Efforts to Increase the Responsibility of Junior High School Students with Classical Guidance Service Tools

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A B S T R A K

Rendahnya rasa tanggung jawab siswa ditunjukkan dengan sikap siswa yang tidak mengumpulkan tugas tepat waktu, dan tidak mampu mengerjakan tugas sesuai dengan instruksi yang diberikan. Rendahnya rasa tanggung jawab ini tentunya berdampak buruk pada proses belajar dan hasil belajar siswa. Salah satu upaya yang dapat dilakukan untuk mengatasi permasalahan tersebut yakni dengan memanfaatkan penggunaan layanan bimbingan klasikal kepada siswa. Adapun tujuan dari penelitian ini yakni untuk untuk mengembangkan serta menguji keberterimaan dan efektivitas perangkat layanan bimbingan klasikal untuk meningkatkan tanggung jawab siswa SMP. Penelitian ini tergolong kedalam jenis penelitian pengembangan yang dilakukan dengan menggunakna menggunakan model 4D (Define, Design, Develop, dan Disseminate). Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode observasi, wawancara, dan kuesioner. Adapun instrumen yang digunakan adalah pedoman observasi, instrumen validitas isi produk, dan kuesioner tanggung jawab. Data yang diperoleh dalam penelitian kemudian dianalisis dengan menggunakan rumus CVR (Content Validty Ratio) dan CVI (Content Validity Index) dan t-test. Hasil analisis CVR menunjukan seluruh pernyataan item kuesioner diterima dan memperoleh nilai CVI sebesar 1 dengan katagori sangat baik, dengan demikian perangkat layanan bimbingan klasikal telah memenuhi ketentuan keberterimaan. Uji efektivitas perangkat layanan bimbingan klasikal dilaksanakan kepada 35 siswa SMP dengan menggunakan desain eksperimen Pretest-Posttest Control Group Design. Hasil uji formula t-test dan didapatkan nilai probabilitas atau Sig.(2-tailed) sebesar 0,000, nilai probabilitas ini lebih kecil dibandingkan tingkat signifikansi 0,05. Hasil tersebut kemudian menunjukkan bahwa penggunaan perangkat layanan bimbingan klasikal ini efektif untuk meningkatkan tanggung jawab siswa SMP.

A B S T R A C T

The low sense of student responsibility is indicated by the attitude of students who do not submit assignments on time and are unable to complete assignments according to the instructions. This low sense of responsibility hurts the learning process and student outcomes. One of the efforts that can be made to overcome this problem is using classical guidance services for students. This study aims to develop and test the acceptability and effectiveness of classical guidance service tools to increase the responsibility of junior high school students. This research belongs to the development research using the 4D model (Define, Design, Develop, and Disseminate). Collecting data in the study was carried out using observation, interviews, and questionnaires. The instruments used are observation guidelines, product content validity instruments, and responsibility questionnaires. The data obtained in the study were then analyzed using the CVR (Content Validity Ratio) and CVI (Content Validity Index) formulas and t-tests. The results of the CVR analysis showed that all of the questionnaire item statements were accepted and obtained a CVI score of 1 with a very good category. Thus, the classical guidance service device complied with the acceptance requirements. The effectiveness of the classical guidance service device was tested on 35 junior high school students using the Pretest-Posttest Control Group Design experimental design. The results of the t-test formula test obtained a probability value or Sig. (2-tailed) of 0.000, this probability value is smaller than the 0.05 significance level. These results then show that using classical guidance service tools effectively increases the responsibility of junior high school students.

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1. INTRODUCTION

Responsibility is the ability of an individual to strive for positive actions and carry out tasks with all the power he has towards himself, society, the environment, the State, and God in the form of good and intensive social interaction (Apriliani et al., 2021; Bermuli & Sari, 2021). A sense of responsibility does not appear automatically in a person. Therefore, instilling and fostering responsibility in children should be done early so that this attitude and responsibility can appear in children. Because children who are given certain tasks will develop a sense of responsibility (Hidayati et al., 2021; Jannah, 2021; Muratama, 2018). Someone with a sense of responsibility can develop his potential by learning according to his wishes and the environment (Asmara, 2021; Wiantisa et al., 2022). People who have a sense of responsibility are those who are fully aware that they will be marked with competence to carry out a task with full discipline and a sense of responsibility and are oriented toward the future (Maya & Tafonao, 2021; Widiyasanti & Ayriza, 2018). The motto for this type of person is that the most important task can be completed as well as possible (Cahyani et al., 2021). Responsible people do not like taking on a task for good relations with others (Noya & Salamor, 2020; Pasani et al., 2018). Each individual must have the character of responsibility in order to be able to join the organization, be able to interact and support others positively, have a passion for participating in learning, be able to take risks and accept challenges that must be faced, be able to take responsibility for what has been done, be able to listen to directions or explanation with focus and can evaluate the knowledge that is within (Gestiardi & Suyitno, 2021; Hidayat et al., 2020; Pramasanti et al., 2020; Sari & Wardani, 2021). So that it can become an individual who has a positive character, as the responsibility referred to by the researcher is the behavior of a person who triggers an interaction to carry out all obligations and duties that are owned and bear all the consequences of what he has done (Apriliani et al., 2021; Nugraha & Nurani, 2021).

