

The Contribution of Group Guidance Services to Increasing the Study Concentration of Class X Students at SMA Negeri 3 Samarinda 2020/2021

¹Afy Defisah, ²Masnurimma Heriansyah, ³Andi Wahyu Irawan, ⁴Dydik Kurniawan, ⁵Yasinta Sari Pratiwi

Universitas Mulawarma, Samarinda, Indonesia

¹afydefisah27@gmail.com

This study aims to determine whether there is a contribution of group guidance services to increasing the learning concentration of class X students at SMA Negeri 3 Samarinda 2020/2021. This type of research is ex post facto quantitative with a correlational design. 138 samples from a population of 353 students, samples were taken using a purposive sampling technique with the consideration that students have low learning outcomes and who have difficulty in concentrating when viewed from the results of the AKPD analysis. Data collection techniques using questionnaires and interviews. The prerequisite test using SPSS 25.0 For Windows is the normality test using the Kolmogorov-Smirnov formula and the linearity test by looking at the sig value. deviation from linearity. The data analysis technique uses a simple linear regression test to see whether there is a contribution from group guidance services to increasing student learning concentration and is proven by looking at the results of the F test whether the hypothesis is accepted or rejected. The results of the study were 35,400 2.28 or Fcount Ftable which means Ha is accepted and H0 is rejected, meaning that there is a contribution from group guidance services to increasing the learning concentration of class X students. And the contribution is 21% based on the coefficient of determination (Rsquare). So that group guidance services can be used as a strategy in an effort to increase the learning concentration of class X students.

Keywords: Group Guidance, Study Concentration, Contribution

INTRODUCTION

In the process of understanding a lesson given by the teacher, it is necessary to concentrate on students so that knowledge is obtained optimally. The process of understanding a lesson can run well if students are able to concentrate on their studies, as stated by Slameto (2010: 87) that learning concentration has a big influence on learning. The concentration of self-study according to Olivia (in Erwiza et al. 2019:206) is subject matter that is considered with focus and with full awareness. If someone has difficulty concentrating, it is clear that learning will be in vain because it will only waste energy and time and the cost and concentration of students will be hampered. According to Nugroho (in Meutirani, 29014: 6) learning concentration can be hampered if there is no motivation in students, environmental conditions are not conducive, students are physically disturbed and the emergence of boredom in students. Coupled with the pandemic, students are forced to do Distance Learning (PJJ) and have to adapt to a new way of learning, namely online. As a result, it can disrupt the spiritual condition of students, namely students become depressed,

stressed, lack of motivation, boredom which results in a decrease in student learning concentration. This is in line with Winata's opinion (2021: 23) that the average level of student concentration on online learning is in the low category so that it can affect student learning outcomes.

Based on the explanation above, the role of schools is needed in overcoming the existing problems. One of the things that can be done by the school is through the provision of group guidance services in an effort to increase the concentration of students' learning. Group guidance services according to Harsono (2018: 3) are providing opportunities for students in a conducive environment to increase self-acceptance and others, share ideas, feelings, support alternative solutions to solve problems and make the right decisions, be able to practice new attitudes and take responsibility for their own choices. This service is considered able to increase the concentration of student learning, this is in accordance with the results of research from Kurniawan et al (2014: 40) where the results of the descriptive analysis of the study are that after being given group guidance services, the concentration of learning in students shows an increase. Then it is supported by research from Setiani (2014: 42) that it is proven descriptively that learning concentration can be improved through group guidance services for students of SD Negeri 2 Karangcegak.

On the other hand, SMA Negeri 3 has implemented group guidance services to increase the learning concentration of class X students. However, based on the results of initial interviews with BK teachers, BK teachers have difficulty in providing services because Distance Learning (PJJ) and BK teachers are not representative of the number of students enrolled. at SMA Negeri 3 Samarinda. So that researchers are interested in conducting research related to this matter, to find out whether group guidance services have contributed to increasing student concentration in the school.

METHOD

The research approach used is an ex post facto quantitative approach with a correlational design on two variables, namely group guidance services and learning concentration. The sample in this study were 138 students of class X. Using the purposive sampling technique, the consideration is that students whose learning outcomes do not increase when viewed from the results of the exam and who have difficulty in concentrating when viewed from the results of the AKPD analysis. The data collection method uses a questionnaire. Where to test the validity of the instrument using construct validity with the Pearson product moment formula and the level of reliability using the alpha formula. The data analysis technique uses simple linear regression analysis, to see whether or not there is

a contribution from group guidance services to increasing student concentration and is proven by looking at the results of the F test whether the hypothesis is accepted or not.

