The Effectiveness of Self-Reflection Techniques to Improve Respect Attitudes of Unugiri Bojonegoro Students

Zeti Novitasari*
Universitas Nahdlatul Ulama Sunan Giri Bojonegoro
Jawa Timur, Indonesia
indraningsih87@gmail.com

Vesty Dwi Cahyaningrum
Universitas Nahdlatul Ulama Sunan Giri Bojonegoro
Jawa Timur, Indonesia

Abstract—**Respect greatly influences the interaction process of each individual. Every individual can do and apply a good attitude of respect through the ability of their interpersonal skills. Respect is enhanced by using self-reflection techniques. Respect is enhanced by using self-reflection techniques. Respect can be trained through experiential learning. The purpose of this study was to determine the effectiveness of self-reflection techniques to increase student respect. This study used a pre and post-test of control group design. Self-reflection techniques as an experimental group and group guidance as a control group. To determine the research subject from a scale of respect using a graphic. The instrument that was used in doing this experiment was a scale of respect, a guide of self-reflection techniques for respect with self-reflection techniques, self-reflection sheets, and the observation guidelines. The data analysis technique that used in this study was carried out in two ways; the main analysis to test the research hypothesis by using a nonparametric statistical test, and the Two-Independent-Sample Test-Mann-Whitney U and analysis to determine changes in each group using the Wilcoxon test. From the results of the data analysis, it was found that the results showed that self-reflection techniques could increase students' respect. The guide to self-reflection techniques for respect has gone through the acceptability assessment of the counseling guidance experts and potential users which includes three aspects of assessment; usability, feasibility, and accuracy. The test results of both counseling guidance experts and the product prospective user show that the guidance of self-reflection techniques for respect meets the acceptance criteria, which are useful, feasible, and appropriate to be applied to students. Based on the assessment results given by the counseling guidance experts and prospective product users, it is known that the training guide of self-reflection technique for the respect that has been developed by the developer is in the "very good" category. So that, the developing training guide can be used for the counselors as an easier media to provide guidance and counseling services. Guidelines for self-reflection techniques of respect can be used by the counselors as a guide in training awareness of respect for students.**

Keywords—Respect, Self-reflection techniques, Students

I. INTRODUCTION

Conflict is a problem that exists and is always present in the social life of individuals and groups, so that conflict is inherent, meaning that conflict will continue to exist anywhere, anytime in human life. Some situations often occur related to conflict and violence in Indonesian society which tends to increase, and it has a serious impact on the educational environment. Various surveys were conducted to see a picture of the conflict that led to violence that is currently happening in the educational environment. A student in Madura tortured a teacher to death [1]. A student in Pontianak hitting the teacher with a chair [2]. The two stories are two examples of cases that students abuse against teachers. The cause of this case was because students did not accept when they were reminded by the teacher. Feelings of disrespect indicate inferiority or feel better and think that other people who advise them are inappropriate.

Respect is an attitude of respect, namely respecting oneself, respecting others, and respecting the environment around them [3]. Respect will encourage everyone to recognize that everyone else is worthy of respect so that it encourages everyone to be gentle and not hurt others [4].

Respect is needed by prospective educators, in this case, students in the teacher of the training department, especially students majoring in Guidance and Counseling. In addition to mastering their knowledge, an educator must also have personal competence. Freedman's opinion (Pidarta, 2007) states that teachers must be able to generate a positive first impression and stay positive for the following days. So, to teach respect to students, the teacher must first have an attitude of respect in him. If in previous research on respect, the research subjects were elementary schools (Effianingrum, 2009), then in this study the research subjects were students majoring in Guidance and Counseling. Referring to the competency standards that teachers must have based on Law no 14 of 2005, it is very important to develop an attitude of respect for students majoring in counseling. Also, by referring to the assumption that to teach respect to students, the teacher must first have an attitude of respect.

The use of self-reflection techniques to improve student skills has been widely applied. Research conducted by [5] proves that the application of self-reflection and self-evaluation as basic skills is effective in increasing professionalism in medical students. Another study conducted by [6] used the self-reflection technique as a learning method at the Faculty of Medicine. The two results of these studies indicate that the self-reflection technique is effectively used to develop certain professional skills so that in this study, the self-reflection technique was used to increase the respect of students majoring in Counseling Guidance UNUGIRI Bojonegoro.

Based on the explanation above, self-reflection techniques are very important and can be used as a solution for counselors and counseling lecturers to help students or

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students solve problems faced, especially those related to issues of respect. Besides that, self-reflection techniques can function to help counselors with how to provide information about the condition, development, or problems of students who need guidance and counseling services.

II. METHODS

This study uses a quantitative approach with a pure experimental design. The research design used was the pretest and posttest control group design. The selection of this research design is based on the following considerations: 1) this research design is the most appropriate among other types of experiments and can be applied in research in the field of education and psychology, 2) this research design is the right research design to test hypothesis because it can provide adequate control so that the independent variables can be assessed appropriately [7, 8, 9]. In general, the experimental design used in this study is described as follows:

R1   O1   ∞   02
R2   O3   x   04

Note :

R1: Random placement of groups in the experimental group
O1: Pre-test before the subject was given treatment in the experimental group
∞ : Treatment (self-reflection technique) in the experimental group
O2: Post-test after the subject was given treatment in the experimental group

R2: Random placement of groups in the control group
O3: Pre-test before subjects were treated in the control group
x: Treatment (group guidance) in the control group
O4: Post-test after the subjects were treated in the control group

III. RESULTS AND DISCUSSION

A. Findings

The results of the research conducted in the experimental group contained several analysis results held before and after the intervention was given to the experimental group. Before the intervention was given by the experimental group, the researcher first conducted a pre-test to determine the student's respectful attitude. The pre-test of the scale of respect was carried out by researchers in two counseling classes in semester 2A, which amounted to 36 students, and counseling class in semester 2B, which amounted to 30 students, so the total number of students who took the pre-test was 66 students. The data that has been obtained is then classified by making the pre-test frequency of the student's attitude of respect.

