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"Merdeka Curriculum In Perspective Of Multicultural Education"

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THE EFFECT OF CLASSICAL GUIDANCE SERVICES WITH ROLE PLAYING TECHNIQUES IN LEARNING PANCASILA STUDENT PROFILES TO PREVENT BULLYING BEHAVIOR

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Abstract

Bullying in school is identified as behavior that hurts individuals both verbally and in their relationships with their peers that result in repeated disputes or even exclusion of students another. Applying a program with the concept of independent learning to seek changes in the implementation of education without formal rules that hinder creativity as a strategy to prevent bullying in schools by BK teachers. The purpose is to find out the level of understanding of bullying behavior before and after the service, as well as to see the effect of classical guidance services with role playing techniques to prevent bullying behavior in the learning of Pancasila student profile in class X MPLB students at SMK Negeri 1 Slawi, Tegal Regency. This research uses a quantitative method with the type of research Pre-Experimental, One Group Pretest Postest Design. Hypothesis testing using paired sample t-test and simple linear regression. The results of the research obtained before the service level of understanding bullying behavior, low category 52.78% (19 students), medium category 33.33% (12 students) and high category 13.89% (5 students). After conducting classical guidance services with role playing techniques in the learning of Pancasila student profiles, there was an increase of 72.22% in the high category (26 students), a decrease of 27.78% in the medium category (10 students), and a change of 0.00% in the low category. Hypothesis testing in the paired sample t-test, there is a significant difference between the pretest and posttest with a result of $0.000 < 0.05$ so that it has a significant impact on the services provided. Based on the regression numbers with sig (2-tailed) equal to 0.000 where the probability value is < 0.05 which means Ha is accepted and H0 is rejected with a significant influence of 81.8%

Keywords: Classical Guidance, Role Playing, Bullying, Pancasila Student Profile Learning

1   INTRODUCTION

The independent curriculum started with the strategic plan of the Ministry of Education and Culture in Permendikbud number 22 of 2020 that based on the character of students Pancasila is the practice of Indonesian students as committed learners with global knowledge and behavior that according to Pancasila. In the implementation of this curriculum, teachers who provide guidance and counseling are very important in leading efforts to identify the needs of students, BK teachers do not give lessons but provide services related to the search of their needs in other words as the creation of student profiles that require the development of the students' personality. BK teachers in this curriculum prepare and understand the profile of students to direct, train, assess and evaluate themselves well in terms of personal, learning, social and career goals in school. Based on (Nursalim, 2020: 18) "In connection with the implementation of the Merdeka belajar program, the counselor can optimize his role as a change agent, as a prevention agent, as a counselor/therapist, as a consultant, as a coordinator, as an assessor, as a career developer."

Vocational high school students enter the developmental stage of adolescence. Students have a desire to satisfy their ego needs in social interaction and socializing with their peers. In the association of peers, there are often conflicts that do not always result good results, friendship that does not have the value of tolerance and does not pay attention to the applicable norms . The problem arises due to the abuse of individual students' interests to disturb and exclude their peers from the school environment, implicitly the action includes social bullying with actions as exclusion from a group of individual students . As explained in the quote (Zakiyah et al., 2017: 328) "Relational oppression is the weakening of the victim's self-esteem systematically through neglect, exclusion, exclusion, or avoidance. Relational oppression can be used to alienate or reject a friend or be deliberately aimed at damaging a friendship." Bullying often happens in the life of teenagers, especially in the school

environment without realizing it. The result of social bullying is unconsciously causing mocking laughter, sensitive eye glances and even sneers to bring down the mind which can make the individual offended by the words, which is verbal bullying. Individuals or victims of bullying feel low self-confidence to appear in public and do not even want to speak to express their opinion or reject anything that does not agree with their wishes because they have social fear (Sri Wahyuningsih, 2021: 13). Students who are bullies show a lack of attention and only care about their own desires.