The reality shows that not all students can have a good sense of responsibility. It aligns with the observations and interviews conducted at SMP Negeri 2 Singaraja. The results of observations and interviews show that most students have a low sense of responsibility. This is indicated by the attitude of not submitting assignments given by the teacher, being unable to submit assignments on time, and not being able to do assignments according to the instructions. This low sense of responsibility hurts the learning process and student outcomes. Related to these problems, it is necessary to have a strategy from guidance and counseling teachers to overcome these problems. One effort can be made to provide a guidance counseling service that can increase student responsibility by developing guidance counseling service tools that are used as guidelines for providing counseling guidance services. Guidance and counseling is an assistance service for students, both individually and in groups so that they are independent and can develop optimally in personal, social, study, and career guidance through various types of services and support activities based on applicable norms (Hanan, 2017; Hidayat et al., 2020; Noya & Salamor, 2020). Providing counseling guidance services is very influential for students to increase student responsibility. Therefore, one of the services that can be provided to many students and make direct and scheduled contact is classical guidance services (Rahman et al., 2019; Widodo et al., 2021). Providing classical services can make it easier for guidance and counseling teachers to provide detailed material, and students can actively participate in the service process (Selenda et al., 2022; Widnyani, 2022). Classical guidance services are basic services counselors provide to students through a direct contact process carried out on a scheduled basis (Khoiriyah et al., 2021; Silviana et al., 2022). Classical guidance services are preventive and structured through class discussions, question and answer, and hands-on practice (Fridaram et al., 2021; Kamalia et al., 2020). In its implementation, classical guidance services generally contain four areas of guidance and counseling services, namely the personal, social, learning, and career fields, in the context of achieving optimal student development and national education goals (Jannah, 2021; Kamalia et al., 2020; Sandi et al., 2022). The purpose of implementing classical guidance is to help students develop the various potentials within themselves and help students avoid problems arising from their behavior (Anggraini et al., 2020; Athiyah, 2021). It was further explained that providing classical guidance services would help students be more active and creative in learning activities (Athiyah, 2021; Rifqi et al., 2022; Wiantisa et al., 2022). Previous studies have revealed that website-based classical tutoring services can significantly increase students' academic responsibility (Wiantisa et al., 2022). Other studies also reveal that besides increasing academic responsibility, providing classical guidance services can also increase student learning independence (Sandi et al., 2022).

Furthermore, the results of further research revealed that the activities of classical guidance services through the Jigsaw cooperative learning method could increase the learning concentration of class students (Fridaram et al., 2021). Based on some of the results of these studies, it can be said that the provision of classical guidance services can significantly increase the character values of students. In previous studies, there were no studies that specifically discussed efforts to increase the responsibility of

junior high school students with classical guidance service tools. So this research is focused on this study to develop and test the acceptability and effectiveness of classical guidance service tools to increase the responsibility of junior high school students.

2. METHOD

This research is a type of research development called Research and Development, with products developed in the form of classical guidance service tools to increase the responsibility of junior high school students. The development procedures follow the 4D development model, which consists of four stages: define, design, develop, and disseminate. At the define stage, an initial-end analysis, student analysis, material analysis, and needs analysis were carried out. At the design stage, the initial product preparation was carried out, namely a classical guidance service device to increase the responsibility of junior high school students. At the development stage, product validity testing was carried out involving five guidance counseling experts, including 3 BK FIP Undiksha lecturers and two counseling guidance teachers at SMP Negeri 2 Singaraja, to find out the acceptability of the classical service tools that had been developed. After validation and acceptance testing were carried out, then at the dissemination stage, a product trial was carried out on the actual target involving 35 students of SMP Negeri 2 Singaraja.