Based on the pre-test results in table 4.1, it was found that 12 students who had a score range of 46-92 classified as a low respect attitude, 36 students who had a score range of 93-139 classified as moderate respect, and 18 students who had a score range of 140-184 classified as having high respect. Furthermore, the researcher determined the number of subjects with a level of respect who entered the experimental group and the control group, each group of 6 students.

TABLE I.   THE RESULTS OF THE PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP

Name	Gender	Total *pre-test*	Classification	Total *post-test*	Classification
AC	M	65	Low	130	Moderate
GA	M	65	Low	128	Moderate
SA	F	64	Low	140	High
FG	F	63	Low	131	Moderate
SS	F	63	Low	135	Moderate
DP	m	63	Low	129	Moderate
Average		63,8	Low	132,1	Moderate

The pre-test results of the experimental group's respect attitude scale showed that all members included in the classification had a low respect attitude with a range of scores (46-92). The mean pre-test result shows a score of 63.8 with the classification of having low respect. Furthermore, after it is known the results of the pre-test attitude of respect scale, self-reflection technique intervention is given to increase the student's respect. The intervention was carried out to the experimental group for seven meetings. In the intervention process, there was a change in the attitude of respect shown by the members of the experimental group. Changes in increased respect for attitudes can be measured again after the intervention is completed with a scale of respect.

TABLE II.   THE RESULTS OF THE PRE-TEST AND POST-TEST OF THE CONTROL GROUP

Name	Gender	Total *pre-test*	Classification	Total *post-test*	Classification
SR	F	60	Low	90	Low
DE	F	65	Low	94	Moderate
NR	M	61	Low	91	Low
HN	M	65	Low	92	Low
PS	M	64	Low	92	Low
LF	M	60	Low	90	Low
Rata-rata		62.5	Low	91.5	Low

The post-test results showed a significant increase, that all members experienced an increase with the classification as having low respect in the score range (46-92). The average post-test result shows a score of 132.1 with a classification of increased respect. The experimental group had experienced an increase in their attitude of respect from before being given the intervention to after being given the intervention.

The results of the pre-test for the control group's attitude of respect showed that all group members were classified as

low with a range of scores (46-92). The mean pre-test result shows a score of 62.5 with a low classification. Furthermore, after the results of the pre-test of the attitude of respect scale were known, a comparative intervention was given from the experimental group, namely group guidance to increase respect. The intervention was carried out to the control group for seven meetings. In the intervention process, there was a slight change in the respect for the control group members. Changes in increased respect for attitudes can be measured again after the intervention is completed with a scale of respect.

The post-test results showed a minimal increase, but only one student experienced an increase in their attitude of respect from low to moderate classification with a score range (93-139), while six students remained in the classification as having a low respect attitude with a score range (46-92).) only experienced a slight change in the attitude scale score of respect. The control group only experienced an increase in the attitude of respect from before being given the intervention until after being given the intervention on the scale of respect, but still, be classified as having a low respect attitude.

The average value of respect obtained before being given the treatment of self-reflection techniques in the experimental group was 63.8 in the classification of having low respect, and after being given treatment, the self-reflection technique reached an average value of 132.1 in the classification of having a high respect attitude.

Meanwhile, in the control group there were only changes in the scores for some components of respect, but still in the classification of having low respect. The average value of respect obtained before being given group guidance is 62.5 in the low respect classification, and after being given group guidance the average value of respect is 91.5 with the classification of having a low respect attitude.

The results of statistical tests using the Mann Whitney technique show the following data:

TABLE III.   THE RESULTS OF THE TWO INDEPENDENT SAMPLE TEST MANN WHITNEY POST-TEST

Ranks				
	Group	N	Mean Rank	Sum of Ranks
Score	Experiment	6	9.50	57.00
	Control	6	3.50	21.00
	Total	12		
Statistics Test[b]				
				Score
Mann-Whitney U				.000
Wilcoxon W				21.000
Z				-2.892
Asymp. Sig. (2-tailed)				.004
Exact Sig. [2*(1-tailed Sig.)]				.002[a]
a. Not corrected for ties.				
b. Grouping Variable: Group				

Based on table III, it can be seen that the Asymp.Sig. (2-tailed) is at the number 0.004 (0.004 <0.05), so H0 is rejected. It was concluded that there was a significant difference between the experimental group and the control group, meaning that self-reflection techniques were effective in increasing the respect of Unugiri Bojonegoro students.

B. Discussion

This study aims to increase respect using self-reflection techniques. Based on the results of the non-parametric statistical analysis of the Wilcoxon and Mann Whitney tests, it shows that self-reflection techniques are proven to be effective in improving students' respect skills. This is because self-reflection techniques provide opportunities for students to repeat skills until they are truly mastered. Likewise, the skill of respect, after being studied repeatedly, will eventually become a habit and become a skill attached to it. student self.

The place for the self-reflection technique training is made as comfortable as possible. The training is carried out in a room that has a fan facility, the room is clean and fragrant and gives them the freedom to sit as comfortably as they want as long as they pay attention to the manners of how to sit. When students seem bored, the counselor gives small jokes to revive the atmosphere. When needed, the counselor provides time off between training activities.

IV. CONCLUSION

Based on the results of research and discussion in research on the effectiveness of self-reflection techniques to increase student respect, it can conclude as follows, This study aims to examine the effectiveness of self-reflection techniques to increase student respect. To increase the attitude of respect, researchers used self-reflection techniques strategies. With this self-reflection technique, it is hoped that can facilitate.

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