



Social Personal Guidance on Social Behavior Students at SMP Negeri 4 Tarakan

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ABSTRACT

This study aims to determine the effect of social personal guidance on students at SMP Negeri 4 Tarakan. This type of research is pre-experimental design research with the form of one group pretest-posttest and a population of 339 students and the number of samples from the results of purposive sampling as many as 15 students in class VIII. Data collection techniques with social behavior scales. Data analysis techniques in this study, using descriptive statistical analysis techniques to test the average change score before and after treatment, which is 58.40 to 107.13 and inferential statistical analysis techniques to test the hypothesis using the Wilcoxon test with the help of the SPSS 23.0 for windows program. Based on the results of research before and after treatment, the results of hypothesis test calculations with decision making based on probability obtained asymp sig value = $0.001 < \alpha = 0.05$ which means that H_0 is rejected, therefore it can be concluded that there is an effect of social personal guidance on the social behavior of students at SMP Negeri 4 Tarakan.

Keywords: Behavior, Guidance, Personal Social

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INTRODUCTION

Ideal social behavior for learners related to their social person, among others, has the ability to adjust, interact well with peers, have a sense of empathy, have a high level of discipline and honesty and be able to communicate, both with peers and people younger and older than learners (Baran, 2021). Based on initial observations and interviews that social behavior problems that occur in class VIII are very diverse (Agboola dkk., 2020). These problems include students who are indifferent to the surrounding environment, unwilling to cooperate in solving group problems and lack of honesty, both in speech and actions that students do (Agboola dkk., 2020). In this

regard, social personal guidance with the form of implementation using group guidance services can be a solution that can be done so that students' problems can be addressed immediately. Group guidance activities can be in the form of information delivery, discussion to questions and answers regarding behavioral problems, self-understanding, self-adjustment (Jena, 2022), and social interpersonal relationships (Basílio dkk., 2022). In addition, in its implementation, students have an important role so that students are able to develop communication skills and socialization skills.

Social personal guidance is guidance to assist students in solving social personal problems which include problems with relationships with friends, understanding of self-natures and abilities, adjusting to the educational environment, and resolving conflicts (Skrzypińska, 2021). In addition, social personal guidance services can help counseling teachers to see the negative emotional situations that students have so that counseling teachers can provide assistance to students (Anwar dkk., 2020). The behavior of counseling teachers is one of the behaviors that become role models for students at school, either directly or indirectly. This is in accordance with research conducted by Bandura (Jena, 2022), behavior can be formed through direct observation of models called imitation and through indirect observation called vicarious conditioning. So, the behavior that exists in students does not arise by itself, but as a result of the stimulus received in the environment (Reid dkk., 2019). In addition, counseling teachers have duties (Daher-Nashif dkk., 2021), responsibilities and authority in the implementation of various counseling services for students (Anwar dkk., 2020). Therefore, counseling teachers are currently one of the most important parts of the school. Every school at least has a counseling teacher who can handle various problems experienced by students including social behavior problems.

Social personal guidance is directed to strengthen the personality and develop the ability of students so that students can deal with personal and social problems experienced (Delle Foglie & Panetta, 2020). School as a place for learners to build relationships with friends who come from various families with various social colors (Ikra dkk., 2021). Therefore, the socialization carried out by learners at school will depend on the ability of learners to adjust and place themselves in various circumstances and conditions at school. events influence each other which is called social behavior (Rahman, 2022). A person's social behavior is a relative trait to respond to others in different ways (Lari dkk., 2019). The reciprocal process that occurs during social interaction can help realize individual potentials that can be known from their daily behavior.

