Group Guidance Service Model with Sociodrama Method to Improve the Character of Mutual Cooperation at SMK Negeri 1 Bumijawa

Chaerudin Abdul Fathir[1], Sitti Hartinah[2], Hanung Sudibyo[3]
{chaerudinabdulfathir@gmail.com}

Magister of Pedagogy, Universitas Pancasakti Tegal, Indonesia

Abstract. This study aims to (1) analyze the characteristics of the student mutual cooperation at SMKN 1 Bumijawa Tegal, (2) find out which questions were detected with DIF (3) analyze the confidence plot on the test items for the end of the 2020/2021 school year assessment test. at MAN Tegal City. The population in this study were all students of MAN Tegal City. As for the sample, all the answer sheets of students who took the final assessment test for the 2020/2021 school year on physics subjects consisted of 337 answer sheets. Data collection is by using the documentation method. The analysis technique uses Rasch modeling with Wald test. From the results of this study, it was concluded that (1) there were characteristics in the form of differences in the level of difficulty of the final assessment items for the 2020/2021 school year in physics subjects tested on class XI students at MAN Tegal City, (2) the results of the DIF detection analysis using the Wald test. shows empirical facts that in the final assessment test kit for the 2020/2021 school year physics class XI at MAN Tegal City there are no questions containing DIF, (3) the confidence plot can be used properly on the test kit.

Keywords: Year-end assessment, Wald test, Rasch model, confidence plot

1 Introduction

Vocational High School of 01 Bumijawa, Tegal Regency is one of the vocational secondary schools (SMK) that uses the 2013 curriculum, which has been revised every year, and specifically for 10th grades it has used an independent curriculum according to government recommendations. An educational institution has learning objectives that must be achieved, It aims to carried out and achieve the goals of the 2013 curriculum and independent curriculum or to find out the success of the learning process is one of them by using evaluation. In terms of assessing the students' attitudes an evaluation of the social and spiritual attitudes is carried out. From this evaluation, it can be known to what extent the learning objectives can be achieved. Learning is part of the teaching and learning process in a social interaction in order to achieve predetermined learning goals. Measuring the achievement of learning outcomes can be through daily assessments, assignments, midterm assessments, end-of-semester assessments, and year-end assessments. For some students who get a low unlucky attitude score, a guidance service is needed. One of the services in counselling guidance is group guidance counselling. The group guidance counselling, the leader is the counselling teacher, and the member are the students who have had a deal before. The deal is understood and agree with several aspect such as secret, openness, and how long the activity is.

Counseling activity is one of the counseling teacher agendas' regarding the semester activity plan in Vocational High School of 01 Bumijawa, Tegal. It aims to evaluate the result

of students' study in one semester, especially in an even semester. Otherwise, the service of counselling group is the dynamic of group that was running under counsellor to maximize the counselling process through the group.

A high-motivation group guidance service can operate well, and fellow members can trust each other. The chemistry in the group will be good when each member can consider his fellow members to be friends in the true sense, accept well, and sacrifice for the group to keep it going [1] Experts mention that five things in group dynamics must be considered to assess whether the group is in a good state: 1) interconnected with dynamic. 2) have a common goal. 3) the relationship between a large number of group members and the nature of group activities. 4) being able to behave towards others. 5) Being independent, not dependent on others [1]. The technique that can be used in the Group service is the socio-drama technique. In the method of socio drama student is invited to play a role according to the problem he is experiencing. Sosiodrama is a role-playing technique. As the name implies, this socio-drama technique is used to solve social pissues Students will be given a role with the story that has been prepared. After being played, there will be a discussion about the cast and accuracy in solving the problem of the story that has been played.

Sociodrama activities requiries students must understand what will be spoken using language that can be understood by their peers. According to previous study the steps in the implementation of sociodrama include: Determining the problem to be played, Shaping the situation, Shaping the character, Directing the game, Understanding the role, Role playing, Stopping the game, Discussing or analyzing the game.

Gotong Royong (Mutual Cooperation) is a form of cooperation that is social activity to be carried out jointly in the school environment and the community to achieve certain goals. It can be concluded that mutual cooperation activities carried out jointly can achieve the same goal. Mutual cooperation is a behavior that is often carried out by manual in achieving goals that have been agreed upon amicably. The process of character building in school refers to individual social attitudes as well as their own formation which is one of the initial processes in the social aspect.

Type of Mutual Behaviours

Character building is significant to be implemented in a nation's morale crisis that is increasingly worrying. This activity aims to build concern for students for the environment and the cultivation of cooperation attitudes as a form of character cultivation in the school, family, and community environment. Other forms of mutual aid behavior:

1). Class Picket

Class picket is one of the student's collaborative activities to clean up their classroom. The cultivation of cooperation characters is carried out every day in class thus, students still value mutual cooperation characters from an early age.

