

Classical Guidance Materials in Social Affairs in Class VII of Middle School Students

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Abstract--*Social guidance delivered through classical guidance is an important thing to consider to be able to avoid students from delinquency or deviations in the social field. Even so, there is still limited material that is appropriate and by the needs of students that can be used as a reference or basis by the Guidance and Counseling teacher in providing classical social sector guidance to SMPN students. The purpose of this study is to find the right material and as needed for classical guidance in the social field of SMPN students. The sample in this study amounted to 353 from 14 public high schools throughout Yogyakarta which were conducted on February 4, 2019 - March 1, 2019. The instrument used was a questionnaire about INATBKBS. The results revealed that of the 98 INATBKBS questionnaires there were 10 materials in the questionnaire needed and were suitable for making classical social guidance material, these 10 topics were the basis of material and references that could be used and developed by counseling guidance teachers in delivering social guidance through classical guidance in SMPN children for the next semester.*

Key words--*Social Guidance, INATBKBS, Classical Guidance Material, SMPN Students.*

I. INTRODUCTION

Middle School Students (SMP) or commonly referred to as adolescents in which the growth phase is usually associated with the transition from childhood to puberty. Santrock (2003) states that according to the theory the development phase of the teenage phase takes place from about eleven years to fourteen years. An individual reaching the adolescent phase can no longer be regarded as a child, but he is still not mature enough to be able to be said to be an adult individual so that at this stage adolescents begin to look for identity (Sumara et al., 2017). Ali and Asrori (2012) states that adolescents make the transition between childhood and adulthood. Furthermore, Ali & Asrori revealed that during this development period adolescents are reaching maturity namely physical, mental, social and emotional. (Dariyo, 2004) Adolescence (adolescence) is a transition from childhood to adulthood which is marked by changes in physical, psychological, and psychosocial aspects.

Talking about the development phase at the adolescent stage during the search for identity, some adolescents will encounter obstacles or problems due to immature thoughts possessed by adolescents. According to (Yulianti, 2012) one of the obstacles that adolescents will encounter is when looking for self-identity or being unable to choose a good social role or someone who is confused by the role (role confusion). Furthermore, related to identity, Marcia (Santrock, 2012) classifies the status of individual identities into four, including diffusion of identity, confiscation of identity, identity moratorium, and attainment of identity. In addition to barriers to identity in the adolescent phase, there are other frequent mistakes, Patinus (2013) related to adolescent relationships in junior high schools, including (1) adolescent social life is very worrying, (2) the dangers of using drugs, (3) free sex, and (4) disrespectful attitude toward parents. From this research, the behavior of a teenager is very concerned

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so that it can cause a teenager to commit various acts of social deviation and break the law. Some forms of deviant behavior among adolescents that often occur and are troubling include sex outside marriage, illegal racing, theft, sniffing aibon glue, and smoking (Mantri, 2014).

Seeing the many obstacles and mistakes that occur in the early adolescent phase starting from junior high school students, to reduce and overcome the need for monitoring and guidance conducted by teachers at school. Usually, the teacher who will be charged or given responsibility for this problem is the guidance and counseling teacher, the type of guidance that will be given is social guidance. Social guidance is Sultana (1992) divides the area of social guidance by linking with social relationships such as relationships, how to listen to others, how to communicate well, train assertive (dare to say no), maintain relationships with others, end a relationship, how to deal with parents, how to deal with peers, confrontation skills, transactional analysis, accepting and giving input, skills to help others, sensitivity training, group/family dynamics, and opening minds to others. Sukardi (2000) said that in the social field, guidance and counseling services in junior high schools, senior high schools/vocational high schools help students to recognize and relate to their social environment which is based on noble character, responsible to the community and state. Yusuf (2009) said that social guidance and counseling is the process of providing assistance to facilitate students to be able to develop understanding and social interaction skills or human relationships and solve social problems they are experiencing.

