Group Counseling with Assertive Exercise Techniques to Improve the Manners of Junior High School Students

Novi Andriati
IKIP-PGRI Pontianak
Novieandriaty@yahoo.co.id

Abstract

This study aims to obtain objective information about: 1) Aspects of manners of junior high school students, 2) Implementation of group counseling with assertive exercise techniques to improve student manners. This research uses a descriptive type of research, with the form of this research being PTBK (guidance and counseling action research). The subjects of the study amounted to 15 students of grade VII junior high school. The data collection techniques used in this study are direct communication and indirect communication. The data collection tools used are interview guides and psychological scales. The results of the study: aspects of student manners are that manners with parents, teachers and peers are good with a percentage of 72.40% of the implementation of group counseling consisting of two cycles with the stages of formation, transition, activity and termination

Keywords: group counseling, assertive practice, manners.

INTRODUCTION

Sopan politeness is a behavior that respects others through communication using language that does not belittle or demean others. As for manners according to Liliek, S (2017) manners are life regulations that arise from the results of the association of a group of humans in society and are considered as daily social demands in that society. Manners is a Javanese term that can be interpreted as the behavior of someone who upholds the values of respect, respect, and noble character.

Manners can be considered an unwritten norm that governs how we should behave or behave. Polite behavior is an important element in everyone's daily social life, because by showing a polite attitude, a person can be appreciated and liked by his existence as a social being wherever he is. In social life between fellow human beings certainly have norms in carrying out relationships with others, in this case manners can provide many benefits or good influences on oneself and others. When viewed from the origin of the word, manners means the rules of life that arise from the results of the association of a group of human beings in society and are considered as the daily social demands of the community.

Intan, K (2016) manners is a Javanese term which is interpreted as the behavior of a person who upholds the values of respect, respect, not being arrogant and having a noble character. Based on the description that has been stated above, it can be concluded that politeness is behavior that upholds the value of respect arising from the results of the association of a group of people. Manners according to Antoro (2010) is abehavior that upholds the values of respect, respect, not being arrogant and noble in character. The embodiment of this attitude of manners is a behavior that respects others through communication that uses language that does not belittle or demean others. Manners in general are the rules of life arising from the results of association in a social group. Norms of decency are relative, meaning that what is considered a norm of decency will vary in different places, environments, and times. According to Indonesian dictionary, polite means unorthodox respect in an orderly manner according to a good adab. While the manners are subtle and kind (the language, the mannerisms). If the two sentences are combined, then manners are knowledge related to respect through attitude, deed or behavior.

Zuriah (2012) manners are attitudes and behaviors that are orderly in accordance with customs or norms that apply in society. In general, the norms of decency are not always the same in every region but universally the norms of decency have something in common,
for example respecting older people, not saying dirty and rude, and wearing neat and closed clothes. Manners behavior is a rule of life that arises from the association of a group of human beings in society and is considered a daily social demand of that society. Manners is a Javanese term that can be interpreted as someone's behavior that can uphold the values of respect, respect, and noble character. Manners can be regarded as an unwritten notch that governs how we should behave or behave.

Socializing between fellow human beings certainly has norms in carrying out relationships with others, in this case good manners can provide many benefits and a good influence on oneself and others. If examined from the origin of the word manners, it means the rules of life that arise from the results of the association of a group of people in society and are considered as the daily social demands of the community.

Based on the results of observations to BK teachers at Pontianak City Junior High School, the implementation of group counseling still experiences many obstacles and obstacles. The stages of group guidance services are still general in nature not yet devoted to dealing with student manners. The factual condition of the implementation of group counseling in schools obtained results is still incidental. This means that the implementation is not routinely carried out by BK Teachers. These results can be concluded that the implementation of services carried out in schools is still constrained by several obstacles, including the facilities and infrastructure used. In addition, there are several obstacles during group activities, especially at the stage of preparation and implementation of group counseling activities, including analysis of participants in the group and identification of problems that will be used as topics in the group.

