The Influence Of Group Guidance Services In Developing Positive Self Concept For Grade Viii Students Of Kaliangkrik 2 Junior High School

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Abstract

Self-concept is a unique character in humans, so it can be used to distinguish humans from other living things. Every individual has a self-concept, but they do not know whether the self-concept is negative or positive. Students who have positive self-concept will have better self-encouragement, they can recognize and understand themselves so they can behave effectively in various situations. But the reality that happened at Kaliangkrik 2 Junior High School there were some of the eighth grade students who had a low self-concept, so it needed an effort to improve it or develop a positive self-concept one of them through group guidance services. There are also problems in this study is how to increase self-concept in class VIII students of SMP 2 Kaliangkrik in 2018/2019 Academic Year after effective group guidance services. The purpose of this study was to improve self-concept in class VIII students of SMP 2 Kaliangkrik Academic Year 2018/2019 through effective group guidance services. The subjects of this study were 10 students of class VIII of Kaliangkrik 2 Junior High School who had a low self-concept by using purposive sampling. There are also variables studied are self-concept. The method used in this study is the psychological scale while the data collection tool used is the scale of self-concept which is the first stage tested the level of validity and reliability. There is also the result of the validity test $N = 30$, r table 0.361 then the instrument used is valid because r count> r table. While the reliability test with alpha formula can be seen that r count $= 0.889 > 0.361$ it can be said that this instrument is reliable. The data analysis technique used is non-parametric method using Wilcoxon test. From the results of research, it can be concluded that based on research results that self-concept can be improved through group guidance services. Wilcoxon test results obtained from Zhitung $= -15,860$ less than Ztable $= (-0,48)$ or in Ho rejection area. This shows there is a significant increase in self-concept after following group guidance services. Based on the results of the study it can be concluded that group guidance services are effective as an effort to develop positive self-concept of students.

Keywords: *Positive self-concept, group guidance.*

Background

Junior High School students are developing individuals achieving optimal levels of personal development in various aspects of life. In everyday life, we often encounter

Proceeding International Seminar
Evaluation of Instruction and Learning Outcome
Universitas Sarjanawiyata Tamansiswa - Indonesia
Saturday, 10th November 2018

ISBN   978-602-53231-2-6   Ari Dwi Harsono

high IQ (Intelligence Quotions) students failing to take exams. But we often hear that many students who have moderate IQs actually turn out to be successful in taking exams. When we think that we can, then we tend to be successful, on the contrary if we think that we will fail, then we actually prepare to fail. In other words, hope for yourself is a prediction to prepare yourself.

he individual feeling that he does not have the ability shows a negative attitude towards the quality of the abilities he has. Negative views and attitudes towards the quality of abilities that are possessed result in him seeing his entire task as something that is difficult to resolve. Various studies conducted by experts show that the individual's view of himself determines the success to be achieved.

This individual's view and attitude towards him is known as self-concept. Self concept is an individual's overall view of the totality of oneself regarding personality characteristics, life values, life principles, morality, weaknesses and everything that is formed from all experiences and interactions with others (Burns, 1993: 50) ".

Self-concept is important because individuals can see themselves and their world, affect not only individuals to behave, but also the level of satisfaction gained in their lives. Each individual must have a self concept, but they do not know whether the self-concept that is owned is negative or positive. Students who have a positive self-concept will have a better independent drive, they can recognize and understand themselves so they can behave effectively in various situations. Positive self-concept is not a big pride about self but in the form of self-acceptance. Students who have a positive self-concept can understand and accept a number of very diverse factors about themselves. In this case students can accept themselves as they are and will be able to introspect themselves or know themselves better, as well as weaknesses and strengths possessed. But students who have a negative self-concept, they do not have a feeling of stability and wholeness, nor do they know themselves either in terms of strengths or weaknesses or something that they value in their lives.

The problems and failures experienced by students are caused by negative attitudes toward themselves, namely to consider themselves meaningless. Individuals who have a negative self-concept are individuals who are easily angry and angry and cannot stand the criticism they receive, in other words individuals do not accept the rules / norms that have been set, so that there is a rebellious attitude against them. Student behavior that deviates from the rules that apply in school is caused by a negative view of him, namely himself

Kaliangkrik Junior High School 2 as one of the schools under the Teuku Umar foundation has several regulations, including: for girls students are obliged to wear headscarves, perform midnight prayers and Friday in turn in turn and the obligation to clean the classroom before learning begins for pickets. Based on observations and interviews with tutors in the school, data obtained that almost 50% of class VIII students had a self-concept that was not positive, symptoms that appeared were ditching, low learning achievement results, cheating, making noise during lessons, fighting, students who violates school discipline, there are students who have feelings of

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inferiority, and the presence of students who have feelings of being unable to carry out their duties. Such students can be said to have a negative self-concept.

