

THE EFFECTIVENESS OF GROUP GUIDANCE SERVICES TO IMPROVE CRITICAL THINKING SKILLS

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ABSTRACT

Critical thinking skills must be owned by someone to respond and solve problems in life, preliminary study results show the critical thinking skills of students have not developed or are still low in junior high school N 12 Yogyakarta. This research aims to find out the effectiveness of group guidance services to improve students' critical thinking skills. This type of research is experimental research with true experimental design research methods with post-test control group design pre-test models. The results of the study obtained, from the results of tests that have been done in this study are known that t-hitung results amounted to 5.78 and t-tabel amounted to 2,048. This shows that t-hitung (5.78) > t-tabel (2,048), so Ha is accepted and Ho is rejected. Based on this, it can be concluded that, the alternative hypothesis (Ha) which reads effective group guidance services to improve critical thinking skills of class VIII junior high school N 12 Yogyakarta" received the truth with a significant level of 5%. Thus, demonstrating that group guidance services are effective for improving interpersonal communication.

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Introduction

Critical thinking skills must be possessed by a person to provide feedback and solve problems in his life. Johnson (2009) critical thinking is a systematic process that makes it possible to formulate existing problems and be able to evaluate well the opinions of each individual. The results showed that Alwasih (2008) said that in the perception of respondents, elementary-high school students in Indonesia were less critical (83%), as well as undergraduate students (71%). This is reinforced by the results of research conducted by Prihartiningsih, Zubaidah. S & Sentot Kusairi (2016) showed that 75.63% have critical thinking

skills that are still underdeveloped or still low. Meanwhile, the results of research conducted by Ristiasari, T., Priyono, b, & Sukaesih. S. (2012) showed that there was an increase in the critical thinking ability test of experimental class students 0.40 (medium) while for the control class it was 0.23 (low). Meanwhile, research conducted by Istianah (2013) shows that the average increase in critical thinking skills in the experimental class is 0.29, which means the increase is low, while the control class is 0.37, which means the increase is moderate. Then the results of Hartanti's research (2010) show that as many as 68.8% of students have sufficient critical thinking skills, as many as 19.8% are in the high category.

Efforts that can be made by GC teachers in developing students' critical thinking are by carrying out group guidance activities to be more effective in helping develop students' critical thinking. There is a choice of methods in carrying out group guidance activities to help develop students' critical thinking, one of which is using media GC. From the results of the assessment that has been carried out regarding the need for guidance and counseling media for class VIII of SMP Negeri 12 Yogyakarta, it is clear that guidance and counseling teachers still rarely use guidance and counseling media as a means of supporting Guidance and Counseling service activities at the school. Therefore, researchers use scrapbook media as a medium to be developed. Damayanti (2017) shows that the use of scrapbook media can improve student learning outcomes. Linda (2018) also said the same thing in her research that there is learning using scrapbook media can improve student learning outcomes.

Group guidance is assistance to individuals carried out in group situations. Group guidance can be in the form of delivering information or group activities discussing educational, work, personal and social issues (Nurihsan, 2003: 31). In general, group guidance aims to develop social skills, especially the communication skills of service participants (students). More specifically, group guidance aims to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior, namely increasing students' verbal and non-verbal communication skills.

The practice of guidance and counseling services can go through various strategies, referring to the rules of the Ministry of Education and Culture (2013), the practice of guidance and counseling services can use the strategies of classical guidance services, group guidance, group counseling, and individual counseling. The professional competence of guidance and counseling teachers must also master the types of services and techniques. Efforts made by guidance and counseling teachers in overcoming problems faced by students regarding critical thinking skills. So based on the explanation, the researcher considers the need to research the

Development of Group Guidance Models to Improve Critical Thinking Skills. With the hope that BK teachers and schools can provide a comprehensive process of guidance services. Schools have an important role in shaping the character of students, so a need-based service model is needed and can be directly implemented by Guidance and Counseling teachers.