The research design used was one group pre-test and post-test. Data collection methods used include observation, interviews, and questionnaires. The instruments used in this study include the Development of Classical Service Tools to Increase Junior High School Students' Responsibilities, observation guidelines, product content validity instruments, and responsibility questionnaires in analyzing product validity using the CVR (Content Validity Ratio) method, which is then followed by calculating the CVI (Content Validity Index). Data were analyzed using the t-test with the help of SPSS Windows 20 to determine the effectiveness of classical service tools. In more detail, the research instrument grid can be seen in Table 1 and Table 2.

Table 1. Acceptance Instrument for Classical Guidance Services

No	Indicator	Total Item
1	*Utility*	3
2	*Feasibility*	3
3	*Accuracy*	3

Table 2. The Instrument for the Responsibilities of Junior High School Students

Variable	Indicator	Item Number	Σ
Responsibility	Turn in assignments on time	1,2,3,4,5,6,7,8,9,10	10
	Carry out tasks according to instructions	11,12,13,14,15,16,17,18,19,20	10
	Do your assignments	21,22,23,24,25,26,27,28,29,30	10
	Carry out pickets according to a predetermined schedule	31,32,33,34,35,36,37,38,39,40	10
	Doing group assignments together	41,42,43,44,45,46,47,48,49,50	10
Total			**50**

They are testing the content validity of the service tools, which consist of 5 tools, including lesson plans, materials, media, student worksheets, and assessment tools, using the content validity ratio formula (CVR) and content validity index (CVI). 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. Furthermore, the eligibility criteria of the entity use the benchmark minimum CVR value based on the number of panel members. Fill in the applicable fields if CVR ≥ 0.60. In addition, to know all the expressions. 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 development research, the product developed was the Behavior Theory Classical Guidance Service Toolkit with Self-Management Techniques to Increase Junior High School Students'

Responsibilities. Guidance and counseling school teachers can use this product as a guide in providing Classical services. This classical guidance service set is adapted to the 4D stages: Defining, Designing, Developing, and Disseminating. The results of each stage of the 4D development are as follows: first, the define stage is carried out by carrying out an initial analysis that focuses on the provision of guidance and counseling services at SMP Negeri 2 Singaraja, the results of the needs analysis carried out are the implementation of classical guidance services, especially in improving Student responsibilities have not been carried out optimally because of limited instruments that can be used as guidelines by counseling teachers in providing services to students to increase student responsibilities.

Another analysis carried out at the define stage is analyzing students to analyze and observe students' conditions related to student responsibilities. This analysis was carried out by observing the characteristics and habits of students by making observations in grade 7. Observations were carried out using interviews with counseling teachers, homeroom teachers, and direct observation of student responsibilities. In addition, a needs analysis questionnaire was also carried out to determine how many students had low responsibility. After conducting student analysis, then the conceptual analysis is carried out. At this stage, the researcher determines what services are used to increase student responsibility. Based on several sources, such as research articles and journals, it was found that the provision of classical services is effective in increasing student responsibility.

Second, the design stage is carried out by compiling the initial product of the service device. Before preparing classical service tools, a classical service framework was first prepared. The classical service framework consists of a cover, preface, table of contents, list of figures, list of tables, chapter 1 introduction, chapter 2 general instructions, and chapter 3 service tools. Third, the development stage is carried out by testing the validity of classical service tools to 5 guidance counseling experts, including three guidance counseling lecturers at the Undiksha Faculty of Education and two guidance counseling teachers at SMP Negeri 2 Singaraja. The following are the results of the judges' validation analyzed by the CVR and CVI, presented in Table 3.

Table 3. Expert Validity Results

No	Assessment Aspects	Score			
		Relevant	Irrelevant	CVR	Conclusion
Classical counseling guidance lesson plan					
1	They used classical counseling guidance lesson plans for teachers to increase student responsibility.	5	0	1	Accepted
2	They were using classical counseling guidance lesson plans for students to guide the process of implementing services.	5	0	1	Accepted
3	Classical counseling guidance lesson plans are useful in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of classical counseling guidance lesson plans	5	0	1	Accepted
5	The effectiveness of the use of language and writing grammar in the classical counseling guidance lesson plan	5	0	1	Accepted
6	Feasibility of the overall view of the classical counseling guidance lesson plan.	5	0	1	Accepted
7	The accuracy of the components of the guidance and counseling lesson plan to increase student responsibility.	5	0	1	Accepted
8	Appropriateness of the content of each component of the guidance and counseling lesson plan to increase student responsibility	5	0	1	Accepted
9	The accuracy of the formulation of the goals of the guidance and counseling lesson plan to increase student responsibility	5	0	1	Accepted
Classical counseling guidance material					
1	The use of classical counseling guidance material for teachers to increase student responsibility.	5	0	1	Accepted

