

THE EFFECTIVENESS OF GROUP GUIDANCE SERVICES WITH FISHBOWL METHOD TO IMPROVE FURTHER STUDY DECISION MAKING FOR VOCATIONAL SCHOOL COUNSELOR

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Abstract

This study aimed to examine the effectiveness of group counseling services using the fishbowl method to improve decision making for further study in vocational school counselor. This research was an experiment study with one group pretest-posttest design. The subject of vocational counseling guidance teachers (school counselors) research in East Jakarta. The population in this study were 32 vocational school counselors. The sampling technique used was purposive sampling of 15 people. The research instrument used was the scale of the decision made by the researchers themselves, with a validity of 0.304 (Pearson Product Moment) and reliability of 0.894 (Alpha Cronbach), data normality test with the Shapiro-Wilk test ($0.567 > 0.05$). Data analysis techniques using parametric statistics with paired sample t-test with ($t = -18.263$, $p < 0.05$). The results of the study provide an understanding that group guidance services with the fishbowl method were effective in increasing further study decision making in vocational school counselors.

Keywords: decision making, fishbowl, group guidance

Introduction

The era of the 21st century as the era of information and communication technology, has entered the space of human life in the field of social and work life. Almost all activities related to work, have used technology without exception in work. In the digital and modern era there have been many changes both in the fields of economy, law, education, culture and security. As a result there have been changes and new problems in life in the world of work, especially the world of education for vocational counseling guidance teachers (school counselors) This change in government policy can cause vocational counseling guidance teachers (school counselors) or the vocational counseling guidance teachers (school counselors) community to experience sadness, anger, difficulties and ease in every decision taken to increase competence and income, especially those related to the future of their work. For this reason, vocational counseling guidance teachers (school counselors) as agents of change in schools must be calm, open, and think rationally in moving towards the decisions taken.

Decision making according to Baron (Kurniawati, 2015) is a process of identifying problems, determining the purpose of solving, making initial decisions, developing and evaluating alternatives, and selecting an alternative that is then implemented and followed up. This shows the decision making procedure from the introduction, analysis and improvement of the activities carried out. Meanwhile, according to Terry (2004) states that decision making is an election based on certain criteria for two or more alternatives that make decisions possible. This reveals that in making decisions meet certain requirements to be executed.

Drumond (Syafaruddin, 2004) states that decision making is an attempt to create events and shape the future. This revealed the existence of an activity effort to bring about a change in improvement from before. Different things Mondy and Premeaux explained that decision making is a process when there are a number of steps that must be carried out and evaluating alternatives to make decisions from all alternatives "(Syafaruddin 2004). This revealed the decision making was chosen only one choice based on the available alternatives. Appropriate decision making for further studies is a choice that is based on a number of mature considerations and takes into account objective and subjective factors. Individuals who have good decision making are characterized by indicators with ability to make decisions, have power over the influence of others and have confidence in decision making.

According to Sutikna (1998) further studies are a continuation of studies. This reveals that further studies are further education or connections after graduating from primary and secondary / vocational education to higher education. In this research what is meant by further study for vocational counseling guidance teachers (school counselors) is further education after graduating from elementary, secondary / vocational education to higher education by taking a counseling guidance study program. Further study decision making at the bachelor level (undergraduate) counseling guidance for counseling guidance teachers (school counselors) with a non-counseling background is a crucial period because it will form a professional path through which professional educators will go through their professional lives. This choice determines which aspects of individual potential should be developed, alternative types that are considered possible to live, and the lifestyle to be followed counseling guidance teachers (school counselors) are professional positions in education. According to the minister of education and culture regulation (2014) the Guidance and Counseling teacher is an educator who has a minimum academic qualification of an undergraduate education (s-1) in the field of guidance and counseling and has competence in the field of guidance and counseling. Based on preliminary research conducted by researchers to vocational school teachers in vocational training classes in East Jakarta. It was found that there were still many counseling guidance teachers (school counselors) in the education unit in the background of non-counseling undergraduate level, serving as counseling guidance teachers (school counselors) in the education unit. In fact they have contributed significantly in the development of Indonesian young generation resources through education.

But if this condition is left and there is no progress for further study in counseling guidance, it will be problematic for themselves and the progress of the counseling guidance services profession in the implementation of scientific counseling guidance in schools. Some attitudes and behaviors that indicate the counseling guidance teachers (school counselors), the absence of decision making further study counseling guidance, there are still many other counseling guidance teachers (school counselors) who persist with the current conditions, including those who still think that there is no government regulation prohibiting or firing counseling guidance teachers (school counselors) with non-guidance undergraduate background counseling served counseling guidance teachers (school counselors) at school. There is no government regulation that requires counseling guidance teachers (school counselors) background education in the first level of counseling guidance, so non counseling guidance counseling undergraduate can still take the school counselors certification program.