RESULTS AND DISCUSSION

The results of the study explain the contribution of group guidance services to increasing concentration in student learning, namely the usefulness of group guidance services and the level of concentration of students after being given group guidance services. The following is the presentation of the research results:

A. Descriptive Analysis

1. Group Guidance Service

The usefulness of group guidance services shows beneficial results for students in providing group guidance services as a delivery of information for students' self-development. Group guidance data can be seen in the table below:

Table 1. Description of Group Guidance Services

No	Interval	Frequency	Percentage (%)	Category	Interpretation
1.	$114 \leq X$	73	53%	Tall	Beneficial
2.	$72 \leq X < 114$	65	47%	Currently	Quite Useful
3.	$X < 72$	0	0	Low	Useless
Total		138	100%		

Based on the table data above, it shows that group guidance services with a percentage of 53% or 73 students are in the high or useful category and 47% or 65 students are in the moderate or quite useful category. With these results it can be stated that students consider group guidance services useful so that it can be used as a strategy in increasing student learning concentration.

2. Study Concentration

The concentration of student learning after being given group guidance services shows good things. Data on the level of student learning concentration can be seen in the table below:

Table 2. Description of Study Concentration

No	Interval	Frequency	Percentage (%)	Category	Interpretation
1.	$X \geq 147$	15	11%	Tall	Beneficial
2.	$93 \leq X < 147$	123	89%	Currently	Quite Useful
3.	$X < 93$	0	0	Low	Useless
Total		138	100%		

B. Prerequisite Test Results

1. Normality test

The normality test was to determine the distribution of each data, both group guidance services (variable X) and learning concentration (variable Y). SPSS 25.0 For Windows assisted normality test analysis technique. With the provision of probability > 0.05 then the calculation results are normally distributed. The results of the normality test are as follows:

Tabel 1.Deskripsi Layanan Bimbingan Kelompok

No	Variable	Asymp . Sig (probability)	Significance Level	Description	Data Distribution
1.	Group Guidance Service	0,200	0,05	0,200 > 0,05	Normal
2.	Study Concentration	0,200	0,05	0,200 > 0,05	Normal

2. Linearity Test

Linearity test to determine the linearity between variable X or group guidance services to variable Y or learning concentration tested through SPSS 25.0 For Windows. The results of the linearity test analysis are as follows:

Tabel 1Description of Group Guidance Services

Variable	F	Significance (p)	Description
Y over X	0,963	0,548	Linear

Based on the table above, it shows that the Y variable data on X is linear because the probability number from the linear test analysis is 0.05.

C. Hypothesis testing

1. Simple Regression Test Between Variable X Against Variable Y

Through a simple regression test, it can be seen the effect of the variable X on Y. Using the T test to test the effect of the variable X on Y based on the data carried out with the product moment correlation test to determine the strength or weakness of each variable.

2. The Contribution of Group Guidance Services to Increasing Student Learning Concentration

Based on the hypothesis that there is a contribution of group guidance services to increasing student learning concentration, it is expressed in the following equation:

Tabel 1. The Significance of Group Guidance on Increasing Student Learning Concentration ANOVA

No	Variable	Asymp. Sig (probability)	Significance Level	Description	Data Distribution
1.	Group Guidance Service	0,200	0,05	0,200 > 0,05	Normal
2.	Study Concentration	0,200	0,05	0,200 > 0,05	Normal

Based on the significance test above, it is known that group guidance services on learning concentration obtained a Tcount of 35.400 with a significance of 0.000 so that group guidance services significantly contribute to increasing student concentration in learning. The amount of this contribution is 21% based on the coefficient of determination (R²). And when viewed from the value of the correlation (relationship) between group guidance services on student learning concentration of 45% which indicates a relationship between group guidance and learning concentration.

The results show that group guidance services can be used in a school as an effort to develop students' self, namely students are able to increase learning concentration in addition to an effort to prevent negative things from happening to students, for example, low learning concentration so that learning outcomes decrease. So that in the future students become individuals with character and better than the previous day. One of the goals of group guidance services is self-development in this case is to develop oneself in order to be able to increase the concentration of learning in students.

CONCLUSION

Based on the results of research and discussions that have been carried out by researchers related to group guidance services and learning concentration, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected (H₀) based on the provisions of Fcount > Ftable which means there is a "contribution of group guidance services to the improvement of concentration of student learning in class X students at SMA Negeri 3 Samarinda 2020/2021". So that group guidance services can be used as one of the school's strategies in increasing student learning concentration because this is empirically proven.

THANK-YOU NOTE

Thank you to SMA Negeri 3 Samarinda for giving the author the opportunity to do research at the school voluntarily. This paper is dedicated to BK teachers so that in the future they can further improve their professional performance in providing guidance and counseling services in schools.

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