School is one place of education for students to be able to develop themselves through guidance and counseling services. Guidance and counseling have seven types of services which are all aid activities and demands given to individuals in general, and students in particular in schools in order to improve their quality. Group guidance services are one type of service that is considered appropriate to contribute to students to develop positive self-concepts.

Group guidance services are the process of providing information and assistance to a group of people by utilizing group dynamics to achieve a particular goal. Services provided in a group atmosphere besides that can also be used as a medium for delivering information as well as can help students plan in making the right decisions so that it is expected to have a positive impact on students who will later foster a positive self-concept. In addition, if group dynamics can be realized properly, group members help each other, accept and empathize sincerely.

Group guidance is a conducive environment that provides opportunities for its members to increase acceptance of themselves and others, provide ideas, feelings, support alternative solutions to problem solving and make the right decisions, can practice new behaviors and be responsible for self-determined choices. This atmosphere can foster a meaningful feeling for members who can also add a positive self-concept.

The assumption used in this study is that in group guidance there will be an interaction process between individuals. It is hoped that group guidance is used as a vehicle for understanding positive values for students, especially positive self-concept attitudes are formed which are not only with personal approaches but with group approaches such as group guidance that will be more optimal because students will not feel judged by their own circumstances. feel positive guidance and information for the development of positive self-concepts, moreover the problem of self-concept is a problem that many adolescents experience so that it is possible to streamline group guidance time more effectively than individual counseling services.

Therefore to help students to have a positive and more stable self-concept, the researchers tried to compile an experimental program through group guidance services with the title "The Influence of Group Guidance Services in Developing a Positive Self Concept in Class VIII Kaliangkrik 2 Junior High School 2018/2019 ".

Research Methodology

Research used by researchers is experimental research "Experiments are a way to find causal relationships (causal relationships) between two factors that are deliberately generated by researchers by eliminating or reducing or eliminating other factors that can interfere" (Arikunto, 2002: 3).

There are various types of research designs that include Pre-Experimental or True-Experimental Design. In this study the researcher used Pre-experimental Design because without using a control group.

Group pattern chart pre test and post test

01 X 02

(Arikunto, 2002:78)

Information:

01: Pretest (first measurement / observation, self-concept before being given group guidance services using self-concept scale).

X: Treatment (implementation of group guidance services for class XI students of Kaliangkrik 2 Public Junior High School).

02: Postest / condition after treatment (second measurement / observation, self-concept after being given group guidance services with the same self-concept scale as the first measurement).

To clarify the experiment in this study presented the experimental design stages, namely:

1. Conducting a Pre-test is giving a test to a research sample before the treatment is held, namely group guidance.

Stage Guidance Group	The Role of Counselors as Group Leaders	The Role of Students as Group Members
Formation	1. Reveal the understanding, purpose, ways and principles of group guidance activities 2. Hold introductions and present themselves intact and openly 3. Willing to help with empathy, warmth and sincerity 4. 4. Hold a warm / intimacy game	1. Members understand the understanding, goals, methods and principles of group activities 2. Introduce one another to get to know, trust, receive and help each other among members 3. Do the agreed game 4. Begin to be interested in participating in group activities
Transition	1. Explain the activities to be taken in the next stage 2. Offer or observe whether the members are ready to carry out activities at the next stage 3. Increase the ability to participate in members	1. Members are free from feelings or reluctance, doubt, shame or mutual distrust to enter the next stage 2. Members are more determined to participate in group activities
Activities	1. The group leader presents a problem or topics related to self-concept 2. Hold questions and answers between members and group leaders about things that are unclear 3. concerning issues or topics raised by group leaders	1. Group members discuss the problem or topic raised group leaders thoroughly and deeply 2. Group members are expected to obtain it active and dynamic in the discussion, both concerning the behavioral elements, thinking or feeling.
Termination	1. The group leader suggests that the activity will end immediately 2. Group leaders convey impressions and results of group activities 3. Discuss further activities 4. Expressing the message and hope	1. Group members convey messages and impressions following group activities 2. Planning further activities 3. Feel the group relationship and sense of togetherness even though the activity ends

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Design giving treatment for group guidance services

No	Meeting	Materi layanan	Waktu
1.	1st Meeting	Case in point is a negative self concept	45 minutes
2.	2nd Meeting	Understanding and the need for self-	45 minutes
3.	3th Meeting	concept	45 minutes
4.	4th Meeting	Contents and origins of self-concept	45 minutes
5.	5th Meeting	formation	45 minutes
6.	6th Meeting	Respond to self and other people's	45 minutes
7.	7th Meeting	problems How to increase self-	45 minutes
8.	8th meeting	confidence	45 minutes
		How to avoid prejudice and its	
		consequences	
		How to develop a positive attitude	
		How to develop and direct emotions	

2. Giving treatment (treatment) is the provision of treatment, namely group guidance services using groups of tasks to be given for 8 meetings with a duration of 45 minutes. There are also steps to the research procedure, namely:

3. Post-test after giving group guidance services with the aim of finding out the results of whether group guidance services are effective in shaping positive self-concepts.