No	Assessment Aspects	Score			
		Relevant	Irrelevant	CVR	Conclusion
2	They used classical counseling guidance material for students to guide the process of implementing services.	5	0	1	Accepted
3	Classical counseling guidance material is useful in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of classical counseling guidance material.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in classical counseling guidance material.	5	0	1	Accepted
6	The feasibility of displaying classical counseling guidance material as a whole.	5	0	1	Accepted
7	The accuracy of the material components with the classical counseling guidance lesson plan	5	0	1	Accepted
8	The accuracy of the description of counseling guidance material by the Classical lesson plan.	5	0	1	Accepted
9	Compatibility of classical counseling guidance material with the lesson plan curriculum in schools.	5	0	1	Accepted
Classical guidance counseling media					
1	The use of classical counseling guidance media for teachers to increase student responsibility.	5	0	1	Accepted
2	Classical counseling guidance media is used for students to guide the process of implementing services.	5	0	1	Accepted
3	The use of classical guidance counseling media in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of classical counseling guidance 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 the display of Classical counseling guidance media as a whole.	5	0	1	Accepted
7	The accuracy of the media with guidance and counseling material to increase student responsibility.	5	0	1	Accepted
8	Clarity of images, animations, and intonation of classical counseling guidance media	5	0	1	Accepted
9	Media suitability with learning objectives.	5	0	1	Accepted
Worksheets for classical counseling guidance students					
1	The use of classical counseling guidance student worksheets for teachers to increase student responsibility.	5	0	1	Accepted
2	Classical counseling guidance student worksheets guide the process of implementing services.	5	0	1	Accepted
3	The use of worksheets for classical counseling students in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of the worksheets of classical counseling guidance students.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in the worksheets of Classical counseling guidance students.	5	0	1	Accepted
6	The feasibility of displaying worksheets for Classical counseling guidance students as a whole.	5	0	1	Accepted
7	Suitability of student worksheets with guidance and counseling material to increase student	5	0	1	Accepted

No	Assessment Aspects	Score			
		Relevant	Irrelevant	CVR	Conclusion
	responsibility.				
8	Suitability of student worksheets with learning objectives.	5	0	1	Accepted
9	The practicality of the worksheets of classical counseling guidance students.	5	0	1	Accepted
Classical counseling guidance evaluation tool					
1	They used the classical guidance counseling evaluation tool for teachers to increase student responsibility.	5	0	1	Accepted
2	They were using the Classical guidance and counseling evaluation tool for students to guide the process of implementing services.	5	0	1	Accepted
3	The usefulness of the classical guidance counseling evaluation tool in encouraging teachers to provide classical services.	5	0	1	Accepted
4	The practicality of classical counseling guidance evaluation tools.	5	0	1	Accepted
5	The effectiveness of using language and writing grammar in the Classical BK evaluation tool.	5	0	1	Accepted
6	The feasibility of the appearance of the classical counseling guidance evaluation tool.	5	0	1	Accepted
7	Appropriateness of evaluation tools with guidance and counseling material to increase student responsibility.	5	0	1	Accepted
8	Suitability of classical counseling guidance material with classical counseling guidance evaluation tools	5	0	1	Accepted
9	Appropriateness of evaluation tools with learning objectives.	5	0	1	Accepted
	∑CVR				**45**

Based on the calculation of the CVR index for each item, as shown in Table 3, it can be seen that the classical guidance service device fulfills the validity for all (45) assessment items used. These results indicate that the developed classical guidance service toolkit has validity based on all the assessment items used. Based on the calculation results in Table 3, it is known that ∑CVR = 45, so the CVI calculation results show a value of 1 (special). This result can be interpreted that based on the assessment of experts and practitioners using an assessment instrument consisting of 45 statement items, the guidance and counseling service tool developed to increase the responsibility of junior high school students has a content validation index (CVI) that is very good or special.

Fourth, the dissemination stage was carried out by trials on the real target, namely 35 students from the experimental class and 34 students from the control class, to test the effectiveness of the classical guidance service device. Before testing the hypothesis, a prerequisite test (normality and homogeneity) is carried out. The normality test uses the Shapiro-Wilk test; the data used are the results of the pre-test and post-test from the experimental class and control classes. Then the data homogeneity test was carried out using Levene's Test statistical technique. The homogeneity test was carried out using pre-test and post-test data values. Both are calculated using SPSS by Windows. Furthermore, the t-test was carried out on the pre-test and post-test results of the control and experimental groups. The results of the t-test calculation can be seen in Table 4 and Table 5.

