



Analysis on Student Comprehension Level to Activities of Group Guidance Service

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Abstract. This research aims to identify level of student comprehension on activities of group guidance service in SMAN 2 Banguntapan. This research is categorized into descriptive quantitative research design. This research is executed on 98 students who are then taken as the research sample, particularly who have joined the activities of group guidance service. Moreover, the research instrument is a closed questionnaire that has been through validity test in formula of product moment and reliability in formula of alpha. Next, the method of data analysis in this research exerts descriptive analysis. Due to the research findings, it is indicated that the level of student comprehension to the activities of group guidance service in low category is 15 students (15%), mediate category is 67 students (69%), and high category is 16 students (16%). Regarding to this assessment result, it is required to optimize the activities of group guidance service in order to achieve the student development, widen knowledge and information, and prevent problems that might happen in the future.

Keywords: Student Comprehension, Activities of Group Guidance Service

INTRODUCTION ~ Education is a learning process that can change the changing human personality, knowledge, attitudes and behavior of students, not only assumes students, but also helps students who have morally good behavior for social life. The school is one of the formal educational institutions that has an important role towards students, encourages to teach and educate students and instill the values of the nation's character. At school counseling services are available which can be utilized and discussed together. One technique in it is group guidance.

The purpose and function of group guidance services is so that everyone is able to talk in front of the crowd; able to express opinions, ideas, suggestions, responses, feelings to many people; learn to respect the opinions of others; responsible for the opinions expressed (Sari Setianingsih, Eka et al, 2014). Counseling guidance services in the form of groups

can stimulate intelligent character-motivated (Order, I. B, 2017). The importance of providing group guidance services to students so that students understand and are motivated to solve problems so that the social it encounters can be resolved and effective daily activities (Hafit Riansyah, 2017)

Interaction between groups expresses opinions, responds, suggests, and so on, where the group leaders provide useful information in order to help individuals as group members achieve development in personal, social, learning, and career matters (Puluhulawa, Meiske et al, 2017)

Relationships occur in groups that are warm, open, permissive, and full of intimacy. The existence of disclosure and understanding of client problems, tracking the causes of problems will make students interested and want to understand (Alamri, Nurdjana, 2017)



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In line with some previous studies the importance of students understanding the implementation of group guidance so students can feel the benefits of group guidance. Based on observations and results of researchers' interviews with the guidance and counseling teacher of SMA N 2 Banguntapan there are still many obstacles experienced in relation to group guidance activities that have an impact on student understanding in group guidance services such as time constraints, lack of student interest in participating in group guidance service activities, less communication about group guidance to students, other than that the facilities and infrastructure supporting group guidance activities are inadequate which makes students lack understanding of group guidance service activities.

Benjamin S. Bloom understanding (comprehension) is the ability of someone to understand or understand something after something is known and remembered⁸. In other words, understanding can be understood to understand about something and can see it from various aspects (Anas Sudijono, 50: 2009). Counseling guidance comes from two words namely, guidance and counseling. Guidance means assistance given by the mentor to the individual so that the individual being guided reaches independence by using various materials through interaction and giving advice and ideas in an atmosphere of care and based on applicable norms. one of the services in counseling guidance is group guidance

(Tohirin, 2011: 20), group guidance is a group guidance service at school is an information activity for a group of students to help them plan and make the right decision (Gazda in Prayitno, 309: 2009). In the guidance of the group there are several stages, namely the formation, the transitional stage, the stage of activity and the termination stage (Sitti Hartinah, 2009: 131-151).

In group guidance services, group activities and dynamics must be realized to discuss various things that are useful for the development or problem solving of individuals or students who are service participants (Noor Jannah, 2015). In order for the group guidance process to run well and be successful with a maximum of students must be active, open, and enthusiastic in following the group guidance process carried out and a counseling guidance teacher who provides services is also required to have adequate insight in providing material implementation of group guidance implementation services. For this reason, information and implementation of good group guidance is needed so that students can understand how the implementation of group guidance services.

METHOD

This type of research used in this research is descriptive research with quantitative methods. According to Sugiyono (2014: 7) Quantitative methods are often also called traditional methods, because they have been used for a long time so they



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have been directed for research. Suharsini (2010: 174) explains that for anesthetics, if the subject is less than 100, it is better to take all, so that the research is called population research. Furthermore, if the number of research subjects is greater these between 10-15%, 20-25% or more are taken. The study was called sample research, because all subjects were only taken part of the total population. The population in this study were 195 students, then a sample of 50% was taken.

$$\frac{50}{100} \times 195 = 97,5$$

Thus, the researchers took a sample of 50% of the population of 195 students as many

as 97.5 rounded up to 98 students and took 32 students as a trial.

