



Efforts to reduce truancy behavior through group guidance services for class xi-otkp students at state vocational high school 1 hilimegai

Erika Halawa

Vocational High School Teacher, Hilimegawai 1 State Vocational High School, Jalan Nias Tengah, South Nias, Hilimegai District, South Nias City, Indonesia

Article Info

Article history:

Received Oct 20, 2023

Revised Nov 15, 2023

Accepted Dec 30, 2023

Keywords:

Group Tutoring Services;
Classroom Action Research
Methods;
Hilimegai XI-OTKP 1 State
Vocational High School.

ABSTRACT

The purpose of this BK class action research is to find out whether group guidance services can reduce truant behavior in Class XI-OTKP Students at Hilimegai 1 State Vocational High School. The subjects of this research were students in class Determination of classes was based on the level of problems they had in accordance with the results of discussions with fellow teachers carried out before the research, namely that all students in the class had played truant at a low rate and the frequency ranged from 9 to 15 times. The results of research on reducing truancy behavior through group guidance services for students in class . 2) Reducing students' truant behavior with treatment in the form of group guidance services, obtained fairly good criteria (62.86%) in cycle I. After receiving group guidance, the criteria increased to high (85.71%) in cycle II, thus, there was an increase amounting to 22.85%. This improvement includes positive aspects of self-adjustment and negative truant behavior. So it can be concluded that group guidance services are able to increase the reduction of students' truant behavior at school. 3) The reduction in truant behavior shows a significant increase after receiving group guidance services, which means group guidance can increase the reduction in truancy behavior at school.

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Corresponding Author:

Erika Halawa,
Vocational High School Teacher,
Hilimegawai 1 State Vocational High School,
State Vocational School 1 Hilimegai. Jalan Nias Tengah, South Nias, Hilimegai District, South Nias City.
Email: erikahalawa5@gmail.com

1. INTRODUCTION

Education in schools is not just about delivering teaching materials (hard skills) to students, but more than that, it is an effort to instill valuable values for the benefit of life together (Wagner, 2010). One of the values that must be instilled through educational activities is discipline (soft skills) (Rao, 2010). The character of discipline can be instilled through habituation, and trained habits can be transferred to other areas of action or activity. Therefore, discipline is a personal trait that must exist, grow and develop in every individual which is needed to meet life's needs in various fields of life (Park & Peterson, 2009).

As a formal educational institution, schools are places for the development of knowledge, skills, values and attitudes that are provided in full to the younger generation (Council, 2012). The aim of formal education is to help develop the potential and abilities of students so that they grow and develop optimally and to help students develop their independence (Lian, 2020). Students are

required to be able to adapt to their environment so that they can develop their own qualities, namely to become complete and responsible individuals (Kirby, 2004).

Something that cannot be missed when students play truant is the loss of a sense of discipline, reduced compliance with school rules (M. Strand, 2014). If continued, students will be indifferent to their school affairs (Manning et al., 2012). Then because he didn't come in, he automatically didn't follow the lesson given by the teacher (Hinton, 2003). Finally he had to learn on his own to catch up (Daudelin, 1996). Problems will arise when he does not understand the subject matter. Of course, this will also affect the test scores (Willingham et al., 2002).

Based on these problems, the supervising teacher provides group guidance and individual counseling services as an effort to build dynamic interaction between peers so that it can reduce the level of truant behavior in class XI-OTKP students at Hilimegai 1 State Vocational High School.

Based on the background of the problem, identification and analysis of the problem, the problem formulation can be proposed as follows: "How can group guidance services reduce truancy behavior in Class XI-OTKP students at Hilimegai 1 State Vocational High School?"

The purpose of this BK class action research is to find out whether group guidance services can reduce truant behavior in Class XI-OTKP Students at Hilimegai 1 State Vocational High School.

2. RESEARCH METHOD

Research Approach

This research uses a classroom action research approach (Cunningham, 2008). This research uses classroom action research methods. According to Suharsimi Arikunto, et al (2010: 3) classroom action research is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together (Dewi & Anasy, n.d.). According to Suyanto (1996: 4) explains that classroom action research is a form of reactive research by carrying out certain actions to improve classroom learning in a professional manner (Nuraini, 2020).

Research Location and Time

This research will be carried out at XI-OTKP State Vocational School 1 Hilimegai. Jalan Nias Tengah, South Nias, Hilimegai District, South Nias City. The implementation will start from July 2023 to November 2023.

Data Analysis Methods

This research uses qualitative descriptive analysis techniques, namely to describe students' discussion skills before and after implementing the action. Qualitative analysis is used for qualitative data in the form of field observation results, field notes, and student discussion test results. Students' discussion skills are assessed using predetermined assessment guidelines.

Data in the form of field observations, field notes, and student discussion test scores were analyzed using the following steps.

1. Comparison between data, namely comparing the data in each piece of information to facilitate the process of clarifying the same data.
2. Categorization, namely grouping data into appropriate categories.
3. Present data in the form of tables and diagrams.
4. Drawing conclusions, namely summarizing the explanation of all the data that has been grouped.

