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The Effect of Group Guidance Services with Symbolic Modeling Techniques on Improving Prosocial Behavior of SMAN 4 Kota Jambi Students

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Abstract

Prosocial behavior is an important aspect in character development and social interaction at school. If prosocial behavior is not increased, gaps can occur in relationships between students. Therefore, to encourage increased prosocial behavior, counseling services are used, namely group guidance services using symbolic modeling techniques. This research aims to determine the level of prosociality before and after providing services, and the influence of group guidance services. Symbolic modeling techniques on increasing students' prosocial behavior. This research uses quantitative research, experimental methods and variations of pre-experiment, one group Pretest Posttest. The population of this study were students in classes XI.F2, XI.F5 and XI.F6. The sample was selected using a purposive sampling technique based on the criteria recommended by the guidance and counseling teacher, so that 10 students were obtained as a sample. The collection instrument used a questionnaire consisting of 38 items. The analysis techniques used include the KIN (Internal Normative Continuum) approach, normality test, and T-test. The average pretest result of students before being given treatment was 139.7 which was categorized as MEDIUM and after being given treatment the average

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treatment average was 158.3 which was categorized as HIGH. The T-Test shows that the T-count value is -8.278, which is greater than the T-table, which is 2.228. Sig value. (2-tailed) 0.000, indicating a significant difference between Pretest and Posttest. So it can be concluded that providing group guidance services with symbolic modeling techniques has an effect on increasing students' prosocial behavior.

Keywords: Group Guidance Services, Symbolic Modeling Techniques, Prosocial Behavior

INTRODUCTION

Today's modern world tends to make individual characters more individualistic. Individuals sometimes do things with personal interests in mind, as a result of which the sense of help and cooperation between individuals is often neglected. The influence of technological developments and globalization currents also plays a role in human life. This change has led to a change in the way people interact with other individuals. This change certainly destroys important values in individualistic societies between other societies.

Human beings were created by God Almighty, in addition to being individual creatures, humans also become social creatures. Social creatures mean that humans need help from others in carrying out their daily lives, from birth to death. Man, as a creature created by God Almighty, has two fundamental aspects in his life: as an individual being. As social beings, humans are bound in a complex web of social interactions, where they are interdependent and contribute to the well-being of other individuals in society from birth to the end of life. According to Sarlito Wirawan S. & Eko A. (2009: 125), humans are social creatures who have the ability to interact and adapt to their environment. They also have a need to connect with others, which creates a complex social network. Therefore, humans cannot live without the help of other individuals and from other individuals. Humans become social creatures, also convey their participation so that they always help each other. The act of helping describes humans as beings who are not selfish, and have the competence to provide help to other individuals. The attitude of helping and providing benefits using to help ease the physical burden on others is called a prosocial attitude.

Individuals should live by behaving well. One of the aspects of behavior that appears in social interaction is prosocial behavior. In adolescence, especially for students

who are entering a wider stage of social development, the challenges in adjusting to the social environment are increasingly complex. Adolescents begin to be more actively involved in socializing with peers, which can have both positive and negative influences. The influence of peers and the social environment at this time is very strong, so adolescents often face social conflicts that require the ability to adjust better. However, a lack of prosocial behavior is often found in adolescents. This can be due to a lack of understanding of the importance of helping others or due to unsupportive environmental influences. This lack of prosocial attitude can have a negative impact, especially in schools, where cooperation and support between students are needed. A prosocial attitude is needed in situations where individuals need help, such as when students are having problems. Therefore, a prosocial attitude must be possessed by every student.

According to an article from Sinergi News in 2023, there are indications of a decline in prosocial behavior among teenagers in Sumba. This is influenced by rapid global change and modernization, which is slowly eroding prosocial values that used to be an important part of social life. As the times develop, the influence of modern lifestyles, technology, and increasing individualism have made teenagers move away from traditional social practices that prioritize solidarity and concern for others. This phenomenon shows that modernization not only has an impact on economic and technological aspects, but also permeates the pattern of social and cultural interaction of the community (Ferbrise Biri, 2023:https://sinerginews.co.id)

According to Klein in Rahmawati (2022:78), prosocial behavior is defined as actions taken by individuals with the aim of benefiting other individuals, without expecting anything in return. These actions can take many forms, such as helping, sharing, and showing empathy without asking for or expecting anything in return

Based on the results of an interview with the Guidance and Counseling teacher Mrs. Endah, S P.d on January 26, 2024 at SMA 4 Jambi City, that some of the students at SMA 4 Jambi City are indeed seen doing actions that do not reflect prosocial behavior, such as, there are still some students who are individualistic who tend to prioritize attention to themselves, and put aside the interests of others. Lack of initiative when seeing a friend who needs help for a variety of reasons, even though they are actually able to provide help. Lack of awareness of social responsibility and lack of concern for cleanliness in schools such as littering in the school area and damaging school facilities.