2). Clean Friday

Clean Friday is one of the cooperation activities carried out at school environment. The purpose of the clean Friday activity is to keep the school clean so it is maintained and protected from disease. It aims to create a comfortable zone during school activities. Clean Friday activities are devotional work to clean the environment around the school,

all students in the school also carry out this habituation, each student has a task to clean up the toilet, and bathroom together alternately according to others, clean the school garden such as lifting and extending chain paving. The goal is for students to have a mutual cooperation character attitude and a high social attitude to the environment or schoolmates.

3). Group Tasks

Group tasks are mutual behaviour carried out jointly and have been determined in advance. Usually, each group and group member have the same rights and obligations, such as hearing their opinions and respecting each other's views. Group assignments are done together to solve an existing problem; deliberation and discussion of class lessons are also always planted during the learning process, thus in the classroom, students can socialize well.

Teacher strategies in maintaining and improving the character of mutual cooperation

1) The substance of learning

In maintaining the character of mutual cooperation, students still use the substance to meet the competency standards set as the core, principal, and content in the learning context. For example, by giving direct examples in class and children will better understand the existence of theory and practice directly in the application of mutual cooperation. The substance of learning used in the application of mutual coopertation behavior to children such as giving example tasks to children in daily life, division of cast tasks, preparing classrooms for learning etc.

2) Give awards

An award is given to individuals if they carry out competencies in a certain field. The purpose of the award is to motivate students to be productive in doing a job that has been done. Implementing mutual cooperation behavior requires rewards in the form of encouragement or praise, words of praise and encouragement will encourage students to implement mutual aid behavior. Through reward, children will easily instill mutual aid behavior at an early age. So that students become accustomed to habituation in the cultivation of mutual aid attitudes. In his opinion, it concluded that in schools in this case teachers have a duty to instill an attitude of mutual cooperation in students, one of which is through the role of teachers, in instilling an attitude of mutual cooperation of students and exemplary in carrying out activities in class or outside the classroom so that students can apply it in everyday life. The role of teachers is the main focus to realize education in accordance with national education goals. Through the role of the teacher, it is hoped that students will be able to apply responsibilities in their lives in the future. Then it was concluded that character cultivation in schools has several strategies (1), problem-based learning, (2) cooperative learning, (3) project-based learning, (4) service learning, (5) work-based learning. The findings in accordance with them concluded that the value of cooperation, students will be given assignments in groups during thematic learning. Group work in thematic learning is a form of instillation of mutual cooperation characters in students. Through cultivating the value of mutual aid character in

children in small things, it can be through a program to make a schedule or habituation every day. The teacher should daily draw up a schedule of character education or habituation carried out by students. Such as habituation to help parents at home, habituation to clean life, worship, and cleaning mutual cooperation at home. At first, students who are not used to it will find it difficult to get used to it. However, by providing understanding and direction, students will get used to doing this problem.

The attitude of mutual cooperation in students is a character that needs to be instilled and applied in the school environment. Cultivating mutual cooperation attitudes in the school environment can create positive values for children. Students' tolerance of mutual aid attitudes can instill multiculturalism in the school environment. The attitude of multiculturalism that is possessed in students is essential for students as a form of upholding the value of tolerance.

Broadly speaking, mutual cooperation behavior will be achieved if it is carried out through habituation. Through this process, it is hoped that students can apply mutual aid behaviors implemented in the school environment well. Because high mutual aid is a form of character value owned by students. In addition, mutual aid attitudes become the main basis in reducing individualist or apathetic attitudes. Through a high caring attitude, it will have a positive impact on yourself, your family, your community, your school environment, and the nation. Because the good character of the nation is seen from the high concern, and tolerance that every community has. Schools are a place for the process of the nation's children to develop an attitude of high tolerance. Hopefully, this discussion can be realized well even through simple activities, namely the strengthening of mutual aid behavior.

The problem of low levels of mutual cooperation for students must always be considered. In this case, group guidance sociodrama techniques are used to make student mutual aid increase, done by making learning using the theosiodrama technique, so that mutual cooperation students increase and can work well together to achieve their goals.

Based on the description above, the researcher intends to conduct an analysis of the group guidance service model, describe the sociodrama method, and describe the character of mutual aid di SMK Negeri 1 Bumijawa.

