ASSERTIVE TRAINING THROUGH GROUP GUIDANCE TO INCREASE STUDENT RESPONSE IN LEARNING FOR CLASS VIII STUDENTS OF SMP NEGERI 2 MEDANG DERAS

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Abstract

Responding activities are part of the learning process which is included in student learning activities in class. Many students are just silent and inactive during the learning process in class. Regarding the problem of students' low ability to respond in learning, it has a negative impact on lack of understanding and mastery of learning material and has an impact on student learning outcomes which tend to be low. Group guidance in this research is a process of providing assistance to increase all the potential possessed by a number of individuals and to obtain new information that will be discussed. The aim of this research is to determine the application of group tutoring services to increase student responses in learning for class VIII students at SMP Negeri 2 Medang Sangat for the 2022/2023 academic year. The objects of this research were 7 students in class VIII of SMP Negeri 2 Medangdera who had a tendency to be inactive and did not want to respond to learning. Service implementation is carried out in 2 cycles of group guidance services. The research design in this study is planning, action, observation and reflection. To obtain data and information in this research, observations and interviews were carried out. The data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. Based on the results of the data analysis that has been described. It can be concluded that the group guidance service in cycle 1 for students in class VIII of SMP Negeri 2 Medang Sangat went well, there were several students who showed changes in responding during learning activities, but had not yet reached the good category, in cycle 2 showed changes in attitudes that were even better in responding during learning activities to teachers and friends. Based on the results of observations and interviews conducted in cycles 1 and 2, the researcher stated that group guidance services could increase students' responses to learning.

Keywords: Group Tutoring Services, Assertive Training, Response in Learning.

INTRODUCTION

National education has a very noble goal, namely to educate the life of the nation. The latest law (UU) issued regarding education, namely Law Number 20 of 2003, has a fairly broad and strategic formulation. The key words are conscious and planned effort,

this is a sign that education has indeed been prepared carefully. Education is carried out by involving all parties, from the government to the community as the main target of education. The focus of educational development was then formulated into six areas of development, namely: religious spiritual strength, self-control, personality, intelligence, noble morals and skills. The focus of this development sector becomes a clear direction in the implementation of education.

Based on a preliminary study regarding responding activities in learning, it was found that there were varying data. The findings of several studies show that the higher the grade level, the fewer students ask questions in class during learning. These results are also in accordance with research by several students at the Indonesian University of Education (UPI), one of which stated that, of all the questions that arose during learning, around 95% of the questions came from the teacher, the remaining 5% of questions were expressed by students (Widodo in Navtalie, 2014:2). Responding activities are part of the learning activity process which is included in student learning activities in class (Dunkin and Biddle in Garton et al., 2011: 11). Student learning activities are of course influenced by several variables, namely: presentation variables and context variables (Elliott et al., 2016:21). Responding activities are part of the process variables which are influenced by student characteristic variables (context variables). Student characteristics include various things such as intelligence, motivation, social class, level of aspiration, perception, self-confidence, attitudes, etc. (Nirwana, 2013:1). Several variables are thought to contribute to students' responding activities in learning, namely self-confidence and perception.

Based on the results of observations carried out at SMP Negeri 2 Medang Deras, there are student problems related to the inability to respond to learning activities with characteristics such as: students are lazy to ask what subject matter they do not understand, are not active in the learning process, tend to be silent and lazy. responding to the teacher's questions about the subject matter being taught, there are students who are lazy to carry out discussions during the learning process. There are students who are less serious about participating in learning in class. Furthermore, this was reinforced through interviews with guidance and counseling teachers/counselors who stated that there were several students who were afraid of making mistakes and had no self-confidence, considered themselves incapable, were afraid of being bullied and ridiculed

if they made a mistake by friends in class, did not believe in their own abilities, and their ability to learn. low and there are still students who are afraid to ask questions.

As a follow-up to this problem, researchers used group guidance services. Because specifically, the advantage of group tutoring services to achieve the above aims is that it emphasizes varied student learning experiences, through various methods and media, including: case analysis, self-evaluation, discussion, direct learning, and practice expressing ideas. All of these materials and methods are presented through various integrated learning experiences in the form of group guidance, and try to emphasize the rational thinking process of students, which is connected to the problem of students' ability to respond in learning as a follow-up to this problem. Because specifically, the advantage of group tutoring services to achieve the above aims is that it emphasizes varied student learning experiences, through various methods and media, including: case analysis, self-evaluation, discussion, direct learning, and practice expressing ideas.

