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THE EFFECTIVENESS OF CLASSICAL GUIDANCE SERVICES USING AUDIO VISUAL MEDIA IN STRENGTHENING THE PANCASILA STUDENT PROFILE PROJECT AT SMP NEGERI 2 KUTA SELATAN

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ABSTRACT

The purpose of this research is to determine the effectiveness of classical guidance services using audiovisual media in enhancing students' global diversity dimensions and to identify the differences in students' global diversity dimensions between classical guidance services using audiovisual media and classical guidance services without audiovisual media. This study employs a quantitative experimental research design, specifically the Nonequivalent Control Group Design, where the experimental and control groups are not randomly selected. The population of this study consists of all seventh-grade students at SMP Negeri 2 Kuta Selatan. The sample for this research includes students from Class VII I as the control group and Class VII J as the experimental group. Data collection is conducted through a questionnaire comprising 25 items. The results of this study demonstrate that classical guidance services are effective in enhancing students' global diversity dimensions, as evidenced by the mean score in the experimental group's post-test (73.53), which is higher than the pre-test score (46.70). Similarly, the mean score in the control group's post-test (66.07) is higher than the pre-test score (46.63). Furthermore, it is found that classical guidance services using audiovisual media are more effective compared to classical guidance services without audiovisual media, as indicated by the t-test results, with the mean score of the experimental group's post-test (73.53) being higher than the post-test score of the control group (66.07). In conclusion, it can be inferred that classical guidance services are effective in enhancing the global diversity dimensions of seventh-grade students at SMP Negeri 2 Kuta Selatan. Additionally, there are differences in students' global diversity dimensions between classical guidance services using audiovisual media and classical guidance services without audiovisual media.

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INTRODUCTION

Education is recognized as a crucial element in the development of an individual's quality because it enables individuals to grow both intellectually and in terms of their potential (Hidayat et al., 2020). The current learning process, which often relies on verbalistic and subject matter-oriented approaches and occurs unidirectionally, may not effectively enhance students' life skills and character development (Ananto, 2019). One of the objectives of national education is to shape the noble character and civilization of the nation in order to enlighten the nation's life. Character education remains one of the solutions that can be utilized by educators, educational institutions, parents, and the community, particularly through the exemplification approach (Taulabi & Mustofa, 2019). Character education is a fundamental step in instilling character to build a strong foundation for the nation's successors. An individual's character develops when influenced by learning experiences obtained in their environment, one of which is school (Lajim, 2022). Character education plays a vital role in shaping students' personalities.

The implementation of project-based learning becomes a fundamental choice in the independent learning curriculum, as it is believed to support the enhancement of students' character development through the Pancasila student profile. In implementing the independent curriculum in schools, the P5 (Project Strengthening of Pancasila Student Profile) activity is designed by teachers and completed by students. Within the independent curriculum, there is the P5 (Project Strengthening of Pancasila Student Profile) which consists of six dimensions: faith and devotion to the One Supreme God, global diversity, mutual cooperation, creativity, critical thinking, and independence (Nuril & Alfiansyah, 2022).

Global diversity of students refers to Indonesian students preserving their noble culture, locality, and identity while remaining open-minded in interacting with other cultures, fostering mutual respect, and shaping positive new cultures that do not clash with the nation's noble culture. The elements contained in the second characteristic include understanding and appreciating cultures, intercultural communication skills in interacting with others, reflection, and responsibility towards multicultural experiences. For example, conducting assembly activities, traditional dance activities, scout activities, showing respect for others, greetings and salutations, helping each other, and taking pride in using domestic products.

Based on observations and pre-tests conducted by researchers, it has been found that the global diversity dimension of students is low. To enhance students' emotional intelligence, classical guidance services will be provided using audio-visual aids. Extensive research has been conducted on classical guidance services using audio-visual media. A study conducted by Dewinta et al., titled "The Effect of Audio-Visual Media in Classical Guidance Services on Students' Understanding of Healthy Dating," showed significant positive results. The use of audio-visual media significantly influenced students' understanding of healthy dating, as confirmed by hypothesis testing, where z-calculated > z-table (7.82175 > 1.645) at a significance level $\alpha = 0.05$ (Rini et al., 2014).

