Classical Guidance Service Tools to Increase the Creativity of Junior High School Students

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A B S T R A K

Rendahnya kreatifitas siswa disebabkan karena kurangnya pemberian bimbingan oleh guru maupun konselor, sehingga untuk mengatasi permasalahan tersebut dibutuhkan perangkat layanan bimbingan guna memaksimalkan perkembangan kreatifitas anak. Adapun tujuan dari penelitian ini yakni untuk menghasilkan perangkat layanan bimbingan klasikal untuk meningkatkan kreativitas siswa SMP. Penelitian ini tergolong kedalam jenis penelitian pengembangan, yang dikembangkan dengan menggunakan model pengembangan 4-D. Model pengembangan 4-D terdiri dari tahap define, design, development, dan dessiminate. Subjek yang terlibat dalam penelitian ini yakni 3 orang dosen sebagai ahli dan 2 orang guru bimbingan konseling sebagai praktisi. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode observasi, wawancara, serta kuesioner. Adapun instrument yang digunakan yakni berupa kuesioner kreativitas siswa. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan teknik analisis deskriptif kuantitatif melalui uji normalitas, uji homogenitas, dan uji-t. Hasil analisis data dalam penelitian menunjukkan bahwa nilai uji t diperoleh sebesar 2,710 dan sig.(2-tailed) sebesar 0,009 < 0,05, yang berarti bahwa H0 ditolak dan Ha diterima. Berdasarkan hasil tersebut maka dapat diketahui bahwa Perangkat layanan bimbingan klasikal efektif untuk meningkatkan kreativitas siswa SMP.

A B S T R A C T

The low creativity of students is due to the need for more guidance provided by teachers and counselors, so to overcome these problems, guidance service tools are needed to maximize the development of children's creativity. This study aims to produce a classical guidance service toolkit to increase the creativity of junior high school students. This research belongs to the development research developed using the 4-D development model. The 4-D development model comprises the define, design, development, and dissemination stages. The subjects involved in this study were three lecturers as experts and two guidance and counseling teachers as practitioners. Collecting data in the study was carried out using observation, interviews, and questionnaires. The instrument used is in the form of a student creativity questionnaire. The data obtained in the study were then analyzed using quantitative descriptive analysis techniques through the normality test, homogeneity test, and t-test. The results of data analysis in the study showed that the t-test score was 2.710, and sig. (2-tailed) was 0.009 <0.05, meaning H0 is rejected, and Ha is accepted. Based on these results, the classical guidance service tool effectively increases the creativity of junior high school students.

1. INTRODUCTION

Creativity creates new alternatives to solve problems experienced (Mardliyah et al., 2020; Marwiyati & Istiningsih, 2020). People are said to be creative if they can create new ideas or develop existing knowledge (Imamah & Muqowim, 2020; Murdana, 2019). Human creativity will bring prosperity and success by contributing creative ideas, discoveries, and new technologies from creative individuals (Dwiana et al., 2021; Lestari & Halim, 2022; Prabowo, 2020). Creativity has characteristics that are divided into two aspects: affective and cognitive. The cognitive aspect includes original thinking, flexible thinking, evaluating, detailing, and fluent thinking, while the affective aspect consists of feeling challenged, imaginative, confident, willing to take risks, and having curiosity (Astuti & Aziz, 2019; Haerunisa et al.,

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2021; Nadziroh & Mutmainah, 2017). Increasing student creativity can be done by providing overall guidance and providing a basic understanding of how to increase creativity independently from within the student himself so that the student can adapt himself according to the capacity and location of the topics that are developed optimally (Farkhatun, 2022; Maarif & Prasetyo, 2020; Rahmawati & Tirtayani, 2021). The efforts that can be made to increase children's creativity are not often dictating, criticizing, limiting activities, scaring, and more often giving choices to children so they can think about the choices given (Hairiyah & Mukhlis, 2019; Zakiah et al., 2020). Creativity possessed by a person will determine success in achieving various human development needs such as character, intellect, and self-ability and influence the nation's civilization (Astuti & Aziz, 2019; Hasanah, 2021). The reality shows that the creativity possessed by children is decreasing. It is shown by the results of observations made at SMP Negeri 2 Singaraja. The observation results show that some students are accustomed to waiting for friends to work on them and copying the work results, such as summarizing assignments and essay questions. Many students chose to be silent during discussion activities and had to be appointed to be more active. One of the factors causing the low creativity of children is the need for more implementation of guidance services provided by teachers. If left continuously, the lack of creativity of children will certainly have an impact on low learning outcomes and the ability of children to follow the learning process. One of the efforts that can be made to overcome this problem is to develop a classical guidance service tool for children.

