Behavioristic Counseling Model Based On Audiovisual Media to Increase Solidarity in Junior High School Students

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Article info

Abstract. This article discusses the behavioristic counseling model, collaborative role play techniques based on audiovisual media to increase the solidarity of State Middle School students in Sigi district.This research aims to apply a behavioral counseling model based on audiovisual media, collaborative role play techniques to increase student solidarity. It is hoped that increasing student solidarity can minimize the occurrence of conflicts between students and contribute to creating a peaceful school. This research uses the Research and Development (R&D) method uses the construct from Borg and Gall which has been modified into three steps, namely preliminary study, development stage and product trial stage. Data collection techniques in this research used interviews and questionnaires. The results of the research show that: (1) the average score for all assessment subjects is 93% of BK teachers stating that counseling models and guidelines are very easy to implement. (2) based on the recapitulation table of student responses, the strongly agree category is 93.12%, which shows that the behaviorist counseling model, collaborative role play techniques based on audiovisual media, can increase the solidarity of junior high school students in Sigi Area.

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INTRODUCTION

Adolescence is a time when an individual has a pattern of thinking unstable, sometimes adolescents act without thinking about the consequences of the actions they do (American Psychological Association, 2014). Therefore, many teenagers are mired in acts that are classified as juvenile delinquency such as drugs, alcohol, conflicts between individuals, and conflicts between groups that lead to brawls between students (Gullotta et al., 2014; Khosyi'in, 2020; Wahyuni, 2021). One of the factors that causes conflict is the low sense of solidarity between people (Azifah, 2019). If students have a high sense of solidarity between others, it is hoped that it will minimize the occurrence of conflicts at school (Muthmainnah, 2015).

The behavioral approach is one approach that is considered capable of overcoming conflicts that occur in schools caused by a low sense of solidarity between people, namely students. The behavioral approach is an approach in counseling that focuses on changing client behavior. One effort that can be utilized in guidance and counseling services today is media-based behavioral counseling that utilizes technology (Widyasari & Mukayati, 2021). Through the media, the implementation of guidance and counseling services can become more interesting and enjoyable, then the media can help clarify the message to be conveyed in behavioristic counseling (Mansi et al., 2021; Nursalim, 2013). Apart from that, the media used by counselors can increase the creativity of school counselors in implementing guidance and counseling services. Various studies reveal the role of the media in strengthening guidance and counseling services, including increasing tolerance as an important part in building solidarity between students in high school (Kurniawan et al., 2021). Media in guidance and counseling services plays an important role in the implementation of guidance and counseling so that students can better understand and internalize guidance and counseling service material (Alhadi et al., 2016). One way is through visual media.

Visual media is a medium whose message can be observed with the sense of sight, in other words, this media is a type of media that has information visually but does not display sound or motion (Diplan & Putra, 2019). Visual media plays a role in communicating the message conveyed from communicator to communicant to avoid misunderstandings and misinformation conveyed verbally.

Visual media in this study were created and collaborated with role-play learning models. Role play is when students take on the role of others to explore their motivations and positions and act as they would do in a given scenario (Moore dalam Schafer, 2016). The reason for using the role-play learning model is because this learning model is active. Some of the reasons for using an active learning approach include for the improvement of interpersonal communication skills (Hanifah & Saputra, 2021), problem-solving and decision-making skills (Goodman, 2018), increased participation (OReilly, 2013), as well as improved public speaking skills (Fliter, 2009).

The most important factor in successful role play is good cooperation between the people in the group or the couple performing the role play (Benati, 2018). Participants engage in role-play through four levels of reality, namely character, player, person, and human, which can be related to the four dimensions of learning: knowing, doing, being, and relating. The opening of the connection between their personal experiences and journeys offers participants different ways of learning and paths to personal development (Daniau, 2016).

Role-play collaboration was carried out up to four times, namely in the way the student played a different role in each simulation. So in the four simulations, none of the students played the same role. This is because running the same simulation multiple times, at least twice, helps students recognize the dynamic traits that exist in those settings, and specifically, different students playing the same role can change the outcome of the process, as a result, students can witness the dynamic nature of the process and that the results of the process are the result of individual personality and skills in presenting and advocating for their positions (Schafer, 2016). This study aims to build solidarity of junior high school students in Sigi Regency, Central Sulawesi with a role-play

collaboration learning model using the help of visual media. Building solidarity of junior high school students in Sigi Regency is intended to minimize the occurrence of conflicts between others. Solidarity is a form of social skills. Social dependency theory suggests that social skills are important in improving collaboration and resolving conflicts (Lee et al., 2015).