In dealing with the problem of low prosocial behavior of SMA 4 Jambi City students, one of the guidance and counseling services that is assumed to be able to provide assistance to students to improve their prosocial attitudes is through group guidance. Because using group guidance services can establish relationships between groups, which is needed, can increase social relationships between group members and achieve a common goal, namely increasing prosocial behavior.

In the implementation of group guidance, the use of task topics as part of activities is an effective way to encourage active involvement of group members in discussions and taking responsibility. When group members engage in in-depth discussion of an issue or topic, they are given the opportunity to listen, give their opinions, and provide support or assistance to other members. This contributes to the development of prosocial behavior.

Prayitno (2017:133), Group Guidance Service is a service that utilizes group dynamics in discussing things that are useful for individual self-development or to help solve problems faced by group members. Through this service, students can receive relevant information as per the topics discussed, aiming to help them better understand themselves as well as the situation they are facing. One of the techniques used in Group Guidance Services is the Symbolic Modeling Technique.

The modeling technique is a counseling technique on a behavioral approach based on Albert Bandura's social learning theory in a cognitive structure including self-concept, self-awareness, self-fulfillment, and self-reinforcement can affect a person's thoughts, behaviors, and feelings. Bandura argues that learning does not only occur through direct experience, but also through modeling, namely by observing the actions of others and then imitating them. In symbolic modeling, symbolic modeling behavior, model behavior is displayed in writing, audio or video recordings, and films. Sutja (2016:56)

Based on previous research conducted by Nelly Agustin (2016) entitled The Influence of Group Counseling Services on Efforts to Improve Prosocial Behavior of Grade VII Students at SMP N 2 Kasihan. The results were obtained that there was effectiveness in the group's counseling services to improve prosocial behavior.

Therefore, based on the explanation above, the researcher is interested in conducting a study with the title "The Effect of Group Guidance Services with Symbolic Modeling Techniques on the Improvement of Prosocial Behavior of Students of SMAN 4 Jambi City".

METHODS

Research Design

The research used in this study is quantitative research. The method applied in this study is experimental. Sutja et al. (2024:64) explained that experimental research aims to measure the impact of a certain treatment done intentionally. This study uses a pre-experimental design with a one group Pretest-Posttest model. The pre-experimental design includes one group or class undergoing pre- and post-treatment testing. The one group Pretest and Posttest model is carried out on one group without involving the control or comparison group. This study seeks the influence of group guidance services with symbolic modeling techniques on the improvement of students' prosocial behavior.

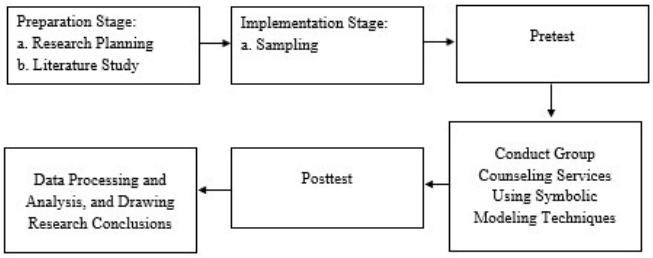


Figure 1. Research Design

Data Source

The population in this study is grade XI students at SMAN 4 Jambi City in the 2024-2025 school year. This sample selection or determination technique is carried out based on certain considerations through recommendations from BK teachers at SMAN 4 Jambi City. Therefore, based on these considerations, the sample in this study consisted of 10 students consisting of three classes, each 3 students of class XI.F2, 5 students of class XI.F5 and 2 students of class XI.F6.

Data Collection Techniques

Data collection techniques are methods or methods used by researchers to collect data from the field. In this research, the techniques applied include observation, interviews, and questionnaires. The questionnaire used was using the Likert scale. On the scale, two statements were prepared, namely favorable and unfavorable, with response responses

ranging from Very Suitable (SS), Suitable (S), Less Suitable (KR), Not Suitable (TS), Very Not Suitable (STS). The calculation method is by giving each item an alternative score of 5 which ranges from 1 to 5.