The research conducted at SMP Negeri 17 Class VII Pontianak on student manners are relatively low, especially in personal problems and social life. The cause of this factor, due to the lack of optimal development of student manners, so that BK teachers at SMP Negeri 17 said that students' manners are now lower than those of ancient students, this is evidenced by the symptoms of student behavior shown in the school environment, such as students violating school rules, when asked by the teacher they answer disrespectfully, going in and out without permission, less appreciative of the teacher in the class, some of the learners sitting on the table. Research (Rama & Sultani, 2019) said that after testing with wilcoxon tests, it was proven that the guidance of the sociodrama technique group could improve social ethics in grade VII students at SMP Negeri 2 Martapura. Research (Yusuf & Syahraini, 2016) said that the ethics of associating Islamic between Madrasah Aliyah (MA) students in Jabal Nur Islamic Boarding School, Kandis District, Siak Regency, it can be concluded that the Ethics of Islamic Association of Santri Madrasah Aliyah (MA) in Jabal Nur Islamic Boarding School, Kandis District, Siak Regency, 84.35% or is in the range of 81-100% describing the "good" category.

Kartilah, (2017) said that "the use of the Snowball Throwing Game technique can foster students' interest in carrying out information service activities on how to socialize healthily for students. Finally, with high activity, creativity, concentration and enthusiasm, it can affect the understanding of students to participate in the implementation of classical guidance". Nanda, E., Steffina, I., & Usvah, I (2019) stated that counseling guidance services affect the social ethics of grade V students of SD Negeri 1 Kebumen. Counseling guidance services provided by the homeroom teacher include tutoring, personal guidance, and ideal guidance, so that the results of filling out questionnaires and interviews at the homeroom teacher of class V are obtained which show that students have a high level of politeness, empathy, atmosphere and place, honesty, order and discipline Filling in questionnaires in students reaches an average percentage of 84-100%.

Novita, A., Husen,. &Martunis (2016) said that from the analysis of the data, the average result of the pre-test score was 20.63% while the average post-test score was 28.06%, meaning that overall student social ethics increased by 7.43%. Based on the wilcoxon test, a calculated Z value of 2.80 > Z table 1.59 was obtained. Therefore, the hypothesis is accepted, with the introduction of group guidance services can improve student social ethics. Agus, S., Noer, F., & Azizah, A (2020) said that the provision of group counseling in increasing the self-confidence of students in MTs Al Ma'arif Wuluhani
is true as evidenced by the large percentage of students' self-confidence before being given action of 43%, after being given action through two large cycles the percentage has increased to 74% of the student's self-confidence level from 23 students.

METHOD

This research uses a descriptive method with the form of research is guidance and counseling action research (PTBK). PTBK is a form of research conducted by guidance and counseling teachers to solve the problems of a group of students by taking action in the form of cycles that must be applied in order to improve guidance and counseling services. The implementation is that researchers collaborate or collaborate with guidance and counseling teachers. The subjects of the study were 15 class VII students at SMP 17 Pontianak Jalan Tabrani Ahmad Pontianak Barat. The data collection techniques used in this study are (1) Direct communication techniques, and (2) Indirect communication techniques. Meanwhile, the data collection tools are (1) Interview guide and (2) Psychological Scale.

Ptbk procedures and plans consist of several cycles, starting from planning, action, observation and reflection. An overview of the process of the cycle of execution of actions can be seen in figure 1.

Figure 1. Cycle of Implementation of Guidance and Counseling Actions
RESULTS AND DISCUSSION

Result

1. Student Manners

The aspects of student manners can be seen in table 1.

