

# PAIKEM Learning Application for Students Self-Development Course

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## ABSTRACT

This study aims to improve skills in designing guidance and counselling services through participatory, active, innovative, creative, effective and fun learning. Classroom action research methods are used in this study. The population of research subjects was 65 students in semester 5 of the Guidance and Counselling study program. This research was conducted using the Kemmis and Mc. Taggart model: (a) Planning Phase, (b) Action Implementation Stage, and (c) Observation Stage. The research data were analysed inferentially by independent sample t-test. The results showed an increase in skills in designing guidance and counselling services through PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning). The conclusion of this study is that PAIKEM can improve student skills in designing guidance and counselling services.

**Keywords:** *Participatory Learning, Active, Innovative, Creative, Counselling Guidance.*

## 1. INTRODUCTION

Student self-development courses are courses that are taken by counselling guidance study program students in semester 5. This course is a basic scientific course and work skills offered to students in the Study Program at the Teacher Training and Education Faculty. Student-centred learning activities (Student Centred Learning) are important to do to increase learning activities in the classroom [1][2]. Student centred learning is a modern approach to enhance the better quality of the education process [3]. The active learning strategies selected for this study has been collected, exchanged, modified and collaborated [4]. Based on the experience of teaching researchers in the Guidance and Counselling Study Program in this subject, the students' lack of ability in designing or making guidance and counselling service programs for students, students are still stuck with services that are classical (providing information services or lectures).

In providing counselling guidance services, there are various ways of providing services such as 1) service areas (personal, social, career learning), 2) service functions (prevention, understanding, maintenance and advocacy), 3) 9 types of services (orientation, information, content control, placement and channelling of individual counselling, group counselling, mediation and consultation groups), 4) 6 supporting activities (data instrumentation applications, data collection, case conferences, display of home visits and case handouts), 5) Conducted through group and individual classification formats, 6) Responsive Service, 7) Individual Planning, 8) System Support; orientation services, content control, placement and

distribution services, and mediation services [5]. Various kinds of service provision can make counselling service activities more attractive to students, especially adolescents.

The results of the research team's observations in the learning process that took place were many students who had low self-confidence in their abilities; this could inhibit student creativity in activities learning. Ideally, students in the fifth semester are mature or have confidence in their abilities. Because fifth semester students already have knowledge of basic theories in guidance and counselling. In this semester students are expected to be able to apply the theories they have in their fields of expertise, such as designing guidance and counselling services. It is important and necessary to prepare fifth semester students to be actively involved, think creatively and show innovative behaviour in learning.

As a prospective counsellor, it is necessary to have the skills to provide guidance and counselling services that will support the process of providing counselling services to students in interesting, innovative and fun ways, so that service delivery will be more memorable and feel real. Therefore, it is necessary to involve students directly in the learning process such as designing a program of guidance and counselling services that will be provided to students [3][6]. It is necessary to make improvements in the learning process to increase student involvement [7]. The purpose of learning is not only to understand the concept, but students must have the ability and skills [8] in making guidance and counselling service programs needed by prospective guidance and counselling teachers

in helping students to solve their problems, which are related to the scientific basis.

One way to improve student skills in providing counselling guidance services is to do with PAIKEM learning. PAIKEM stands for Active, Innovative, Creative, Effective, and Fun Learning. Active means that in the learning process a teacher must create an atmosphere where students feel free to actively ask questions and convey their ideas and involve students in doing something and thinking about what they do. With the PAIKEM, learning will be more effective and efficient [9][10]. Basically, PAIKEM learning is active, creative, innovative, effective and fun learning derived from student centred learning (SCL) [11].

Guidance and counselling service provision skills are basic skills that must be possessed by guidance and counselling teachers. The learning process also aims to develop student soft skills, such as planning guidance and counselling service programs that are appropriate to student needs. So that in the future students can meet the demands of life in this global era with skills.

The skill of designing guidance and counselling is a learning counselling tool designed to be a reference in implementing guidance and counselling services [12]. The ability to plan

guidance and counselling service activities according to student needs [13].