RESULTS

Following is a description of the total value of the research instrument items and their categorization, which are made into 3 categories, based on Azwar's theory (2002: 148), which are low, medium, and high. Before categorizing, the Maximum value, Minimum value, Mean, Median, and hypothetical Standard deviation are first searched. Calculation of the Maximum value, Minimum value, Mean, Median and Standard deviation as in table below.

Table 1. Research Data Description

Maximal	212.00
Minimal	126.00
Mean	165.65
Median	164.00
Modus	161.00
Std. Deviasi	18.21

From the thickness 4 above it can be seen that the minimum value obtained by students ranges from 126 to 212, the mean is 165.5, the median is 164.00, mode is 161.00 and the standard deviation is 18.21.

From the acquisition of the mean and standard deviation is then made low, medium and high categorization, the following description:

Table 2. Categorization of Student Understanding Score

category	formula		Total students	
			Σ	%
Low	$X < (\mu - 1,0\sigma)$	$X < 147.44$	15	15%
Is	$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	$147.44 \leq x < 183.87$	67	69%
High	$(\mu + 1,0 \sigma) \leq X$	$183.87 \leq x$	16	16%

Categorization of the total grade of grade X students' understanding of group guidance services, which is categorized as

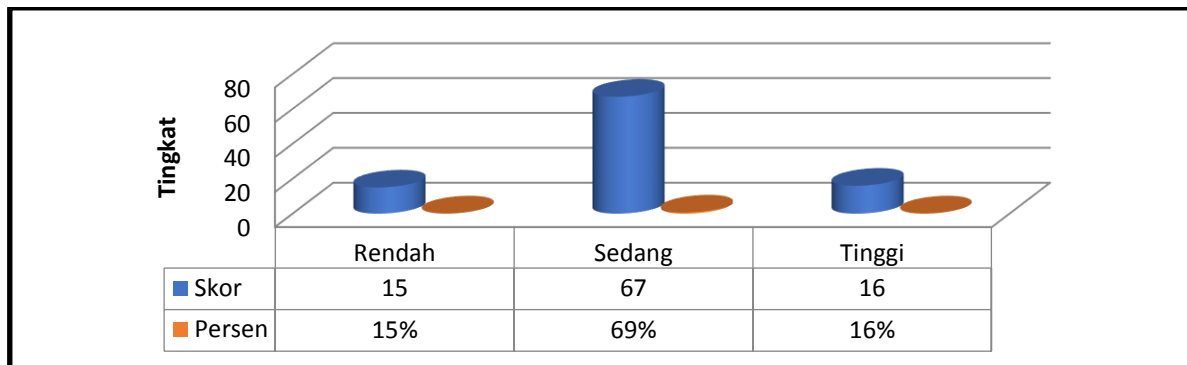
low if the value is less than 147.44, is of moderate value if greater than or equal to 147.44 and less than 183.87, and

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categorized high if the value is greater or equal to 183.87.

Based on these three categories, it is known that there are 15 students (15%) in the low category, 67 students in the

medium category (69%), and 16 students in the high category (16%). Presentation of data levels of students' understanding of tutoring services in the form of diagrams as illustrated in the following graph 1:



DISCUSSION

There is still a gap between what is expected and the reality that there are many Grade X students who have not yet maximized the implementation of group guidance service activities so that students do not yet understand about the implementation of group guidance, therefore this section first presents the results of the level of understanding of the implementation of group guidance services. The results are then presented in graphical form and become the guidance material for class X guidance counselors in SMA N 2 Banguntapan in providing maximum group guidance services so that students better understand the importance of implementation and students feel the benefits of group guidance.

CONCLUSION

Based on the results of research and discussion that has been described, then in this study concluded as follows:

1. There are still many obstacles experienced in relation to group guidance activities that have an impact on student understanding in group guidance services such as time constraints, lack of student interest in participating in group guidance service activities, lack of communication about group guidance to students, besides facilities and infrastructure supporting activities inadequate group guidance that makes students less understanding group guidance service activities.
2. The level of understanding of grade X students of SMA Negeri 2 Banguntapan in the implementation of group counseling services, it is known that students with a low category are 15 students (15%), moderate are 67 students (69%), and a high category are 16 students (16%).
3. the results of the level of understanding of the implementation of group guidance services. The results are then presented in graphical form and become material for guidance counseling teachers in class X



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SMA N 2 Banguntapan in providing maximum group guidance services so that students better understand the importance of implementation and students feel the benefits of group guidance.

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