When individuals or groups have high social skills, conflicts can be avoided or minimize the occurrence of conflicts between individuals and between groups. Or also when there has been a conflict, by having high social skills, the conflict can be resolved immediately because individual differences are a trigger for every type of conflict (Lee et al., 2015). In addition, some problems that occur in the school environment such as fights between students, competition between extracurriculars, perspectives on ethnic diversity are lacking, even student fights between schools, it indicates that there is a lack of social solidarity of students (Mujiyati et al., 2017). Solidarity involves a sense of belonging, reciprocity, knowledge sharing, empathy, and support for members (Johansson & Berthelsen, 2012). Furthermore, according to Nasution (2009), the principle of social solidarity includes three things, namely mutual help, cooperation, and mutual sharing.

Based on the explanation above, the researcher is interested in following up on the results of a preliminary study that was previously carried out regarding conflict maps and a culture of peace among teenagers in Palu, by trying to apply a behaviorist counseling model, collaborative role play techniques based on audiovisual media to increase student solidarity so that it is hoped that there will be no conflict between learners. This research will produce a behavioral counseling model and guide for collaborative role play techniques based on audiovisual media that can be used by all guidance and counseling teachers in schools. The behavioral counseling model, collaborative role play techniques based on audiovisual media, is something that is considered still new in the implementation of counseling, especially counseling at the high school level.

METHOD

This research uses the Research and Development (R&D) method. Therefore, this study is more directed to describe the steps that need to be taken in producing products. This study used constructs from Borg and Gall (2003: 271). The research steps include: (1) preliminary studies, (2) planning, (3) hypothetical model development, (4) hypothetical model review, (5) revision, (6) limited trials, (7) revision of trial results, (8) wider trials, (9) revision of the final model, and (10) dissemination and socialization. Based on these ten steps, researchers modify it into 3 steps in research (1) preliminary study stage, (2) development stage, (3) product trial stage. It is expected that this stage can function as a research and development and validation function.

This research is the development of a behavioristic counseling model of role play techniques based on audiovisual media. The process of developing this model consists of three stages with diverse subjects. In the preliminary study, the subjects were all guidance and counseling teachers of public junior high schools in Sigi Regency. In the preliminary study, the subjects were guidance and counseling teachers representing one person per school as many as 21 guidance and counseling teachers determined by purposive random sampling techniques, namely direct appointment on the grounds that the 21 teachers were teachers with S1 guidance and counseling backgrounds.

This research uses a mixed method design sequential method because qualitative and quantitative approaches are used in an integrated and mutually supportive manner. The qualitative approach is a needs questionnaire used to assess the needs of guidance teachers about behavioristic counseling model services, and role-play techniques based on audiovisual media. Meanwhile, the quantitative approach is a questionnaire used to determine the validity of the behavioristic counseling model of audiovisual media-based role-play techniques. At the technical level, the following are carried out: descriptive analysis methods, collaborative participatory methods, and one-shot case study experimental methods

RESULT AND DISCUSSION

Based on the recapitulation of student

response answers, it shows that the category strongly agrees by 93.12%, the category agrees by 6.24% and the category disagrees by 0.64%. This shows that student's response to behavioristic counseling in its application is positive so that practically the purpose of counseling can be achieved. The results of the recapitulation of all indicators in the complete questionnaire can be seen in Table 1 below.

Table 1. Overall Recapitulation of Student Response Indicators to Behavioristic Counseling

Rated aspect		Frequency				Score	Average	Criteria
		SS	S	KS	TS			
Students Response to the Behaviorist Counseling Model.	F	582	39	4	0	2453	3.92	Strongly agree
	%	93.12	6.24	0.64	0			

In general, the research results show that counseling with a behavioral approach helps clients to learn to solve interpersonal, and emotional problems and certain decisions aimed at changing the client's behavior. Solving problems and difficulties with the full involvement of the counselor. Characteristics of behavioral counseling include (1) focusing on visible behavior, (2) being careful and operational in formulating counseling goals, (3) developing specific treatment procedures, and (4) objective assessment of counseling goals.