Guidance and counseling teachers in providing guidance in the social field use classical guidance to be thorough, classical guidance itself has the advantage of being able to provide information well on a large scale or group basis so that it is deemed qualified enough to assist in the delivery of social guidance material, the ASCA Model (Counselor Association school in America), classical guidance is a form of activity that is included in the basic service component (guidance curriculum) (Astuti et al., 2019; Gysbers & Henderson, 2012). Nurihsan and Agustin (2013) classical guidance is a basic guidance service to help all students develop effective behavior and life skills that refer to students' developmental tasks, this service is intended for all students. (Santoso, 2011) class guidance (classical) is a program designed to require counselors to be able to make direct contact with students in class on a scheduled basis, counselors provide guidance services to students.

Although social guidance delivered through classical guidance is considered one way to reduce juvenile delinquency, to date there is still a lack of guidance for the material provided in children's social guidance. In line with this statement, (Nugroho, 2015) shows that BK teacher's understanding of classical format BK services is still in the low category, and the absence of appropriate guidelines is the basis for providing social guidance through classical guidance. Rismawati, (2015) revealed that the type of guidance and counseling services carried out in the format of classical services in SMP Negeri 3 Kandungan includes orientation services, information services, content mastery services, and instrumentation application support activities. , with service material covering personal, social, study and career guidance. The guidance and counseling teacher makes a classical guidance service unit and in the implementation of the classical service is carried out in accordance with the unit that has been created.

Based on the results of the literature review above about juvenile delinquency then social counseling guidance through classical guidance services, researchers have the goal of finding topics and sub-topics of social guidance and counseling material through classical guidance services that will be used as a guide or foundation in making material for social counseling guidance. The material that will be used is the material in the form of

RPL for one semester developed, which is the Need for Assessment of Classics Guidance for Social Affairs (INATBKBS), this research is expected to produce suitable material as a foundation for social guidance material.

II. METHODS

The research method used is descriptive quantitative through the INATBKBS questionnaire method to collect research data. In the INATBKBS questionnaire, there is a need for a good assessment topic used for social guidance through classical guidance in accordance with the needs of students with 98 statements. INATBKBS research instrument has a reliability value of 0.85, thus revealing that this questionnaire is good for use in research. The sample in this study amounted to 353 SMPN students from 14 schools with accreditation A throughout Yogyakarta City. Sample selection using a purposive technique with the conditions set by the researcher. The research was carried out on 4 February 2019-1 March 2019 in class VII at Yogyakarta City Public Middle School in 2018/2019 Academic Year. The analysis technique in this study uses the help of Microsoft Excel, to determine the material that is good and in accordance with the needs of students for social guidance material through classical services for SMPN students.

III. RESEARCH RESULT

Result

The results of the study can be drawn based on the analysis that has been done by filling out the questionnaire Instrument Need Assessment Classics of Social Classics Guidance Topics (INATBKBS) class VII in Yogyakarta City Public Middle School, from 98 topics in the INATBKBS questionnaire obtained 10 topics of classical social guidance services which is good and needed by students for 1 semester. Good material and according to students' needs is presented in Table 1:

Table 1. Analysis Results of 10 Classical Guidance Topics in Social Fields in Class VII Students in Yogyakarta City Public Middle School

No	Topic	Sub Topic	Service Topic	Information
1.	Be a good listener	Listen to the opinions of friends	Are You a Good Listener?	Priority
2.	Adapting to values and norms in society	Knowing efforts to prevent juvenile delinquency	From Now on Avoid Juvenile Delinquency!	Priority
3.	Understand the importance of interacting with others	Know the understanding along with examples of assertiveness	Become an assertive teenager	Priority
4.	Having a respectful attitude towards parents	Understand how to respect parents	Dutiful to parents	Priority

5.	Applying attitude and mutual trust in everyday life	Understand the importance of mutual trust towards others	Mutual Trust	Priority
6.	Know the ethics that apply in the community environment	Applying ethics in the community	Ethics of Life in Society	Priority
7.	Recognize the characteristics of responsible individuals	Implement an attitude of responsibility in everyday life	Youth Responsibilities	Priority
8.	Understanding the Dangers of Juvenile Delinquency	Knowing promiscuity among teenagers	Avoiding promiscuity in adolescents	Priority
9.	Maintaining relationships between individuals	Understand how to maintain relationships between individuals	Maintaining Friendship	Priority
10.	Understanding the Dangers of Juvenile Delinquency	Know the dangers of deviant behavior	Deviant Behavior of Teens	Priority

