



The Effect of Group Guidance Services to Improve Self-Leadership on the Student Council Administrators

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ABSTRACT

This study aims to: (1) Describe the level of students council administrators' understanding of self-leadership and its application before being given the services. (2) Knowing how much the Group Guidance service influence to improve the student self-leadership in SMA N 1 Singkawang. The research used is quantitative research, with a one-group pretest-posttest design. The population in this study was all the students of council management of SMA N 1 Singkawang, they were 30 students. The study sample was taken purposively with the number of research samples of 9 students. The data collection techniques used in this study were questionnaires, interviews, and documentation, while the data collection instrument in this study used questionnaire guidelines, interview guidelines and documentation in the form of photos of activities. The data analysis technique used Quantitative Percentage Description and Wilcoxon Matched Pairs test analysis. From the results of the percentage description, the results of 3 students were obtained in the high category, 15 students were in the medium category, 8 students were in the less category and 4 students were in a low category. The data were analyzed using the SPSS.25 application. Based on the testing result, it is known that Asymp. Sig. (2-tailed) is worth 0.008. Because the value of 0.008 is smaller than 0.05 ($0.008 < 0.05$) it can be concluded that H_1 is accepted or there is an influence of group guidance services on the self-leadership of the student council management in SMAN 1 Singkawang.

INTRODUCTION

Student of-intra school organization is an example of an organization within the scope of a school that applies the concept of leadership where there is an organizational structure from the chairman as a leader and administrator or student of-intra school member who has their respective duties according to their positions (MOS Magazine OSIS, 2013). According to Setiawan (2018:36), Intra-School Student Organization is an organization located at the school level in Indonesia that starts from

schools high school, that is, junior high school (SMP) and high school (SMA). The Intra-School Student Organization (OSIS) is the only organization that exists in school which is one of the efforts in student development. In the regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Development in Schools that student organizations in schools are in the form of intra-school organizations and are official organizations in schools (Permendikbud No. 39 of 2008). The task of the student council administrator in the school is to carry out activities according to the program made every period of leadership and also communicate with each class administrator. Supriatna (2010: 1) stated that the student council as part of the activity Extracurricular has the following functions: (1) Development is the function of extracurricular activities to develop the ability and creativity of learners according to their potential, talents and interests they, (2) Social is the function of extracurricular activities to develop abilities and learners' sense of social responsibility, (3) Recreation is the function of extracurricular activities to develop a relaxed atmosphere, exhilarating and fun for learners who support the process development, (4) Career preparation is the function of extracurricular activities to develop readiness learner career. To carry out each program of these activities requires good self-leadership skills from each student of-intra school administrator.

When the researcher made observations at the SMAN 1 Singkawang to the student council management of 15 people, the researcher found the phenomenon that 7 out of 15 students or 50% of the student council administrators in that school lacked cohesion and cooperation both within the scope of groups or organizations. This can be seen in planning activities or carrying out organizational activities. On the other hand, the student council administrator also has problems when he becomes a person or individual in his class in the form of abilities in Self leadership or leadership spirit. In following the learning process in class, for example, such as lack of focus during learning activities in class, always delaying the work given by the teacher, having problems with some classmates (outside the student council management), some even find it difficult to divide time between activities outside the school and learning activities at school. Of course, this is homework for students in the organization in balancing communication and interaction within the scope of the organization or outside the organization in a compact and good manner.

This is in line with the research conducted by Ivantoro & Barus (2017) showed that (1) based on the results of the self-leadership character test there was an increase in self-leadership character between before and after actions; (2) based on the results of the self-assessment Scale of Self-leadership Character, there is an increase in the character of self-leadership between cycles; (3) there is a significant increase in self-leadership character between before and after the action ($p_v = 0.001$) and the space ($p_v = 0.000$); (4) according to students this model is very effective in improving the character of self-leadership. The next research support by Setyaedhi (2020) showed that the personality types of students who became student council administrators were: 42% of students had extravert, sensing, thinking, judging (ESTJ) personality types, 11% of students had Extravert personalities, Sensing, Thinking, Perceiving (ESTP), and as many as 10% Introvert, Sensing, Thinking, Judging (ISTJ). The integration of administrators with the types of ESTJ, ESTP, ISTJ and other types is expected to be the right combination in the management of the student council and can fill each other's shortcomings. As additional findings, it is known that the analysis of personality type data by gender, showed that there was no significant difference between men and women in the personality of the student council administrators. Neck & Houghton (2006) expressed that self-leadership is an ability that the individual has to influence, direct supervise, and motivate himself (his mindset and behaviour) to achieve goals. Self-leadership is a combination of cognitive aspects that include processes carried out to influence and motivate oneself, and aspects of behaviour which is the process carried out to direct and manage behaviour to achieve the expected goal.