Table 4. T-Test Test Results

t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
			Lower	Upper
1.082	67	0.283	-2.675	9.014

Table 5. T-Test Test Results

t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
			Lower	**Upper**
4.039	67	0.000	5.914	17.472

Based on the results of the t-test data in Table 4 above, it is known that the probability value or Sig. (2-tailed) is 0.283, this probability value is greater than the 0.05 significance level. It means that H0 is accepted. Thus, there is no significant difference in the average pre-test of the experimental and control classes, or it can be concluded that the pre-test and control classes are equivalent. Furthermore, based on the results of the t-test data in Table 5, it can be seen that the probability value or Sig. (2-tailed) is 0.000, this probability value is smaller than the 0.05 significance level. It means H0 is rejected. Thus, the developed classical guidance service tools are effective in increasing the responsibility of junior high school students.

Discussion

The results of this study produce a product in the form of a classical guidance service tool that can be used to increase the responsibility of junior high school students. These service tools have been structured in such a way as to form practical, systematic, and easy-to-understand service tools. This device is structured with digital innovations to make it easier to use. The developed service tools can be used as a guide for providing classical services in junior high schools, especially to increase the responsibility of junior high school students. Based on these results, it can be said that classical service tools have an important role in implementing guidance and counseling (Anggraini et al., 2020; Athiyah, 2021). It is because service devices will help counselors find problems experienced by students, as well as help counselors provide comprehensive guidance to students (Athiyah, 2021; Rifqi et al., 2022; Wiantisa et al., 2022). Counseling guidance services provide opportunities for students to be independent and to develop optimally in personal, social, study, and career guidance (Hanan, 2017; Hidayat et al., 2020; Noya & Salamor, 2020). Providing classical counseling services will help students develop 18 character values (Rahman et al., 2019; Widodo et al., 2021). It is because classical guidance is a basic service counselors provide to students through a direct contact process carried out on a scheduled basis (Fridaram et al., 2021; Kamalia et al., 2020; Khoiriyah et al., 2021).

Classical guidance services are a form of guidance that is preferential and structured through a process in the form of class discussions, question and answer, and hands-on practice (Kamalia et al., 2020; Khoiriyah et al., 2021; Silviana et al., 2022). The purpose of implementing classical guidance is to help students develop the various potentials within themselves and help students avoid problems arising from their behavior (Anggraini et al., 2020; Athiyah, 2021). It was further explained that providing classical guidance services would help students be more active and creative in learning activities (Jannah, 2021; Kamalia et al., 2020; Sandi et al., 2022). One of the characteristics that can be developed in classical guidance is the character of responsibility, where in its implementation, the counselor will provide guidance and guidance so that students can be responsible for all work given by teachers and parents (Apriliani et al., 2021; Bermuli & Sari, 2021). The character of responsibility is a form of character value that is shown by an attitude of awareness that will be marked by competence to carry out a task with full discipline and a sense of responsibility (Hidayati et al., 2021; Jannah, 2021; Muratama, 2018). Someone responsible will be future-oriented and does not like to underestimate a task for good relations with others (Asmara, 2021; Wiantisa et al., 2022). The existence of a responsible character in a person will be able to help that person to join the organization, be able to interact and support others positively, have a passion for participating in learning, be able to take risks and accept challenges that must be faced, be able to be responsible for what has been done, able to listen to directions or explanations with focus, and able to evaluate the knowledge that is within (Gestiardi & Suyitno, 2021; Hidayat et al., 2020; Pramasanti et al., 2020; Sari & Wardani, 2021).

The results obtained in this study are in line with the results of previous research, which also revealed that website-based classical guidance services can significantly increase students' academic responsibility (Wiantisa et al., 2022). Other studies also reveal that besides increasing academic responsibility, providing classical guidance services can also increase student learning independence (Sandi et al., 2022). Furthermore, the results of further research revealed that the activities of classical guidance services through the Jigsaw cooperative learning method could increase the learning concentration of class students (Fridaram et al., 2021). Based on some of the results of these studies, it can be said that the provision of classical guidance services can significantly increase the character values of students.

4. CONCLUSION

Based on the results of the study, it can be concluded that the Classical Guidance Service Toolkit for Increasing the Responsibilities of Junior High School Students, which consists of Classical guidance counseling lesson plans, Classical guidance counseling materials, Classical guidance counseling media, Classical guidance counseling student worksheets and Classical guidance counseling Evaluation Tools have good content validity and feasible to be implemented.

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