The behavior that exists in learners today will have a big influence when learners grow up later (Floren dkk., 2019). If left unchecked, negative behaviors such as those mentioned earlier, will become obstacles in the process of growth, development and success in future learners (Hassan dkk., 2021). Therefore, social personal guidance in the form of implementation using group guidance can help make students capable both in daily life and in the community environment and foster professionalism in themselves so that students gain success in every job (Aldulaimi, 2020). The results of

Sunardi's research (2011), show that social guidance has a significant effect on changes in students' social behavior (Greenberg dkk., 2020). This is evidenced by the results of the data analysis tested (Bingaman, 2020), obtained t analysis count = 4.449 at the 5% level obtained t table = 1.691 and said there is a significant influence, because t count exceeds t table, namely: $4,449 > 1,691$. So, learners must have good social behavior in order to be accepted in a diverse environment (Schunk & DiBenedetto, 2020). If learners have inappropriate social behavior, it will have an impact on the growth and development and success of the learners themselves in the future (Jäger dkk., 2019). Social personal guidance can help learners have a full understanding of themselves, have healthy communication (Cheong, 2020), and can behave healthily according to applicable norms (Mdege dkk., 2019). Therefore, social personal guidance with the form of group guidance services provided by counseling teachers to students as one of the programs in guidance and counseling is expected to have an influence on students, so researchers are interested in the problems that occur (El-Seedi dkk., 2019). Therefore, researchers focus on the Effect of Social Personal Guidance on the Social Behavior of Students at SMP Negeri 4 Tarakan.

RESEARCH METHODOLOGY

The research approach uses experiments (Lee dkk., 2020). Experimental research is research used to seek the effect of certain treatments on others under controlled conditions (Sugiyono, 2019). In this study, research subjects who experienced social behavior problems were observed before and after being given treatment in the form of social personal guidance with the form of group guidance services through several stages (Bauer & Scheim, 2019). The experimental design is divided into four parts that can be used in research, namely (Moafi dkk., 2021): Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design (Xiao dkk., 2020). As for this study, researchers used Pre-experimental design with the form of One-Group Pretest-Posttest Design, observation of students was carried out twice, namely before and after being given treatment.

In this study, the population was taken from all VIII classes totaling 339 students (Gonçalves Júnior dkk., 2020). Then sampling with purposive sampling is quite good, because it is in accordance with the researcher's considerations such as direction and advice from the counseling teacher where the research subject can represent the population (Burton dkk., 2021). The number of samples in the study were 15 students. Following the results of various considerations, purposive sampling has conditions that must be met as follows:

- a. Sampling must be based on certain characteristics, traits or characteristics that are the main characteristics of the population.
- b. The subject taken as a sample is really the subject that contains the most characteristics found in the population (key subjectis).
- c. Determination of population characteristics is done carefully in the preliminary study.

RESULT AND DISCUSSION

The results of descriptive statistical analysis describe the social behavior of class VIII students at SMP Negeri 4 Tarakan before and after the provision of social personal guidance treatment. Research data collection was carried out in the following, will further explain the description of the social behavior of students before and after treatment. Overall, the series of processes from pretest, treatment, then posttest showed a change in the social behavior of students. This is shown in the following social behavior frequency distribution table:

Table. 1. Frequency Distribution of Learners' Social Behavior

Category	Interval	Pretest		Posttest	
		F	%	F	%
Very High	$100,75 < X$	0	-	11	73,34 %
High	$85,25 < X \leq 100,75$	0	-	2	13,33 %
Medium	$69,75 < X \leq 85,25$	2	13,33 %	2	13,33%
Low	$54,25 < X \leq 69,75$	9	60 %	0	-
Very Low	$X \leq 54,25$	4	26,67 %	0	-

Table.1, shows that students who are in the very high category in the pretest amounted to 0 and in the posttest frequency amounted to 11 (73.34%) students, the high category in the pretest amounted to 0 and in the posttest frequency amounted to 2 (13.33%) students, the medium category in the pretest amounted to 2 (13.33%) students and in the posttest frequency amounted to 2 (13.33%) students, the low category in the pretest amounted to 9 (60%) students and in the posttest frequency amounted to 0, and the very low category in the pretest amounted to 4 (26.67%) and in the posttest frequency amounted to 0.