Classical guidance is a service of counseling guidance in schools arranged systematically by giving students direct practice and question and answer (Kamalia et al., 2020; Soleman, 2021). Classical guidance can provide services to students in large numbers because it is carried out in class (Anggraini et al., 2020; Khoiriyah et al., 2021). Classical guidance can provide services to students in large numbers because it is carried out in class (Fridaram et al., 2021; Jannah, 2021). Classical guidance service tools are a variety of equipment that can be used to provide basic services in a class in the form of discussions, questions and answers, and hands-on practice to develop students' potential. Classical guidance service tools include the Classical Guidance Service Implementation Plan, service materials, service media, Student Worksheets, and evaluation tools (Agustina, 2022; Selenda et al., 2022; Widnyani, 2022).

The plan for implementing classical guidance services is a structured document containing methods, objectives, identities, and steps drawn to carry out classical guidance services (Silviana et al., 2022; Wiantisa et al., 2022). Service material contains material or information that will be conveyed to students during service activities (Agustina, 2022; Silviana et al., 2022). Counseling service media can make it easier to convey service information so that activities become effective (Setyawati et al., 2021). Student Worksheets are tools made systematically, containing questions about the discussed material (Putra & Agustiana, 2021). Evaluation tools are divided into two types, outcome evaluation and process evaluation, where each of these evaluation tools aims to find out the development of services (Putri, 2019). Several previous studies have revealed that classical guidance service tools are effective in improving the attitudes of junior high school students (Silviana et al., 2022). Other studies reveal that classical guidance service tools improve interpersonal communication skills (Selenda et al., 2022). The results of further research revealed that using classical guidance service tools effectively increased the hard work of junior high school students (Widnyani, 2022). Based on some of these research results, the classical guidance service tools can significantly increase various positive character scores in students. In previous studies, no studies specifically discussed the development of classical guidance service tools to increase the creativity of junior high school students. So this research is focused on this study to produce classical guidance service tools to increase the creativity of junior high school students.

2. METHOD

This research belongs to the development research developed using the 4-D development model, which consists of 4 stages: define, design, development, and disseminate. The 4-D development research model is used because it is recommended for developing devices/products. The design of this study is to develop tools used in implementing classical guidance services to increase student creativity. The subjects involved in this study were three lecturers as experts and two guidance and counseling teachers as practitioners. Data collection in this study was carried out using observation, interviews, and questionnaires. The instrument used in this research is the student creativity questionnaire. For product acceptance in this study, it can be done using the formula from Lawshe, measuring CVR and CVI, which can be used to determine the content validity of a product. The acceptance test provisions are considered appropriate if half of the validators say they are appropriate/valid on the CVI score results. The effectiveness test was carried out to determine the level of influence of the implementation of classical guidance services on increasing student creativity. In contrast, the tests used were the normality test, homogeneity test, and t-test. The data normality test is used to determine whether the research data is

normally distributed and, simultaneously, determines parametric or non-parametric statistics—data analysis using the SPSS 23 application. The criteria for testing the normality of this data pay attention to the significance column (sig) and compare it with α = 0.05. The provisions of the normality test are that if the sig score > α, then the data is normally distributed, and if the sig score < α, then the data is not normally distributed. Furthermore, a homogeneity test was conducted to determine whether the two data variants had similarities. This test is carried out when the research data has two or more groups of research data at once as a requirement in the independent sample t-test. Data analysis in this test used the SPSS 23 application by looking at the calculation results in the significance column (sig-Based On Mean). The provisions used in the homogeneity test are that if Sig > 0.05, the variant is homogeneous, and if Sig < 0.05, it means the variant is not homogeneous. The final analysis in this study is the t-test analysis which is carried out based on effectiveness using instruments and hypothesis testing using the t-test. The data obtained through the creativity instrument is analyzed using SPSS 23.