Data Analysis Techniques

The data obtained was then analyzed by data. In this study, data analysis was carried out using a data analysis test, the data analysis test was carried out to see the influence of group guidance services with symbolic modeling techniques in improving students' prosocial behavior, which involved testing statistical assumptions such as normality tests and T-tests or difference tests. Before the statistical assumption test was carried out, calculations were first carried out to find the percentage results from the results of the Pretest and Posttest questionnaires.

RESULTS

In this study, the researcher carried out this Symbolic Modeling service with 3 meetings with a duration of ±30 minutes. The data obtained by the researcher in the form of Pretest and Posttest data will be processed first through a normality statistical assumption test using the calculation of one Shapiro-Wilk sample.

Pretest Results

Table 1. Distribution of Pretest Data for Prosocial Behavior of Experimental Group Students

Experimental Group			
NO	**Codename**	**Score Before Treatment**	**Category**
1.	PGN	141	Keep
2.	KA	131	Low
3.	ARM	126	Very Low
4.	THE	149	Tall
5.	PPS	164	Very High
6.	AAH	142	Keep
7.	NH	140	Keep
8.	WSU	115	Very Low
9.	AAM	147	Tall
10.	K	142	Keep
JMLH	**1397**		
MEAN	**139,7**		

From the table above, it can be reviewed that the mean results of the pretest of prosocial behavior in students are 139.7 which is categorized as MODERATE. Data classification uses the KIN method, which divides data into five categories, namely very high, high, medium, low, and very low. The following table shows the classification of KIN pretest levels of prosocial behavior of students in the experimental group

Table 2. KIN PretestProsocial Behavior Levels of Experimental Group Students

Category	Interval	Interval Class	Freakuensi	%
Very High	154-164	10	1	10%
Tall	143-153	10	2	20%
Keep	132-142	10	4	40%
Low	121-131	10	1	10%
Very Low	<120	10	2	20%
Sum			N=10	100%

Prottest Results

After three treatments, posttest data showed a significant improvement in students' prosocial behavior. The following table shows the posttest data distribution of the experimental group's prosocial behaviors:

Table 3. Posttest Data Distribution of Prosocial Behavior of Experimental Group Students.

Experimental Group			
NO	**Codename**	**Post-Treatment Score**	**Category**
1.	PGN	167	Very High
2.	Ka	145	Keep
3.	ARM	150	Tall
4.	THE	176	Very High
5.	PPS	178	Very High
6.	AAH	158	Tall
7.	NH	163	Tall
8.	WSU	119	Very low
9.	AAM	169	Very High
10.	K	158	Tall
JMLH	1583		
MEAN	158,3		

The average posttest score of prosocial behavior in the experimental group is 158.3, which the researcher will categorize the prosocial behavior of the experimental group students into the HIGH category. Data classification uses the KIN method, which divides data into five categories, namely very high, high, medium, low, and very low. The following table shows the classification of KIN posttest levels of prosocial behavior of students in the experimental group:

Table 4. KIN Posttest Prosocial Behavior Levels of Experimental Group Students

Category	Interval	Interval Class	Freakuensi	%
Very High	166-178	12	4	40%
Tall	153-165	12	4	40%
Keep	140-152	12	1	10%
Low	127-139	12	0	-
Very Low	<126	12	1	10%
Sum			N=10	100%

Statistical Test

The researcher conducted a normality test to ensure that the data had a normal distribution so that appropriate statistical analysis could be used. In this study, the researcher used a single Shapiro-Wilk sample. The following are the output results of the Shapiro-Wilk analysis from SPSS V.20.

Table 5. KIN Posttest Prosocial Behavior Levels of Experimental Group Students

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	**df**	**Mr.**	**Statistic**	**df**	**Mr.**
Procranial Behavior Pretest	.209	10	.200*	.960	10	.789
Procranial Behavior Posttest	.193	10	.200*	.903	10	.239

*. This is a lower bound of the true significance

a. Liliefors Significance Correction

Based on the table above, the researcher found that the Asym.sig value for the student prosocial behavior variable was greater than 0.05, namely 0.789 for the pretest of the

experimental group and 0.239 for the posttest of the experimental group. Because the Asym.sig value is greater than 0.05, the researcher considers that the data distribution is normal and a T-test can be carried out because one of the conditions for conducting the T-test has been met. The following is a table of T-test output results:

