



# Efforts to Increase the Social Care of Middle School Students with Classical Guidance Service Tools

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## ABSTRAK

Perlu adanya bantuan kepada siswa dari semua pihak terutama guru pembimbing dan pembimbing. Tujuannya agar siswa sadar akan tumbuh dan berkembangnya rasa kesejahteraan masyarakat, khususnya di lingkungan sekolah dan sekitarnya. Tujuan penelitian ini adalah mengembangkan dan menguji akseptabilitas dan keefektifan alat konseling klasik untuk meningkatkan kesejahteraan sosial siswa SMA. Penelitian ini merupakan jenis penelitian yang menggunakan metode pengembangan 4D (define, design, develop dan disseminate). Penelitian ini melibatkan 3 orang ahli di bidang bimbingan dan konseling dan 2 orang yang menguji keberterimaan alat konseling klasik. Dalam penelitian ini data dikumpulkan dengan menggunakan kuesioner yang dianalisis dengan menggunakan rumus Content Validity Ratio (CVR). Hasil analisis indeks validitas isi (CVI) dan independent t.CVR menunjukkan bahwa semua pernyataan tujuan dalam angket diterima dan mendapat skor CVI 1 kategori sangat baik atau luar biasa, sehingga perangkat pembelajaran klasikal sesuai dengan kriteria penerimaan. Keefektifan perangkat Classical Tutoring Service diuji pada 30 siswa kelas IX SMP Negeri 2 Singarajan dengan menggunakan desain eksperimen Pretest-Posttest Control Group Design. Hasil uji t menunjukkan nilai signifikansi 0,00 yang berarti penggunaan alat layanan konseling klasik efektif dalam meningkatkan kesejahteraan sosial siswa SMA.

## ABSTRACT

It is necessary to help students from all parties, especially supervising and supervising teachers. The goal is that students are aware of the growth and development of a sense of social welfare, especially in the school environment and its surroundings. The purpose of this research is to develop and test the acceptability and effectiveness of classic counseling tools to increase the social well-being of high school students. This research is a type of research that uses 4D development methods (Define, Design, Develop and Disseminate). This study involved 3 experts in the field of guidance and counseling and 2 people who tested the acceptance of classic counseling tools. In this study, data was collected using a questionnaire, which was analyzed using the Content Validity Ratio (CVR) formula. The results of the content validity index (CVI) and independent t.CVR analysis showed that all the goal statements in the questionnaire were accepted and received a CVI score of 1 category very good or exceptional, so the classical teaching device corresponds to acceptance criteria. The effectiveness of the Classical Tutoring Service device was tested on 30 Grade IX students of SMP Negeri 2 Singarajan using a Pretest-Posttest Control Group Design experimental design. The results of the t-test show a significant value of 0.00, which means that the use of classic counseling services tools is effective in increasing the social well-being of high school students.

## 1. INTRODUCTION

The current educational paradigm in Indonesia tends to prioritize the development of cognitive and psychomotor aspects (knowledge and skills) (Antara & Dewantara, 2022; Hutomo & Purwoko, 2019). Education today tends to pay less attention to affective aspects. In fact, affective aspects are no less important than cognitive and psychomotor aspects in shaping quality student output and being able to compete with global demands (Adijaya et al., 2023; Sudirtha et al., 2022). This is in line with the goal of national education, which is to develop values that shape the nation's character, namely characters that are in line with the ideology of Pancasila (Ardila et al., 2016; Dianasari & Sitompul, 2021). The affective

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aspect includes various attitudes that must get attention, one of which is the attitude of social care (Karta et al., 2022; Miraz, 2018).

As time goes by, the development of technology, and the development of human interaction patterns, the values of social care are decreasing (Hadiyanti et al., 2018; Syofyan et al., 2020). The decline in social awareness especially occurs among students who have characteristics of selfishness, indifference, individualism, and want to win alone (Marlina & Kusumaningtyas, 2019; Marwing, 2016). The cause of the decline in social awareness occurs due to a lack of understanding and instilling the values of social care, lack of values of tolerance, sympathy, empathy, and also technological developments (Fathimatuzzahrah, 2020; Soenarko & Mujiwati, 2015).

Today's individual associations are increasingly free, as well as the excessive use of communication media (Kamalia et al., 2020; Maharani, 2019). On the other hand, the community has started to become apathetic and their lack of social care will add new problems if they are not immediately dealt with together (Listyarti, 2012; Mustari, 2014). If this is allowed to continue, the quality of the nation's next generation will decrease. Based on interviews and observations with the supervising teacher of SMP N 2 Singaraja Buleleng Bali, it is known that students still do not show social concern, students still do not show social concern. caring attitude towards friends around them, and students still do not show a social caring attitude towards the surrounding environment.