The data is divided into two types: data in the experimental and control classes. The hypothesis is H0: classical guidance service tools are ineffective for increasing junior high school student creativity, and Ha: classical guidance service tools are effective for increasing junior high school student creativity. The provisions for decision-making in this test are if sig. (2-tailed) < 0.05, then H0 is rejected, Ha is accepted, and if sig. (2-tailed) > 0.05, then H0 is accepted, and Ha is rejected. The final analysis in this study is the t-test analysis which is carried out based on effectiveness using instruments and hypothesis testing using the t-test. The data obtained through the creativity instrument is analyzed using SPSS 23. The data is divided into two types: data in the experimental and control classes. The hypothesis is H0: classical guidance service tools are ineffective for increasing junior high school student creativity, and Ha: classical guidance service tools are effective for increasing junior high school student creativity. The provisions for decision-making in this test are if sig. (2-tailed) < 0.05, then H0 is rejected, Ha is accepted, and if sig. (2-tailed) > 0.05, then H0 is accepted, and Ha is rejected.

3. RESULTS AND DISCUSSION

Result

The first analysis in this study was an acceptance test analysis involving three lecturers as experts and two guidance and counseling teachers as practitioners. The tool used to test the acceptability of this product is an acceptance questionnaire that was prepared during the preparation stage of the benchmark reference test. This test is used to determine the level of conformity with the acceptability indicator. The results of the acceptance test can be seen in Table 1.

Table 1. Acceptance Calculation Results

No.	Relevant	Irrelevant	CVR	CVI	Status
1	5	0	1		Accepted
2	5	0	1		Accepted
3	5	0	1		Accepted
4	5	0	1		Accepted
5	5	0	1		Accepted
6	5	0	1		Accepted
7	5	0	1		Accepted
8	5	0	1		Accepted
9	5	0	1		Accepted
10	5	0	1		Accepted
11	5	0	1		Accepted
12	5	0	1		Accepted
13	5	0	1		Accepted
14	5	0	1		Accepted
15	5	0	1		Accepted
16	5	0	1		Accepted
17	5	0	1		Accepted
18	5	0	1		Accepted
19	5	0	1		Accepted
20	5	0	1		Accepted
21	5	0	1		Accepted
22	5	0	1		Accepted
23	5	0	1		Accepted

No.	Relevant	Irrelevant	CVR	CVI	Status
24	5	0	1		Accepted
25	5	0	1		Accepted
26	5	0	1		Accepted
27	5	0	1		Accepted
28	5	0	1		Accepted
29	5	0	1		Accepted
30	5	0	1		Accepted
31	5	0	1		Accepted
32	5	0	1		Accepted
33	5	0	1		Accepted
34	5	0	1	1	Accepted
35	5	0	1		Accepted
36	5	0	1		Accepted
37	5	0	1		Accepted
38	5	0	1		Accepted
39	5	0	1		Accepted
40	5	0	1		Accepted
41	5	0	1		Accepted
42	5	0	1		Accepted
43	5	0	1		Accepted
44	5	0	1		Accepted
45	5	0	1		Accepted
46	5	0	1		Accepted
47	5	0	1		Accepted
48	5	0	1		Accepted
49	5	0	1		Accepted
50	5	0	1		Accepted
51	5	0	1		Accepted
52	5	0	1		Accepted
53	5	0	1		Accepted
54	5	0	1		Accepted
55	5	0	1		Accepted
56	5	0	1		Accepted
57	5	0	1		Accepted
58	5	0	1		Accepted
59	5	0	1		Accepted
60	5	0	1		Accepted
61	5	0	1		Accepted
62	5	0	1		Accepted
63	5	0	1		Accepted
64	5	0	1		Accepted
65	5	0	1		Accepted
	∑CVR		65		

Based on the CVI calculation results, a score of 1 is obtained, so the classical guidance service tools to increase creativity developed are in a very appropriate category. The second analysis is the effectiveness tests conducted by conducting product trials involving students of classical guidance service devices. This activity aims to find out whether the tools that have been developed are effective or not to increase the creativity of junior high school students. However, previously there were prerequisite tests that had to be carried out, normality and homogeneity tests. The test results for normality and homogeneity of the data can be seen in Tables 2 and 3.