Classical guidance services to prevent bullying behavior with interactive learning games can be done indirectly by BK teachers as a form of preventing students from being unaware of bullying in the school environment, even in their respective classes. The role playing technique is used as one of the researchers' alternative to role playing in classical guidance in the classroom as a technique to make students interact and play a role as a real form in the case of bullying. Students can know and think rationally and actively to solve problems that occur around them. They interact and play a role to make themselves as others in interpreting their role, they learn to cooperate in studying bullying cases and they are given instructions to achieve BK services on the goals and solutions of the learning to prevent bullying behaviors that are done intentionally or unintentional. In this journal, it focuses on "The Influence of Classical Guidance Services with Role Playing Techniques in the Learning of Pancasila Student Profiles to Prevent Bullying Behavior in Class X MPLB Students at SMK Negeri 1 Slawi, Tegal Regency". Where is the Pancasila student profile learning used by researchers to plan classical guidance services that use role playing techniques to provide understanding and experience in finding solutions or make real decisions in role playing to realize the achievement of Pancasila services that is critical reasoning, mutual cooperation and global diversity in prevention bullying behavior.

Pancasila Student Profile in the Independent Curriculum

The desired behavior in the school education unit is to try to complete the facilities so that the students get optimal information in developing the curriculum (Suriswo & Aulia, 2017: 152). Independent curriculum is a program with more appropriate resources to offer students enough time in extracurricular and intracurricular learning to get to know the subjects and improve their competence. According to (Nahdiyah et al., 2022: 2) "Kurikulum Merdeka is the new name of the prototype curriculum. In the independent curriculum, there are three learning application structures, one of which is the Pancasila student profile strengthening project." Pancasila student profile is stated in Ministerial Regulation Number 22 Year 2020 regarding the Strategic Plan of the Ministry of Education and Culture Year 2020-2024 which has 6 main characteristics of dimensions (Rau et al., 2022: 873 - 874) where the Pancasila student profile dimension is the basic character and competence which is developed in the education unit of students, among others, 1) believe, fear God Almighty, and have noble character, 2) have global skills, 3) cooperate, 4) be independent, 5) think critically, and 6) be creative.

Bullying on Students

According to Riauskina, Djuwita and Soesetio (in Sulisrudatin, 2014: 60), individuals and even groups of students take over weaker students by continuously engaging in aggressive behavior towards the individual or group with the intention of hurting them in accordance with the definition of bullying at school. Bullying usually starts at school when the perpetrator uses emotional terror or psychological attacks. Due to various reasons, students cause disturbances at school, including to get attention from their peers or to feel important and responsible . or the social psychology of students at school, namely 1) Direct Bullying (physical, verbal threats) involving relatively open and direct attacks, such as confrontation. A typical form of direct bullying can be verbal with insulting comments and violence, while physical bullying includes hitting, kicking, pushing, and spitting. 2) Indirect bullying (social isolation) quiet and hidden that it is difficult to understand who is responsible. Victims of bullying experience changes that make them feel inferior by believing that they are actually incapable , lacking strength, useless, and worthless which often limits their interaction with others alone (Yunita et al., 2017: 116).

The Concept of Classical Guidance Services with Role Playing Techniques

Classical guidance services with lecture techniques by BK teachers are actually less suitable for students, because the lecture technique is just advice that students hear without understanding how the actual implementation takes place. In order for the delivery of guidance to be carried out correctly and in accordance with expectations, the service delivery technique must be improved so that it is easily accepted by students, including role playing techniques (Eska, AN, & Mulyani, 2021: 22). Role Playing can increase the individual creativity of students when used in learning, especially for empathy towards fellow students during learning in the classroom, as well as eliminating the boredom of

students in the classroom. Classical guidance for students according to the stage of implementation of service activities , namely 1) Initial stage 2) Core stage, 3) Closing stage As for the role playing technique procedure in classical guidance which is carried out in the core stage of classical guidance according to (Ghea, 2019: 93) 1) BK teachers create scenarios through project design to be displayed by students. 2) Before the classical service begins, the BK teacher organizes some students to study the scenario. 3) Based on the assigned role position, BK teachers form groups. 4) Teacher BK explains the ability expected from the learning problem. 5) The BK teacher asks the students who have been selected to act out the scenarios that have been prepared. 6) Students in the class who do not play a role, are assigned to see and pay attention to the scenario being performed by other students. 7) After the performance is finished, students are given paper as a worksheet to be discussed and evaluated for re-performance. 8) Each group of players and observers present the results of role playing. 9) Teacher BK makes a general conclusion. 10) Evaluation and closing.

