

The Development of a Video as Media for Classical Guidance Activity to Improve Students' Understanding of Learning Responsibility

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ABSTRACT

Learning responsibility is the awareness and awareness of individuals to carry out their duties and obligations in learning and be ready to accept all the consequences or consequences that accompany it. In fact, there are still students who do not understand the responsibility for learning. This study aims to develop classical guidance services with video media to improve understanding of learning responsibilities in class VIII of SMP N 2 Pajangan. The research method used is research and development which ultimately results in a classical guidance service with video media to improve understanding of learning responsibilities. Model development using Borg & Gall steps. The subjects of the research trial were eighth grade students of SMP Negeri 2 Pajangan. Data collection with instrument tests and observations. The methods used are analyzing potentials and problems, collecting data, validating, revising validation results, limited trials, revisions to limited trials, and conducting product effectiveness. The results of this research and development resulted in classical services with video media to improve understanding of learning responsibilities. The total score of the video media on learning responsibility is 86.9 and includes very good criteria. The results of the video media effectiveness test showed an increase with an average pretest score of 27 while the average posttest score was 9.1 with a difference of 2.1. Based on the t-test formula, it was obtained that t was 7.47 and after consulting with the distribution table, the ratio of $t_{0.05} < t_{0.01} < t$ was $2.04 < 2.76 < 7.47$. Overall, the video media about learning responsibilities that have been developed is suitable for use by students and is effectively used in counseling services.

Keywords: *Responsibility, Media Video, Development.*

1. INTRODUCTION

Responsibility plays an important role in building students' characters and realizing one of the functions of national education. This idea is supported by Law No. 20/2003 stating that responsibility is one of the parts of the national education function. Sari [1] define responsibility is an attitude in which a person has a willingness to bear all the consequences or sanctions that have been demanded (by conscience, by society, by religious norms) through traditional practice routine and accepted with full awareness, willingness, and committed. Lewis [2] and Subur [3] state that learning responsibility is students' willingness to give their best to complete learning tasks by considering all consequences it takes.

Learning responsibility is a form of self-responsibility that determines individual awareness of

obligations as a learner. Rahayu [4] conducted research on elementary school students' responsibility. It was found that the students had started to show low awareness of responsibility for certain subjects. This result is in line with the phenomena found at schools. An independent assessment was conducted through unstructured interviews with Guidance and Counseling teachers. The result showed that students' learning responsibility was low. Some students skipped the class, did not attend the extracurricular activities, and instead of doing homework at home, they did it at school. Moreover, the Guidance and Counseling teachers found that the students in the eighth grade had low learning responsibility.

The concept of learning responsibilities must be instilled earlier since students will become future generations. Learning responsibility may be taught at school through classical Guidance and Counseling

activities. Winkel & Hastuti [5] propose that classical guidance is provided to a group of students belong to the same class. This classical activity will be more interesting for students if attractive media are used. Yudianto [6] there is an important factor in the learning process, namely the application of media. In conveying information in learning, the selection of video media has a big impact. Video media is the most appropriate and accurate learning media for conveying information, and will greatly help students' understanding.

Video media is a tool used by educators to stimulate the feelings, thoughts and desires of students by presenting ideas, ideas, messages and information in audio-visual Wisada [7]. The benefits of using video are explained by Daryanto [8]. He stated that this media can be used in learning because it can provide unexpected experiences to students. It can attract students' attention, explain ideas, and give illustrations to certain materials thus making students remember what is being taught. Besides, video is cheap in terms of development and operation. A study conducted by Rozie [9] found that videos may improve the quality of teaching-learning processes and students' learning achievement. The study was conducted to develop a video for water recycle for the fifth grade of State Elementary School SD Negeri 02 Jember. The water recycle video developed is considered feasible, effective, applicable, and attractive.

Meanwhile, based on the results of Muchtarom's research [10], there was an effect of using educational video as learning media on the eighth-grade students' learning achievements at SMP Negeri 2 Gondangrejo in the academic year of 2015/2016. Then, Sila [11] explained that videos on organelles can enhance students' learning achievement. It was found that the average score was 69.90 with a classical passing rate of 93.34%. In addition, students are also more actively involved in learning. From various previous studies carried out, it is assumed that videos can have a positive effect on learning activities at all educational levels (from elementary schools to university). This means that videos as learning media are positively accepted by students of various ages. Therefore, this present study tried to develop videos as learning media in classical Guidance and Counseling activities to improve students' learning responsibility (Product Test for the eighth-grade students of SMP Negeri 2 Pajangan).