Based on the results of observations made by researchers at SMP Negeri 2 Singaraja, especially in the field of guidance and counseling, serious problems and obstacles often occur in the implementation of tutors at SMP Negeri 2 Singaraja. The obstacle is the sensitivity of students based on the results of an analysis of student needs conducted by students of SMP Negeri 2 Singaraja through a needs survey aimed at students in grades IX.10 and IX.11 out of a total of 60 students, in a questionnaire about students' social welfare through a statement of needs, 65% were found (39 students) have a low sense of social welfare and 35% (21 students) have a high sense of social welfare.

In connection with the conclusions above, it is necessary to help students from all parties, especially supervising and supervising teachers. The goal is that students are aware of the growth and development of a sense of social welfare, especially in the school environment and its surroundings. The counselor's strategy is to provide services to students, namely providing classic counseling services about the importance of social care. Classical guidance, or so-called basic services, or students (students) support services that aim to help students develop their potential optimally (Fridaram et al., 2020; Rosidah, 2017). Services are more proactive, offer insight and understanding of others as well as accurate information, and can help people plan their life decisions and develop their potential optimally.

Classical teaching is a service that is addressed to all students in a class or a combination of several classes (Fatimah, 2017; Supriyo, 2010). These services are more preventive in nature, with the aim of preventing problems or suppressing problems for students. In addition, service is also an effort to maintain good conditions so that they remain good (preservative). Classical teaching takes place face to face with students to share useful information and help students with problems so that students understand themselves and their environment and are responsible for their problems. Classical learning is included in the curriculum, defined as a process of helping all students (everyone) through classical or group activities that are introduced systematically to contribute to the development of optimal learning for students (Fridaram et al., 2020; Mukhtar et al., 2016). Classical tutoring services are efficient and effective services that increase the needs of students in schools.

## 2. METHOD

This study uses Research and Development (R&D) development research (Sugiyono, 2014). This study uses the 4D developmental learning procedure. Which consists of phases including definition, design, development and distribution. Five expert consultants consisting of three lecturers from the Leadership Study Program, Faculty of Education, University of Ganeshan and two tutors from SMP Negeri 2 Singaraja were involved in making this product as judges (validators). service equipment. This study involved 30 students who were used as researchers in a limited test of the implementation of classic counseling service tools to test the effectiveness of classic counseling service tools that were developed to increase social awareness.

Questionnaires are used to collect data. Questionnaire is a data collection technique in which respondents are given several written statements. The purpose of this questionnaire is to determine the feasibility or suitability of a product to be developed, namely a classical teaching service device, to increase social awareness for high school students. The questionnaire measuring the validity of the service device was fully adapted from research conducted. Methods of data collection using a

questionnaire. Questionnaire is a data collection technique in which respondents are given several written statements. Instrument grid used in this study is presented in Table 1.

**Table 1. Instrument Grid**

Variable	Indicator	Item Number	$\Sigma$
Social care	Polite	1,2,3,4, 5	5
	Help each other	6,7,8,9, 10	5
	Mutual respect	11,12,13 ,14,15	5
	Social responsibility	16,17,18, 19,20	5
	Sympathy and empathy	21, 22, 23, 24,25	5
			<b>25</b>

In this research, to test the content validity of service tools consisting of LKPD, materials, media, LKPD, and assessment tools using the content validity ratio (CVR) and content validity index (CVI) (Ayre & Scally, 2014; Lawshe, 1975). When measuring the content validity ratio (CVR), the judge (validator) is asked to correct each component of the measuring instrument. In addition, all statements are given a value, where the value given can be analyzed using the CVR (Content Validity Ratio) formula. Entity eligibility criteria use a benchmark minimum CVR value based on the number of panel members. Fill in the applicable fields if  $CVR \geq 0.60$ . In addition, to find out all expressions, CVI can be calculated using the CVI formula. The effectiveness test of classical guidance service tools is calculated using the formula t test with the help of the SPSS window program.

### 3. RESULTS AND DISCUSSION

#### Result

In this classical guidance service product, there are several parts to the classical guidance service consisting of RPL (Service Implementation Plan), learning material, study media, LKPD (Student Worksheets) and evaluation tools. The five parts are a set of classical guidance services that aim to increase social care and are used as a guide in providing classical guidance services. The first part of the classical guidance service toolkit is RPL. RPL contains the components of implementing classical guidance services. The second part is social care material. Social care material discusses the material definition of social care, factors that influence social care, the background to the emergence of social care, diaries, methods of providing services and conclusions. *Online* media in question is an illustrated animated video that contains social care material. Other supporting media needed are laptops, stationery and cellphones.