Based on the results of a questionnaire analysis of the research conducted, it was found that ten hats, subtopics and service topics can be used as a basis and material to be provided in classical social guidance that will be used this semester. The first topic is trying to be a good listener with the subtopic discussed listening to a friend's opinion the topic of the service provided is to start asking about whether the individual is a good listener. The second topic is about adjusting to the values and norms that exist in society, with the subtopic of discussion about the prevention of juvenile delinquency with the services provided aimed at being able to avoid students from juvenile delinquency early on.

The third topic is about the importance of understanding the importance of interacting with others, the subtopic of the discussion is about students being able to know the understanding and examples of architectural properties. The classical services provided aim to make young people assertive. The fourth service topic is about the importance of having a respectful attitude towards both parents, the subtopic given is understanding how the methods included in the category of respecting parents, as well as the classical service, provided aims to make students able to respect parents and avoid behavior disobedient old man. The fifth topic is about applying attitudes and mutual trust in everyday life with the subtopic discussing the importance of the value of mutual trust towards others with the aim of classical service is that it can lead to mutual trust towards students.

The sixth topic is about having to start knowing about ethics in society, with the subtopic of discussion that is after knowing students are able to apply in social life the purpose of classical services is students are able to know about ethical ethics in society. The seventh topic is about exploring the characteristics of responsible individuals. The subtopic of this topic is about, applying an attitude of responsibility in everyday life with the aim of classical services provided that will cause a sense of responsibility of students. The eighth topic is about understanding the dangers that will arise due to teenage curiosity. Subtopics are discussed what is included in the category of delinquency in adolescents. The purpose of the classical services provided is to be able to help students avoid juvenile delinquency.

The topic of innocence is about how to maintain good relations between individuals, with subtopics of discussion about students being able to know and take actions to maintain good relations between people. The classical services provided aim to make students able to maintain a friendship, friendship, and friendship among fellow individuals so as to avoid juvenile delinquency. The tenth topic is about understanding the behavior of juvenile delinquency. With subtopics students are able to identify what is included in the category of deviant behavior. The purpose of classical service is for students to be able to avoid and consciously avoid these deviant behaviors.

IV. DISCUSSION

Based on the results of the study, there are 10 materials that can be used as a basis for guidance in using classical guidance in the social field of SMPN students. Counseling guidance with the classical model is felt to provide a very effective level in conveying knowledge in the social field to students. With this material, it is expected to maximize the social guidance of SMPN students so that it will reduce the delinquency of juveniles that often occurs and students are able to avoid and consciously avoid deviant behavior that will cause problems in their social environment so that SMPN students are able to go through a development phase in the transition period of children grow up well and will not regret it in the future.

The results of this study relate to previous research literature studies that suggest the importance of classical guidance in social both used in social delivery to students and the importance of development as a foundation in the delivery of classical guidance in the social field. The results of the study AD and Winarsih (2016) explain if there is an increase in students' interpersonal communication at school before being given group counseling services and after being given services. Personal-social guidance services can improve students' interpersonal communication. Suggestions proposed by researchers, namely for guidance teachers need to follow up if there are students who experience obstacles or difficulties in communicating in their environment. Because this can influence learners in the process of interacting and teaching and learning, by being able to implement personal-social group counseling services. Mukhtar et al. (2016) explain that the classical guidance service program is effective in improving student self-control. The results of this study are useful for guidance and counseling teachers to help students improve self-control through classical tutoring services in the social field. Ahmad (2017) revealed that the application of social personal guidance modules can increase the resilience of students who are victims of bullying, the application of this module is given because bullying behavior still often occurs, it can be seen from the many students who are unable to get out of these negative situations so that the social personal guidance to increase student resilience is very much needed in schools.