Method

The method used in this research is experimental research with a True Experiment Design approach with pretest-posttest control group design, the purpose of pretest and posttest to determine the initial and final conditions of the experimental group and control group. This research was carried out at SMP N 12 Yogyakarta. The reason why the researchers researched SMP N 12 Yogyakarta was that the school found problems from the results of the assessment of the low interpersonal communication of students. In class VIII students the research was carried out from May to September 2021 on samples taken purposively in class VIII semester II of the 2020/2021 academic year. sampling purposive sampling, ie the retrieval is not done randomly in getting 30 students of class X from the results of the assessment which shows that interpersonal communication is low. The data collection technique he uses is the interpersonal communication scale. The instrument used is a statement, the test results are analyzed to determine the validity, reliability. Of the 40 statement items, there are 31 valid statement items. Data analysis carried out in this study consisted of initial data and final data. Analysis of the initial data can be seen from the pretest before being treated using group guidance services has been normalized using the Lilifors test. The results of the process carried out later to determine the effect of group guidance services used the t-test and t-test hypotheses.

Findings and Discussion

Findings

The data obtained from the calculation of the normality test in this study used the Lillifors test with a significant level of 5%. The criteria in this normality test are if $Lo < L_{table}$ then the data is normally distributed.

Table 1. Initial Data Normality Test (Pretest) Interpersonal Communication

Class	Lo	Ltable	Conclusion
Experiment	0,1379	0,220	Normal distribution
Control	0,1753	0,220	Normal distribution

So it can be concluded that the interpersonal communication pretest data can be said to be normally distributed. The researcher's hypothesis test used the t-test with the t-test analysis technique to test the pretest value, the results obtained were $t=1.4 > 2.048$. It can be concluded that there is no difference in critical thinking skills between the experimental group and the control group. The calculation of the normality test in this study used the Lilifors test with a significant level of 5%. The criteria for this normality test are if $L_o < L$ table then the data is normally distributed. The following is a recapitulation of the results of the final normality calculation for the following sample data:

Table 2. Final Data Normality Test (Posttest) Interpersonal Communication

Class	Lo	Ltable	Conclusion
Experiment	0,1253	0,220	Normal distribution
Control	0,1419	0,220	Normal distribution

Based on table 2, it can be seen that the calculation results obtained from the posttest scores, it can be concluded that the post-test data on interpersonal communication is normally distributed. The second hypothesis is the posttest t-test which aims to determine how much influence there is between the average pretest and the average posttest. From the results of the t-test calculation, the results obtained $t\text{-count } 5.78 > t\text{-table } 2.048$ then H_o is rejected and H_a is accepted so it can be concluded that this research group guidance service is effective for improving critical thinking skills for class VIII SMP N 12 Yogyakarta, because it has a significant difference seen from t-test calculation results.

Discussion

Discussion based on the results of the hypothesis, group guidance services are effective for improving critical thinking skills for class X SMA N Godong. This is in accordance with the opinion of Tohirin (2015:164) explaining that group guidance services are a way of providing assistance (guidance) to individuals (students) through group activities, in group guidance services, group activities and dynamics must be realized to discuss various useful things. for development or an individual problem solving. With the characteristics of interpersonal communication according to Devito (in Suranto 2011:82) suggests: 1) Openness, 2) empathy, 3) positive attitude, 4) supportive attitude, 5) equality. The results of the pretest conducted by

the researchers themselves in the experimental group were 14 students with a percentage of 93% in the Low category, and 1 student with a percentage of 7% in the Very Low category. While the control group there are 3 students with a percentage of 20% in the High category and 12 students with a percentage of 80% in the Very Low category. After being given the group guidance treatment, the results from the posttest of the experimental group were that there were 2 students in the Very High category with a percentage of 13%, 13 students in the High category with a percentage of 87%. Meanwhile, the control group had 4 students in the High category with a percentage of 27% and 11 students in the Low category with a percentage of 73%. Based on the results of the analysis, group guidance services have increased the critical thinking skills of class VIII SMP N 12 Yogyakarta. So it can be concluded that group guidance services are effective for improving critical thinking skills for class VIII SMP N 12 Yogyakarta.

Conclusion

Based on the results of the tests that have been carried out in this study, it is known that the results of t_{count} are 5.78 and t_{table} are 2.048. This shows that $t_{count}(5.78) > t_{table}(2.048)$, so H_a is accepted and H_o is rejected. Based on this, it can be concluded that the alternative hypothesis (H_a) which reads "group guidance services is effective for improving critical thinking for class VIII students of SMP N 12 Yogyakarta" is accepted as true. Thus group guidance services can improve students' critical thinking.

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