The skill of designing guidance and counselling services is an individual's mental ability that appears in behaviour: 1) being able to identify student needs, 2) when the service can be implemented 3) how needs will be handled or the service will be provided, 4) how to measure the achievement of service objectives as efforts to evaluate the success of services [14].

Based on the background and reality above, the research conducted this study by focus on PAIKEM improve the skills in designing guidance and counselling services. The aim of this research was to improve skills in designing guidance and counselling services through participatory, active, innovative, creative, effective and fun learning.

## 2. RESEARCH METHODS

This study uses a classroom action research method [15]. "Classroom action research is a collaborative research carried out by following a procedure which states that a cycle consists of four steps: planning, acting, observing, and reflecting". research is a collaborative research carried out by following a procedure which states that in one cycle there are four steps as shown in Table 1.

**Table 1. Student self-assessment of the skills to design guidance and counselling services**

No	Aspect	Indicator	Mean
1	Be able to identify student needs	Able to use instruments to meet student needs	3.85
2	Implementation of services	According to student needs Service delivery time	3.9
3	How to provide services	Able to provide group guidance services Able to provide group counselling services Able to provide classical service Able to provide individual counselling services	3.9 3.85 3.85 3.95
4	Measure achievement	Able to do an immediate assessment Able to do short term assessments Able to do long-term assessments	3.65 3.65 3.62

**Table 2. Student Self-Assessment Towards PAIKEM**

No	Aspect	Indicator	Mean
1	PAIKEM Learning	Students participate actively in classroom learning; engage in discussion, Students are able to show innovative thinking behaviour: the emergence of new ideas or concepts Students are able to show creative thinking behaviour; find new relationships to get new answers Students are able to show effective behaviour; show behaviour to improve the quality of work Students are able to show pleasant behaviour: show happy and happy behaviour in the learning process / mean it.	3.59 3.5 3.41 3.53 3.15

**Table 3. Comparison of the mean value of learning outcomes between cycles**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRASIKLUS	66.6154	65	9.48303	1.17623
	SIKLUS1	79.2308	65	6.56879	.81476
Pair 2	PRASIKLUS	66.6154	65	9.48303	1.17623
	SIKLUS2	91.0000	65	3.97256	.49274
Pair 3	SIKLUS1	79.2308	65	6.56879	.81476
	SIKLUS2	91.0000	65	3.97256	.49274

### 3. RESULTS AND DISCUSSION

The student's assessment of the skills includes a service design that aims to see the quality of the process that students perceive during lectures. Obtained that the mean of student self-assessment in all aspects shows the mental emotional involvement of students with a class average of 3.802. This shows that the involvement of students' mental involvement in learning is at a good level.

Student assessment of PAIKEM learning in the following table shows students' self-assessment of the learning process that is being undertaken. The average student self-assessment in all aspects showed the mental emotional involvement of students with an average of 3.436 being in good criteria (Table 2).

There was an increase in the mean value of student learning outcomes at the pre-cycle stage, mean 66. 6154. Furthermore, it increased in cycle one with a mean of 79.2308. in the second cycle the mean is 91.00 (Table 3). This shows that student skills can be improved through active, innovative, creative, effective and fun learning. Student activeness can be seen in learning activities, students are able to express their ideas and ideas. Innovative and creative behaviour appears in the form of services designed by creating service media by utilizing existing technology, then informing them through social media. Through PAIKEM activities, students feel happy; this is shown by the desire of students to make service media more attractive. The results of this study are in accordance with the opinion [16] that PAIKEM is effectively able to improve student learning outcomes and provide more benefits for increasing student learning motivation; motivation, attitudes, interests and behaviour change.

### 4. CONCLUSIONS

Based on the research activities, the following conclusions can be drawn applying PAIKEM learning in self-development courses by giving assignments can increase student learning activities. Using PAIKEM can improve the skills in

designing guidance and counselling services. The students' assessment of the skills in designing guidance and counselling services on average is classified as good.

Starting from the conclusion, several recommendations are put forward, namely: (1) For lecturers who teach courses, they should further improve their abilities and innovations in learning (2). Students study more lecture materials through real case (3) For the Guidance and Counselling Study Program, the results of this study can be used as a reference for conducting assessments in curriculum innovation and developing course materials.

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