ATLANTIS
PRESS

Effect of Counseling Guidance in Improving Process of Student Learning Achievement

Asrori[1*], Moch. Charis Hidayat[1], Ika Puspitasari[1], Rusman[1]

Faculty of Islamic Studies, Universitas Muhammadiyah Surabaya, Surabaya 60113, Indonesia
Corresponding author. Email: asrori@fai.um-surabaya.ac.id

ABSTRACT

Quality education is one that integrates several fields of activity in synergy namely administrative, instructional and guidance and counseling. This research aimed to transform the knowledge into the education system integrally. The type of research used is field research with a quantitative approach. In this research, there were two variables, namely Guidance and Counseling as independent variables, and student achievement as a dependent variable. The researcher conducted a study in MTs Negeri I Bojonegoro and the researchers selected grade 7 students as population, and assigned 10% of them as samples. Techniques in sampling in the form of random sampling. The source of this research data obtained by the method of observation, interview, questionnaire and documentation. The results of this research showed that counseling and guidance services affect the process of improving student achievement. This is based on the questionnaire score data that has been calculated with the product moment formula that results in a correlation index value (r_{xy}) of 0.681. This result proved larger than the value at the significance level of 5% of 0.361 and 1% of 0.463. The results of this study indicate that there is influence between Counseling Guidance on the process of improving student achievement in MTs Negeri I Bojonegoro.
Keywords: counseling guidance, education, student achievement

1. INTRODUCTION

Guidance and counseling are a support service for students, either individually or in groups to be independent and able to develop optimally, through personal, social, study, and career with various types of support services and activities based on applicable norms (SK Mendikbud No. 025 / D / 1995) [1].

On the other hand, guidance and counseling are proactive and systematic efforts in facilitating individuals to achieve optimal levels of development, development of effective behavior, environmental development, and improvement of individual functions or benefits in their environment. All these behavioral changes are the process of individual development, namely the process of interaction between individuals and the environment through healthy and productive interactions. Guidance and counseling hold important tasks and responsibilities for developing the environment, building dynamic interaction between individuals and the environment, teaching individuals to develop, change and improve behavior [2].

Counseling and guidance services can be done in the settings of educational institutions, families, communities, organizations, industries, and so forth. Initially, guidance and counseling are not intended for education. However, in its development applied in education. Therefore, the various phenomena of learners' behavior today such as brawl, drug abuse, deviant sexual behavior, moral degradation, unsatisfactory learning outcomes, failing exams, failing National Final Examination and so on, indicate that the educational goals of one effort the achievement through the

learning process, has not been fully able to answer or solve the various problems because the school has less responsibility to foster local content such as religious and cultural issues [3]. This indicates the need for an approach other than the learning process to solve these problems. These efforts are through guidance and counseling approaches conducted outside the learning process situation [4]. Guidance and counseling are not as a learning activity in the context of teaching scenes that the teacher should do as a learning subject, but an expert service in the context of establishing learners.

The rationale of the implementation of guidance and counseling in Schools or Madrasahs, not merely lies in the presence or absence of a legal basis (legislation) or provision from above. More importantly, however, it involves the effort to facilitate the learner, who is then referred to as a counselee, to be able to develop his potential or achieve his development tasks comprehensively covering the physical, emotional, intellectual, social, moral and spiritual aspects [5]. For, even though Allah has granted the surplus to everyone. However, often it cannot develop in a person except with the touch of others. And BK influential to escort the potential of students to be able to develop completely and as optimally as possible. Personal word according to Sinurat defined as a unique individual (has its own characteristics), can stand alone, and can determine the purpose of life with oriented to the values of life received from birth from their parents [6].

In this context, the results of field studies indicate that counseling and guidance services in schools or madrasah are needed, due to the many problems of learners in schools and madrasah, the magnitude of the learners' need for self-direction in choosing and making decisions, the need for

guidance and guidance rules counseling in schools and madrasah, as well as improvement of work procedures in both manpower and management aspects [7].

One school that uses counseling guidance as an effort in the process of improving student achievement is MTs Negeri I Bojonegoro. As the vision written at the school is "The Realization of Excellent Graduates of Madrasah in Achievement of Science and Technology Based on Faith and Taqwa and care for the environment". While one of the missions as an effort to realize the vision is "Achieve student achievement in academic and non-academic".

