

Improving Student Adjustment in Learning in the New Normal Era through Group Guidance Using a Behavioristic Approach with Modeling Techniques

Alfun Sandi¹, Firman¹

¹ Universitas Negeri Padang, Indonesia

*Corresponding author, e-mail: alfunsandi12096@gmail.com

Abstract

This study aims to: (1) analyze the differences in students' self-adjustment in learning the experimental group before and after attending the group guidance service using a behavioristic approach with modeling techniques, (2) analyzing the differences in student adjustment in learning the control group before and after attending the group guidance service without special treatment, (3) analyzing the difference between students' adjustment in learning the experimental group and the control group after participating in group guidance services using a behavioristic approach with modeling techniques compared to the control group following group guidance without special treatment. The research method used is quantitative research. This type of research is Quasi Experiment Design. The population in this study was 218 students, using the Slovin formula to 141 students, then from the results of the overall data taken 22 students who were divided into 11 students for the experimental group and 11 students for the control group. Sampling used Simple Random Sampling. The research instrument used a Likert Scale model, the data were analyzed using the Wilcoxon Signed Ranks Test and the Kolmogorov-Smirnov with the help of SPSS version 20.00. The results showed that (1) there were differences in students' self-adjustment in learning the experimental group before and after taking group guidance using a behavioristic approach with modeling techniques, (2) there were differences in student adjustment in learning the control group before and after taking group guidance without special treatment. , (3) there are differences in student adjustment in learning the experimental group who followed group guidance using a behavioristic approach with modeling techniques compared to the control group who was given group guidance without special treatment.

Keywords: Group Guidance, Behavioristic with Modeling Techniques, Student Adjustment in Learning in the New Normal Era.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by Author

Introduction

The Covid-19 pandemic that hit Indonesia and even the whole world had an effect on all aspects of life. Based on data from the Ministry of Health, it is known that until August 19, 2021, the number of confirmed positive cases of Covid-19 was 3,910,000 cases with 3,247,715

recovered and 113,664 people died. The condition of Covid-19 transmission has also increased in Jambi Province with 25,756 positive confirmed cases of Covid-19 as of August 2021, this is a significant increase as well as in Kerinci district (Wahidah, Septiadi, Rafqie, Hartono, & Athallah, 2020).

The impact of Covid-19 is very broad, not only physical conditions, including education, but with news about the number of victims who have fallen and the spread is very fast so that it affects a person's psychological or mental condition such as acute anxiety to cause death. Individuals must be able to adapt to a new pattern of life with a different order than before. In the world of education, educators and students must prepare themselves to enter a new learning system in the midst of a pandemic that has not subsided. In an effort to stop the spread of this virus, the government issued a policy through Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 as a guide in dealing with the disease at the education unit level (Kemendikbud, 2020).

Efforts to minimize the transmission of this virus are limited to not having direct contact with other people and staying at home to prevent them from contracting the Covid-19 virus. UNESCO (Educational, Scientific, and Cultural Organizations of the United Nations) on March 4, 2020 suggested the use of distance learning (from the network / online) and opened up educational platforms that schools and teachers can use to reach students remotely and limit educational disruption (UNESCO, 2020).

Online learning is a teaching and learning activity that only uses the internet network, so that communication is established between teachers and students without involving physical contact (Loviana & Baskara, 2019). For students, distance or online learning is already getting familiar with learning methods such as WhatsApp, Google Classroom, Zoom, and many more. Of course the platform becomes less effective in its use due to several factors, including the ability of teachers and students to operate it is not the same, besides the geographical conditions of a different area so that it affects the stability of the internet network (Pangodian, Santosa & Nugroho, 2019).

Based on a preliminary study that occurred in students at SMPN 19 Kerinci, they had experienced learning difficulties in the online learning system. Students feel that online learning makes it difficult to understand learning and is not as effective as face-to-face learning at school. From the results of the assessment for the past semester, many students admitted that their learning scores had dropped, resulting in being scolded by their parents. Problems at SMPN 19 Kerinci found the phenomenon of students, plagiarizing friends' assignments, leaving the program when online learning, often leaving absent friends with friends, coming to school not on time/late, sitting in the canteen during learning, utilizing information and communication technology to play games, chatting on social media, when the camera zoom is turned off, students find it difficult to understand the explanation of the learning material from the teacher, confused about how to use the application for online learning and also have difficulty doing the tasks given by the teacher.