The fourth part is LKPD or student worksheets. On the student worksheet contains questions or questions related to the material that has been given. The last is an evaluation tool. The evaluation tool is in the form of an open questionnaire and a closed questionnaire. Table 2 is an assessment of the validity of the content given by each judge to each part of the classical guidance service set, which consists of RPL, Materials, Media, LKPD, and evaluation tools.

**Table 2. CVR Index Calculation Results**

No.	Aspect Assessment	Score			Conclusion
		Relevant	Irrelevant	CVR	
<b>RPL</b>					
1	The use of Classical BK RPL for teachers to increase social care in students.	5	0	1	Accepted
2	The use of Classical BK RPL for students to guide the process of implementing services.	5	0	1	Accepted
3	The usefulness of RPL BK Classical in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The Practicality of Classical BK RPL	5	0	1	Accepted
5	The effectiveness of the use of language and grammar in Classical BK RPL	5	0	1	Accepted
6	Feasibility of displaying RPL BK Classical as a whole.	5	0	1	Accepted
7	The accuracy of RPL BK components to	5	0	1	Accepted

No.	Aspect Assessment	Score			Conclusion
		Relevant	Irrelevant	CVR	
	increase social care for students.				
8	Appropriateness of the contents of each RPL BK component to increase students' social care.	5	0	1	Accepted
9	The accuracy of the formulation of the goals of RPL BK to increase students' social care	5	0	1	Accepted
<b>Classical BK Material</b>					
1	The use of Classical BK material for teachers to increase students' social care.	5	0	1	Accepted
2	The use of Classical BK materials for students to guide the process of implementing services.	5	0	1	Accepted
3	The usefulness of Classical BK material in encouraging teachers to provide classical services.	5	0	1	Accepted
4	Practicality of Classical BK material.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in Classical BK materials.	5	0	1	Accepted
6	The feasibility of displaying Classical BK materials as a whole.	5	0	1	Accepted
7	The accuracy of the material components with the Classical BK RPL	5	0	1	Accepted
8	The accuracy of the description of BK material is in accordance with the Classical BK RPL.	5	0	1	Accepted
9	Compatibility of Classical BK material with the BK curriculum in schools.	5	0	1	Accepted
<b>Classical BK Media</b>					
1	The use of Classical BK media for teachers to increase students' social care.	5	0	1	Accepted
2	The use of Classical BK media for students to guide the process of implementing services.	5	0	1	Accepted
3	The use of Classical BK media in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of Classical BK media.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in Classical BK media.	5	0	1	Accepted
6	The feasibility of displaying BK Classical media as a whole	5	0	1	Accepted
7	The accuracy of the media with BK material to increase students' social care.	5	0	1	Accepted
8	Clarity of images, animations and intonation of Classical BK media	5	0	1	Accepted
9	Media suitability with learning objectives.	5	0	1	Accepted
<b>LKPD</b>					
1	The use of Classical BK LKPD for teachers to increase students' social care	5	0	1	Accepted
2	The use of Classical BK LKPD for students to guide the process of implementing services.	5	0	1	Accepted
3	The use of classical LKPD BK in encouraging teachers to provide classical services.	5	0	1	Accepted
4	Practical LKPD BK Classical.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in LKPD BK Classical.	5	0	1	Accepted
6	The feasibility of displaying the overall classical LKPD BK.	5	0	1	Accepted
7	LKPD suitability with BK material to increase	5	0	1	Accepted

No.	Aspect Assessment	Score			Conclusion
		Relevant	Irrelevant	CVR	
8	students' social care LKPD suitability with learning objectives.	5	0	1	Accepted
9	Practical LKPD BK Classical.	5	0	1	Accepted
Evaluation Tool					
1	The use of the Classical BK evaluation tool for teachers to increase students' social care.	5	0	1	Accepted
2	The use of the Classical BK evaluation tool for students to guide the process of implementing services.	5	0	1	Accepted
3	The usefulness of the Classical BK evaluation tool in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of the Classical BK evaluation tool.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in the Classical BK evaluation tool.	5	0	1	Accepted
6	Feasibility of displaying the overall Classical BK evaluation tool	5	0	1	Accepted
7	Appropriateness of evaluation tools with BK material to increase students' social care.	5	0	1	Accepted
8	Suitability of Classical BK material with Classical BK evaluation tools	5	0	1	Accepted
9	Appropriateness of evaluation tools with learning objectives.	5	0	1	Accepted

From the results of calculating the CVR index for each statement item, it was found that the Classical Guidance Service Toolkit that had been developed was valid/accepted and met item validity for a total of 45 items. These results can be seen in each statement item that is counted. Service device products whose validity is known are then tested for effectiveness. The effectiveness test was carried out using the *pretest posttest control group design* method using a limited trial sample of 30 students, of which 30 students were the experimental group and the remaining 30 were the control group.