From what has been in the vision and mission of MTs Negeri I Bojonegoro, it is very clear that the school or madrasah is always trying to make the students superior in achievement in the field of academic and non-academic. From the description of the above problems, encouraging the authors to conduct research in MTs Negeri I Bojonegoro which the author wants to know about the influence of counseling guidance on the process of improving student achievement.

2. METHOD

To establish the fairness index for research contributions for each researcher, the authors conduct several activities to get the best algorithm. First, make an instrument as input. Second, make a concept to process the inputs. Third, produce a formula for measuring the fairness index as an output.

The type of research used is field research (field resources) with a quantitative approach that is the approach based on the calculation of numbers or statistics, using the formula of one predictor regression, from a variable to be studied separately then connected. In this research there are two variables that are independent variable (X) and dependent variable (Y). In this study, independent variable is guidance and counseling and the dependent variable is the process of improving student achievement of MTs Negeri I Bojonegoro. From these variables will be recognizable data to be taken that is data related to Guidance and Counseling and data related to the process of improving learning achievement

In this research there are two types of data that is qualitative data and quantitative data. Qualitative data derived from the variables Guidance and Counseling (BK) in the form of, among others: BK Procedure, BK implementation techniques, materials provided by BK and the results obtained BK. Data relating to learning achievement in the form of, among others: The value of students in the subjects taken and the achievement of the standard of achievement of graduation.

Sources of data in this research consisted of people, paper (books) and the place where the research was conducted. In this research that BK data sources include: principals, teachers BK, Guardian class VII, teacher representatives of class and grade VII. Because of the large number of populations that is as many as 310 students, it will be taken 10% of the members of the population that is as many as 30 students of class VII. Furthermore, this study could be categorized as a sample study. Data about the process of

improving student achievement in this study there are two kinds, namely:

a. Learning achievement before that is data of student achievement result which taken from result of replication at initial stage.
b. Learning achievement after is the data of student achievement that is taken from the result of repetition at the next stage.

Because the subjects of the research are the seventh-grade students who are now in the odd semester of 2017-2018, the data on the student's prior achievement will be taken from the mid semester result. The student achievement data after will be taken from the results of the semester. Assuming that after the mid semester evaluation will be held on the learning achievement obtained by students. At the time the results are evaluated there are two possibilities of maintaining and improving the already good, and improving and improving the unfavorable. Furthermore, on both data learning achievement before and after will apply three possibilities as follows: (1) The possibility of an increase. (2) Possible decline. (3) Possible no change or fixed. The method used in this research are:

2.1. Observation Method

This method is interpreted as a deliberate, systematic observation of social phenomena with psychological symptoms for later to do recording.

2.2. Method of Questionnaire

The questionnaire method is the main method of digging the data in this study. Questionnaire is a method that uses several lists of written questions that must be filled by the respondent. Questionnaire is used to find data about counseling guidance on the process of improving student achievement in MTs Negeri I Bojonegoro. Before this questionnaire is used for research, the questionnaire to be used for research is tested for validity and reliability first. A valid and reliable questionnaire is used for research, while invalid and reliable ones cannot be used for research

2.3. Interview Method

That is the question and answer process orally, where two or more people are physically opposite, one can see the other and can listen for themselves with his ears. Interviews are used to obtain data from persons who secondary sources of information are who have knowledge of changing social conditions or who have close relationships with people or groups who are questioning methods or questionnaires

2.4. Documentation Method

That is the method used to retrieve the data contained in the document. Example; field note, report cards, BK results and the like.

3. RESULTS AND DISCUSSION

3.1. *Performance Guidance and Counseling at MTs Negeri I Bojonegoro*

3.1.1. *Counseling guidance teacher*

In the daily execution BK entrusted to 6 teachers who one of them served as coordinator. They who were technically

operational fully responsible in the process of guidance and counseling students. In carrying out daily tasks BK is directly supervised and controlled by the Madrasah Principal. And indeed, BK in particular must be able to communicate actively with the Head of Madrasah in order to translate all school policies applicable into the process of student guidance. In other words, BK is obliged to create a school atmosphere to be conducive, orderly and controlled for the learning process and teaching students.

