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Effectiveness Guidance Board to Increase Students' Understanding of Self-Development Materials: Innovation in Guidance and Counseling Media

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Abstract:

This study aims to develop a media guidance board to increase understanding of self-development in Madrasah Tsanawiyah (MTs) students. Self-development is a need for MTs students who need to be facilitated through guidance and counseling services. The type of research used is Research and Development (R&D) with a 4D model (Design, Define, Development, and Dissemination). This research produces a guidance board that has been through a media and material expert validation test, as well as an effective test with the pretest-posttest one group design experimental method. The media expert validation score is 23 or in the good category, while the score from the material expert validation is 26 or in the very good category. Meanwhile, the results of the effectiveness test on grade VII A students at MTs N 5 Gunungkidul showed an increase in student understanding of 1.46 points. Thus, the guidance board is stated as a feasible and effective product to increase the understanding of self-development material in MTs students.

Keywords: Guidance, counseling, guidance board, self-development

1. Introduction

Self-development is one of the strategic issues in the world of education that is starting to become an orientation. Self-development is defined as an activity that provides a vehicle for the formation of character and personality as well as determining the future direction of students (Nurbowo & Slamet, 2011: 145). The purpose of self-development activities is to provide opportunities for students to develop themselves according to their needs, potential, talents, interests, conditions, and development of students by paying attention to school conditions (Susanto, 2018: 69). Self-development activities can be done through extracurricular, training, guidance, and so on.

One of the characteristics of the developmental task of students at the Madrasah Tsanawiyah (MTs) level is recognizing abilities, talents, interests, and directions for career development and appreciation of the arts (Kemendikbud, 2016). In true students there are unique potentials, talents and interests. The uniqueness of students holds hidden greatness and needs to be explored to be further developed and glorified (Level, 2020: 2). Gifted children need to be developed and matured with all their abilities, so that their abilities can be a tool for achieving achievements and a bright future (Yumnah, 2016: 33). In its demands, MTs students should be able to understand their potential and know how to develop it.

However, this is not the case. Based on the results of observations and interviews conducted by researchers with students at MTs Negeri 5 Gunungkidul, DIY, it was found that there were still many students who did not recognize their own talents and interests, so they were confused when asked to choose extracurricular activities. Most of the students only followed the choice of their close friends while they did not enjoy their choice. There are only a small number of students who have understood their talents and interests and can develop them through extracurricular activities and other activities in their home environment. Therefore, a breakthrough is needed to improve the understanding and development of students' self-potential, namely with various self-development strategies.

Guidance and counseling as an integral part of education have an important role in self-development efforts. BK teachers act as integrators, namely- understanding the potential of students that can be developed optimally and developing a program that can accommodate this. (Kulsum, 2013: 71). Students' self-development can be started by designing programs to optimize the three pillars of education, namely- teachers, parents, and students (Damanik, 2019: 42). In the context of comprehensive guidance and counseling, a program is structured with specific planning, distribution and coordination for guidance and counseling activities based on the needs of students, schools and communities (Gysbers

& Handerson, 2012: 62). The program is structured based on the characteristics and needs of students to maximize their potential.

Guidance and counseling services can be done directly or with the help of the media. Media helps counselors present information more attractive, receive information/complaints/assistance needs more quickly and reach more students/counselees. Therefore, there is one activity called media information management. Namely, information delivery activities aimed at opening and broadening the knowledge of students/counselees about various things that are useful in personal, social, learning, and career development, which are provided indirectly through print or electronic media (Kemendikbud, 2014: 21). One form of information media is a guidance board which is included in the basic service strategy that is commonly used to provide information regularly for students.

2. Literatur Review

Self-development has a fairly broad meaning. Self-development can be interpreted as a process carried out by humans to shape and develop their potential using education, building social networks and life experiences (Aminullah & Ali in Permana & Arif, 2021). Activities can be carried out with exercises to improve and develop the abilities they already have through physical activity supported by professional teachers (Arisman & Okilanda in Permana & Arif, 2021).

In the school context, self-development is an activity that provides a vehicle for the formation of character and personality as well as determining the future direction of students (Nurbowo & Slamet, 2011: 145). While the purpose of self-development is to provide opportunities for students to develop themselves according to their needs, potential, talents, interests, conditions, and development of students by paying attention to school conditions (Susanto, 2018: 69). Self-development activities can be done through extracurricular, training, guidance, and so on.

