



## EFFORTS TO IMPROVE DECISIONS IN ASSOCIATION OF CLASS VIII STUDENTS THROUGH COUNSELING GUIDANCE SERVICES USING THE PROJECT BASED LEARNING (PjBL) METHOD

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### ABSTRACT

This research aims to assess the effectiveness of implementing the Project-Based Learning (PjBL) method in improving the manners of class VIII students in the guidance and counseling subject. The research population includes all class VIII students for FY 2023/2024. The sample selection in this study used a random sampling method. The research was carried out in three cycles and at the end of each cycle a reflection was carried out on the actions given. Data collection techniques in research use observation sheets, questionnaires and documentation. The research instruments include an essay test to measure student politeness and a student activity questionnaire. The research results show that the implementation of counseling guidance services using the Project Based Learning method can improve students' politeness in socializing. This can be seen from the results of observing the percentage in cycle I, namely 70.3%, and cycle II which experienced an increase, namely 79.3%, after being provided with counseling guidance services using the project based learning method. This shows that the Project Based Learning learning model can improve students' manners in socializing through counseling guidance services.

### INTRODUCTION

As time and technology develop, it has an influence on all aspects, including educational aspects. This is as stated in Fahrudin (2018: 1) who states that "Changes in times and technological developments have apparently brought changes in all segments, including patterns, lifestyles and human behavior." This also happens to students who are in the learning stage, including students who are less polite towards teachers and other peers. In an educational environment, students are subjects and objects of education who need guidance from other people to help direct and develop their potential and guide them towards maturity. For this reason, students as parties

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who are taught, nurtured and trained to be prepared to become strong human beings, must have polite behavior towards everyone. When establishing relationships with fellow human beings, it must be based on good behavior and one of them is polite behavior. Politeness is a person's behavioral attitude which is a habit that is agreed upon and accepted in the social environment. For students, good manners are an embodiment of noble character which is obtained through education and training from various people in their respective positions such as parents and teachers, religious leaders and the general public, the writings and works of wise people (Shihab, 2016: 126).

In the current learning process, grades are not only based on academic ability but also based on the student's attitudes and behavior in learning, especially towards the teacher. Many students currently do not know how they should behave towards their teachers, sometimes some of their attitudes and words are considered impolite but they are not aware of this (Kurniawan et al., 2019).

One thing that influences the development of students' polite behavior is the process of treatment or guidance from parents in introducing various aspects of social life, or norms of social life as well as encouraging and giving examples to their children on how to apply these norms in everyday life (Lusianty et al. al., 2010; Putra et al., 2020).

Suryani (2015:112) states that the success of manners education is determined by various environmental factors that surround it, both internal and external factors. It is said that because manners education cannot stand alone and is always linked to other things. It is possible that the relationship between good manners in the family will be visible in behavior in society, and education in society will be related to education at school. This has been recognized by many people.

The formation of good manners starts from the family. Children will imitate their parents' behavior in everyday life. Children who have polite behavior generally come from families who are also polite, and vice versa, children who have rude behavior of course also have rude family behavior. Efforts to instill good manners in the family are by parents providing examples of implementing polite behavior in front of children. Likewise, at school, teachers must provide examples of polite behavior. The problem is, teachers generally focus more on achieving academic achievement alone (Ujiningsih and Antoro, 2010, p.2).

Furthermore, the very rapid flow of information and sophisticated technologies in the era of globalization has brought about changes in behavior among teenagers, where teenagers who are still in school should have positive behavior, because they are still in the process of education in character formation, but in line with the existence of The influence of television shows, the internet, magazines, pornographic images and many others which are very easily accessed by teenagers, has a negative impact on teenage behavior. The negative impact of the free flow of information can already be felt in changes in school student behavior. Often students carry out actions that are sometimes inappropriate and impolite towards teachers and their friends, through behavior that does not have good manners and through inappropriate words spoken by a student. Thus, it is very important to instill and practice good manners in life. Schools as educational institutions play a role in providing children with good manners in accordance with the values and norms that apply in today's society.

