Efforts to Improve Learning Readiness Through Virtual-Based Group Guidance Services Using Role Playing Techniques in Junior High School Students

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Article Information:	ABSTRACT
	This research was conducted to determine the effect of increasing learning readiness through virtual-based group guidance services with role playing techniques. The choice of topic with this technique is interesting because it sees the situation that is happening there. Therefore, the researchers tried to do this research using a quantitative approach with a pre-experimental method, in which students in the sample class had problems regarding their learning readiness. For sampling using random sampling. The number of samples in this study were 48 students. The results of the hypothesis test using the paired sample t-test which can be seen from the test results, that the significance value (2-tailed) $0.002 < 0.005$ indicates a significant difference between the initial variable and the final variable. This means that there is a significant effect on the treatment given to each variable in the study.

INTRODUCTION

In everyday life, it can be seen that the level of student learning readiness in class, especially junior high school students, tends to be low (Azizah dkk., 2022; Nicholas dkk., 2023). They tend to like to play and are less focused on listening to lessons, so this has an impact on teaching and learning activities in junior high schools being less than optimal. Basically, learning readiness is the first step that must be taken by students to achieve maximum teaching and learning activities. For this reason, educators must

know what steps must be taken to build student motivation in a better direction (Putri dkk., 2023; Vicky dkk., 2023). Talking about learning readiness, it can be said as the initial condition of a learning process activity that makes an individual ready to give a response or answer that is in the student's self in achieving a particular teaching goal. This is also supported by statement Nasution's (2011: 179) that learning readiness are conditions that precede the teaching and learning process that will take place, meaning that learning will not occur if the students who are going through it do not prepare themselves first.

Educators also need to pay attention to several things that affect students' learning readiness at school, both factors that come from within the students themselves (internal) and factors that come from outside (external) (Holly dkk., 2023; Levan's dkk., 2022). This is supported by statement Slameto's (2010: 114) which explains that "the condition of learning readiness includes three aspects, namely: (1) physical, mental and emotional conditions; (2) needs, motives, and goals; (3) skills, knowledge and other understandings that have been learned ". Preliminary studies conducted by researchers to dig deeper information about the learning readiness of class VIII students, found no readiness to learn among them. This observation is reinforced by the results of research, where students tend to be passive and do not focus on the learning material delivered by the teacher. They are less able to respond to the learning material delivered by the teacher. Only a small number of students want to discuss and study together because according to them it is quite boring (Amrina dkk., 2022; Saputra dkk., 2022). Regarding this matter, several class teachers also explained that there were some students who looked less enthusiastic or less interested and enthusiastic during the learning activities. So that it can be said that the majority of class VIII students lack learning readiness.

Increasingly developing digital technology requires counselors to carry out guidance and counseling in an innovative and creative manner by utilizing humanist digital media, one of which is virtual group guidance services (Fathia dkk., 2022; Maryati dkk., 2022). According to Yarmis (2019) Group guidance services are expected to be able to help individual problems through group dynamics to achieve the goals of guidance and counseling. Group guidance as an effort to provide assistance to individuals through group activities. Group guidance services aim to overcome problems by using group dynamics so that digital media can provide attractive and easy-to-apply services, namely by providing virtual group guidance services, which can access services easily and also as a means of sharing (Liam dkk., 2023; Saskia dkk., 2023). Virtual group guidance services are an alternative in helping clients or the public in the process of providing services using zoom meetings (Baroroh, 2020).

According to Romlah, T. (2001), in group guidance services there are various kinds of techniques that can be used to support implementation in order to achieve service goals. In practice, the techniques often used in group guidance are group discussions, problem solving, field trips, simulation games and role plays (Auliani dkk., 2023; Mustafiyanti dkk., 2023; Wanti dkk., 2023). Based on the observations of researchers while there, the appropriate technique to apply is group guidance services

through role playing techniques to help improve student learning readiness. This roleplaying technique can support education in schools, where a person plays imaginative situations with the aim of helping achieve self-understanding, improve behavioral skills, analyze behavior, or show others how someone behaves, or how someone should behave.

The roleplaying technique carried out in group guidance by students is a game where players are free to explore how the game goes and take part in their respective roles according to the theme being discussed, as Harviainen (2012: 5) has expressed, "A role-playing game is a game set in an imaginary world (Mulyasari dkk., 2023; Noer dkk., 2023). Players are free to choose how to explore the game world, in terms of the path through the world they take, and may revisit areas previously explored. The amount of the game world potentially available for exploration is typically large". The process of roleplaying techniques in groups as described above has also been carried out by researchers in schools with students. The practice was carried out in class VIII B, by dividing students into groups and giving them interesting roles so that each of them was motivated to achieve more in learning (Al Maarif dkk., 2023; Utami dkk., 2023). For example: about "stop bullying your own friends", where in this topic each student plays a role in accordance with the intent of the goal so that friends don't put each other down and put each other down, but instead compete to excel by supporting and motivating each other among friends who are weak or less intelligent become better and more successful in continuing their studies.

Finally, the focus of this research is the process carried out using the pre-experimental method in schools in helping students prepare themselves for learning readiness through virtual-based group guidance services with role playing techniques, especially for students of SMPN 231 Jakarta, so that their study results can improve for better future.