Associated with the intervention study decision making, in counseling guidance has many services that can be used to help, one of which is group guidance services. According to Sukardi (2008) explained that group guidance services are services that allow a number of participants to collectively obtain material from certain sources (especially supervisors or counselors) that are useful to support the daily lives of individuals as students, family members, and community as well as to consider in decision making. This revealed the group's guidance in getting information from its source directly about supporting information on daily life as a provision for making decisions. According to Wibowo (2005) group guidance is a group activity where the group leader provides information and directs the discussion so that group members become more social or to help group members achieve common goals. It revealed the group's guidance there was a leader who provided information and controlled the course of activities to discuss the group members' social problems. According to Rusmana (2009) group guidance is the process of providing assistance to individuals through a group atmosphere that allows each member to participate actively and various experiences in an effort to develop insight, attitudes and or skills needed in an effort to prevent problems from arising or in personal development efforts. It expresses group guidance as a useful aid in developing insight, behavior and preventing the emergence of new problems for its members. Prayitno (2008) states, that group guidance is guidance services provided in a group setting. According to Gazda, group guidance (Prayitno, 2008) is an information activity for a group of students to help them make appropriate plans and decisions.

Regarding methods that help expedite the process of group guidance interventions towards further study decision making, one of which uses the fishbowl method. According to Silberman (2013) the fishbowl method is a discussion method that uses a circle format. Some students form a discussion circle and other students form a listening circle around the discussion group. The Fishbowl method is very appropriate for increasing student attention and developing discussion skills. This revealed the Fishbowl method as a discussion method with a small circle format for the main players and a large circle

surrounding the small circle as observers of the discussion. Based on the above, group guidance services need to be provided to a number of counseling guidance teachers (school counselors) as participants of this training. This research is important to be carried out in order to create the stability and optimism of counseling guidance teachers in further studies. So one of the efforts that can be made to improve the decision making of counseling guidance teachers (school counselors) in further studies is through group guidance services with the fishbowl method.

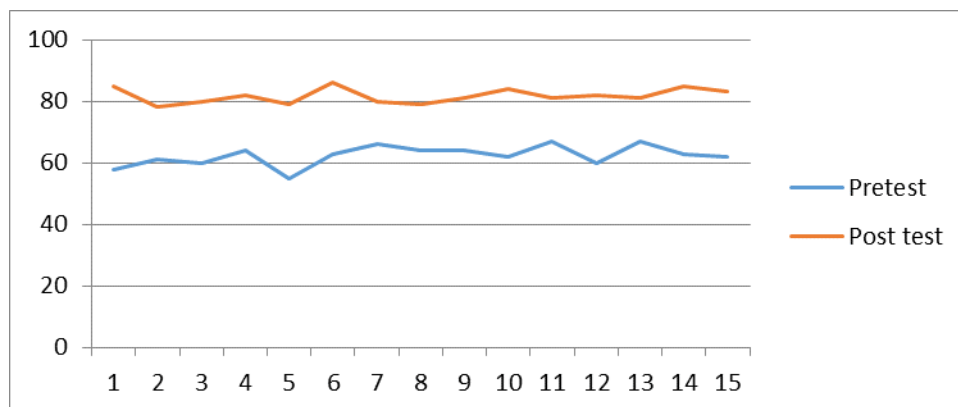
Method

This study used an experimental method with one group pretest-posttest design. The subjects of this study were counseling guidance teachers (school counselors) in East Jakarta Vocational Schools. The study population was 32 people, then the sample technique used was purposive sampling of 15 people. The research instrument used was a group cohesiveness scale with a validity of 0.304 (Pearson Product Moment) and a reliability of 0.894 (Alpha Cronbach), a data normality test with the Shapiro-Wilk test ($0.567 > 0.05$). Data analysis techniques using parametric statistics with paired sample t test.