One interesting innovation that accompanies this view is the application of innovative and constructive learning models or more precisely in developing and exploring students' knowledge concretely and independently. Based on these reasons, it is very important for educators, especially teachers, to understand the characteristics of the material, students and learning methodology in the modern learning process. So that the learning process is more varied, innovative and efficient in building knowledge insight and its implementation so that it can increase student activity and motivation. Therefore, efforts need to be made to improve the learning process by implementing innovative, effective and efficient learning models. The choice of learning model needs to be adjusted to the characteristics of the topic being studied. Learning models in the 2013 curriculum which are considered to be in line with the principles of a scientific/scientific approach, include the project-based learning model (Project Based Learning)(Akbar et al., 2017).

PjBL learning is a learning model that uses problems as the first step to obtain and integrate new information from real experience. PjBL begins the research process by issuing guiding questions. Then, PjBL directs students to work together in collaborative projects that integrate various subjects (material) in the curriculum. PjBL one of in-depth research on a real subject, which will be beneficial to the process and student efforts. (Kemendikbud, 2014).

Ardianti et al (2017: 146) stated that project based learning (PjBL) is a learning model characterized by the activity of designing and carrying out a project to produce a product. Kosasih (2014: 96) explains that project-based learning is a learning model that uses projects as the goal. Sari et al (2015: 4) explain that the project based learning (PjBL) model is a learning model that is able to build students' abilities by involving project work that produces real work that can be demonstrated, such as reports, making products and completing written assignments given by the teacher.

Based on the results of observations, a problem was found, namely the low level of polite behavior in socializing with class VII students at SMPN 5 Tanah Putih, Rokan Hilir, Riau. With counseling guidance services using the Project Based Learning (PjBL) method, it is hoped that students can improve their polite behavior in socializing.

## **METHOD**

The research carried out is Classroom Action Research (PTK) which focuses on efforts to change the real conditions that exist now towards the expected conditions. This research is a descriptive-quantitative analysis research which aims to improve and find solutions to real and practical problems in improving the quality of learning in the classroom which are experienced directly in interactions between teachers and students who are learning.

This research was carried out in class VII of SMPN 5 Tanah Putih, Rokan Hilir, Riau in semester 2 of the 2024/2025 academic year. The research subjects were 20 class VIII students. The data source in this research was obtained from questionnaire data on polite behavior in socializing using the project-based Project Based Learning (PjBL) model and the implementation of learning in accordance with RPL. The data collection techniques used are questionnaires, observations during the learning process, field notes, interviews and documentation.

The courtesy questionnaire contains questions/statements regarding self-reflection in counseling guidance services using the project-based PjBL method. This research data was obtained from direct observation of learning activities, student response questionnaires that will be given to all students in class VIII and documentation. The data collection technique in this research can also be called the triangulation technique, namely the combination of several research instruments.

The observation method in this research was used to obtain data about students' manners in socializing. The observation sheet used is based on a rating scale. The

observation sheet will be filled in by the observer by placing a checklist (√) on the correct choice according to his or her observations. This research uses the Rating Scale observation guide or an assessment scale with four scales. The four alternative rating scales are as follows: 4=Very Good, 3=Good, 2=Medium, 1=Poor.

The analysis technique used in this research is qualitative descriptive analysis because this analysis is related to descriptive descriptions of the results of implementing the PjBL learning model in counseling guidance subjects.

$$Persentase = \frac{\sum \text{skor yang diperoleh pada setiap aspek}}{\text{skor maksimal dari setiap aspek}} \times 100\%$$

Success indicators in this research can be calculated based on the indicators of each instrument. Indicators of polite behavior are attitudes of appreciation and respect as well as encouragement for good manners.

## RESULTS AND DISCUSSION

Based on the results of observations of student manners in cycle I, the average score for student activity was 70.3% and the average questionnaire results were 79.3%. Following are the results of each student's detailed observation of manners, which can be seen in the table below.

