describe the effectiveness of group counseling. The results of research from (Garfield, 2014) have confirmed that group counseling correlates significantly with ranking in the creative lifestyle (creativity). REBT group counseling is effective for enhancing students' creativity and locus of control found in research (E Dorostian, 2014).

Character plays an important role in achieving student learning success in school, one of which is creativity. Creativity has the following characteristics has a high curiosity, active in asking questions, can give ideas to something, able to submit opinions spontaneously and confidently, straightforward in expressing opinions, not easily influenced by others, able to submit thoughts, can work alone and enjoy trying

new things. Lawrence believes creativity is a concept that has been widely embraced by various disciplines, such as humanities, business, science, and education (Wells & Dickens, 2020). Creativity is defined as a cognitive process that involves personality traits and environmental aspects and the interactions of its components (Kaufman, Plucker, & Baer, 2008; MacKinnon, 1962; Rhodes, 1961; Sternberg, 2006) in (Wechsler et al., 2018). In research on creativity, we are to understand how children can be involved in everyday forms of creativity, Repeated Stem as well as how individuals are able to create creative Repeated Stem pieces that are true, innovative, or find new ideas or ideas that encourage a better society (Kupers, (Upper, Lehmann-Wermser, McPherson, McPherson, & van Geert, 2019).

The counselor can foster a creative mindset, trying to help students progress ahead of previously passively receiving information to be more active in building their own strengths (Schon, 1983) also explains the characteristics of the BK teacher being able to create feedback for student self-development. In line with the presentation (Munandar, 2009) explained that "creativity is a lifestyle, a way to perceive the world." However, at present students' creativity is quite low, as is the case with many high-school students today, that there are still students who like to emulate the work of friends without discussing how to obtain it, some students just stay in quiet (passive) when discussing groups, complaining when get additional assignments from the teacher, and there are also students who are too rigid with their opinions and have never seen the problem from a different perspective. This is one indication of the lack of student creativity. Students who have low creative character must be intervened through counseling services and performed by competent BK teachers.

Based on the results of the researcher's explanation above, the researcher studies more deeply on developing a group counseling handbook in the lesson study setting to enhance student creativity. This research is entitled "Development of Group Counseling Guidebook in Lesson Study Settings to Increase Student Creativity."

Method

This research is a research and development or research and development (R&D). R&D is the development and validation of educational products that can be utilized in the educational process. The study uses a 4D development model. The 4D model consists of 4 steps of activities, namely: (1) define, (2) design, (3) develop, and (4) disseminate. This counseling was selected and used with the aim of producing a group counseling model guidebook product in the setting lesson study.

The first stage is defining, which is to find out the needs in the service of counseling activities in schools based on observations found in several high schools / especially in the city of Denpasar, there are still many counselor who do not understand the application and do not have guidelines for implementing group counseling services and for study product reference or reference. The second stage is the design stage or the design is carried out to design the product that is a group counseling guide. The design includes the determination of the cover, compile a table of contents or sub discussion, compile the contents of the book, complete the supporting instruments. The third stage is the develop or development stage, which is an expert or expert test phase to determine the acceptability of the guidebook. Experts who carry out expert validation tests are experts in the field of Counseling Guidance and the field of Psychology, after getting input and assessments from experts, then some improvements are made to improve research products from several aspects such as product design and appearance, use of sentences, discussion of material, as well as completeness- completeness of the instruments needed in implementing the counseling model.

The research instrument used was a questionnaire validation expert guidance counseling group for data collection methods. This instrument is divided into three expert assessment indicators, namely the usability indicator of the number of statements of three items, the feasibility indicator of 12 statements, and the indicator of accuracy of 10 statements. The total number of statements in the validation instrument expert group Too many nouns counseling manual in setting the lesson study to increase creativity is the range of numbers 1 to 4. The smallest number 1 represents very incompatible statements with the product, and the largest number that is 4 represents very much in accordance with the statement of the product research.

The product developed is then tested for its feasibility with content validity using Lawshe data analysis techniques, to find out whether this guide is suitable as a guideline for the implementation of Counseling Guidance Services in Schools to help students alleviate problems that this guide focuses on the problem of

student independence. The content validity test in the study was conducted by five competent experts in Counseling and Psychological Guidance. The data analysis technique used is the Lawshe CVR and CVI formulas, with the formula:

$$\text{CVR} = \frac{n_e - N/2}{N/2}$$

Source: (Lawshe, 1975)

This formula produces values with a range of numbers from +1 to -1, positive values on items indicate that half of the opinions of expert or expert respondents are valid or accepted. The greater the CVR value of 0 in the statement items, the more "accepted" and the higher the validity of the contents of the manual (Hendryadi, 2017).

In addition to CVR, the data analysis used is the CVI (content validity index), which is an assessment carried out by a team of experts in determining the relevance of products/product's constructs, using the formula:

$$\text{CVI} = \frac{\sum \text{CVR}}{k}$$

Source: (Lawshe, 1975)

Results and Discussion

Based on the analysis of content validity test data by experts, it was found that the results of the data analysis above with the Lawshe CVR test obtained per-item values between +1 to 0 (CVR > 0) and no items with values less than 0 (CVR < 0) as stated (Lawshe, 1975) the CVR formula produces values with a range of numbers from +1 to -1, positive values on items indicate that half of the opinions of expert or expert respondents are valid or accepted. The greater the CVR value of 0 on the item statement, the more "feasible" and the higher the validity of the contents of the manual product, in other words, this manual shows the acceptance of counseling experts and practitioners. Furthermore, the results of the Lawshe CVI analysis obtained a score of 0.94. This result means that the validity value of the contents of the guidebook product is high. In addition to obtaining the score, the expert or expert provides suggestions for improving the Lesson Study Group Counseling Handbook to Enhance Student Creativity.

In addition to obtaining the score, the expert or expert provides suggestions for improving the Handbook for Group Counseling in Lesson Study Settings to Increase Student Creativity. The first expert Dr. I Ketut Gading, M.Psi as a Lecturer in Guidance and Counseling at the Ganesha University of Education said to focus more on intervention to increase creativity. The second expert, Prof. Dr. I Ketut Dharsana, M.Pd., Kons as Professor of Counseling Guidance at Ganesha University of Education said to be more careful in citation quotations. The third expert by Dr. Kadek Suranata, S.Pd., M.Pd., Cons as a Lecturer at Ganesha University of Education gave notes to add forms for lesson study activities. The fourth expert, Ni Wayan Udayani Sastrawati, S.Pd as a BK teacher at SMK Negeri 1 Denpasar delivered an important group counseling manual to be given to BK teachers at school to provide reading resources used to intervene in students. Furthermore, the fifth expert, Ni Putu Sumartini, S.Pd., M.Pd from SMA Negeri 4 Denpasar as a BK Teacher said that this guidebook was very good to be developed and can facilitate the BK teacher in providing group counseling services to students. From the advice given, the researchers improved and supplemented the guidebook product to make it more useful for use and distribution to school educators. Based on the data analysis, the group counseling guidebook product in the setting of lesson study to increase student creativity is considered important.

Conclusion

This study examines the group counseling guidebook product in the setting of lesson study to increase student creativity. Group counseling is a special manifestation of guidance and counseling services with counseling interviews between competent counselors and several individuals jointly carried out in a group setting to obtain discussion and alleviation of the problems they face through group dynamics by helping group members to achieve their development goals.

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