4. Data analysis process, namely by using the Wilcoxon Match Pairs Test.

As a population are students of grade VIII of SMPN 2 in 2018/2019 Academic Year, amounting to 70 students divided into four classes. While the sample is partially or representative of the population studied (Arikunto: 109). This research is given to students who have a negative self concept, then the technique used in this study is purposive sampling technique based on purpose. Taking this purpose sample is done by taking the subject, for the existence of certain goals. The intended purpose is to form a positive self-concept through group guidance services. In addition to the destination sample, a quota sample is also set, which is based on the specified amount. The amount in question is the number of group members. The sample is 10 students with a negative self-concept. The research subjects were students of Kaliangkrik Junior high School who had a negative self-concept, while the research location was Kaliangkrik Junior High School.

Findings and Discussion

Based on the results of data analysis shows there are differences in students' self-concept after getting group guidance services. The results showed that the average level of self-concept in grade VIII students of Kaliangkrik Junior High School 2 after getting group guidance services was higher or positive than before getting group guidance services.

The students' self concept changes from negative to positive after getting group guidance services on six indicators of positive self-concept. The increase in students' self-concept towards the six indicators of positive self-concept includes:

Proceeding International Seminar
Evaluation of Instruction and Learning Outcome
Universitas Sarjanawiyata Tamansiswa - Indonesia
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1. Confidence

   This increase in self-confidence can be seen from changes in group members who have dared to express opinions, are confident in facing each problem, and are confident in facing each task, when compared to before getting group guidance services. For example, in a class there is a group discussion so that group members do not dare to express their opinions or speak in class so they will remain silent. If given assignments by subject teachers before trying, students feel they cannot and feel difficult to do.

2. Feeling equal to othersMm

   This increase in indicators feeling equal to others can be seen during group guidance activities such as students not criticizing or belittling others, students are not arrogant or feel most righteous, feel they deserve to get along with anyone, and are able to compete in a healthy manner.

3. Accept what we are

   Increased in the indicators of what they are, students have been able to understand what are the advantages and disadvantages they have and the motivation to develop their strengths.

4. Can address failure

   Improvement in indicators can address this failure seen from students who are able to take lessons from failure and have the spirit to rise from failure.

5. Not being hypercritical

   The increase in the indicators does not be hypercritical, among others, students do not complain with one problem or task, are able to respect others, and feel happy about the success of others.

6. Optimistic

   This increase in optimistic indicators can be seen from the enthusiasm of students to develop themselves and feel confident in their abilities.

   After 10 students received treatment or treatment in the form of group guidance, it turned out that there was a change from students who had a low self-concept after participating in group counseling service activities which increased, there were 2 students (20%) who had a very high self concept, 8 students (80 %) in the high category. The average score of self-concept before participating in group guidance activities was 82.4 in the low category, and after joining the group guidance service activities increased to 113.1 in the high category. Also shown from the Wilcoxon test results obtained Z count = -15,860 which is less than - Ztable (-0.48) or is in the rejection area of Ho. This shows that there is a significant increase in self-concept after participating in group guidance services. Thus it can be said that the hypothesis stating that group guidance services are effective in developing positive self-concepts in grade VIII Kaliangkrik 2 junior High School 2018/2019 Academic Year is accepted. This shows that self-concept in students experiences a significant increase after students get treatment in the form of group guidance services.

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Conclusion And Suggestions

From the results of the research and discussion it can be concluded that self-concept can be improved through group guidance services for grade VIII Kaliangkrik 2 junior high School Academic Year 2018/2019.

Based on the conclusions mentioned above, it can be proposed a number of suggestions to the supervising teacher and students of Kaliangkrik junior high School as follows:

1. BK teachers should be able to program group guidance services more to form positive student self-concepts and motivate students to use group guidance services as a place to develop positive self-concepts.
2. Through the BK program the counselor should create groups such as the student council group, extras that are in the school so that there are group dynamics that have been established to support the implementation of group guidance to develop positive self-concepts.
3. The school principal should give the BK hours so that the BK program can be implemented, especially in group guidance services.

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