

Development of guidance and counseling modules to improve students' skills in responding

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Abstract

Students' activities in class are very diverse when participating in the learning process, sometimes students do not dare to argue or are passive in class. This is indicated by the low activeness of students in responding when learning activities take place. The aims of this research are: (1) to produce a guidance and counseling module to improve students' skills in responding to valid ones, (2) to produce a guidance and counseling module to improve students' skills in responding which are practical to use, and (3) to produce modules guidance and counseling module to improve students' skills in responding effectively. The research method used is development research by following the development steps of ADDIE model. The subjects of the research trial consisted of three experts to test the module validity, four GC teachers or counselors to test the module practicality and 35 students to test the module effectiveness. The research data were analyzed using descriptive analysis and nonparametric statistics. The results showed that: (1) the guidance and counseling module to improve students' responding skills was in the valid category, (2) the practical level of the guidance and counseling module to improve students' responding skills which was developed was in the very high category, (3) the guidance and counseling module to improve students' skills in responding effectively to improve students' responding skills. Thus, the guidance and counseling module developed is valid, practical and effective and can be used by GC teachers or counselors to improve students' skills in responding.

Keywords: Guidance and Counseling, Responding Skills, Modules, Education, Counselors.



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Introduction

Education is the most important thing that makes life can develop for the better, directed and orderly. Education is carried out in order to equip students to have abilities and skills that are useful for their lives in the future. Permendikbud No. 65 of 2013 concerning Basic and Secondary Education Process Standards states that the learning objectives include the development of the domains of attitudes, knowledge and skills that are elaborated on each educational unit, affirmed in the Competency Standards Graduates at the high school education level are expected to have skills in the learning process. Achieving the ability of the

skill domain based on these guidelines, skills is the ability to perform a certain task that is obtained by practicing continuously, because skills do not come automatically but are programmed intentionally through continuous practice.

Learning skills are skills acquired by an individual through a continuous training process and include aspects of optimizing learning methods in the cognitive, affective and psychomotor domains. Undergoing the learning process is a very important part of learning activities at school. Skills are activities that are neuromuscular, meaning that they require high awareness (Budiardjo, 2007). Through learning skills, a person has the ability to determine the steps he goes through when entering a learning activity. Learning skills are skills that need to be mastered by students to be successful in learning at school (academic success) by mastering the material being studied. In other words, learning skills are a certain skill that students need to have, if these skills are trained continuously it will become a good habit for students in learning (Nirvana, Zuwirna & Suhaili, 2006).

When the learning process takes place, students will get various experiences that are felt in the form of ideas, emotions, raciness and unique experiences. In addition to getting these things, in the learning process, students are also expected to be active, creative and productive. Learning activities are all activities carried out in the interaction process (teachers and students) in order to achieve learning objectives. The activity meant here is the emphasis on students, because with student activities in the learning process, an active learning situation is created (Munandar & Rubino, 2014).

Learning achievement can be seen from the skills to respond which is one form of learning activities required by students'. Therefore, responding skills are important things that students must have to support the achievement of other competencies. Marbach & Sokolove (2000) explained that good knowledge begins with a good response by students'. This is a sign of the importance of responding activities carried out by students in learning.

Responding skills need to be developed and trained so that students have the ability to respond to support the achievement of competencies in the realm of attitudes and knowledge. Increased student skills in responding affect student learning outcomes. One indicator of activeness and independence in learning is the ability of students to respond to all forms of interaction that occur during learning. Prayitno (2002) argued that responding activities refer to three forms of activities that are quite essential in learning, namely: asking, answering questions and expressing opinions.

Based on a preliminary study on responding skills in learning, conducted by Daharnis (2014) shows that the responding activities in learning on average are still in the medium category. The results of the analysis of the Tool for Expressing the Prerequisites for Mastery of Subject Matter, Study Skills, Learning Facilities, Personal Self, Learning Environment and Socio-Emotional (AUM PTSDL) Semester I of the 2014/2015 academic year (TP) in one of the classes at SMA Negeri 8 Padang showed that 48 % of students experienced problems in responding activities, both in asking questions, answering questions, and expressing opinions.

Based on the results of initial observations conducted at SMA N 6 Padang, Student activities in class are very diverse when participating in the learning process, sometimes students do not dare to argue or are passive in class. This is indicated by the low activeness of students in responding when learning activities take place. Responding activities in learning become a major step in achieving the success of learning itself (Hosnan, 2014).

Therefore, it is necessary for the efforts of GC teachers or counselors to develop the practice of GC services in order to improve the quality or potential of students so that they are skilled

when responding and students are able to be active in the learning process activities. Researchers try to provide alternative prevention through content mastery services to improve students' skills in responding to the given module.