Prior to testing the hypothesis, a prerequisite test (normality and homogeneity) is carried out. The normality test uses the Shapiro-Wik test, the data used are the results of the *pretest* and *posttest* from the experimental class and the control class. Then the data homogeneity test was carried out using the Levene's Test statistical technique. Homogeneity test was carried out using *pretest* and *posttest* data. Both are calculated using SPSS. Furthermore, the t test was carried out on the *pretest posttest results* of the control group and the experimental group. The t-test calculation can be seen in the [Table 3](#).

**Table 3. t-Test Results**

t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
			Lower	Upper
0.91	58	0.37	-0.92	2.46

In the results of the t test given in the [Table 3](#), it is known that the probability value or Sig.(2-tailed) is 0.37, this probability value is greater than the 0.05 significance level. This means that H0 is accepted. Therefore, there is no significant difference in the average pretest of the experimental class and the control class, or it can be concluded that the pretest of the experimental class and the control class are equivalent. Furthermore, the effectiveness test was carried out which was measured through the results of the control class *posttest* and the experimental class *posttest*. The effectiveness test was carried out using an unrelated sample t-test, this can be seen in [Table 4](#).

Based on the results of the t test given in the table above it is known that the probability value or Sig.(2-tailed) is 0.00, this probability value is smaller than the 0.05 significance level. This means H0 is rejected. Thus, the classic means of counseling services has an effect on improving the social welfare of junior high school students. Thus, it can be concluded that the classical guidance counseling service tool is effective in increasing students' sense of social well-being.

**Table 4. t-Test Results**

t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
			Lower	Upper
3.38	58	0.00	2.28	8.92

### Discussion

The product produced in this development study is a classic counseling service package that enhances the sense of social welfare of high school students. This maintenance device is designed to be a practical, systematic and easy-to-understand maintenance tool. This service device also includes digital updates, so it is different from service devices in general. This service device is used to provide guidance services, especially classical guidance services for secondary schools. Through the service tools, of course, it will help support sites and infrastructure in the implementation of consulting services. In this classical guidance service product, there are several parts to the classical guidance service consisting of RPL (Service Implementation Plan), study material, study media, LKPD (Student Worksheets) and evaluation tools. The five parts are a set of classical guidance services that aim to increase social care and are used as a guide in providing classical guidance services.

The classic guidance and counseling service tool to increase the curiosity of high school students consists of five parts, namely classic LKPD, classic material, BK media, LKPD and evaluation tools. Problem-based learning and group discussions are used as learning, and digital media, ie. Animated videos and web programs, tables and scoring tools, are materials that belong to social media. The results of the substantive validity of the classical counseling tool aimed at improving the social welfare of high school students by counseling experts show that this classical counseling tool is in the very appropriate and valid category in all affirmation points. The results of the hypothesis test show that social awareness increases in the group that is given classic counseling services by using classic counseling service tools to increase social awareness, compared to the group that is not provided with services.

Classical guidance, or so-called basic services, or students (students) support services that aim to help students develop their potential optimally (Fridaram et al., 2020; Rosidah, 2017). Services are more proactive, offer insight and understanding of others as well as accurate information, and can help people plan their life decisions and develop their potential optimally. Classical teaching is a service that is addressed to all students in a class or a combination of several classes (Fatimah, 2017; Supriyo, 2010). These services are more preventive in nature, with the aim of preventing problems or suppressing problems for students. In addition, service is also an effort to maintain good conditions so that they remain good (preservative). Classical teaching takes place face to face with students to share useful information and help students with problems so that students understand themselves and their environment and are responsible for their problems. Classical learning is included in the curriculum, defined as a process of helping all students (everyone) through classical or group activities that are introduced systematically to contribute to the development of optimal learning for students (Fridaram et al., 2020; Mukhtar et al., 2016). Classical tutoring services are efficient and effective services that increase the needs of students in schools.

### 4. CONCLUSION

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