Table 2. Data Normality Test

	Class	Shapiro-Wilk			
		Statistic	Statistic	df	Sig.
Creativity Score	Experiment Pretest	0.147	0.956	27	0.302
	Posttest Experiment	0.160	0.937	27	0.101
	Control Pretest	0.151	0.936	27	0.099
	Posttest Control	0.143	0.951	27	0.230

a. Lilliefors Significance Correction

Table 3. Data Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Creativity Score	Based on Mean	2.383	3	104	0.074
	Based on Median	2.228	3	104	0.089
	Based on the Median and with adjusted df	2.228	3	95.604	0.090
	Based on trimmed Mean	2.341	3	104	0.078

The Shapro-Wilk normality test using SPSS obtained sig pretest and posttest scores in the experimental class of 0.302 and 0.101 and sig scores in the pretest and posttest of the control class of 0.099 and 0.230. Based on the basic decision-making provisions, if the sig score obtained above is greater than 0.05, then the normality test of this data can be fulfilled / the data distribution is declared normal. Furthermore, on the homogeneity test results, the results obtained from the SPSS calculation in the sig column Based on Mean were obtained at 0.074 > 0.05, so the data variant was declared homogeneous. After obtaining the normality and homogeneity test results, the research continued with independent sample t-test analysis to determine the developed device's effectiveness. The results of the paired sample t-test can be seen in Table 4.

Table 4. Independent Sample t-test

		t-test for Equality of Means					
						95% Confidence Interval of the Difference	
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Creativity Score	Equal variances assumed	2.710	52	0.009	3.926	1.449	1.019	6.833

Based on the acquisition of the SPSS calculation, the t score is 2.710, and sig. (2-tailed) is 0.009 <0.05, then H0 is rejected, and Ha is accepted, or classical guidance service tools effectively increase junior high school student creativity.

Discussion

The results of the data analysis show that the classical guidance service tools effectively increase the creativity of junior high school students. These results then show that students need classical guidance services to develop various positive characters within themselves. Classical guidance services are counseling services provided to students through direct interaction (Kamalia et al., 2020; Soleman, 2021). The implementation of classical guidance is carried out through material presentation alone and by providing debriefing to students to increase various positive characters and skills to increase student independence (Anggraini et al., 2020; Khoiriyah et al., 2021). Specifically, classical guidance services are carried out to increase student potential and complete developmental tasks to achieve educational goals (Agustina, 2022; Selenda et al., 2022; Widnyani, 2022). Classical guidance has an oral and direct way of discussion, thus enabling direct communication between students and counselors.

The guidance process that is carried out directly will maximize the process of conveying information and basic concepts regarding the material to be provided and can increase the socialization of students. This makes classical guidance have a large and efficient influence on counseling guidance (Agustina, 2022; Silviana et al., 2022). Increasing student creativity through classical guidance can be done

through the development of guidance service tools, where the guidance service tools contain various tools that can be used to provide basic services in class both in the form of discussions, question and answer, and hands-on practice to develop students' potential (Silviana et al., 2022; Wiantisa et al., 2022). Classical guidance service tools include the Classical Guidance Service Implementation Plan, service materials, service media, Student Worksheets, and evaluation tools (Agustina, 2022). Good service tools are service tools that have practical characteristics, are systematic, and are easy to understand (Putra & Agustiana, 2021; Putri, 2019). Practical, in this case, means that the service tools developed are easy for teachers and students to understand and can be used continuously. In addition to being practical, service devices must also be presented systematically in the appropriate order, with the aim that the services provided can run properly and optimally. In developing the creativity of classical guidance service devices, it is carried out by maximizing the role of students in the learning process. On the cognitive aspect, children with creativity generally show the characteristics of original thinking, flexible thinking, evaluating, detailing, and fluent thinking. In contrast, the affective aspect consists of feeling challenged, imaginative, confident, daring to take risks, and curious (Haerunisa et al., 2021; Nadziroh & Mutmainah, 2017).

Increasing student creativity can be done by providing overall guidance and a basic understanding of how to increase creativity independently from within the student himself so that the student can adapt according to the capacity and location of the topics that are developed optimally (Huda & Munastiwi 2020). The efforts that can be made to increase children's creativity are not often dictating, criticizing, limiting activities, scaring, and giving choices to children so they can think about the choices given (Hairiyah & Mukhlis, 2019). The results obtained in this study are in line with the results of previous research, which also revealed that classical guidance service tools are effective in improving attitudes in junior high school students (Silviana et al., 2022). Other studies reveal that classical guidance service tools improve interpersonal communication skills (Selenda et al., 2022). The results of further research revealed that using classical guidance service tools effectively increased the hard work of junior high school students (Widnyani, 2022). Based on some of the results of these studies, the classical guidance service tools can significantly increase various positive character scores in students.

4. CONCLUSION

Based on the results of data analysis and discussion, the classical guidance service tools can significantly increase the creativity of junior high school students. Through this service product, students can maximize providing basic services, especially to increase student creativity.

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