Santrock (2021) states that self-adjustment arises when there are needs, drives, and desires that must be fulfilled by a person, including when a person faces a problem or conflict that must be resolved. Individuals in this condition, will experience a learning process, learn to understand, understand, and try to do what they want, as well as their environment.

Fudyartanta (2012) said that self-adjustment is influenced by internal factors and external factors, the factor in question is how the individual's assessment of the good of self-adjustment depends on what kind of situation the individual is adjusting himself to, it can be reasonable

in one situation, but not reasonable in another situation. . External factors mean that the individual can adapt well, if he does not depend on the situation, but also on values, ideas about what to do and how to do it. Every decision, whether concerning oneself or others, reflects the values that exist in oneself.

Susanti (2019) said that poor self-adjustment will affect the process of individual development and social life. Usually people who are not able to adjust well will experience failure in showing themselves to others, failure in social interactions, and not being able to fully express their feelings.

Regarding the problems and phenomena that exist at SMPN 19 Kerinci, BK teachers at the school assist students in dealing with any problems they experience, as well as students' self-adjustment in learning. Efforts to overcome the problems experienced by students, one of which is through guidance and counseling services in schools, namely group guidance services. The use of group guidance is more for overcoming learning, personal, social and career problems (Firman, Karneli, & Hariko, 2018).

Group guidance activates group dynamics to discuss various things that are useful for the development, personal, and/or problem solving of individuals who are participants in group activities. The specific purpose of group guidance services is to discuss certain topics that contain actual (warm) problems and become the attention of participants. Through intensive group dynamics, discussion of these topics encourages the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior (Prayitno, 2004).

In the process of implementing group guidance services, there are several existing counseling approaches according to the types of problems and needs of clients or group members. There are several counseling approaches, one of which is the behavioristic approach. The behavioristic approach is a behavioral therapy which is the application of various techniques and procedures rooted in various theories about learning. The behavioristic approach provides a systematic application of the principles of learning and changing behavior towards more adaptive ways. Behavior is formed based on the results of all experiences in the form of individual interactions with the surrounding environment (Corey, 2005). The advantages of the behavioristic approach include; (1) focus on specific behaviors that the client can change, the counselor can help the client towards a better understanding of what to do as part of the counseling process, (2) lead someone towards or achieve certain targets, so that students are able to think linearly, convergent, creative and productive, (3) emphasis that counseling should focus on current behavior and not on behavior that occurred in the past (Lubis & Hasibuan, 2017).

Modeling or characterization techniques are learning by observing models or demonstrations by shaping or reducing observed behavior, generalizing various observations at once, involving cognitive processes. Modeling techniques of social skills can be formed in accordance with the wishes and imitate the behavior exhibited by the models displayed. This technique can also reduce disturbed emotional reactions that students have which can be removed by way of students observing models or other people who approach feared objects or situations without experiencing frightening consequences with their actions (Komalasari, 2014).

Research related to group guidance services with a behavioristic approach has been carried out by Sari (2020) with the title Application of Group Guidance Services with a Behavioristic Approach to Improve the Self-Concept of Class X Students at SMA Muhammadiyah 01

Medan. The results of the study indicate that there has been a change in students' self-concept, which so far students have had low self-concepts to become more improved or more effective. Research conducted by Lubis and Hasibuan (2017) with the title "The Effect of Behavioristic Approach Group Counseling Services Symbolic Models Techniques on Self-Adjustment with Peers of Non-Regular Counseling Students". The results showed that the influence of group counseling services with the behavioristic approach of symbolic models technique on adjustment to non-regular BK students' peers. Further research by Budisiwi, Rozano, & Purwati (2016) with the title of efforts to increase learning motivation through group guidance services with a behavioristic approach. The results showed that the implementation of group guidance services with a behavioristic approach could increase students' learning motivation.