<table>
<thead>
<tr>
<th>Variables and aspects</th>
<th>Actual Score</th>
<th>Ideal Maximum Score</th>
<th>%</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manners of getting along with parents</td>
<td>613</td>
<td>765</td>
<td>64%</td>
<td>Enough</td>
</tr>
<tr>
<td>Manners of getting along with the teacher</td>
<td>598</td>
<td>705</td>
<td>60%</td>
<td>Enough</td>
</tr>
<tr>
<td>Manners of getting along with peers</td>
<td>601</td>
<td>715</td>
<td>61%</td>
<td>Enough</td>
</tr>
<tr>
<td>Sum</td>
<td>1814</td>
<td>2185</td>
<td>61.70%</td>
<td>Enough</td>
</tr>
</tbody>
</table>

Based on the table above, student manners obtained an actual score (f) of 1814 and an ideal maximum score (N) of 2185. The percentage obtained is 61.70% and falling into the percentage range of 45%-65% means that it belongs to the category of "Enough". Thus the results of the data processing show that student manners still need guidance and counseling from the teacher, the symptoms that exist students still do not greet the teacher when meeting, do not give greetings and do not say thank you if assisted by their friends. In the aspect of manners with parents obtaining an actual score of 615 and an ideal score of 765 with a percentage of 64%, this is included in the kategori "enough". On the aspect of manners of getting along with teachers the actual score is 598 and the ideal score is 705 with a percentage of 60%, the manners of getting along with peers the actual score is 601 and the ideal score is 715 with a percentage of 61%.

2. Implementation of Group Counseling with Assertive Exercise Techniques

The implementation of group counseling services is carried out through four activities such as:

a. Stages of formation

Preparing the facilities and facilities needed when conducting group counseling using practice techniques as teachers and students, counselors prepare a room that is as comfortable as possible as the atmosphere at home. The counselor prepares members who play as teachers and students, as well as the attributes that will be used in role-playing. Thus the counselor can arrange an interesting game atmosphere to be carried out.

b. Transition stage

At this stage the group leader can ask about the readiness of group members to start group counseling activities with assertive exercise techniques in practicing how to speak and behave towards parents and teachers. The counselor ensures by asking the group members directly whether the atmosphere and situation of the group counseling has made the members feel comfortable or not, so that the members can be really ready to carry out the activities at the next stage.

c. Stages of activity

The group leader expresses the topic (regarding how to communicate well and correctly) then discusses it in depth according to the original purpose of the activity. In addition, the counselor as the leader of the group must also manage the course of the activity process. Counselors still maintain the atmosphere and situation of the group to remain comfortable according to the wishes of the group members. Members who play the role of pupils wear their school attire and supplies. Those who act as teachers begin to carry out their duties as teachers by
teaching how to be polite to others, there is a question and answer between students and teachers, so that group dynamics are intertwined in this activity.

d. **Termination stage**

Summing up the results of group counseling activities, questioning and answering about good socializing practices in accordance with the norms prevailing at school and at home, as well as expressing and asking impressions after participating in group counseling activities. The improvement in student manners can be seen in table 2.

<table>
<thead>
<tr>
<th>Variables and aspects</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manners of getting along with parents</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Manners of getting along with the teacher</td>
<td>67%</td>
<td>72%</td>
</tr>
<tr>
<td>Manners of getting along with peers</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>Sum</td>
<td>68.40%</td>
<td>72.40%</td>
</tr>
</tbody>
</table>

The table above can be concluded that there is a change in the attitude of student manners after group counseling is carried out with assertive exercise techniques, students begin to speak politely towards parents, teachers and peers, say hello when meeting with others and say thank you after being helped by others.

**Discussion**

Manners are good behavior in socializing, in accordance with applicable norms. In this case, what learners need to do to parents and teachers, namely communicating with courtesy and courtesy, being obedient and respectful to their elders, being considerate of others. Based on the results of the analysis of the psychological scale with a percentage of 72.40% with the category "Good", it can be interpreted that students still need counseling in order to improve good attitudes, and not return to previous habits, especially in speaking / speaking, behaving and dressing / clothing. From the aspect of language, the habit of communicating politely with teachers and elders, then students begin to strive for a good language.