Findings and Discussion

Findings

Based on the data obtained before and after the group guidance service is provided with the fishbowl method for advanced study decision making at the vocational counseling guidance teachers (school counselors). The details can be seen in the following graph



Graph 1. Development score of further study decision making at vocational counseling guidance teachers (school counselors)

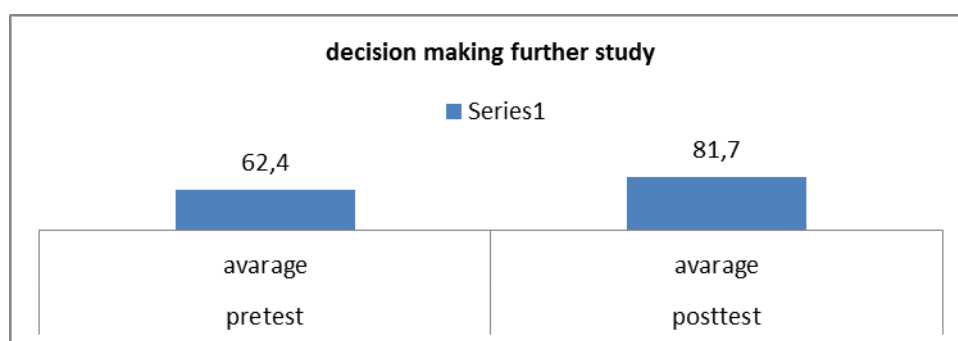
Based on graph 1. above, there is a difference in the score of decision making for further study of vocational counseling guidance teachers (school counselors) before and after group guidance services are given using the fishbowl method. In the graph, the score of further study decision making at the vocational counseling guidance teachers (school counselors) has undergone a change that is an increase. Then to find out the distribution of data in a particular data group before and after

the fishbowl method group guidance service was provided. The normality of the decision data for the further study decision of the vocational school teachers is carried out.

Table 1. Normality test before and after making decisions further study

Tests of Normality				
		Shapiro-Wilk		
before	after	Statistic	df	Sig.
	before	.955	15	.598
	after	.953	15	.567

Based on the results of table 1.1 above and because of the number of samples of this study 15, meaning that under 50, the researchers used the results of the Shapiro-Wilk normality test. So based on a review of the Shapiro-Wilk normality results showed a significant value of $0.567 > 0.05$ meaning that the study sample came from a population that was normally distributed.



Graph 2. Comparison of the average decision making further study

Based on graph 1.2 above shows that the average achievement of further study decision making scores, if reviewed based on the average difference before and after the fishbowl method group guidance service intervention is given, using the O2-O1 formula, the average achievement of vocational counseling guidance teachers (school counselors) scores increased by 19.3. This showed that there were differences in the average score for further study decision making in vocational counseling guidance teachers (school counselors).

Table 2. Paired sample t-test

Paired Samples T-Test										
		Paired Differences					95% Confidence Interval of the Difference			
		M	SD	SEM	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	before - after	-19.33	4.100	1.059	-21.604	-17.063	-18.263	14	.000	

Then to find out the results of the research hypothesis, based on table 1.2 above, the results of the t-test statistic were significant with the statistical test

value of -18,263. This can be seen from the probability <0.05 . In the statistical test above in the Sig. (2-tailed) for the two-tailed test is marked in .000. Then it can be said that group guidance with the fishbowl method is effective in increasing study decision making in vocational school counselors.

Discussion

An overview of the level of decision making for further study of vocational counseling guidance teachers (school counselors) before and after getting group guidance services using the Fishbowl method. On average the scores after being given the intervention group guidance services with the fishbowl method obtained an average higher than before being given the intervention is 19.3. It means that further study decision making for a vocational counseling guidance teachers (school counselors) to study again in a counseling guidance study program is important for the benefit of his career as a vocational counseling guidance teachers (school counselors) in a vocational secondary education unit. Then based on the results of the hypothesis test to determine the effectiveness of group guidance interventions with the fishbowl method obtained data there is significance because based on the results of paired sample t-test obtained -18,263, meaning that this probability is smaller than the significance level of 0.005 ($t = -18.263$, $p < 0.05$). This means that group counseling with the fishbowl method is effective in increasing decision making for further study in vocational counseling guidance teachers (school counselors).

Then based on the results of previous studies relating to the title of research on group guidance has been carried out by Utomo (2015) the title of the research group guidance model with fishbowl techniques to develop students' advanced study decision making skills. The results of the study prove that the group guidance model with fishbowl technique can develop advanced study decision-making skills in high school students. This is also reinforced by research on group guidance that has been conducted by Supriyanto and Amien 2018. Group Guidance Services Based on Folklore for Middle School Students. The results of the study prove that effective Group Guidance Services are used based on Folklore for Junior High School Students.