Method

This research is a development research. The development procedure applied in this study follows the development steps according to the ADDIE model which includes Analyze, Design, Development, Implementation and Evaluation (Branch, 2009). Product development activities carried out by researchers only reached the small group test stage. The trial subjects in this study consisted of experts in the field of guidance and counseling consisting of three people to test the validity of the product and practitioners, that is GC teachers or counselors consisting of four people to assess the product practicality test and 35 students to test the effectiveness of the product that has been designed. The data accumulation in this study used a Likert scale, a questionnaire and through a Focus Group Discussion (FGD). The accumulation data is processed descriptively to describe the distribution of scores for each respondent and determine the category of product trial results (Ardi, Daharnis, Yuca & Ifdil, 2021). Furthermore, to see the difference in students' skills in responding before and after the module was implemented, a nonparametric Wilcoxon Signed Ranks Test was tested.

Results and Discussion

The product development in this study resulted in a prototype guidance and counseling module to improve students' skills in responding along with guidelines for using the module for guidance and counseling teachers or counselors in conducting counseling services.

The level of validity of the guidance and counseling module to improve students' skills in responding

From the results presented in the development stage, it is known that the modules compiled have reached the content valid criteria by the experts. An assessment of the aspect of the appearance or attractiveness of an attractive module. That is, the appearance of the developed module can attract students' interest to discuss the material in it. Then for the aspects of the implementation steps of the developed module, it can be operationalized by GC teachers or counselors. This means that guidance and counseling teachers or counselors can take advantage of the developed modules.

Furthermore, the module material developed is easily understood by GC teachers or counselors. Every instruction and information exposure is helpful, including the ease of responding. This is in accordance with the explanation of the Ministry of National Education (2008) that the use of simple language, easy to understand, and using commonly used terms, is one form that must be owned by the module or commonly known as user friendly.

In addition, the assessments given by experts related to 8 aspects that became indicators of the module assessment, namely appearance/attractiveness, steps for implementing the module, the role of guidance and counseling teachers or counselors, materials, and language use, none of which showed the assessment carried out. below the validity standard. This means that the modules that have been designed are expected to be systematic, so that it is in accordance with the opinion of Mulyasa (2005) which states that the module is an independent

learning package that includes a series of learning experiences that are planned and systematically designed to help students achieve learning goals.

This further strengthens that the guidance and counseling module to improve students' skills in responding is valid to be used by GC teachers or counselors and can be used in counseling service activities. Given the importance of responding skills that students must have, when students are able to respond well during learning, the reconstruction of the thoughts and knowledge they gain will be more easily understood and known by the teacher (Hosnan, 2014). This will be used as a teacher evaluation material to determine the extent to which the learning carried out can be accepted by the students.

Thus, responding is not only used to evaluate student learning outcomes, but to develop students' abilities in thinking, processing and assessing information that has been obtained.(Arida, 2017).

The level of validity of the guidance and counseling module to improve students' skills in responding

The level of practicality of the guidance and counseling module to improve students' responding skills is very high. The planning aspect can be carried out by GC teachers or counselors. All the tools needed for the use of the module can be provided by the guidance and counseling teacher or counselor. Furthermore, the implementation aspect shows that the GC teacher or counselor can follow the steps that have been prepared.

The evaluation aspect used is able to see the student's acquisition after attending the service. This is relevant to the opinion of Mulyasa (2005) which states that the module as a learning tool or means contains an independent learning package that contains materials, methods, and evaluations and is designed in a systematic and attractive manner to help achieve learning objectives.

The use of this module will also direct students to find their own concepts/methods so that services using the module will be more focused on students while the GC teacher or counselor functions as a facilitator. This is in accordance with the opinion of Asyhar (2011) that by using the module, students can learn at their own pace and learn more independently. Thus, the research product in the form of a guidance and counseling module to improve students' skills in responding practically can be used by GC teachers or counselors in schools.

The level of effectiveness of the guidance and counseling module to improve students' skills in responding

The effectiveness of the guidance and counseling module to improve students' skills in responding can be seen from the results of the comparison of students' pretest to posttest. The results of the posttest module given to students showed that as many as 35 students, their response skills increased significantly and were in the very high category. The developed module meets the effectiveness criteria if the percentage of student understanding in the posttest at least meets the high category, so it can be concluded that the guidance and counseling module to improve students' skills in responding that was developed was effectively used.

Conclusion

Based on the results of research and discussion, the following conclusions are drawn.

1. The guidance and counseling module to improve students' skills in responding is in the valid category.
2. The level of practicality of the guidance and counseling module to improve students' skills in responding is in the very high category for use by GC teachers or counselors and students. This means that the guidance and counseling module to improve students' responding skills can be used as a medium in counseling services.
3. Guidance and counseling module to improve students' skills in responding effectively to improve students' responding skills. Thus, the guidance and counseling module developed can be used by GC teachers to improve students' skills in responding.

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