The explanation of the results of research that has been carried out by researchers shows that group guidance with a behavioristic approach can help increase student motivation, self-concept and self-adjustment. Research conducted by researchers regarding students' self-adjustment in learning in the new normal era and adding a behavioristic approach to modeling techniques. Based on the explanation above, it is interesting that researchers will see "The Effectiveness of Group Guidance Services Using a Behavioristic Approach with Modeling Techniques to Improve Student Adjustment in Learning in the New Normal Era".

Method

The research method used is quantitative research. This type of research is Quasi Experiment Design. The population in this study was 218 students, using the Slovin formula to 141 students, then from the results of the overall data taken 22 students who were divided into 11 students for the experimental group and 11 students for the control group. Sampling used Simple Random Sampling. The research instrument used a Likert Scale model, the data were analyzed using the Wilcoxon Signed Ranks Test and the Kolmogorov-Smirnov with the help of SPSS version 20.00.

Results and Discussion

The results of the research conducted at SMPN 19 Kerinci were divided into an experimental group and a control group. In particular, this study was to determine the effectiveness of group guidance using a behavioristic approach with modeling techniques to improve students' self-adjustment in learning in the new normal era. The data obtained are the results of the pretest and posttest related to student adjustment.

Descriptive data was carried out in each research group (experimental group and control group). In the following, the researcher describes the results of research on the effectiveness of group guidance using a behavioristic approach with modeling techniques to improve students' self-adjustment in learning in the new normal era.

Table 1. Pretest and Posttest Results of Student Adjustment in Learning in the New Normal Era Experiment Group and Control Group

Kategori	Interval	Kelompok Eksperimen				Kelompok Kontrol			
		Pretest		Posttest		Pretest		Posttest	
		F	%	F	%	F	%	F	%
Sangat Tinggi (ST)	≥ 136	0	0	0	0	0	0	0	0

Tinggi (T)	110 – 135	0	0	8	72.72	0	0	3	27.27
Sedang (S)	84 – 109	7	63.63	3	27.27	7	63.63	6	54.54
Rendah (R)	58 – 83	4	36.36	0	0	4	36.36	2	18.18
Sangat Rendah (SR)	≤ 57	0	0	0	0	0	0	0	0
Total		11	100	11	100	11	100	11	100

Based on table 1, it is known that by providing group guidance using a behavioristic approach with modeling techniques, there is an increase in students' self-adjustment in learning in the new normal era by looking at the difference in frequency between the pretest and posttest of the experimental group and the control group. Based on the posttest results of the experimental group, 7 students with a percentage of 70% had high self-adjustment in learning, and 3 students with moderate percentages had self-adjustment in learning in the new normal era. Based on the results of the posttest control group, 3 students with a percentage of 30% had high self-adjustment in learning in the new normal era, 5 students with a percentage of 50% had self-adjustment in learning that was in the new normal era, and obtained 2 students with the percentage of 20% have low self-adjustment in learning in the new normal era.

Table 2. Kolmogorov Smirnov Analysis Results 2 Independent Samples Student Adjustment in Experimental and Control Group Learning

Test Statistics ^a		Skor
Most Extreme Differences	Absolute	.727
	Positive	0.000
	Negative	-.727
Kolmogorov-Smirnov Z		1.706
Asymp. Sig. (2-tailed)		.006
a. Grouping Variabel: Kelompok		

Based on table 4.22 the Z score for the two-tailed test is 1.706 with a probability number of Sig. (2-tailed) students' self-adjustment in learning the experimental group and the control group was 0.006, or the probability was below 0.05 ($0.006 < 0.05$). From these results, H_0 is rejected and H_1 is accepted. Thus, the third hypothesis tested in this study can be accepted, namely "there are differences in the adjustment of students in learning the experimental group who follows group guidance using a behavioristic approach with modeling techniques with the control group being given group guidance services without special treatment".

Based on the description of the data, it can be seen that the average of the experimental group is higher than the control group. The difference occurred because the experimental group was given treatment in the form of group guidance using a behavioristic approach with modeling techniques, while the control group was given group guidance on students' self-adjustment in learning without special treatment. So it can be concluded that group guidance services use a behavioristic approach with effective modeling techniques to improve students' self-adjustment in learning in the new normal era.