Other research on group guidance has been carried out by Ema (2015) the development of a group guidance model with role playing techniques to develop student confidence. research results prove the development of group guidance models with effective role playing techniques develop student confidence. It turns out that group guidance can also be used for other interventions, as has been done by Korohama et al (2017) a group guidance model with modeling techniques to improve student career maturity. the results of the study prove the group guidance model with modeling techniques to improve student career maturity.

Research on group guidance was conducted by Hidayat (2013) a group guidance model with stimulus control techniques to increase student learning independence. The results of the study prove the group guidance model with stimulus control techniques to improve student learning independence. Research on group guidance was conducted by Purwati et al (2012) a group guidance model with fun game techniques to reduce anxiety speaking in front of the class. The

results of the study prove that the group guidance model with fun game techniques effectively reduces speaking anxiety in front of the class. Research on group guidance has been conducted by Samseno et al (2017) group guidance with mind maps and self-rewards to improve student learning skills. the results of the study prove that group guidance with mind maps and self-reward is effective in increasing student learning skills. Regarding methods that help expedite the process of group guidance interventions towards further study decision making, one of which uses the fishbowl method. According to Silberman (2013) the fishbowl method is a discussion method that uses a circle format. Some students form a discussion circle and other students form a listening circle around the discussion group. The Fishbowl method is very appropriate for increasing student attention and developing discussion skills. This revealed the Fishbowl method as a discussion method with a small circle format for the main players and a large circle surrounding the small circle as observers of the discussion. Research on the fishbowl method has also been carried out by Kundoor et al (2019) researching the effectiveness of the fishbowl method in teaching clinical chemistry for first-year medical students. The results support the application of the fishbowl method in the medical curriculum to teach clinical concepts in the most efficient way. The study also recommends further detailed studies in this field.

Another research about fishbowl has been done by Azwan (2017) researching the effectiveness of fishbowl techniques to improve students' self-efficacy in speaking. The results of the study prove that fishbowl techniques are effective for increasing students' self-efficacy in speaking. While other research on fishbowl has also been done by Mutalik (2016) students' perceptions and learning outcomes in pharmacology-based "fishbowl" strategy seminars on drug dependency seminars. The results of the study prove the method "fishbowl" on learning outcomes is better for students and positive perceptions, students prefer seminars rather than lectures on drug dependence. Another research on fishbowl has been done by Rahma (2015) fishbowl method to improve students' speaking skills. The results of the study prove that the fishbowl method can improve students' speaking skills. Other research on fishbowl has been done by Meryance and Edy (2017) the effect of three-stage fishbowl learning strategies on students' mathematical problem solving abilities. The results of the study prove that the three-stage fishbowl decision learning strategy influences students' mathematical problem solving abilities

Decision making for further study of vocational counseling guidance teachers (school counselors) is also influenced by himself and the environment. This is in line with research conducted by Md. Aminul Islam and Nehal Hasnain Shoron (2020) with the research title Factors Influencing Students' Decision Making in Selecting University in Bangladesh. The results of the study revealed the distance between home and the university as the main factor, students in Bangladesh in choosing a university. This was also reinforced by research conducted by Wijayanti, Desy Nawangsari, Kusnarto Kurniawan (2016) with the research title "the influence of information services on symbolic modeling techniques on self-efficacy of further study decision making." the results prove that further study

decision making on students can be influenced through information services with symbolic modeling techniques.

Continuing further studies into higher education in the era of the industrial revolution 4.0 there has been a change in learning in the classroom using technology. This is in line with research conducted by Álvaro Hernán Galvis (2018) research entitled supporting the decision making process of blended learning in higher education: literature review and good practice. The results of the study revealed that tertiary education needs to make the decision to provide face-to-face and online mixed learning for lectures. For vocational counseling guidance teachers (school counselors) with non-guidance counseling backgrounds this certainly helps in completing studies, because they can do work and study. Based on the discussion above based on theoretical studies and the results of previous research related to the title of this study, it can be generalized researchers that group guidance with the fishbowl method is effective in improving decision making for further study of vocational counseling guidance teachers (school counselors).

Conclusion

Based on the research data, it can be concluded that the group guidance service with the fishbowl method is effective in increasing the decision of further study in vocational counseling guidance teachers (school counselors). This can be seen from the existence of a significant difference in the average score of further study decision making for vocational counseling guidance teachers (school counselors) before and after the classical guidance service is given with the fishbowl method. Test for normality with Shapiro-Wilk ($0.567 > 0.05$). Data analysis techniques using parametric statistics with paired sample t-test with statistical test values ($t = -18.263$, $p < 0.05$). The results of the study provide an understanding that group guidance services using the fishbowl method are effective in increasing study decision making in vocational school counselors.

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