



Group Guidance with *Budi Santri* Values to Increase Impulse Control Of Students

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Abstract. The purpose of this study was to test student resilience between before and after the application of group guidance with **budi santri** values to increase student resilience. This research is an experimental type with a pretest-posttest one group design. The measuring instrument used is the resilience scale. The data analysis technique used was the Wilcoxon test with 8 research subjects. Based on the results of the Wilcoxon test above, it is known that Asymp.Sig. (2-tailed) is 0.017. Because the value of 0.017 is smaller <0.05 , it can be concluded that "Ha is accepted" and "Ho is rejected". This means that there is a difference in the resilience of students between before and after the implementation of group guidance containing the character of students. The results of this study contribute to the elaboration innovation of local values, especially those containing religious values in increasing student resilience.

Keywords: Budi Santri, Group Guidance, Resilience, Students, Values

1 Introduction

Resilience is a word that is familiar in the world of education. Resilience is defined as the human ability to face and overcome the difficulties they experience and to be strong when various problems come. As Grotberg, (1995) and Coronado (2017) define resilience as the human capacity to face, overcome, be strengthened by, and even be transformed by experiences of adversity. Based on several definitions, it is concluded that individuals with high resilience will be able to face and overcome problems well. Whether the events experienced are negative in nature, in the form of stress, rising from trauma, they are also beneficial in a richer and more meaningful life journey and are committed to when going through the process of learning and gaining new experience [1].

According to Reivich and Shatte [1], there are seven aspects of capability in resilience. One of them is impulse control. Impulse control is the ability to control impulses that exist within and delay gratification. Impulse control is closely related to emotion regulation. Individuals with strong impulse control tend to have low emotional regulation tend to accept beliefs impulsively, namely a situation as the truth and act on it. This condition often creates negative consequences that can hinder resilience.

Various studies on resilience including impulse control show that there is a need for high resilience and advantages when someone has high resilience. [2][3] found

someone who has high resilience will be more productive. Besides that, resilience is also related to one's mental health (Wexler L, et al; 2014). Students who have good resilience will be able to solve the problems they face, for example academic stress. Aza, Atmoko and Hitipeuw (2019), revealed that there is a direct relationship between social support, self-esteem, and resilience to academic stress of -0.153, -0.118, and -0.583 sig (0.000). Research conducted by Ifdil and Taufiq (2012) examined the importance of increasing resilience for students in West Sumatra as an effort to anticipate the psychological impact of the earthquake considering that the area of West Sumatra is prone to earthquakes. Based on the research above, it shows that high resilience is needed by students who are in the adolescent category.

As for someone who has low resilience, it is possible for him to experience psychological distress[4]. Research by Nisa and Muis (2016), shows students who have low resilience have an attitude of self-closure and choose to avoid the problems they are facing. Research conducted by Sari, et al (2017) regarding the importance of resilience for adolescents with short stature (stunting). The description above shows that resilience is needed by everyone from all walks of life, including students. In addition, junior high school students are also categorized as teenagers (Block in Papalia, 2001).

The adolescent period is often referred to as a critical period (Batubara, 2016). Changes occur both hormonal, physical, psychological or social changes also take place sequentially. Maturation, both emotional and psychological, accompanies adolescence or puberty. In addition, it is also followed by changes in behavior that are influenced by mood [5]. Traditionally, adolescence is considered a period of "Storm and Pressure" because at this time, adolescents experience emotional tension as a result of physical and glandular changes. Emotional highs ensue because they are under social pressure and face new conditions, while during childhood they are less prepared to deal with these conditions (Hurlock, 2004). Lack of self-preparation for rapid and dramatic changes is very likely to trigger serious problems. For this reason, adolescents need assistance in increasing their ability to deal with the gap between desires and reality.

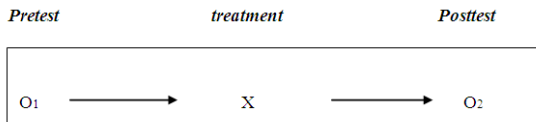
This ability is identified with resilience. Resilience needs to be developed through mentoring activities. If there is no assistance there will be problems. One of the services in comprehensive counseling guidance that can be applied is group guidance services containing local strength values, in other words, originating from culture. As mentioned by Sandiningtyas and Wiyono (2018) that in culture there are also those who teach a set of ethics, life values and deep philosophy for students. The local strength in question is guidance containing the moral values of the students as part of the chess of mind which is the work of Kyai Yasadipura II as a symbol or symbol of character traits.

The strategy used in group guidance in order to increase student resilience is experiential learning. The learning model was developed by David Kolb. This learning emphasizes a holistic learning model in the learning process. Experiential learning theory defines learning as a process by which knowledge is created through the transformation of experience, [6]. The conventional role of the teacher shifts from providing knowledge to becoming a mediator of experience through a well-known systematic process [7]. Based on the background above, the purpose of this research is to test the level of student resilience between before and after the implementation of group guidance with *budi santri* values.