2. Method

In this study, [2] explained that the type of research used was Research and Development. Research and development is research used to produce a particular product, and test its effectiveness of that product. Furthermore, in terms of Nana Syaodih Sukmadinata (2013: 164), explaining research and development is a process or steps to develop a new product or perfect an existing product, which can be accounted for. It can be concluded that research and development is a type of research that produces products in the form of software such as computer programs, as well as hardware such as books, and modules. Meanwhile, we will try to go to the field to fix a certain system to make the results even better.

R&D is used due to the researcher wants to develop a learning product as a Sociodrama Script. This type of research and development is considered suitable for use to assist researchers in developing Sociodrama Manuscripts with group guidance services for class XII TKR 4 students and used to test the effectiveness of these products in improving their mutual aid attitudes.

The research approach combines qualitative and quantitative approaches. The research approach that seeks to combine the two research approaches mentioned above is the research and development approach. Namely to be able to produce certain products, research that is a needs analysis (survey or qualitative methods are used) and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (experimental / quantitative methods are used). In addition, when collect the data, it is more qualitative. Meanwhile, at the test stage of product effectiveness, an experimental /quantitative method is carried out. Thus approach is used by researchers because according to the needs of looking for Group model guidance conseuling with the appropriate technique sosio-drama to improve the attitude of mutual cooperation.

In a study, a person must focus on the object under study, and everything related to the object of study is a research variable. Variables in research include: Independent Variable (X): is a variable that can affect other variables, namely bound variables and Dependent Variable (Y): is a bound variable that is affected by a free variable. In this study, the free variables were model group guidance (X1) and technic sociodrama (X2). Then the bound variable is mutual cooperation(Y).

The location of this study is at SMK Negeri 1 Bumijawa which is addressed Jalan Wredameta no 379 Bumijawa District, Tegal Regency. This research was carried out from June 2022 to December 2022.

The population, according to [3] is "A generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions". Thus the population is not only people but also objects and other objects of nature. The population in the study had the following characteristics: Respondents were students of SMK Negeri 1 Bumijawa, respondents were students of class XI TKRO 4, respondents aged 15-17 years, had an attitude of mutual cooperation low judging from the psychological test data. From these criteria, and psychological test data shows that the class that has a low mutual cooperation attitude is class XI TKRO 4, so the population taken is students of SMK Negeri 1 Bumijawa class XI TKRO 4 academic years 2021/2022, with a total of 15 children, aged 15-17 years, with psychological test data showing a relatively low and very low level of attitude of mutual cooperation.

[4] says that "if the subject is less than a hundred, it is better to take all so that the research is a population. The existence of this sample is because researchers are unable to study the entire population if it is too much. In determining the sample, there is a technique in its taking called sampling. Therefore, this research researchers use Non-probability sampling with the Purposive Sampling technique, namely sampling according to the needs and objectives of the researcher or meeting population [5] So that the sample taken must be able to represent it. i.e. students aged 15-17 years and being in class XI TKRO 4 with a population of 15 students, Researchers took the entire population number as less than 100. So to make it easier to give treatment, researchers will take samples of the 7 lowest levels of students based on the results of the pre-test questionnaire.

Hypothesis Result

Hypothesis can be interpreted in the form of an answer that is only temporary in nature of a problem under study and can be proven through the data that has been collected. "Hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems has been expressed in the form of question sentences" [5] It is said to be provisional because the answers given are based on relevant theories, not yet based on the facts obtained. Departing from the framework of thinking above, the hypotheses proposed in this study are:

1. Ha: This Group Guidance Service Model With Sociodrama Method is effective for Improving the Character of Mutual Cooperation at SMK Negeri 1 Bumijawa.
2. Ho: This Model of Group Guidance Services With Sociodrama Method is not effective for improving the character of mutual cooperation in SMK Negeri 1 Bumijawa.

The tendency of this hypothesis according to exposure from the background will be more towards "The Group Guidance Service Model With the Sociodrama Method is effective for Improving the Character of Mutual Cooperation in SMK Negeri 1 Bumijawa".

References

[1] Prayitno P. Layanan Bimbingan Kelompok dan Konseling Kelompok. 2017.
[2] Sugiyono S. Metode Penelitian Kuantitatif Kualitatif dan R&D. Alfabeta; 2013.
[3] Sugiyono. Metode Penelitian dan Pengembangan Research and Development. Cetakan ke. Bandung: Alfabeta; 2019.
[4] Arikunto S. Dasar-Dasar Evaluasi Pendidikan. Jakarta: Rineka Cipta; 2016.
[5] Sugiyono. Metode Penelitian. Bandung: Penerbit Alfabeta; 2016.
[6] Miles M, Huberman A. Qualitative data analysis: An expanded sourcebook. 1994.