Aspects of behavior at school are carried out by saying greetings, asking for news and circumstances, using friendly and polite language. That is, the results of the study showed that the ethics of behavior of students often do things as described. The dress ethics of students can be explained that students have begun to use uniforms neatly and cleanly, not using accessories in school. This is in line with research: Indra, Z (2016) which says that "students in speaking, behaving in school uniform clothes are usually entered, not expelled, using complete school attributes such as name, school, and school uniforms worn should not be transparent, not too strict or longarized.

Erna, O (2012) who states that the factor that influences a person's social ethics is that from the family environment accustoming his child to respect the older or aged must be respected for the peers should be valued and for the younger must be cherished. Keep in mind that manners and daily behavior are mirrors of one's own self. From this research, the family environment, especially parents, is very important in educating their children so that it becomes the first education before the child enters the school level.

Anggi, Y. , Moh, M. , &Rima, (2018) revealed that fenvironmental actors who are entering the political year give rise to a situation where the phenomenon of hoaxes becomes inevitable and faktor the association of students themselves which is increasingly farther and farther away from ethics. The solution to face these obstacles is that the internalization of character values carried out by teachers not only focuses on the material but also penetrates into the affective aspects of students. The mutual learning activities of teachers and students at least support the creation of a harmonious relationship between teachers and students, as well as the need for intensivity and
continuity of internalization of character values because students basically always need guidance.

The above research on manners is characterized by a good social attitude, children will get used to behaving in accordance with existing rules, be able to face phenomena that exist in the community environment, as well as avoid behaviors that lead to negative things that damage student social norms.

Fiqih, K & Mochamad, N, (2018) said that each subjeck experienced an increase in the score between before and after being given the group discussion treatment. Based on the calculation results of wilcoxon test version 21, it can be said that Ho was rejected and Ha was accepted, and it can be concluded that there is the difference between before and after treatment. So that the conclusion was reached that the application of group discussions can increase understanding of social ethics for grade VII students at SMP Negeri 34. Ahmad, S., Fakhruddin, M., & Yurike, K (2020) said that home room engineering group guidance services are effective in increasing the cohesiveness of the class XII science 2 student group of SMA Negeri 3 Jember. This is known by comparing the scores of the pretest and posttest results performed, and testing them with a t-test analysis using the SPSS 20 program. The results show that the value of the sig. (2-tailed) 0.00 < 0.05. So it can be concluded that the home room engineering group guidance service is effective in increasing the cohesiveness of the class XII science 2 student group of SMA Negeri 3 Jember.

Research Fiqih, K & Mochamad, N explained that, there is a relationship between the implementation of group guidance services and the understanding of student social ethics. By providing group guidance, students become polite in communicating, behaving and dressing, so that students become active in socializing. This is in line with the research of Ahmad, S., Fakhruddin, M., & Yurike, K who said that group guidance activities make students become cohesiveness in groups, students become productivity in groups and produce better goals in getting along with others.


Diah, N (2015) said that there was indeed a moral decline among adolescents in Indonesia. Indonesian teenagers are already very far from religious teachings. Deviant behaviors such as promiscuity and promiscuity are considered commonplace among teenagers today. Cases such as promiscuous sex, pregnancy outside of marriage, and abortion were not only obtained through the media but also occurred in the environment of the FGD participants. The four main factors that cause moral decline are the environment of both schools and where children play, technological advances such as the internet where children and adolescents easily access pornography, the curiosity of adolescents, and parents. The parental factor is considered important in this study because it is the parents who have the main responsibility in educating their children. Parents get rewards if their children do good, and bear the burden of mistakes if their children commit violations that are not in accordance with the norms prevailing in society.
CONCLUSION

Aspects of student manners are manners with parents, teachers and peers, the implementation of group counseling with assertive exercise techniques consists of two cycles with stages of formation, transition, activity and termination, there is a change in student manners behavior after being given group counseling services with assertive exercise techniques, with a percentage of 72.40% of students starting to speak politely to parents, teachers and peers, say hello when meeting with others and say thank you after being helped by others.

BIBLIOGRAPHY