Table 6. Paired Samples Statistics

		Mean	N	Std. Deviation		Std. Error Mean.
Pair 1	Pretest Prosocial Behavior	139.7000	10	13.40025	4.23753	139.7000
	Procedural Behavior Posttest	158.3000	10	17.33362	5.48138	158.3000

From the statistics presented above, it can be seen that there is a difference between the average score of Pretest and Posttest, both before and after being given treatment. The average score of the Pretest was 139.7, lower than the Posttest which reached 158.3. This shows that after receiving group guidance services using symbolic modeling techniques, the level of students' prosocial behavior increases. To see the difference, you can refer to the following SPSS V.20 output:

Table 7. Paired Samples Test

		Mean	Std. deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Prosocial Behavior Pretest – Prosocial Behavior Posttest	-18.60000	7.10555	2.24697	-23.68301	-13.51699	-8.278	9	.000

Based on the results of the calculation of the output value above, the result of the calculation T was obtained which was -8.278, while the T-table value was 2.228 and the Sig. (2-tailed) value was 0.000. Because the T-count value is greater than the T-table (T-count > T-table), the researcher rejects the null hypothesis (H_0) and accepts the alternative hypothesis (H_a). In other words, the researchers found significant differences between the results of the Pretest and Posttest after the treatment was given. So it can be concluded that

group guidance services with symbolic modeling techniques provide a positive influence and in improving prosocial behavior in students.

DISCUSSION

With the findings of the research conducted at SMAN 4 Jambi City on 10 students, 3 of whom were from class XI.F2, 5 students from class XI.F5 and 2 students from class XI.F6, he had obtained from the statistical calculation of the initial data at the time of the implementation of the Pretest in the form of the results of the distribution of questionnaires given to 10 respondents with a total of 38 statements. obtained a pretest of prosocial behavior of students who were categorized as MODERATE with an average Pretest score of 139.7.

After the group guidance service treatment with symbolic modeling techniques was given 3x meetings and at the end of each meeting the researcher gave a Student Worksheet (LKS) to be brought and collected at the next meeting. After 3 times of treatment, the researcher was given a Posttest to find out the prosocial behavior of the students, and the results of the students' prosocial behavior increased which was originally MEDIUM with an average Pretest score of 139.7 increased to HIGH with an average Posttest score of 158.3 which means that the provision of group guidance services with this symbolic modeling technique has an influence to the improvement of prosocial behavior in students.

The researcher used the T-test and the results showed that group guidance services using symbolic modeling techniques had an influence on students' prosocial behavior. The researcher determined that the change occurred if the sig value ≤ 0.05; Conversely, if the GIS ≥ 0.05, there is no change after treatment. The results of the T-test show the Asymp value. Sig. (2-tailed) is 0.000, which means that the sig ≤ 0.05. Thus, the researcher rejected H_0 and accepted H_a. These results indicate that there is a significant influence of the provision of group counseling guidance services with symbolic modeling techniques on students' prosocial behavior.

The findings in this study prove the opinion of Sutja (2016:69) that by presenting a pilot to the client about how to do something or how something happens by seeing, observing or observing others doing something will bring about an understanding of the client and in turn will be able to change his behavior.

CONCLUSION

Based on the results of the study on the influence of group guidance services with symbolic modeling techniques on the improvement of students' prosocial behavior at SMAN 4 Jambi City, the conclusion obtained in this study is an overview of students' prosocial behavior before the treatment is given. Based on the results of the calculation of the Pretest instrument, it shows an average of 139.7 which is categorized as moderate and indicates that the level of prosocial behavior in students before the provision of treatment/treatment in the form of group guidance services with symbolic modeling techniques is still categorized as moderate and must be improved. Overview of the final Prosocial Behavior of students after the provision of treatment/treatment in the form of group guidance services with symbolic modeling techniques has increased from the previous in the medium category to the high category, as seen from the results of the Posttest the average score of students is 158.3. Prosocial behavior of experimental group students at SMAN 4 Jambi City experienced an increase in prosocial behavior after the provision of treatment/treatment in the form of group guidance services with symbolic modeling techniques. This is in accordance with the results of the Pretest and Posttest of the level of prosocial behavior in students and the T-test, where the T-count of -8.278 is greater than the T-table, which is 2.228. This difference occurs because the treatment provided through group guidance services with symbolic modeling techniques has a significant impact on prosocial behavior in students.

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