Classical guidance is a counseling service provided to a group of students ranging from 20 to 40 individuals through systematic and developmental activities. It is preventive in nature and aims to enhance self-understanding, understanding of others, and orientation towards academic, personal, social, and career aspects. The goal is to provide accurate information and assist individuals in making informed decisions in their lives while optimizing their potential. The objectives of classical guidance are to help individuals adapt, make decisions for their own lives, adapt to groups, receive support, and provide support to peers (Siwabessy, 2008).

The use of media, especially audio-visual media, is crucial in delivering classical guidance services in the classroom. Through audio-visual media, many things can be learned clearly and in an engaging manner (Fraditya, Justitia, and Djunaedi, 2013). Classical guidance using audio-visual media is more effective than classical guidance without audio-visual media (Prayitno, 2017). Media is described as a supporting tool in providing information services, including instructional aids, written media, audio-visual media, graphics, and electronic program devices (such as recordings, radio, television, computers, overhead projectors, and LCD screens). The presence of audio-visual media allows students to obtain clearer information as videos can be replayed, saves time, provides clearer visual and auditory input, and allows for pausing visual movements (Fujiyanto, Jayadinata, and Kurnia, 2016).

Based on the aforementioned information, the researcher is interested in conducting a study entitled "The Effectiveness of Classical Guidance Services Using Audio Visual Media in Strengthening the Pancasila Student Profile Project for Grade VII Students at SMP Negeri 2 Kuta Selatan in the Academic Year 2022/2023." The objectives of this research are to determine the effectiveness of classical guidance services using audio-visual media in enhancing the dimension of global diversity within the Pancasila student profile project for Grade VII students at SMP Negeri 2 Kuta

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Selatan and to describe the differences in global diversity among students between classil guidance services using audio-visual media and classical guidance services without audio-visual media.

METHOD

The research design employed in this study is a quantitative experimental design. The research method used is a quasi-experimental method. Quasi-experimental research is an experimental research design that is unable to fully control or manipulate external variables that may influence the experiment. The experimental design used in this study is the Nonequivalent Control Group Design, where the experimental group and control group are not randomly selected. This study involved providing classical guidance treatment to both the experimental group and the control group. The experimental group received classical guidance services using audio-visual media, while the control group received classical guidance services without audio-visual media. Prior to the treatment, both the control and experimental groups were given a pre-test questionnaire, and after the treatment, they were given a post-test questionnaire.

The population of this study consisted of all Grade VII students at SMP Negeri 2 Kuta Selatan. The sample for this study included Class VII I as the control group and Class VII J as the experimental group. After conducting observations, data for this study were collected using a questionnaire to measure the dimension of global diversity among students. Prior to conducting the pre-test and post-test for the research instrument, validity and reliability tests were conducted on a separate class other than the research classes. This was conducted on Class VII H at SMP Negeri 2 Kuta Selatan. Out of the 30 statement items, 25 items were found to be valid and reliable for measuring the dimension of global diversity among students. Therefore, a questionnaire consisting of 25 items was used in this study to measure the dimension of global diversity among students.

The data analysis technique employed is the t-test. The data obtained through the research instrument were analyzed based on the pre-test and post-test data, followed by tests for normality and hypothesis testing. The collected data were processed manually and with the assistance of software such as Microsoft Excel and SPSS Version 26 for Windows.

RESULT AND DISCUSSIONS

SMP Negeri 2 Kuta Selatan is a school located at Jalan Bali Cliff Ungasan, Kecamatan, Kuta Selatan Badung. Before conducting the research, the researcher conducted a preliminary study by observing the research site using the non-participant observation method, where the researcher acted as an independent observer and was not directly involved. The researcher observed the school environment, including its facilities, as well as the behaviors, actions, and activities of the students during the specific learning phase, particularly during the Pancasila Student Profile Strengthening Project in the dimension of global diversity.

After conducting the preliminary study, the researcher proceeded with the research by selecting the population, which comprised all Grade VII classes at SMP Negeri 2 Kuta Selatan. The sample for this study consisted of Class VII I as the control group and Class VII J as the experimental group.