In accordance with the definition of group tutoring services above, this service can be used to reduce student academic procrastination because each student is free to interact and express their own opinions so that there is closeness, understanding the characteristics of friends and respecting fellow group members, respecting each other's opinions and not allowing violate or corner each other. The solution is to implement group guidance services.

"From the background above, the researcher considers it important that the aim of this research is to find out how Assertive Training through Group Tutoring Services can improve student responses in learning for Class VIII students at SMP Negeri 2 Medang Deras for the 2021/2022 academic year.".

METHOD

The approach in this research uses qualitative research. The population in this research is the researcher himself, all students in class VIII of SMP Negeri 2 Medang Deras T.A 2021/2022, totaling 192 students. The sample in this qualitative research is specifically for students who have problems with the ability to respond in learning, taken based on the recommendations of the guidance and counseling teacher and the homeroom teacher, namely 7 students in class VIII, T.A 2021/2022. The procedure in this research consisted of two cycles. In the first cycle there were two meetings where group guidance services were held and in the second cycle there were also two meetings so that

in two cycles there were two meetings. The data collection techniques used in this research were interview techniques, observation techniques and documentation techniques. In qualitative research, the data analysis techniques used are as follows: (1) data reduction, (2) data presentation, and (3) drawing conclusions.

RESULT AND DISCUSSION

Description of Response Ability in Learning

According to Mrs. Roamawati S.Pd as the homeroom teacher for class VIII on Thursday, September 22 2022, 10.00 to finish, "For the problem of students' ability to learn in this class, there are several students who have this problem and this is something that tends to be bad for students' progress. in study. This can be seen from everyday learning in class. It is very important to train this response ability for students to have the courage to express opinions, answer questions given by the teacher and be able to provide input or suggestions regarding the subject matter being studied. However, there are some students who find it difficult to respond during the learning process.

Assertive Training Through Group Guidance to Improve the Responding Ability in Learning of Class VIII Students of SMP Negeri 2 Medang Deras.

From the results of the researcher's interview with the guidance and counseling teacher at SMP N 2 Medang Deras, it can be understood that at SMP N 2 Medang Deras, group guidance services have never been implemented with the theme of increasing students' ability to respond to learning, only group guidance services have been carried out by guidance and counseling teachers. with other themes. This is also in accordance with observations made by researchers, that group guidance services regarding students' ability to respond to learning have never been implemented at this school.

From the results of interviews conducted by researchers with guidance and counseling teachers and homeroom teachers, it was found that there were several students who had problems with their ability to respond to students in learning. The guidance and counseling teacher and homeroom teacher also provided a list of names of students who had problems with their lack of response ability in learning to the researchers to then provide group guidance services. The names of these students are: AD, AC, VS, MB, GS, FR and RS.

As a first step in the research, the researcher explained what is meant by group tutoring services and the lack of ability to respond to students in learning, in this case the researcher also gave the group members the opportunity to express their opinions regarding what the ability to respond to in learning was, various opinions expressed by students, some say how to interact, respect or appreciate, control emotions, responsibility, build communication, discipline, sensitivity to the environment and ethics. In this activity, group members are willing to express their opinions, but not all members are willing to express their opinions, meaning that this group guidance service can be said to be group members playing quite an active role in implementing group guidance. After providing group guidance services, the researcher then provided an immediate assessment (LAISEG).

Table 1

Student Development in Responding to Classroom Learning

No	Sebelum Perlakuan	Pertemuan I	Pertemuan II
	Minat		
1	Minat dapat diartikan sebagai ketertarikan terhadap sesuatu dalam lingkungan individu, peristiwa, atau topik yang menekankan pada unsur kesenangan hidup, antara lain adalah *fashion*, makanan, benda-benda mewah, tempat berkumpul, dan selalu ingin menjadi pusat perhatian	Pada layanan pertamasiswa memiliki kecenderungan untuk berperilaku hedonisme sudah berkurang ini dapat dilihat dari jarangnya nongkrong dengan teman-temannya di cafe dan tidak lagi membeli barang-barang branded dan biasa menyesuaikan diri dengan keadaan orang tua.	Pada layanan kedua siswa sudah mampu menghindari diri untuk berperilaku hedonisme sudah berkurang ini dapat dilihat dari jarangnya nongkrong dengan teman-temannya di cafe dan tidak lagi membeli barang-barang branded dan biasa menyesuaikan diri dengan keadaan orang tua.
	Aktivitas		
2	Aktivitas yang dimaksud adalah cara individu menggunakan waktunya yang berwujud tindakan nyata yang dapat dilihat, misalnya lebih banyak menghabiskan waktu di luar rumah, lebih banyak membeli barang-barang yang kurang diperlukan, pergi ke pusat per belanjaan dan *cafe*	Siswa sudah memiliki pemahaman untuk tidak lagi menghabiskan waktu di luar rumah, lebih banyak membeli barang-barang yang kurang diperlukan, pergi ke pusat per belanjaan dan *cafe*.	Siswa sudah mampu menahan diri untuk tidak lagi menghabiskan waktu di luar rumah, lebih banyak membeli barang-barang yang kurang diperlukan, pergi ke pusat per belanjaan dan *cafe*
	Opini		