Jackson (2004:29), self-leadership is a process of influencing oneself to provide direction for oneself (self-directing) and self-motivating necessary to behave and act in appropriate ways, the process of influencing oneself to direct one's cognition and actions to achieve the desired goals. Robbins (2006)

argued that self-leadership is a series of processes used to control one's behaviour. Kalyar (2011: 22) defined self-leadership as a process of influencing or leading oneself through the use of specific sets of behavioural and cognitive strategies which means self-leadership as a process that exists in a person to increase motivation and direct himself to behave in a way that is following what others expect him to be. Robbins (2006) argued that self-leadership is a series of processes used to control one's behaviour.

From some of the expert opinions above, it can be concluded that the self-leadership ability of a good student council student is the ability to provide direction and motivation to himself to increase his motivation and direct himself to behave with good behaviour according to his wishes and what others expect. Musaheri (2014) expressed that aspects of self-leadership include; self-awareness, self-direct, and self-accomplishment. Individuals with Self leadership ability must be able to and will to reflect on themselves, accept the state of the self then be able to orient themselves and control themselves to fit as expected. Veithzal and Deddy (2012), an expansion of strategy which is focused on behaviour pattern thinking and feelings used to influence over Yourself.

Guidance and Counseling in Schools are carried out through various forms of services, one of which is group guidance services which means that activities are carried out by a group of people or students by utilizing group dynamics (Prayitno, 2004: 178). Group guidance is carried out by utilizing the atmosphere of a particular group. Membership in the group used for group guidance is usually voluntary and the participants of the group guidance are usually interested in entering the activity because it is considered to be able to present an interesting atmosphere and can meet the desired needs. (Hartinah, 2008: 8). Group Guidance Services are a way of assisting (guidance) individuals (students) through group activities (Tohirin, 2013: 164). According to Winkel & Hastuti (2004: 547), the purpose of group guidance is to support the personal development and social development of each group member and improve the quality of cooperation in the group for various goals that are meaningful for the participants. In addition, group guidance aims to respond to the needs and interests of students. group guidance is one of the guidance techniques that seek to help individuals to achieve their optimal development accordingly to abilities, talents, interests, as well as the values it adheres to and implements (Baderel, 2008).

In group situations explain that the purpose of group guidance is to provide opportunities for students to learn important things that are useful for their direction related to educational, work, personal and social issues, providing healing services through group activities (Santosa, 2009). Group guidance is one of the guidance techniques that seek to help individuals to achieve their optimal development accordingly to abilities, talents, interests, as well as values it adheres to and implements. In group situations from the various expert views above, group guidance activities can be one of the efforts to improve the Self Leadership of student council students at State Senior High 1 of Singkawang by solving problems through group dynamics through various stages of guidance with the aim that students dare to have opinions, provide suggestions or ideas until a group atmosphere occurs that can help in the development or solution of the problem.

The growth of the atmosphere of group dynamics needs to be done to make it easier for individuals to carry out activities in the group and group members will be freer in situations such as when receiving ideas or opinions from other group members, providing responses or solutions from a discussion, and becoming a lesson for group members in socializing in groups (Wibowo, 2005). The purpose of this study is to improve the leadership spirit of students who are members of the student council in State High Schools by using group guidance services.