2 Methods

This type of research is experimental. The design used was pre-experimental in the form of one group pretest-posttest design. Experimental research can be defined as a research method used to determine the effect of a particular treatment on other treatments under controlled conditions [8]. Here's the picture

Figure 1 One group pretest posttest design model



Information :

O1: Pre-test uses scale of resilience to find out the initial score before being given treatment in the form of group guidance services

X : Treatment in the form of group guidance services with budi santri values

O2: The final test uses scale of resilience to find out the final score after being given treatment

The subjects of this study were 8 students with a random sampling technique. The data collection technique uses scale of resilience. Inventory consists of seven aspect of resilience.

3 Findings and Discussion

The following data shows the difference in the level of student resilience between before and after the implementation of group guidance.

Table 1 result of pretest and posttest

No	Nama	Pretest (X1)	Post Test (X2)	X2-X1
1	Nov	4	6	2
2	Ard	4	7	3
3	Ron	6	8	2
4	Anan	5	8	3
5	Raj	6	11	5
6	Faj	4	4	0
7	Dzul	6	9	3

8	Adin	8	12	4
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Category Description:

4-6 Students have low resilience

7-9 Students have moderate resilience

10-12 Students have high resilience

Sig. (2-tailed) is 0.017. Because the value of 0.017 is smaller <0.05 , it can be concluded that "Ha is accepted" and "Ho is rejected". This means that there is a difference in student resilience between before and after the application of value-laden group guidance with budi santri values. Success in carrying out the effectiveness test of guidance filled with chess values is not only determined by the quality of the guide but also cannot be separated from several factors that support it, such as the culture of the people of Surabaya.

These findings, as revealed by Ruttoh (2015), several factors that influence the implementation of the guidance and counseling program include: gender of students and teachers, parental influence, culture, types of counseling problems, student attitudes, counseling problems, attitudes and personality of the counselor teacher. , resources and administrative support. Below will be discussed the results of the findings in the field. Based on studies in the field, experiential learning is proven to be very practical and can be applied by counselors quickly. The method used to improve guidance with chess values is experiential learning. The choice of method or technique greatly influences the effectiveness of treatment or therapy as revealed by Madeson (2020), effective therapy is demonstrated through relationships, skill development, learning techniques, and improving one's own concepts about oneself and the environment.

Another finding is the results of the treatment in the form of applying group guidance with the moral values of students in order to improve resilience for 8 students, 7 students have low impulse control and 1 student has a moderate category. After being given treatment, one student did not show a change, while 7 people showed it. The increase occurs because impulse control can be improved through group guidance with the application of experiential learning, especially the conceptualization stage. As revealed by Cherney & Klein (2020), that impulse control can be carried out in several ways, one of which is by exemplifying healthy behavior and setting good examples of setting limits and sticking to them.

The increase was also influenced by the selection of the strategy used, especially the conceptualization stage by instilling the value of gratitude, which is the stage for instilling the concept of gratitude, which was exemplified through July and then exemplified by the right way of being grateful. Gratitude is a manifestation of someone

who has a strong religious character. The results of this study reinforce previous research on the effectiveness of group guidance in building religious character [9]. Meanwhile, impulse control does not increase because a person does not think about the consequences of his actions.

The findings when implementing group guidance containing the merchant's mind, all students experienced an increase in causal analysis and reaching out. This research reinforces previous research conducted by Stiawati,[10], regarding group guidance based on Javanese character with merchant morals in order to increase student resilience. As revealed in the study that the aspects of resilience consisting of impulse control, emotion regulation, empathy, causal analysis, reaching out, optimism have increased after being tested using the Wilcoxon test statistic the value is $0.018 < 0.05$ meaning that there is a significant difference between before and after the implementation of moral merchant-laden group guidance.

4 Conclusion

Based on the results of the pretest posttest design it can be concluded that guidance containing chess values with experiential learning strategies is effectively used to increase student resilience. Implementation of guidance containing chess values for counselors requires certain requirements, including; counselors must obtain special education, namely academic competence; master the theory of group guidance and student resilience and professional competence; able to apply group guidance filled with budi santri values to increase student resilience. Some of the points that need to be considered include: (a) It is better if research on the resilience aspect is carried out separately or not combined with several aspects so that it can focus; (b) Testing the effectiveness of the training designed in the new guidebook was conducted on 8 junior high school students, so the effectiveness of this training is not yet known if it is applied to other subjects with a larger number; (c) Guidance development can be developed on a classical guidance design or action research if it has been implemented; (d) Guide development should be focused on one value to be developed.

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