THE INFLUENCE OF GROUP COUNSELING SERVICES ON THE SELF-MANAGEMENT OF CLASS X STUDENTS AT SINAR HUSNI MEDAN HELVETIA PRIVATE HIGH SCHOOL

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Abstract

This research aims to determine: the effect of group counseling services on the self-management of class X students at Sinar Husni Medan Helvetia Private High School. This type of research is quantitative quasi-experiment (quasi-experiment) with pre-test and post-test one group design. The subjects of this research were 84 class X students at Sinar Husni High School Medan Helvetia. The sampling technique used purposive sampling. This research data was taken using a student self-management questionnaire with 25 valid and reliable question items, then the data was analyzed using the SPSS test. Pre-test data on self-management obtained an average score of 78.24. Meanwhile, post test data on self-management obtained an average score of 84.04. This means that the average score of students after receiving group counseling services is higher than before receiving group counseling services in self-management. From data analysis, it is obtained that Fcount = 51.123 with a = 0.05 and Ftable = 3.95. From these data it can be seen that Fcount > Ftable where 51.123 > 3.95. This means that the hypothesis is accepted. Group counseling services contributed 38.4% to improving self-management for class X students at Sinar Husni High School Medan Helvetia. This shows that there is an influence of providing group guidance services to overcome the self-management of class X students at Sinar Husni High School Medan Helvetia or the hypothesis can be accepted.

Keywords: group guidance services, student self-management.

INTRODUCTION

The application of self-management from character development education can reflect student responsibility and behavior and play an important role in shaping student personality to improve quality and quantity. Students' self-management makes plans to imitate someone they admire in the management of education, values, morals and ethics as an important foundation in everyday life, including formal education in secondary school educational institutions which aims to organize, plan and prepare

students to become good people. Good. This is in addition to developing the student's character because it will teach good traits, stop dangerous behavior, help with learning, emotional, and social skills.

One of the educational institutions at the senior secondary school (SMA) level is that students acquire skills that will help them succeed both in the workplace and in higher education. As a result, students' self-management needs place more emphasis on awareness management systems, behavior modification, prioritizing planning and achieving goals, individual creative solutions to problems and challenges. Apart from that, student self-management starts from the process that will be carried out and implemented to achieve a desired goal with various methods that must be attempted to facilitate the process of achieving the goal. As stated by (Danim, 2008: 2) Self-awareness or group awareness arises at the emotional level of a person's deepest conscience by paying attention to the social and psychological consequences of an action or situation. However, this action can endanger spiritual awareness which is based on the student's own intelligence abilities, resulting in an evaluation measuring student behavior.

As stated by (Hendri, 2013: 15) The aim of character education is to develop and nurture the character of the nation's children so that they grow into polite, intelligent and creative individuals so that all the knowledge they gain can be put to good use for the benefit of the entire community, so it is not only expected Students have academic abilities but also morals. A mission is needed to realize this vision because it bridges daily practice with the ideals that drive the entire educational institution movement. The potential of students who are more advanced, active and dynamic and maximize the values that differentiate between intellectual intelligence, sensory intelligence, intelligence and physical strength, as well as the ability to realize one's full potential.

To achieve the goal of producing positive changes in students, increasing noble moral values, and strengthening students through coaching and mentoring, this verse explains that having good character is important for society to form character education, build the nation's civilized life.

Beny Setyawan, Fitri Nur Mahmudah (2022) emphasized that self-management is an important part for anyone, especially students who have the determination to succeed in education. Self-management is the concept of self-management to organize and utilize everything available to achieve goals. Self-management is something that

students really want, who definitely always want to get better achievements from stage to stage. Factors that support the goal of self-management, such as getting used to kindness, certainly require getting used to carrying out daily, weekly and monthly activities. This aims for the long term so that students better understand their own condition and understand all the activities that need to be carried out.

Personal discipline issues, time issues, family dynamics, and negative social environments are some of the issues that often push students to practice self-management at school. Through education, one way to help students improve their self-management is to focus on students' weaknesses when providing group counseling services.

An educational program that carefully presents the components of the description to collect information that is assessed through students and abilities indirectly planned as a basis for assessments carried out together must assess the performance of students, daily activities, the need for students to evaluate every day, both at the beginning or the end of the planned process, as well as the implemented process. To determine whether students have mastered certain basic skills or evaluation knowledge that plays a role in determining students' strengths and weaknesses in learning, this evaluation must pay attention to the level of difficulty and the student's level of development. In addition, students should be aware of the results of student self-management in their learning.

Aziz Inmas Prasetya and Maturidi (2021:147-160) in research entitled Self-management Techniques in Group Counseling to Reduce Student Procrastination in Sorosutan Village shows a reduction in the level of academic procrastination, supported by increased student activity, student responses and situations. in implementing self-management techniques in group counseling. Thus, it can be concluded that providing self-management techniques in group counseling can be used to reduce academic procrastination in students. In implementing actions to reduce the level of academic procrastination, it will be even more optimal if it is supported by peers, parents and supervising teachers who play an active and effective role in reducing academic procrastination.