METHOD

The type of research to be used was quantitative research. According to Robert Donmoyer (Given, 2008: 713), an approach to empirical studies is to collect, analyze, and display data in numerical rather than narrative form. Meanwhile, according to Cooper & Schindler (2006: 229), quantitative research

tries to make accurate measurements of something. This research was to measure the improvement of Self Leadership of student council students through group guidance service activities at the State Senior High School (SMAN) 1 Singkawang.

The implementation of group guidance services in improving the Self Leadership of student council students was carried out from the initial stage to the final stage. According to Prayitno (2004:20-25), several stages need to be passed in the implementation of group guidance, namely the stages of formation, transition, activity, and termination. The formation stage began with the introduction and involvement of members (student council students) into the group with the aim that members understand the intention of group guidance. Understanding group members allowed group members to actively play a role in group guidance activities that can further foster interest in themselves to follow them. The transitional stage was an affirmation of the activity and aims to eliminate the doubts of members in carrying out the activity. This stage of activity was the core stage of group guidance activities with the atmosphere to be achieved, namely the complete resolution of problems faced by group members and the creation of an atmosphere to develop themselves, both regarding the development of communication skills and regarding the opinions expressed by the group. The closing stage was the closing stage of a series of group guidance activities to complete the topics discussed by the group.

In the study, the population was 30 students who were members of the Intra-School Student Organization (OSIS). The sampling used the purposive sampling technique. The samples in this study totalled 9 students. The consideration in taking the sample was based on the results of the Self-leadership value score at the time of giving the questionnaire.

The data collection technique in this study used interview guides and questionnaires. Interviewing is a data collection technique where the interviewer collects data by asking questions to the interviewee (Creswell, 2009). The use of interviews in this study was to dig up information through the Student Council Supervisor to obtain data on the state of self-leadership of student council administrators. The use of questionnaires in this study aimed to obtain data on improving student self-leadership after being provided with group guidance services periodically.

The quantitative data analysis technique was a method based on positivistic (concrete data), the data of this study is in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion. Analysis techniques to answer the formulation of the first problem 1 used descriptive statistics that aim to analyze the data by describing the data that has been collected. To answer the formulation of problem 2 used the analysis of the Wilcoxon matched pair statistical test to measure whether there was a difference in the average value of 2 groups of samples that are paired with each other (dependent). The Wilcoxon test is commonly used in pre-test design research (before being given the treatment of providing group guidance services) and Posttest (after the provision of group guidance services).

RESULTS AND DISCUSSION

Results

The level of self-leadership of the student council management of SMA N 1 Singkawang can be seen based on the calculation of the percentage of student pre-test results before being given group guidance services in Table 1. A total of 3 students were categorized as having a high level of self-leadership with a percentage of as much as 10% of the overall student council management of SMAN 1 Singkawang. This means that the 3 students have a high level of self-leadership with the criteria of being able to understand and recognize their shortcomings and strengths, being able to do self-direction, being able to compile and arrange plans or strategies, and take actions according to what they plan:

1. A total of 15 students are categorized as having a moderate level of self-leadership with a percentage of 50% of all students of the student council management of SMAN 1 Singkawang. This means that the student has a moderate level of self-leadership which is shown by students being able to understand their shortcomings and strengths, organize action plans and carry out actions or actions based on what was planned before.
2. A total of 8 students were categorized as having a lack of self-leadership level with a percentage of 26.67% of the overall student council management of SMAN 1 Singkawang. This means that the student has a lack of self-leadership level shown by the student still not being able to understand the specifics of the talents and interests that exist in themselves, difficult to maximize the means and infrastructure in carrying out actions and rarely acting with a pre-designed plan.
3. A total of 4 students were categorized as having a low level of self-leadership with a percentage of 13.33% of the overall student council management of SMAN 1 Singkawang. This means that the student has a low level of self-leadership which is indicated by students thinking about other people's negative assessments, students are unable to do self-direction to lead to a goal, cannot draw up an action plan to be carried out, and it is difficult to take action based on a pre-made plan. The are some influences of Guidance Group Counselling to increase the self-leadership of Student Council management of SMAN 1 Singkawang.