3	Opini adalah pendapat seseorang yang diberikan dalam merespon situasi ketika muncul pernyataan-pernyataan atau tentang isu-isu sosial dan produk-produk yang berkaitan dengan hidup.	Siswa sudah mulai memiliki regulasi diri agar bisa menahan keinginan untuk merespon situasi ketika muncul pernyataan-pernyataan atau tentang isu-isu sosial dan produk-produk yang berkaitan dengan hidup	Siswa mulai menyesuaikan kondisi dan situasi ketika muncul pernyataan-pernyataan atau tentang isu-isu sosial dan produk-produk yang berkaitan dengan hidup

Implementation of Assertive Training Through Group Tutoring to Improve Students' Response Ability in Class VIII Learning at SMP N 2 Medang Deras.

1. Formation Stages (Beginning stage)

After forming a group, the group leader begins its activities in a predetermined place. The activity steps at this stage are:

1) Receive well and say thank you

2) Pray

3) Introduce yourself openly, explain your role as group leader and so on

4) Explain the meaning of group guidance

5) Explain the general objectives to be achieved through group counseling guidance.

6) Explain the implementation methods that will be used to achieve the goal

7) Explain the principles of group guidance (voluntariness, openness, activity, normativeness and confidentiality)

8) Display behavior and communication that contains elements of respect for other people (in this case group members), sincerity, and warm empathy

9) Introduction of group members

10) Stage I evaluation. This is carried out to anticipate the potential for disappointment or dissatisfaction among group members with the next process.

2. Transition stages (Transition stage)

The transition stage is also called the intermediate stage which is a bridge between stage I (beginning) and stage III (activity). The aim is to liberate group members from feelings or attitudes of reluctance, doubt, shame or mutual distrust in entering the next stage. The better the atmosphere of togetherness in the group, the better their active participation in assertive training activities of group guidance services. At this stage the group leader carries out:

1) Explain again how the group activities flow. This is done so that group members can understand what role they play and what they must do in providing group guidance services.

2) Questions and answers regarding members' readiness for further activities. If the group members are ready to carry out this group guidance activity, they will proceed to the activity stage, but if the group members feel they are not ready, the group leader will start over from the initial/formation stage.

3) Recognize the situation if members as a whole/part are not ready to enter the next stage and overcome this situation

4) Give examples of discussion problems that were raised and discussed in the group

3. Activity Stage (Working stage)

Stage III (activities) is the core of the group counseling process. That is why, it is recommended that counselors do not rush into this stage before the client is mentally/psychologically ready. And at this stage assertive training is also carried out. So the group leader does:

1) Allow group members to raise their problems in turn. In group guidance services this is referred to as the problem identification stage. After group members raise their problems, the group leader can understand that group members have a problem, namely a lack of ability to respond to learning.

2) Select/determine the problem to be discussed first. In this case, the group leader and group members agreed that in the first meeting they would discuss behavioral control and cognitive control and in the second meeting they would discuss controlling decisions and controlling emotions. Meanwhile, the third meeting again discussed behavioral control and cognitive control and the fourth meeting discussed controlling decisions and self-control.

3) Discussion. In this discussion activity, group members are required to practice accepting events using the values they choose and build a commitment to change for the better (in accordance with their goals in providing group guidance services).

4. Termination stage

The purpose of the closing stage is to draw out significant shared ideas, personal changes, and decisions made by members during the group counseling process. At this stage the group leader carries out:

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1) Explain that group guidance activities will end

2) Group members express their impressions and assess the progress each has achieved. Where after collecting all the impressions expressed by each group, it can be understood that each group member felt happy and happy to participate in carrying out group guidance services, some even said that in this activity they gained new insights and knowledge.

3) Discussion of follow-up activities. This means that the leader and group members agree on when the next meeting will be held.