Conclusion

Based on statistical analysis and hypothesis testing on the results of the study, several conclusions were obtained as follows.

1. There is a significant difference in students' self-adjustment in learning the experimental group before and after following group guidance using a behavioristic approach with modeling techniques.
2. There is a significant difference in students' self-adjustment in learning the control group before and after being given group guidance without special treatment.
3. There is a significant difference in students' self-adjustment in learning the experimental group who follows group guidance using a behavioristic approach with modeling techniques with the control group being given group guidance services without special treatment.

Thus, group guidance using a behavioristic approach with modeling techniques is effective in increasing students' self-adjustment in learning in the new normal era compared to the control group by providing group guidance without special treatment.

References

- Budisiwi, H., Rozano, D., & Purwati, D. 2016. Pendekatan *Behavioristik*. *Jurnal Pendidikan*, vol. 2, no. 1, pp. 43–48.
- Corey, G. 2005. *Teori dan Praktek Konseling dan Psikoterapi*. Bandung: Refika Aditama.
- Firman, F., Karneli, Y., & Hariko, R. 2018. *Improving Students Moral Logical Thinking and Preventing Violent Acts Through Group Counseling in Senior High Schools*. *Advanced Science Letters*, 24(1), 24-26.
- Fudyartanta, K. 2012. *Psikologi Perkembangan*. Yogyakarta: Pustaka Belajar.
- Kemendikbud. 2020. Surat Edaran Nomor 3 Tahun 2020 tentang Pencegahan Covid-19 pada Satuan Pendidikan. Wilayah I Sumatera Utara: DIKTI.
- Komalasari, G. 2014. *Teori dan Teknik Konseling*. Jakarta: Indeks.
- Loviana, S., & Baskara, W. N. 2019. Dampak Pandemi Covid-19 pada Kesiapan Pembelajaran Tadris Matematika IAIN Metro Lampung. *Epsilon*, 01, 62.
- Lubis, Z., & Hasibuan, S. 2017. Pengaruh Layanan Konseling Kelompok Pendekatan *Behavioristik* Teknik *Symbolic Models* Terhadap Penyesuaian Diri dengan Teman Sebaya Mahasiswa BK Non Reguler 2016 FIP Unimed T.A 2016/2017. *Proceeding Seminar dan Lokakarya Nasional Bimbingan dan Konseling 2017*, 0(0), 372–385.
- Pangondian, R. A., Santosa, P. I., & Nugroho, E. 2019. Faktor-faktor yang Mempengaruhi Kesuksesan Pembelajaran Daring. *Psikologi*, 56–60.
- Prayitno. 2004. *Layanan Bimbingan Kelompok Seri Layanan Konseling*. Padang: UNP Press.
- Santrock, J. W. 2018. *Adolescence*. *Google Books*.
- Sari, Y. 2020. Penerapan Layanan Bimbingan Kelompok dengan Pendekatan *Behavioristik* untuk Meningkatkan Konsep Diri Siswa Kelas X SMA Muhammadiyah 01 Medan Tahun Pembelajaran 2019/2020. *Jcose Jurnal Bimbingan dan Konseling*, vol. 21, no. 1, pp. 1–9.

-
- Susanti, A. Y. 2019. Hubungan Penyesuaian Diri dan Dukungan Sosial Orangtua dengan Konflik Sosial yang dialami Siswa. *Jurnal Ijacss*, vol. 1, no. 1, pp. 9–15.
- Unesco. 2020. *290 Million Students Out Of School Due to Covid-19: Unesco Releases First Global Numbers and Mobilizes Response*. Dipetik April 13, 2020.
- Wahidah, I., Septiadi, M. An., Rafqie, M. C. A., Hartono, N. F. S., & Athallah, R. 2020. Pandemi Covid-19: Analisis Perencanaan Pemerintah dan Masyarakat dalam Berbagai Upaya Pencegahan. *Jurnal Manajemen dan Organisasi*, 11(3), 179–188.