RESEARCH METHODOLOGY

This research method is carried out with a high degree of objectivity, which requires the use of accurate and reliable data collection procedures for scientific research. The quality of research results is influenced by two things, namely the quality of research instruments and the quality of data collection. The quality of the research instrument relates to the validity and reliability of the instrument, while the quality of data collection relates to the accuracy of the methods used to collect data (Azwar, 2017: 1). Therefore, if an instrument that has been tested for validity and reliability is not used appropriately in data collection, then the instrument may not necessarily be able to produce valid and reliable data. In terms of method or technique, data collection can be done by interviews, questionnaires, observation, and a combination of the three (Sugiyono, 2009: 194).

Data collection in this study was carried out using a questionnaire. The questionnaire is a set of questions and written statements given to respondents to be answered as a data collection technique. If the researcher knows exactly the variable to

be measured and knows what to expect from the respondent, then the questionnaire is an effective and efficient data collection technique. The data collection method in this study was carried out by distributing learning readiness questionnaires to the research object, namely students of SMP Negeri 231 Jakarta in class VIIIB for the 2021/2022 academic year as the research sample. Questionnaires were given to students twice, namely before being given treatment (pre-test) and after being given treatment (post-test).

RESULT AND DISCUSSION

Researchers used the help of the SPSS program through a paired sample t-test. The paired sample t-test is a test used to compare the difference between the two means of two paired samples assuming the data is normally distributed (Fadiyah dkk., 2023; Ranal dkk., 2023). Paired samples come from the same subject, each variable is taken in different situations and circumstances.

The paired sample t-test based on significance is as follows:

a. If the significance value (2-tailed) > 0.05, then H0 is accepted and Ha is rejected.

b. If the significance value (2-tailed) <0.05, then H0 is rejected and Ha is accepted.

The results of the calculations can be seen in the SPSS output table below:

Table 1 Descriptive Analysis Results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	180.9583	48	14.85241	2.14376
	Post Test	183.8125	48	18.77148	2.70943

From the table above it can be seen that the mean result of the Pre test is 180.9583 and the mean result of the Post test is 183.8125. The number of respondents can be seen from the value of N, namely 48 respondents, which means that it is in accordance with the data conducted by the research.

Table 2 Correlation Test Analysis

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	48	.959	.000

Based on the test results above, it can be seen that the significance value of the Paired sample correlations is 0.000 <0.005, which means there is a relationship between the Pre-Test and Post-Test values.

Table 3. Analysis of the T Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	Pre Test - Post Test	- 2.85417	6.164 38	.8897 5	-4.64412	- 1.06422	- 3.208	47	.002

Based on the test results, it appears that the significance value (2-tailed) 0.002 <0.005 indicates a significant difference between the initial variable and the final variable (Fiqih dkk., 2023; Hermansyah dkk., 2023; Pamuji & Limei, 2023). This shows that there is a significant effect on the treatment given to each variable.

CONCLUSION

This study aims to see and assist students in relation to their readiness in learning before being given treatment and after being given group guidance services using role playing techniques. This research was carried out by distributing questionnaires with the Google form to obtain a readiness to learn from class VIII students at SMP Negeri 231 Jakarta. The sample used by the researcher was 48 students of class VIIIB as the pre-experimental group who were given group guidance services. The approach used in this study is a quantitative research approach. Quantitative research is a cross-sectional approach when viewed from the implementation time approach, because it only studies the dynamics of the relationship or linkages between research objects or variables in a short span of time even with only one data collection, depending on the research method. Quantitative research is sometimes referred to as a statistical research approach because it uses or applies the formulas and workings of statistics. The quantitative approach can also be interpreted as a research approach that relies on calculating numbers, nominal amounts, or patterns of use of statistics.

Riandika (2020: 6) explains that the characteristics of the quantitative approach are that the instruments used have been tested for their validity (accuracy) and reliability (consistency). There is no doubt about the consistency and validity of measuring instruments in the form of research instruments in measuring a variable. The quantitative approach emphasizes its analysis on numerical data (numbers) processed by statistical methods. Basically, a quantitative approach is carried out in inferential research (in the context of testing hypotheses) and relies on the conclusion of the results on an error probability of rejecting the null hypothesis. With the quantitative method will be obtained the significance of group differences or the significance of the relationship between the variables studied.

The result data from the study consisted of one group by comparing before being given treatment and after being given treatment through group guidance services with the topic of the task. This is done to describe and test the effectiveness of the research conducted, where a description of the data obtained from processing research data is presented. As previously described, the purpose of this study was to observe and assist students in relation to their readiness in the learning process before being given treatment and after being given group guidance services using role playing techniques in

class VIII students of SMP Negeri 231 Jakarta. Based on the results of the research conducted, it can be concluded that the results of hypothesis testing using the paired sample t-test can be seen from the test results, that the significance value (2-tailed) 0.002 <0.005 indicates a significant difference between the initial variable and the final variable. It can also be seen that the test results from the Paired sample correlations are 0.000 <0.005, which means there is a relationship between the Pre-Test and Post-Test scores. This shows that there is an influence on students before being given group guidance services and after being given group guidance services in increasing learning readiness. With these results it is proven that counselors can use counseling guidance services with certain techniques so that students can be motivated to increase readiness in learning

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