4) Thank you. The group leader expressed his gratitude for the participation and volunteerism of the group members in carrying out this activity.

5) Pray. Before ending this activity, it ended with a prayer led directly by the group leader.

6) Farewell. In per

5. Evaluation

To determine the success of group activities, the group leader can carry out two stages of assessment, namely:

1) Immediate assessment (Laiseg), namely by paying attention to the participation and commitment of each group member in the process of carrying out their activities.

2) Long-term assessment (Laijapen), namely by paying attention to changes in the behavior of each group member after one or two weeks of group counseling activities.

Research result

The aim of the research is Assertive Training Through Group Tutoring to Increase Student Response in Learning. Class VIII SMP N 2 Medang Deras T.A 2022/2023.

The implementation of this group guidance service is carried out in accordance with the appropriate stages of group guidance services. The first implementation of the service was carried out on Tuesday, April 12 2022 with the theme of student response in learning and explaining what response activities are in learning, factors that influence students' lack of response in learning, aspects contained in response activities and how to increase response low student learning improved modestly for class VIII students. Then the second implementation of the service was carried out on Tuesday 18 April 2022 with the same

topic, namely response to learning, but the sub-theme of discussion related to the issue of how to improve students' ability to respond to learning in class.

Before the implementation of the BKP service, students did not understand what responding activities were and it was seen that student responding activities were still low, such as student problems related to the inability to respond in learning activities with characteristics such as: students were lazy to ask what lesson material they did not understand, were not active in the process. learning, tend to be silent and lazy to respond to teacher questions about the subject matter being taught, there are students who are lazy to carry out discussions during the learning process. There are students who are less serious about participating in learning in class. Furthermore, this was reinforced through interviews with guidance and counseling teachers/counselors who stated that there were several students who were afraid of making mistakes and had no self-confidence, considered themselves incapable, were afraid of being bullied and ridiculed if they made a mistake by friends in class, did not believe in their own abilities, and their ability to learn. low and there are still students who are afraid to ask questions.

However, after the implementation of BKP cycle 1 services, students have begun to understand what responding activities in learning are and students are trying to improve their ability to respond in learning which is still low. After the BKP cycle 2 service was implemented and as the BKP service progressed, students who initially had an attitude of responding to students with low levels of learning improved, they started to want to ask the teacher about material they did not understand and were able to answer questions from the teacher well. In the process of implementing BKP services, there are several obstacles that occur during the service action process, but they can be overcome well, as is known, currently in the midst of the Covid-19 pandemic, there are still some students who are still wearing masks so that students' voices are sometimes not heard clearly. However, this can be overcome by asking students to increase their voice volume to a stronger level than before.

Researchers do not only observe and implement group guidance services. Interviews with students were also conducted to deepen the analysis in this research. Interviews conducted by researchers with students related to the problem of low student learning responses. The following are details of the interview results for each student.

The first student with the initials AD said that: "At first I didn't know the importance of being active in responding to learning in class, so I chose to remain silent when asked to

respond to learning in class." So, students with the initials AD have started to be active in the learning process in class after receiving group guidance services about increasing student responses in learning.

Then the student with the initials AC said that: "At first I often didn't focus on studying and often told my friends when the teacher explained the subject matter in class, which made me less active in responding to learning. But now I understand more about my responsibilities in learning and more active when studying in class". So, students with the initials AC have started to be active in the learning process in class after receiving group guidance services about increasing student responses in learning.

Then the third student with the initials VC said that: "I'm embarrassed to ask if I don't understand the lesson material because I'm afraid of being scolded by the teacher for not listening so I prefer to be silent and ignore material that I don't understand. So, the student with the initials VC has started active and no longer embarrassed to ask the teacher about material they don't understand. in the learning process in class after receiving group guidance services about increasing student responses in learning.

The first student with the initials MB said that: "At first I didn't know the importance of being active in responding to learning in class, so I chose to remain silent when asked to respond to learning in class." So, students with the initials MB have started to be active in the learning process in class.

CONCLUSION

Based on the results of the data analysis that has been described. It can be concluded that the group guidance service in cycle 1 for students in class VIII of SMP Negeri 2 Medang Sangat went well, there were several students who showed changes in responding during learning activities, but had not yet reached the good category, in cycle 2 showed changes in attitudes that were even better in responding during learning activities to teachers and friends. Based on the results of observations and interviews conducted in cycle 1 and cycle 2, the researcher stated that group guidance services can increase student response in learning.

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