2 METHODOLOGY

The research approach uses quantitative with the type of research Pre-Experimental One Group Pretest-Postest Design, with the population of X class MPLB students with a sample taken from a representative population (representing) the problem raised by the researcher which is 25% with criteria if the subject is less from 100 then the entire population becomes the research sample, but if more than 100 then the sampling is 10% - 15% or 20% - 25% (Arikunto, 2017: 173) so that from the population of 144 it becomes 36 samples. The main purpose of the research, the data collection procedure is the most strategic stage of the process. Research will not produce results that comply with the stated data requirements without understanding data collection techniques (Sugiyono, 2018: 455). So the researcher in this research used 1) observation, 2) interview, 3) research instrument, and 4) documentation. In this data analysis technique, using the Statistical Product and Service Solution (SPSS) application and the help of Ms. Excel as a data analysis tool to measure and analyze the data obtained is 1) pretest and posttest description, 2) paired sample t-test and 3) simple linear regression test.

3 RESULTS

The results of the description of the pretest on the students in the MPLB class at SMK Negeri 1 Slawi, Tegal Regency by obtaining the following graph :
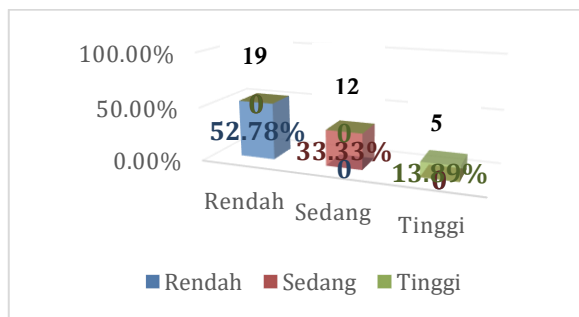
Figure 1. Pretest Graph (Before the Service)

The purpose of the classical guidance service of role playing techniques in the learning of Pancasila student profile to improve students' knowledge in understanding bullying behavior class X MPLB 3 SMK Negeri 1 Slawi Tegal Regency to prevent bullying. Based on the results of the pretest filled out by 36 respondents according to the number of students in the class, the graph above provides an overview of the students who are classified as having a level of understanding of bullying behavior before the classical role playing technique guidance service provided by the researcher is a low category of 52.78% (19 students, medium 33.33% (12 students) and high 13.89% (5 students). The condition of each respondent was evaluated using a posttest after receiving classical guidance services of role playing techniques in the learning of Pancasila student profiles. The following presents information on posttest values students :
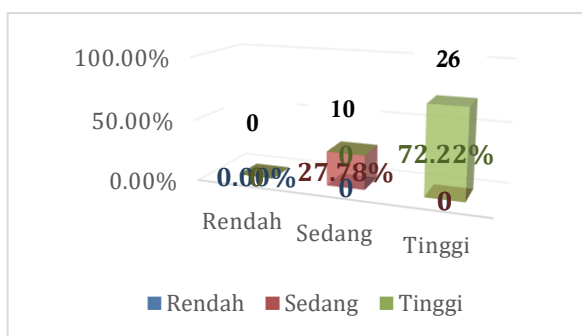
Figure 2. Posttest Graph (After the Service)

Based on the results of the posttest above, there was an increase in scores after doing the role playing technique in classical guidance, the understanding of bullying behavior increased in the high category, there was an increase of 72.22% (26 students), medium category decreased by 27.78% (10 students), and low category decreased by 0.00%.