Table.2. Descriptive Analysis Results of Social Behavior Questionnaire

Value	Sampel	Rate Minimum	Rate Maximum	Average	Standard Deviation
Pretest	15	49	72	58.40	6.738
Posttest	15	83	123	107.13	11.916

Table.2, shows that there is a difference between pretest and posttest results. The average between pretest and posttest data has increased by 48.73. The average results on the pretest showed 58.40 with the description of 2 students in the medium category, 9 students in the low category and 4 students in the very low category. Then, the average results on the posttest showed 107.13 with the description of 11 students in the very high category, 2 students in the high category and 2 other students in the medium category. The percentage of students' social behavior before and after being given treatment can be seen from the calculation of categorization. The calculation of social behavior categorization is divided into five categories, namely very high, high, medium, low and very low.

Here there are significant changes from each indicator. This can be seen from the following table:

Table.3. Pretest and Posttest Comparison Table

No.	Indicator	Pretest	Gain Score	Posttest
1.	<i>Sharing</i>	117	95	212
2.	<i>Cooperative</i>	144	118	262
3.	<i>Generosity</i>	243	160	403
4.	<i>Helping</i>	193	180	373
5.	<i>Honesty</i>	179	178	357

In table 3, it is explained that, when the students' social behavior questionnaire is given before being treated (pretest) with social personal guidance, the score data per indicator is obtained, namely the sharing indicator is 117, the cooperative indicator is 144, the generosity indicator is 243, the helping indicator is 193 and the honesty indicator is 179. As for after students were given treatment (posttest) and distributed the same questionnaire as before, namely the social behavior questionnaire before being treated (pretest), the data obtained on the score per indicator on the posttest were for the sharing indicator (sharing) was 212, on the cooperative indicator (cooperation) was 262, on the generosity indicator (generosity) was 403, on the helping indicator (helping) was 373 and on the honesty indicator (honesty) was 357.

In this study, hypothesis testing used a pre experimental method with the type of one group pretest and posttest, where the administration of the instrument was carried out twice, namely pretest (before) and posttest (after) given treatment. Then analyze the data using the Wilcoxon test formula. The calculation of the wilcoxon test instrument before and after being treated in this study used the help of the SPSS 23.0 for windows program with a significant level of 0.05. The significant level used is 5% with decision-making criteria, namely if the p value < 0.05 then the working hypothesis (H_a) is accepted, meaning that social personal guidance affects the social behavior of students at SMP Negeri 4 Tarakan in 2017/2018 academic year. If the p value $>$ than 0.05 then the null hypothesis (H_o) is accepted, meaning that social personal guidance does not affect the social behavior of students at SMP Negeri 4 Tarakan.

After analyzing the data, which uses SPSS 23.0 for windows, the results of the wilcoxon test analysis with the formula of two related samples tests can be seen in the following table:

Table. 4. Wilcoxon Test Analysis Results

Test Statistics ^a	
	Posttest - Pretest
Z	-3.408 ^b
Asymp. Sig. (2-tailed)	.001

Based on table 4, the asymp sig value = $0.001 < p = 0.05$, H_0 is rejected and H_a is accepted, which means that there is an influence on the social behavior of students before and after being given social personal guidance treatment. Based on the results of the analysis and discussion of the research conducted on 15 students, it can be said that there is a connection between theory and reality that occurred at the time of the research. The purpose of social personal guidance is to assist students in solving social personal problems which include problems of relationships with friends, adjustment to the educational environment, understanding of their own nature and abilities and conflict resolution. It can be explained that social personal guidance in this study will discuss issues related to social behavior. Social behavior is the physical and psychological activity of a person towards others or vice versa in order to fulfill themselves or others in accordance with social demands (Hurlock, 2003). Social behavior can be influenced by the presence of others or group behavior. So, social behavior is an action that individuals take repeatedly to produce a behavior that comes from instinct or the learning process.

CONCLUSION

Based on the results of research and discussion, social personal guidance has a significant effect on the social behavior of students. The results of the wilcoxon test obtained asymp sig value = $0.001 < \alpha = 0.05$ then H_0 is rejected which means that there is a difference in the social behavior of students before and after being given social personal guidance treatment. This is because the subjects who became research samples showed significant changes in social behavior after being given treatment from the pretest questionnaire evidence, posttest and observation results. So, it can be concluded that there is an effect of social personal guidance on the social behavior of class VIII students at SMP Negeri 4 Tarakan.

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