Table 1. Observation results on student manners in cycle I

No	Indicator	Cycle I		Average
		Observation	Questionnaire	
1	An attitude of appreciation and respect	72.45%	73.92%	73.18%
2	Encouragement of good manners and ethics	62.95%	70.26%	66.6%
3	Solution to problem	70.83%	71.57%	71.2%

From the table above, it can be seen that the number of students who have low manners in socializing is due to the social environment where students practice impolite behavior towards each other and this influences habits at school.

Table 2. Observation results on student manners in cycle II

No	Indicator	Cycle II		Average
		Observation	Questionnaire	
1	An attitude of appreciation and respect	79.43%	80.26%	79.84%
2	Encouragement of good manners and ethics	75.68%	78.83%	77.25%
3	Solution to problem	81.75%	79.88%	80.81%

From the table above, it can be seen that there is an increase in students' politeness in socializing after being provided with counseling guidance services using the Project Based Learning method. This can be seen from the average percentage of the observed indicators. Changes in students' polite behavior in socializing after cycle I and cycle II can be seen in the following table.

No	Indicator	Cycle		Average
		I	II	
1	An attitude of appreciation and respect	73.18%	79.84%	76.51%
2	Encouragement of good manners and ethics	66.6%	77.25%	71.92%
3	Solution to problem	71.2%	80.81%	76%

### **Discussion**

#### **Application of the Project Based Learning Model to Improve Student Manners in Socializing**

Polite behavior is one of the aspects observed in learning by applying the Project Based Learning learning model. The average percentage of students' politeness in cycle I based on observations was 72.45% and based on questionnaire data was 73.923%. The cycle is continued so that it runs better and optimally, this is an effort to ensure improvements from the results of reflection in cycle I. Percentage of students' polite behavior in cycle II based on observations it was 74.42% and based on questionnaire data it was 74.80%.

The categorization of students' polite behavior in cycle I shows that the results of the guidance and counseling services at SMPN 5 Tanah Putih have not shown optimal results. To respond to this, the form of reflection that is carried out motivates them to be more active and more enthusiastic in building good cooperative relationships with their fellow groups and provides many opportunities for students to demonstrate their good abilities. Individual and group abilities. The obstacles found in the learning process are; 1) some students are still unable to plan learning activities; 2) students still have individual tendencies rather than collaborating with their friends; 3) group assignments are still carried out by members of groups of students with high academic standing; 4) the discussion or presentation atmosphere is dominated by certain students only.

The situation of guidance and counseling services when entering cycle II shows progress in the aspects of attention, interest, motivation. This has an impact on increasing the activities and results of counseling guidance services. In Project Based Learning, students become active, because students act as learning subjects in class.

Students who actively study learning material, actively express opinions, ask questions, develop their knowledge, solve problems, discuss and draw conclusions.

Factors that influence the learning process are how to accumulate existing knowledge and build a conceptual framework. Individuals cannot interpret every opinion in a conceptual framework that is not in accordance with scientific facts. This causes the learning process to become more difficult. Misunderstanding of knowledge occurs if concepts are not learned accurately, structured and meaningful.

The application of Project Based Learning has shown that this approach is able to make students experience a meaningful learning process, namely learning that is developed based on constructivism. Students are given the opportunity to explore information themselves through reading various books directly, making presentations for others, communicating the results of their activities to others, working in groups, providing suggestions or ideas for others and various other activities. Everything describes how students should learn to make it more meaningful..

#### **CONCLUSION**

The application of the Project Based Learning (PjBL) method in counseling guidance services for the 2024/2025 academic year can improve students' manners in socializing. This can be seen from the results of observing the percentage in cycle I, namely 70.3%, and cycle II which experienced an increase, namely 79.3%, after being provided with counseling guidance services using the project based learning method. This shows that the Project Based Learning learning model can improve students' manners in socializing through counseling guidance services.

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