Table 1 Number of students in BK class

No	Class Division			
	Name	Position	Class	Number of students
1	Ely Maulidiyah, S.Pd	Coordinator	VIII A, VIII B, VIII C, VIII D, VIII E	175
2	Nurwahyu K, M.Psi	Counselor	VII A, VII B, VII C, VII D, VII E	166
3	Ika Rismawati, SP	Counselor	IX A, IX B, IX C, IX D, IX E	178
4	Putri Kinanti, S.Pd	Counselor	VII F, VII G, VII H, VII I	144
5	Himatul Ulya, S.Pd	Counselor	IX F, IX G, IX H, IX I	158
6	Elisa Kartika, S. Pd	Counselor	VIII F, VIII G, VIII H, VIII I	143

3.1.2. *Counseling guidance staff*

In carrying out daily tasks, BK is placed in a separate room which is then called the office of BK. Thus, in this place all the activities of student guidance and counseling is centralized. Furthermore, this office is also used as a means of student complaints and also a coordination meeting place among teachers BK. To serve the needs of everyday students a daily picket schedule is made as a rotating assignment at the office of BK. So, at any time there are students who are interested in BK.

There are several performance devices of BK MTs Negeri I Bojonegoro in order to fulfill their duties and obligations. Forms of performance devices include:

3.1.2.1. *Student condition*

That is a book that contains about student biodata in the form of name, gender, class, homeroom, interest, talent, psycho test result, achievement, psychology, home address and decision.

3.1.2.2. *Book control*

That is a book that contains about the sides of student life that resembles the schedule of daily activities or diary. This book will be submitted to BK Teachers to be read and understood as well as responded according to need and propriety. This book has a very significant benefit for BK teachers able to monitor student life integrally.

3.1.2.3. *Book of infringement.*

That is a book that contains records of student offenses during school. Any violation, the relevant student will be summoned to BK office for more details about name, class, type of violation, reason. From this book can be monitored about the level of obedience, obedience and maturity of students.

3.1.2.4. *Program activity plan*

That is the book that contains about the agenda and the program that will be in the next semester.

3.1.2.5. *Book of home visit*

That is a book that contains BK visits to students' homes related to a problem and is specific. Home visit is taken to find out more in the problems involving students by way of communication with the guardian side of the students to jointly overcome the case that is happening.

The device proved very useful for the implementation of duties and obligations of BK in school. In fact, the books can also be used as a reference for teachers, guardians, students to monitor the process of teaching and learning trips and efforts to improve student achievement in MTs Negeri I Bojonegoro.

3.2. The Process of Improving Student Achievement in MTs Negeri I Bojonegoro

The sample selected in this study is 10% of the population (310 students) or 30 students all coming from class VII with attention to the distribution of study groups of 9 groups (classes). Thus, the sample was taken by some students as representatives of the class VII.A, VII.B, VII.C, VII.D, VII.E, VII.F, VII.G, VII.H and VII.I were drawn together so a total of 30 students.

Furthermore, in the process of improving student achievement could be seen from the average score data obtained by the above sample students which included mid semester value (as before) and semester value (as after value). Each data achievement score included 20 types of subjects tested. Each subject had three types of achievement assessments covering three domains: cognitive, affective and psychomotor. Then, to explain the results of learning achievement of the respondents would be taken from the average value per domain.

Table 2 Average score of students' tests

	Mid Semester	End of Semester	Difference
Average Score	72.71	75.32	+2.61

After comparison of value before and after value there was difference which indicate an increase. This was evident from the results of the semester average value is higher than the average value on mid semester. This increase was possible because of the guidance and counseling intensively implemented after mid semester as preparation for the semester.

3.3. The Influence of Guidance and Counseling in The Process of Improving Student Achievement in MTs Negeri I Bojonegoro

To determine the influence of guidance and counseling in the process of improving student achievement, conducted data collection through questionnaires or questionnaires distributed to sample students to be answered. Each variable (counseling guidance variables and learning process improvement learning variables) had 40 items of questions in which each item is given 3 answer choices that are answers A, B, and C. After the questionnaire data were collected, the next step is to score with the following conditions:

a. Alternative answer A is given a score of 2
b. Alternative answer B is given a score of 1
c. Alternative answer C is given a score of 0

After the questionnaire score data obtained, then the next data must be analyzed to determine its value. In this case the researcher chose the product moment correlation formula that will be used to determine the relationship between the two symptoms of interval namely the influence of guidance and counseling on the process of improving student achievement in MTs Negeri I Bojonegoro.