Performance Indicators

The performance indicators in this classroom action research are as follows:

1. Average student activity is at least 80%.
2. The average class score is as low as 80, with a minimum completeness of 80%
3. Teacher performance of at least 80% of teachers carrying out all aspects of activities.

3. RESULTS AND DISCUSSIONS

Data Before Implementation of Actions

Before carrying out the action, observations and interviews are first carried out. From the observation results, it is known that students who are research subjects lack motivation to learn and a sense of responsibility, which makes students often leave class hours for various reasons and it turns out they only go to the beach, canteen or stalls around the school to have snacks. Then, from the results of interviews with students, students felt bored and sleepy when attending lessons because they did not feel comfortable sitting and listening to explanations from the teacher, besides that, if there were assignments or questions that had to be done, they were lazy about doing them and chose to copy friends' work that had already been completed. According to them, the teaching and learning process is not important, what is important is that they can get good grades on exams which they can get in various ways. Either by copying a friend's answer or opening notes using various existing technologies. After conducting observations and interviews, preparations were made for administering the action. Preparations carried out on July 26 2023 are as follows:

1. Discuss with the BK partner teacher regarding the research action plan that will be implemented.
2. Preparing a series of small group discussion technique activities related to reducing student truant behavior.
3. Arrange a schedule for providing action and the necessary supporting facilities according to the needs for providing action.
4. Preparation of student attendance forms, observation sheets and interview guidelines.

Planning Cycle I Research Data

At this stage the teacher prepares a Service Implementation Plan (RPL), prepares learning media, and develops assessment tools. The next step is to determine the hours of implementation of activities with the learning model that will be practiced. The planning stage begins with preparing the media for delivering small group discussion material on the topic of reducing the frequency of truancy and reflecting on activities during research with guidance and counseling teachers. The researcher coordinates with the guidance and counseling teacher regarding the actions that will be given, the stages of action, as well as the aims and objectives of the small group discussion activities that will be carried out.

Reflection

1. Teachers know that students' learning abilities and teacher information are relatively in accordance with student test results and the preparation of teacher observation and student observation instruments is still not optimal.
2. The teacher has a record of events that occur in his class.
3. The teacher has notes about student assignments/homework
4. The results of teacher observations during learning in the main class in implementing group guidance services are still not optimal. This can be seen from the average score obtained on the teacher observation sheet which is 66.67% (still below standard). There are many aspects that still need to be addressed and improved in cycle II.
5. The results of student observations regarding increasing student motivation during learning in group guidance services are also still below standard, and still not in accordance with the expected performance indicators. Based on the results of student observations, an average score of 66.67 was obtained. This lack of success in increasing student learning motivation has an impact on student learning outcomes which still need to be improved.

Cycle II Research Data

Observation data from the successful implementation of group guidance services to improve student self-adjustment from teacher observations is by obtaining a score and percentage of 4 or 83.34% of category 4 competency scores. Data from observations in cycle II can be obtained from successful implementation of group guidance services by obtained an average score of 25 or 85.71%.

Discussion Of Results

- a. In cycle II the teacher was able to correct the mistakes made in cycle I in learning through group guidance services and the preparation of teacher observation and student observation instruments was in accordance with what had been planned and was optimal.
- b. Teachers have been able to carry out learning with group guidance services showing improvement. This can be seen from the average score obtained on the teacher observation sheet which was 66.67 in cycle I, which increased to 83.34 in cycle II.
- c. The learning motivation of class with the less successful category in cycle I, this student's learning motivation increased to 85.71 in cycle II with the very good (SB) category. Thus, in cycle II, the activities were deemed sufficient and were not continued in the next cycle.

4. CONCLUSION

Group tutoring services can be used as an effort to reduce students' truant behavior at school. Reducing students' truant behavior with treatment in the form of group guidance services, obtained quite good criteria (62.86%) in cycle I. After receiving group guidance, the criteria increased to high (85.71%) in cycle II, thus, there was an increase of 22.85%. This improvement includes positive aspects of self-adjustment and negative truant behavior. So it can be concluded that group guidance services are able to increase the reduction of students' truant behavior at school. The reduction in truant behavior shows a significant increase after receiving group guidance services, which means group guidance can increase the reduction in truancy behavior at school. Guidance and Guidance Teachers are expected to be able to use group guidance service techniques to reduce students' truancy behavior, and to develop other techniques in providing guidance services to students. The truancy behavior of class XI-OTKP students at Hilimegai 1 State Vocational High School has been reduced through Group Tutoring service techniques. Therefore, it is recommended that students maintain this and maximize their learning activities at school by participating in all existing learning activities. Reducing students' truant behavior in this study was carried out using group guidance service techniques. However, there are still shortcomings or weaknesses such as limited time allocation and variations in the material provided. Future researchers should be able to organize more interesting time and material so that students can be enthusiastic and can receive training well.

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