Meanwhile, the guidance board is a form of information media commonly used in guidance and counseling services. Guidance boards are defined as facilities and infrastructure to provide information and carry out interactive communication through writing or that facilitate the personal, social, learning and career development of students/counselees (Kemendikbud, 2016: 71). The development of the guidance board itself is intended to provide an understanding of oneself which is obtained from current, systematic, artistic, and humorous information from the guidance board provided by the supervising teacher, without students having to struggle to find this information (Sukardi, 2008: 108). The information available is school regulations, guidance on how to study well (in writing), the continuation of studies, and so on. This information can be pasted on the guidance board alternately and replaced periodically (Luxman, 2020: 35).

3. Methodology

This research is an experimental study with a pre-experimental design to determine the effect of the guidance board media on students' understanding of self-development material. The guidance board in question is the result of this research and development, containing material on motivation, tips and ways of self-development and role models for successful students in self-development. The product has been expertly validated with material content quality of 26 points or **very good** and display/design quality of 23 points or **good**. The research design used was a one-group pre-test and post-test design, namely by measuring the level of understanding before and after treatment. The tool used is in the form of multiple-choice comprehension test questions. This design was chosen because the results of the treatment can be known more accurately because it can compare the conditions before and after treatment.

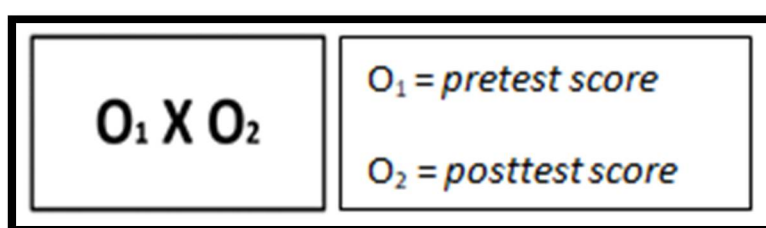


Figure 1: One-Group Pretest-Posttest Design

The subjects in the research were a group of class VII A students at MTs Negeri 5 Gunungkidul, Daerah Istimewa Yogyakarta (DIY), Indonesia. The group consisted of 22 students with 11 male students and 11 female students. This research, which was conducted in October-December 2019, used a test-type data collection technique that had been validated by *expert* judgment and the Cronbach alpha reliability test. Before treatment, students were asked to fill out the test. The type of test used is M.C.Q with 4 answer choices. Furthermore, students were invited to observe, read and understand the self-development material on the guidance board. And then, they were asked to fill out the test again. Meanwhile, the research data analysis was carried out descriptively by calculating the number and score of correct answers and then looking at the pretest-posttest gain score. If there is any additional score, it means that the student's understanding of self-development can be increased through a guidance board.

4. Result and Discussion

The results from this research of the pre-test show the average level of students' understanding of self-development material before being given treatment, while the results of the post-test showed the average level of understanding after being given treatment. A comparison of pre-test and post-test results will show the effect of

treatment on students' level of understanding. The tabulation of the comparison of pre-test and post-test scores can be seen in table 1 and graphic 1 below.

From the tables and graphs, we can see that the average understanding of students before being given treatment was 7.18 or in the medium category. While the average understanding of students after being given treatment is 8.64 or in the high category. From these results, it can be determined the effect by subtracting the post-test results from the pre-test results, which are $8.64 - 7.18$, so that the results show that the average student understanding increases by 1.46. In other words, there was an increase in students' understanding scores about self-development material.