The researcher tested the validity and reliability of the instruments in a class other than the research classes, specifically Class VII H, which had a total of 32 students. Out of the 30 test items, 25 items from the global diversity dimension questionnaire were found to be valid and reliable, and they were used to measure the dimension of global diversity among students.

Both the experimental group and the control group were given a pre-test using the validated and reliable questionnaire to determine the initial level of global diversity among the students. The pre-test results for the experimental group (VII J) showed an average score of 46.70, while the control group (VII I) had an average score of 46.63. These pre-test results indicated that both the experimental and control groups had relatively similar levels of emotional intelligence. Subsequently, the treatment, which involved classical guidance services, was administered three times to both the experimental and control groups. The data analysis in this study utilized descriptive statistics with the assistance of SPSS Version 26 software for Windows.

The descriptive statistics output showed that the sample size (N) was 30 students for both the experimental and control groups. In the experimental group, the minimum pre-test score was 41, and the post-test score was 63, while in the control group, the minimum pre-test score was 40, and the post-test score was 60. The maximum score in the

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experimental group was 56 for the pre-test and 79 for the post-test, while in the control group, the maximum score was 55 for the pre-test and 74 for the post-test. The mean score in the experimental group was 46.70 for the pre-test and 73.53 for the post-test, whereas in the control group, the mean score was 46.63 for the pre-test and 66.07 for the post-test.

Based on the results of the normality test, the significance values (sig) for both the Kolmogorov-Smirnov test and the Shapiro-Wilk test were greater than 0.05 for all data. In the Kolmogorov-Smirnov test, the sig value for the experimental group was 0.162 for the pre-test and 0.200 for the post-test, while for the control group, the sig value was 0.185 for the pre-test and 0.200 for the post-test. In the Shapiro-Wilk test, the sig value for the experimental group was 0.198 for the pre-test and 0.159 for the post-test, whereas for the control group, the sig value was 0.153 for the pre-test and 0.104 for the post-test.

Based on the homogeneity test output, the significance value (sig) based on the mean was 0.600, which is greater than 0.05. Therefore, it can be concluded that the variances of the post-test data for both the experimental and control groups are equal or homogeneous. Thus, the prerequisite for the independent samples t-test is fulfilled. The Independent Samples t-test is used to determine whether there is a significant difference between the means of two unrelated samples. The main requirements for the independent samples t-test are that the data are normally distributed and homogenous. In this study, the data analysis indicated that the data were normally distributed and homogenous.

The hypothesis test using the independent samples t-test calculation revealed a t-value of 7.478 with a significance value (sig) of 0.01 (0.000 < 0.01) for the global diversity dimension. This indicates that there is a significant difference between the global diversity dimension of students who used audio-visual media and those who did not. Based on the post-test t-test, the average global diversity dimension score for students who used audio-visual media was 73.53, while for students who did not use audio-visual media, it was 66.07. Therefore, it can be concluded that the average global diversity dimension of students who used audio-visual media is higher than those who did not use audio-visual media.

The data analysis in this research showed that the data were normally distributed and homogenous. The results of the Independent Samples t-test indicated that there is a difference in the global diversity dimension among students who received classical guidance services using audio-visual media compared to those who received classical guidance services without audio-visual media. Based on the research findings, it can be concluded that classical guidance services are effective in improving the global diversity dimension in the Pancasila Student Profile Strengthening Project among Grade VII students at SMP Negeri 2 Kuta Selatan in the 2022/2023 academic year.

CONCLUSION

Based on the research results of providing classical guidance services using audio-visual media to enhance the global diversity dimension of students in the Pancasila Student Profile Strengthening Project for Grade VII students at SMP Negeri 2 Kuta Selatan, the conclusion of this study is that classical guidance services are effective in improving the global diversity dimension in the Pancasila Student Profile Strengthening Project for Grade VII students at SMP Negeri 2 Kuta Selatan. This is supported by the evidence of an increase in the global diversity dimension among students after receiving classical guidance services in both Class VII J and Class VII I. There is a difference in the global diversity dimension between the classical guidance services using audio-visual media and the classical guidance services without audio-visual media. This indicates that the classical guidance services using audio-visual media are more effective than the classical guidance services without audio-visual media.

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