Table 1
Distribution of Pre-Test Results

No	Category	Frequency	Percentage
1	Tall	3	10%
2	Currently	15	50%
3	Less	8	26.67%
4	Low	4	13.33%
Amount		30	100%

Table 2 showed the results of the pre-test and post-test students of the student council management of SMAN 1 Singkawang before and after being given services as many as 4 meetings, an average pre-test score of 24.22 and an average post-test score of 34.44 was obtained. The effect of group guidance services on the level of self-leadership of research students was analyzed using Wilcoxon test analysis techniques with asymp known. Sig. (2-tailed) is worth 0.008. Because the value of 0.008 is smaller than 0.05 ($0.008 < 0.05$) it can be concluded that H_a was accepted or there was an influence from group guidance services on the self-leadership of students of the student council management of SMAN 1 Singkawang.

Table 2
Pre-Test and Post-Test Results

No.	Respondents	Pre-test Result		No.	Respondents	Post-test Result	
			Score				Score
1	A1		32	1	A1		38
2	A2		29	2	A2		36
3	A3		30	3	A3		36
4	A4		24	4	A4		32
5	A5		23	5	A5		34
6	A6		24	6	A6		33
7	A7		19	7	A7		33
8	A8		19	8	A8		36
9	A9		18	9	A9		32
Average			24.22	Average			34.44

Discussion

The results of the distribution of the percentage of self-leadership levels of students of the student council management of SMAN 1 Singkawang, obtained the results of the self-leadership level of the students of the student council of SMAN 1 Singkawang which amounted to 30 people in the medium category with the results of a percentage of 3 people in the high category, 15 people in the medium category, 8 people in the less category and 4 people in the low category. The results of the data analysis found that there was an influence of group guidance services on improving the self-leadership of student council administrators at SMAN 1 Singkawang. This is proven by the results of the analysis with the Wilcoxon test using the SPSS application where the results of asymp Sig. (2-tailed) 0.008 less than 0.05 ($0.008 < 0.05$) it can be concluded that H_a was accepted or there was an influence of group guidance services on the self-leadership of students of the student council management of SMAN 1 Singkawang. In this study, the results of each group guidance meeting also showed an improvement, namely at meeting 1 the average score of students who took part in the group guidance service was 27.44, and at meeting 2 the average score of students was 30.11, meeting 3 with an average score of 33 and at the 4th meeting with a score of 34.44. This result proves that the results of data analysis where group guidance services can also improve student self-leadership as evidenced by the results of scores that increase each meeting.

In line with the research conducted by Susanti (2013) showed the results of the study: (1) The increase in student activity in cycle II got a score of 87 an increase of 20 compared to cycle I (67), while the observation of the researcher's activity got a score of 87 increased by 22 compared to cycle I (65), (2) Observation of leadership spirit indicators in the pre-cycle got an average score of 25.4 (51%) was in a low category, experienced an increase of 16% to cycle I which got an average score of 33.2 (67%) was in the moderate category. Meanwhile, in cycle II, the average score of 38.9 (78%) increased by 11% compared to cycle I. The next research by Lestari (2020) showed results of research Group guidance services can improve student self-leadership with results of 92% based on researchers' observations. This can be seen from the attitude shown by students who can have self-awareness, self-direction, and self-management and they can solve their problems without giving rise to new conflicts.

CONCLUSIONS

Based on the results of the pre-test with the self-leadership questionnaire conducted, as many as 3 students were categorized as having a high level of self-leadership with a percentage of 10%, and a total of 2 students were categorized as having a moderate level of self-leadership with a percentage of 50%, As many as 2 students were categorized as having a level of self-leadership less with a percentage of 26.67%, and As many as 2 students were categorized as having a low level of self-leadership with a percentage of as much as 13.33%. Based on the results of the pre-test and post-test, an average pre-test score of 24.22 and an average post-test score of 34.44, meaning that there was an increase from before and after being given group guidance services. After statistical tests using the SPSS application, it was known to Asymp. Sig. (2-tailed) is worth 0.008. Because the value of 0.008 is smaller than 0.05 ($0.008 < 0.05$) it can be concluded that H_a was accepted or there was an influence from group guidance services on the self-leadership of students of the student council management of SMAN 1 Singkawang.

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