Subject's Number	Subject's Name	Total Score	
		Pretest Score	Posttest Score
1	A	6	9
2	B	7	9
3	C	8	9
4	D	7	9
5	E	8	9
6	F	8	8
7	G	8	9
8	H	6	8
9	I	8	9
10	J	7	9
11	K	7	8
12	L	8	9
13	M	7	10
14	N	7	7
15	O	7	10
16	P	7	7
17	Q	6	6
18	R	5	7
19	S	8	10
20	T	9	9
21	U	7	10
22	V	7	9
Total		158	190
Average		7,18	8,64
Category		Medium	High

Table 1: Pretest and Posttest Score

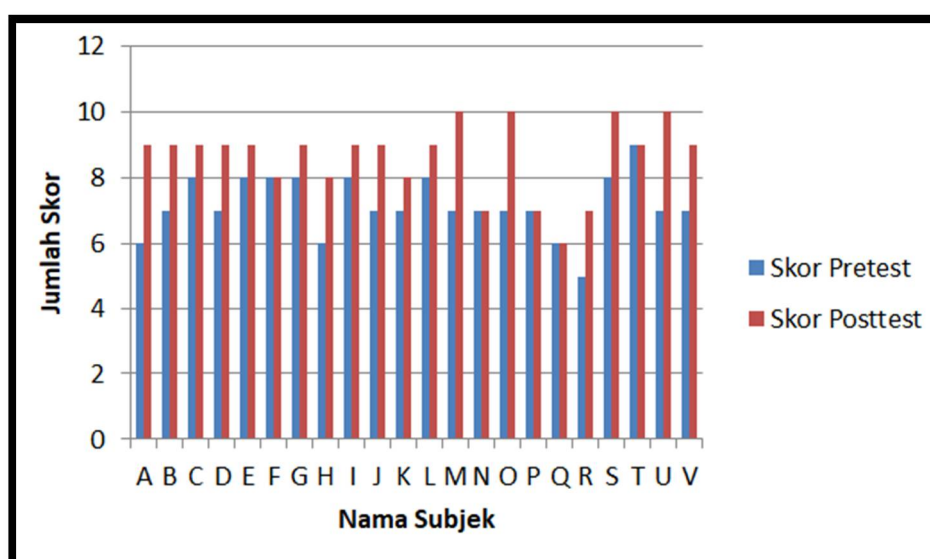


Figure 2: The Comparison of Pre-test Score and Post-test Score

Self-development is a student's need because self-development is the main goal of education in Indonesia. This has been explained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Based on the results of the study, it was known that students' understanding of self-development before being given the guidance board media was in the medium category. This is an indication that students' understanding of self-development is not optimal and needs to be improved. Improvement efforts are made by providing media-based guidance and counseling services. In this case, the media guidance board has been used. This media was chosen because it is considered potential in providing information to students. This is because the guidance board is a means and infrastructure to provide information and carry out interactive communication with students (Kemendikbud, 2016: 71). The guidance board can provide all information that is considered necessary to guidance activities (Luxman, 2020: 34). Previously, it was explained that the procurement of guidance boards is one aspect of activities to realize guidance and counseling services in schools (Walgito in Luxman, 2020: 34).

The information presented in the guidance board in this study includes the notion, methods and examples of self-development. Guidance boards are designed using a graphic design application and digitally printed and then installed in an open place and easily accessible by students. Self-development can be enhanced by a physical activity supported by professional teachers (Arisman & Okilanda in Permana & Arif, 2021). For this reason, in this study, the counseling teacher invites students to do physical activities in the form of observing, reading and understanding every information material contained on the guidance board. During the activity, the BK teacher accompanies, motivates and provides certain reinforcements if needed.

After being given the guidance board, there was an increase in the score of students' understanding level, namely from the medium category to the high category. This indicates that there is an effect of the guidance board on students' understanding of self-development, where there is an increase in student understanding. This finding seems to prove the cone theory of experience initiated by Edgar Dale (1946), where the more concrete the learning media, the higher the percentage of messages received by students. Guidance boards are one form of concrete media, where students can touch, feel, see and read directly with their senses so that cognitive processes will occur in students and bring up an understanding of information. The findings in this study are also relevant to previous research that the guidance board affects on students' understanding of a material or information, such as career guidance material (Andriani, 2019: 76; Luxman, 2020: 36), sex education (Ariningsih, 2016: 716).

5. Summary

The results showed that the guidance board influenced on students' understanding. Analysis was carried out on changes in pre-test and post-test scores. Where the results of the analysis show that students' understanding scores increase at the time of the *posttest* or after being given a guidance board. Thus, it can be concluded that the use of guidance boards has proven to be effective in increasing the understanding of MTs students' self-development material. So, the guidance board can be one innovation in guidance and counseling media.

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