The product moment formula that will be used is the third formula of some product moment formula that exists or is called by the formula of coarse numbers, namely:

$$r_{xy} = \frac{N.\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N.\Sigma X^2 - (\Sigma X)^2\{\{N.\Sigma Y^2 - (\Sigma Y)^2\}}}} \qquad (1)$$

The next step is to create a table consisting of five divided columns for the respondent's number, X variable value (about counseling and counseling), Y variable (learning process improvement), square of X or (X2), square of Y or (Y²) and multiply the value of X and Y or XY. So the data obtained as follows:

ΣX	= 2054	$(\Sigma X)^2$	= 4218916
ΣY	= 1941	$(\Sigma Y)^2$	= 3767481
ΣX^2	= 142258	ΣXY	= 134119
ΣY^2	= 127571	N	= 30

Furthermore, the data is inserted into the formula:

$$r_{xy} = \frac{N.\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N.\Sigma X^2 - (\Sigma X)^2\{\{N.\Sigma Y^2 - (\Sigma Y)^2\}}}}$$

$$r_{xy} = \frac{30.134119 - (2054)(1941)}{\{30.142258 - (2054)^2\{\{30.127571 - (1941)^2\}}}$$

$$r_{xy} = 0.6781$$

Considering the correlation index of product moment (r_{xy}) of 0.681 then the value was consulted with table r product moment (rt) both in the level of significance of 1% and 5% with the number N = 30, known in 5% significance level is = 0.361 while in the level of significance of 1% is = 0.463 it can be known that the number of ro was greater than rt.

If ro equals or greater than rt, then the alternative hypothesis (Ha) is called to be accepted or proved true. Means true between the variables x and y variables there is a significant positive correlation. In contrast, the null hypothesis (Ho) could not be approved or accepted or not proven [8].

Based on the above opinion it could be seen that there is a positive relationship between the influence of Guidance and Counseling and the process of improving student achievement in MTs Negeri I Bojonegoro. Acquisition of r_{xy} of = 0.681 this can then be consulted in a way other than the product moment table, that is by using the interpretation of the correlation coefficient obtained.

From the results using interpretation of the correlation coefficient that between BK with the process of improving student achievement in MTs Negeri I Bojonegoro classified moderate. Thus, the result showed that there was influence between Counseling Guidance on the process of improving student achievement in MTs Negeri I Bojonegoro.

4. CONCLUSION

Comparison of the value of before and after value in this study there are differences that indicate an increase. This is evident from the results of the semester average value is higher than the average value on mid semester. This increasing is possible because of the guidance and counseling intensively implemented after mid semester as preparation for the semester. So, it could be said that the

process of improving student achievement of MTs Negeri I Bojonegoro was quite maximal, and the results of the average value of the end of the semester showed students as a whole had been able to complete all the lessons according to Competence Minimal Graduation Counseling guidance proved to influence the process of improving student achievement in MTs Negeri I Bojonegoro ie with correlation index value of 0.681. If consulted value of value to N amount 30 hence obtained significance level of significance 5% equal to 0,361 and level of 1% equal to 0,463. Thus, if following the guidelines of the use of correlation table product moment then the value obtained was quite significant, ie between variables X (Counseling Guidance) with variable Y (Process of Student Achievement Improvement) there was a positive correlation, both at the level of significance 5% and 1%.

REFERENCES

[1] Asosiasi Bimbingan dan Konseling, Standar Kompetensi Konselor Indonesia. Bandung: ABKIN, 2005.

[2] Departemen Pendidikan Nasional, Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal. Jakarta: Departemen Pendidikan Nasional, 2007.

[3] M. Tolchah, "The political dimension of Indonesian Islamic education in the post-1998 reform period," J. Indones. Islam, 2014.

[4] Tohirin, "Bimbingan dan Konseling Di Sekolah Dan Madrasah," in Jakarta: PT RajaGrafindo Persada, 2014.

[5] N. S. Sukmadinata, Bimbingan dan Konseling dalam Praktek. Bandung: Maestro, 2007.

[6] R. H. D. Sinurat, Handout Bimbingan dan Konseling. Yogyakarta: Pro Manuscripto Fakultas Teologi Universitas Sanata Dharma, 2011.

[7] Mulyadi, Bimbingan Konseling di Sekolah & Madrasah. Jakarta: Prenadamedia Group, 2016.

[8] A. Sudiono, Pengantar Statistik Pendidikan. Jakarta: Rajawali Press, 1991.