Building student solidarity with the role play collaboration learning model using visual media is expected to minimize the occurrence of conflicts between peers and increase solidarity. Solidarity is a form of social skill. Based on social dependency theory, it shows that social skills play an important role in increasing collaboration and resolving conflict (Lee et al., 2015). When individuals or groups have high social skills, conflict can be avoided or minimized the occurrence of conflict between individuals and between groups. Or also, when a conflict occurs, by having high social skills the conflict can be resolved immediately.

Increasing a sense of social solidarity is carried out to respond to the current modern situation in the community which requires students to accept diversity with a sense of social solidarity. Apart from that, several problems that occur in the school environment, such as fights between students, competition between extracurriculars, a lack of perspective on ethnic diversity, and even fights between students between schools, indicate a lack of social solidarity among students (Mujiyati et al., 2017).

Based on the results of teacher responses, it shows that the majority of guidance and counseling teachers feel confident that through the behavioristic counseling model, the role play collaboration techniques based on audiovisual media that have been developed will achieve the goals of guidance and counseling and even feel that they have a great opportunity to implement this model. Most guidance and counseling teachers feel confident that they can apply the model well and consider the model to be appropriate to student characteristics. For them, the behaviorist counseling model, the role play collaboration technique based on audiovisual media, is easy to understand, can be implemented in accordance with the content of the material being developed, and is able to stimulate students' curiosity, interest and motivation. In terms of language, it is appropriate to the student's level of development, more communicative, dialogical, and interactive because the language is easy to understand.

Overall, guidance and counseling teachers stated that the models and materials developed were classified as very easy to implement with an average of 3.92 on a response scale between 1 to 4. This can be seen from the results of teacher responses, there were 93% of guidance and counseling teachers stated that the counseling model and guide were very easy to implement, the remaining 6% said it was easy to implement, and only 1% said it was not easy to implement. This shows that the response of guidance and counseling teachers to behavioristic counseling in its application has a positive meaning in the category of being very easy to implement so that practically the goals of counseling can be achieved.

According to students' perceptions, when conducting limited trials, the majority of students responded positively to the behaviorist counseling model, the role-play collaboration technique based on audiovisual media that was developed. Students strongly agree with the counseling service using the behavioristic counseling model, role play collaboration techniques based on audiovisual media delivered by the guidance and counseling teacher. This can be seen from the student responses showing that the strongly agree category is 93.12%, the agree category is 6.24% and the dis agree category was 0.64%. This shows that the student's response to behavioristic counseling in its application is positive so that practically the goals of counseling can be achieved.

Based on the research results, it appears that behavioral counseling is able to overcome student problems related to interpersonal and emotional problems as well as decision making. Similar research was also conducted by Putra et al regarding behavioral counseling, this research explains that the behavioral counseling model of modeling techniques has been proven to be effective in developing students' self-exhibition (Putra et al., 2017; Dharsana & Paramartha, 2021). Apart from that, behavioral counseling is also explained as being able to improve the attitude of completing the work (Jannah & Suranata, 2019).

Many researchers have given us confidence as readers or similar researchers that behavioristic counseling has been successful in helping various kinds of problems faced by students. The behavioral counseling model shows a higher impact in reducing learning anxiety compared to conventional counseling without a special approach (Fauzi, 2020), behavioral counseling is an effective assertive training technique for increasing abasement traits, behavioral counseling is an effective shaping technique for reducing aggression, behavioral counseling is a self-technique -effective management to increase endurance traits (Gading, 2020). Skinner as one of the most dominant figures in the development of behavior modification and behavior therapy explained the need for efficient psychotherapy, and after producing a powerful collection of legal theories of behavior, Skinner demonstrated and also developed the right path towards efficient intervention for maladaptive behavior (Labrador , 2004).

CONCLUSION AND SUGGESTION

Based on the results of the study, it shows that the behavioristic counseling model and role-play collaboration techniques based on audiovisual media can increase the solidarity of public junior high school students in Sigi Regency. This can be seen based on the recapitulation of the answers of the respondents of guidance and counseling teachers showing that of the 14 assessment items, 93% of guidance and counseling teachers stated that the counseling model and guidance were very easy to implement, the remaining 6% stated that it was easy to implement, only 1% stated that it was not easy to implement. This shows that the response of guidance and counseling teachers to behavioristic counseling in its application is positive with categories straightforward to implement so that practically the purpose of counseling can be achieved. Based on the recapitulation table of student response answers, it shows that the category strongly agrees by 93.12%, the category agrees by 6.24% and the category disagrees by 0.64%. This shows that student's response to behavioristic counseling in its application is positive so that practically the purpose of counseling can be achieved.

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