Bima Putra Pratama, et al (2020:278-284) with research on Group Counseling Effective Self-management Strategies Developing Self-Management in Student Learning stated that the process of implementing guidance and counseling services certainly uses certain theories and approaches, the behavioral approach being one of the approaches

used Guidance and counseling services have various strategies, one of which is a self-management strategy. This strategy can help students manage the right time for maximum learning activities. This research has also proven that the use of self-management strategies in handling self-management problems in student learning is able to increase students' interest and intention to improve their learning patterns to get better grades. It can be concluded that there is a significant influence of the use of self-management strategies in group counseling on self-management in learning. When students have low self-management problems in learning, the results of the grades obtained from school should not be expected to get the same high scores as students who do not have problems with self-management in learning.

METHOD

The method that will be used in this research is a quantitative approach, so the research method can be in the form of quasi experimental. The use of this quasi-experimental form is based on considerations in carrying out research naturally so that students do not feel they are being experimented on, so that the situation can provide mutual assistance towards the validity of the research.

This research was carried out at Sinar Husni Private High School, Labuhan Deli District, Deli Serdang Regency, North Sumatra. This research will be carried out in the 2023/2024 academic year. The research population was all class X students with a sample size of 84 people.

To find out whether there is a significant influence between the two samples tested with a significance level of 0.05, a sample difference test was carried out. T-test calculations were carried out using the IBM SPSS Statisctic 20 program, and the Analyze Compare Means-Independent T-Test formula was used. The results of the t test are seen in the t-test pool for equality of Means, if the sig (2-tailed) value is <0.05 then Ha is accepted and Ho is rejected.

RESULT AND DISCUSSION

The research began with a survey and asking permission from the Principal of Sinar Husni Medan Helvetia Private High School. The survey carried out was to see the physical condition of the school, the equipment of the teachers, and also the condition of the students.

After the survey was conducted, data was collected by distributing student self-management questionnaires to students. Previously, there was an explanation of how to fill out the questionnaire. After completing the questionnaire, interviews were also conducted with the class teacher and several students, to support the research data.

The correlation test results obtained have a sign value of 0.000 < 0.05 and a calculated t value of 7.150 > 2.000, which means that there is an influence between variable X and Y. In other words, there is a significant influence between the provision of group counseling services and the self-management of class X students. Sinar Husni Medan Helvetia Private High School.

Simultaneous test results show a significant value of X to Y of 0.000 < 0.05 and a calculated F value of 51.123 > F table 3.95. Matter. This means that simultaneously there is a significant influence of X on Y. Next, the coefficient of determination is used to measure the extent of the model's ability to explain variations in the dependent variable, with the following results.

Table 1. Coefficient of Determination of X against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.620ᵃ	.384	.377	4.655

a. Predictors: (Constant), Layanan Konseling Kelompok

The research results show that the R square value is 0.384 or 38.4% of the simultaneous influence of variable X on Y and the remaining 62.6% is influenced by other variables. Furthermore, the research results also show that there is a significant difference in students' self-management after being given group counseling services compared to before providing group counseling services to Sinar Husni Private High School students, with a value of tcount > ttable = 8.22 > 3.94 which shows that there is a significant difference in students' self-management after being given group counseling services and before providing group counseling services to Sinar Husni Private High School students. These results are in line with Arianto's (2017) research that group counseling carried out in class can improve students' self-management abilities in a better direction.

During the implementation of group counseling service activities carried out by researchers, it was seen that students who were moody or lacked concentration did not

participate in this game well. They are not interested in this game and are shown unable to continue the story previously told by their friend next door.

Meanwhile, other students can follow well and even students who cannot follow become research material so that students can provide motivation to friends who cannot. In conditions like this, researchers tried to ask students who couldn't, what difficulties they experienced so they couldn't take part in this game. The results achieved show that each participant is willing to help friends who are experiencing difficulties in learning and tries to play an active role in group guidance activities.

CONCLUSION

The results of the data analysis obtained in this research were that the self-management pre-test data obtained an average score of 78.24. Meanwhile, the self-management post test data obtained an average score of 84.04. This means that the average score of students after receiving group counseling services is higher than before receiving group counseling services. From data analysis, it is obtained that Fcount = 51.123 with a = 0.05 and Ftable = 3.95. From these data it can be seen that Fcount > Ftable where 51.123 > 3.95. This means that the hypothesis is accepted. Group counseling services contributed 38.4% to improving self-management for class X students at Sinar Husni High School Medan Helvetia. This shows the influence of group counseling services on the self-management of class X students at Sinar Husni Medan Helvetia Private High School or the hypothesis can be accepted.

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