2. METHODS

The research and development approach by Borg and Gall was used in this study. The participants were 30 eighth students at SMP Negeri 2 Pajangan. The data were collected using questionnaires. This instrument supported this study. The researchers used Bloom's Taxonomy to measure students' cognitive competence including the aspects of knowledge, understanding, application, analysis, synthesis, and evaluation [12]. Using the questionnaires, the data were collected in the

product trial stage, as designed by Borg & Gall in Suharsimi [13]. The data analysis focused on the correct and incorrect answers based on the key answer [14][15]. To process the test scores, 2 formulas, namely the formula with "fines" and "without fines" were used. After obtaining the final score from the multiple-choice questions, the researchers then tested the effectiveness of the video developed using the experimental data analysis technique of the one-sample t-test type with the t-test formula.

3. RESULT AND DISCUSSION

3.1. Result

This study developed a learning responsibility video used in classical Guidance and Counseling activity. Through trials and revisions, this video was made into a DVD so that teachers can use it anytime. The result of the assessment shows that the product contains 32 correct and incorrect items distributed to 30 participants.

The assessment shows that the responsibility video improves students' scores by 2.1 points (pre-test 27 and post-test 29.1). Then, based on the t-test result, the t value is 7.47, and after being consulted to the t table, the comparison is $t_{0.05} < t_{0.01} < t$ or $2.04 < 2.76 < 7.47$. The values mean that the video has positive effects (significant) with a significance value of $t_{0.05}$ with $t_{0.01}$. Below is the chart showing the pre-test and post-test scores.

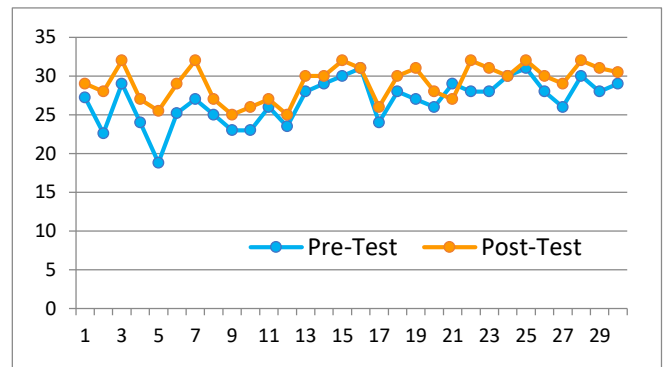


Figure 1 Pre-Test and Post-test Scores

After obtaining scores from each participant through the pretest and posttest questions, then the effectiveness of video media was assessed to improve students' understanding of learning responsibilities. The researchers used the one-sample t-test with the t-test formula to test the significance. The value obtained from the t-test is 7.47. This value shows that the treatment given during the experiment has positive and significant effects. During the experiment, classical Counseling and Guidance service was given through a video in order to improve students' understanding of learning responsibility.

3.2. Discussion

The developed video for classical Guidance and Counseling services improves the students' understanding of learning responsibility. This present study was designed in accordance with the needs analysis and reviews on relevant literature and studies. Before the video was used, students did not have a sufficient understanding of learning responsibility. After being given the learning responsibility video, students can better understand the materials related to learning responsibility. Based on these results, the product developed is a video as learning media to improve students' understanding of learning responsibility. The learning media is considered feasible to be used in Guidance and Counseling activity at junior high schools. This research result is relevant to studies conducted by Muchtarom [10] Sila [11]. The video developed is hoped to be used well by both students and teachers to provide guidance and counseling in learning responsibility. Classical guidance and counseling activity with videos as effective the learning media may improve the students' understanding of learning responsibility.

4. CONCLUSION

Based on the results of the study, the following conclusions are presented.

Table 1. The Overall Scores of Video Quality Assessment

No	Product Assessment Aspect	Score
1	Material Expert	82.5
2	Media Expert	84.6
3	Counseling and Guidance Expert	90.0
4	Limited Trial	90.6
Total		347.7
Average Score		86.9
Category		Very Good

AUTHORS' CONTRIBUTIONS

"All authors conceived and design the study and contributed to manuscript revision. All authors approved the final version of manuscript and agree to be held accountable for the content therein"

ACKNOWLEDGMENTS

We would like to thank to my parents and my partners.

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