Average (mean) pretest and posttest increased by 28.333 with a significant value (2- tailed) 0.000 < 0.05 above it can be concluded that the test shows that there is a significant difference between the pretest and the posttest given so that it has a significant effect on the research that is experiencing an increase in the understanding of bullying behavior in students can be seen from the following table :

		Paired Samples Test							
		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper	t	df	
Pair 1	PRETEST – POSTTEST	-28,333	7,687	1,281	-30,934	-25,733	-22,116	35	,000

Table 1. Paired Sample T Difference Test Results – Test

The findings of information collected by the researcher on students in class X MPLB 3 SMK Negeri 1 Slawi, Tegal Regency were tested to find out the influence of classical guidance services with role playing techniques to prevent bullying behavior in the learning of Pancasila student profiles.

	ANOVAª					
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8028,067	1	8028,067	153,038	,000ᵇ
	Residual	1783,572	34	52,458		
	Total	9811,639	35			
a. Dependent Variable: PRETEST						
b. Predictors: (Constant), POSTTEST						

Table 2. Results of Simple Linear Regression

Based on the table above, it shows regression numbers with sig (2-tailed) equal to 0.000. Where the probability value is 0.000 < 0.05 which means that Ha is accepted and H0 is rejected with the results of the research there is an influence of classical guidance services with role playing techniques to prevent bullying behavior in the learning of Pancasila student profile in class X MPLB students at SMK Negeri 1 Slawi Tegal Regency.

	Model Summary			
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,905ª	,818	,813	7,243
a. Predictors: (Constant), POSTTEST				

Table 3. Results of the Effect of Simple Linear Regression

SPSS output data obtained coefficient of determination (R Square) is 0.818 with a correlation value of 0.905 which shows the influence of the independent variable which is the classical guidance service with role playing technique on the dependent variable which is the prevention of bullying behavior with the presence of an intermediary variable in the learning of Pancasila student profile is as much as 81.8%.

4   CONCLUSIONS

Every research has a purpose, this research is no exception. The purpose of this research has been set so that the next researcher can draw conclusions from the findings obtained and analyze the following data in answering the formulation of the problem with the answer 1) The level of understanding about bullying behavior among students in class X MPLB at SMK Negeri 1 Slawi, Tegal Regency in the learning of student profiles Pancasila before conducting classical guidance services with role playing technique got a low category value of 52.78% as many as 19 students, a medium category of 33.33% as many as 12 students and a high category of 13.89% as many as 5 students on the understanding of bullying. Students can act and behave bullying because of their lack of understanding about bullying behavior.

2) The level of understanding about bullying behavior among class X MPLB students in SMK Negeri 1 Slawi, Tegal Regency in Pancasila student profile learning after the classical guidance service with role playing technique increased with 26 students in the high category increased by 72.22%, 10 students in the medium category decreased by 27.78%, and the low category decreased by 0.00% . The paired sample t-test concluded that there was a significant difference between the pretest and the posttest that was given so that it had a significant impact on the classical counseling guidance service with the role playing technique, namely experiencing an increase in the understanding of bullying behavior of students with a significant value (2-tailed) obtained at $0.000 < 0.05$.

3) Based on the results of the research obtained, the regression number with sig (2-tailed) equal to 0.000 with probability value < 0.05 means that the answer that the researcher got is Ha is accepted and H0 is rejected with a significant influence of 81.8% so it is concluded that there is an influence of service classical guidance with role playing technique to prevent bullying behavior in the learning of Pancasila student profile in class X MPLB students at SMK Negeri 1 Slawi, Tegal Regency.

The results of the research have been obtained so that the researcher offers a number of suggestions that can be implemented as findings for further researchers to be a source of ideas and a foundation in making some research related to classical guidance problems as comparison data for further research on the impact of counseling guidance services on the level of understanding about behavior bullying in the learning of Pancasila student profile.

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