Sinaga and Artati (2017) revealed that if there is an increase in the character of students who are responsible before and after experiencing the visible provision of social guidance through classical services, an increase in the value of student responsibility after being given classical guidance on social areas and the ELT approach is effective in improving the character of student responsibility. Jannah and Supriatna (2018)) revealed that the results of the study showed that in general personal-social guidance provided through classical services was not effective in developing the moral behavior of students. But specifically, there are five significant indicators, namely; (1) implementing obligations as a child; (2) sincerely helping others; (3) share/share information; (4) showing concern for others; (5) guiding others to do the task, and two insignificant indicators, namely; (1) understand school rules; (2) consider the impact of lying. Anyi (2017) revealed that if necessary for counselors to build the trust of children to trust them to be able to provide them with the legal information needed to help children (students), the counselor is also expected to be able to provide services that are appropriate to the needs and areas that are subject to problems. faced. Pristanti and Farozin (2018) revealed that the development follows the Saifuddin Azwar model. The data collection method is a scaled assessment to look for material on classical social guidance that produces no class guidance topics in social guidance and counseling services for students in SMP N 1 Yogyakarta based on content validity obtained 0.85, reliability 0.98 and finding several new items groups from the results of exploratory factor analysis. It could be that together the needs assessment instrument on the topic of social guidance and counseling is appropriate to use.

Cheung and Lai (2013) revealed that in this study, questionnaire items were constructed to measure classroom teaching, student self-efficacy for personal development and students to use deep learning strategies. Data was collected from 16,208 high school students in Hong Kong. Using structural equation modeling, regular classroom teaching was found to have a direct effect on self-efficacy self-development as well as an indirect effect through students' use of deep learning strategies. The implications of these findings for the implementation of the whole school approach to guidance and counseling are discussed. Yeager (2017) revealed that the importance of learning about emotions and social interactions in childhood. This is needed to help children to avoid the nature and problems of delinquency later when he was a teenager. Barus (2017) revealed that the results between pre- and posttest at nine junior high schools, and both teachers and students in nine schools considered that this model was far more effective than the integrated character education model. The results of the study explained that if there is an increase in the character of students, it is better to support social assistance provided by the guidance and counseling teacher.

Gerard and Linn (2016)) revealed that showed that warnings for teachers encourage teacher-students who are rich in conversations about energy in photosynthesis. In one school, the combination of automated tutoring plus teacher guidance was more effective for student science learning than two rounds of personal and automatic guidance. In other schools, both approaches produce the same learning outcomes. These findings suggest an optimal combination of automatic guidance and teacher guidance to support students revising explanations during the investigation and building integrated science understanding. Mulawarman et al. (2019) explained that the method with animated video media which contained guidance in the social field had proven to be effective in increasing self-esteem and optimism for prospective counselor students.

Özdemir et al. (2013) explain that social guidance provided to adolescents in Turkey by teachers is able to help in the exploration of problems faced regarding social, depression, and aggression, as well as mediating the

role of depression in the relationship between social problem solving and aggression. Furthermore, explained by providing social guidance and solving social problems and depression are important factors in understanding aggression among Turkish youth. (Gallagher et al., 1992) revealed that the need for providing guidance in the social field starts with children. Andriati (2015) revealed that the classical guidance model with role-playing techniques to increase children's confidence was tested on 20 children as research subjects chosen by purposive sampling technique. The results showed that the classical guidance model with role-playing techniques effectively increased children's self-confidence. This is indicated by changes in the level of confidence before being given treatment (pre-test) and after being given treatment (post-test) of 44.66%. The researcher suggests that the teacher can be more active in participating in pieces of training related to the classical guidance model so that the teacher can have more insight into guidance and counseling, especially classical guidance.

V. CONCLUSION

Based on the results of research that has been done regarding INATBKBS as a foundation in making material for classical guidance in career guidance for children of junior high school. It can be concluded that from 98 items or INATBKBS questionnaire questions, only 10 questions can be used because it adjusts the need for classical guidance in the social field this semester. With the classical guidance provided in the social field, it is hoped that it will help students to avoid problems related to students' social-personal. Moreover, it avoids juvenile delinquency, deviant attitudes and the nature of students and can help students through the development phase at the stage of transition of children into adulthood well. This is needed to support how students behave and behave in the social field which will affect their success in the future.

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