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DEVELOPMENT OF GROUP GUIDANCE MODEL TO IMPROVE CAUSAL ANALYSIS

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Abstract

Causal analysis is a term that refers to an individual's ability to accurately identify the causes of their problems. Causal analysis is part of the resilience aspect. The aim of this research is to produce a group guidance model to increase causal analysis that meets acceptability criteria. This research adapts Borg and Gall's research and development to the user testing stage (Counselor). The subjects of this research were 2 experts and 2 expert users. The data collection tools are expert scale and user scale. The results of the acceptability test with expert 1 obtained a percentage of 90% with the criteria highly meeting the acceptability criteria. Expert test results 2 The result is 88% with the criteria very much meeting the very acceptable criteria. The results of the acceptability test with user 1 showed that the total aspect percentage was 93.75% with the criteria highly meeting the acceptability criteria. The results of user 2 were 89.5% with very very acceptable criteria. Based on the results above, it can be concluded that the model developed has met the acceptability criteria and can then be used as an intervention to improve causal analysis especially for students.

Keywords: Causal Analysis, Development, Group Guidance, Model, Resilience

1. Introduction

Causal analysis is part of the resilience aspects. According to Reivich and Shatte, resilience has 7 aspects, one of which is causal analysis. or causal analysis means investigating a cause. This analysis aims to find the root cause of a problem. (Laraswati, 2022). Causal analysis is needed by individuals so that they are trained to solve problems well because everything is considered carefully before they decide. On the other hand, if someone is unable to estimate the cause of the problem accurately, that individual will make the same mistake. The results of the assessment of 215 junior high school students showed the need for increased causal analysis. Apart from that, junior high school students are also categorized as teenagers (Block in Papalia, 2001).

The teenage period is often referred to as a critical period (Batubara, 2016). Changes occur, whether hormonal, physical, psychological, or social, which also occur sequentially. Maturation, both emotional and psychological, accompanies adolescence or puberty. Apart from that, changes in behavior are also followed which are influenced by mood (Fadhila, 2017). Traditionally, adolescence is considered a period of "Storm and Stress" because during this period, teenagers experience emotional tension because of physical and glandular changes. Increased emotions occur because they are under social pressure and facing new conditions, whereas during childhood they were less prepared to face these conditions (Hurlock, 2004). Insufficient preparation for rapid and dramatic changes is very likely to trigger serious problems. For this reason, teenagers need assistance in increasing their ability to face the gap between desires and reality. This ability is identified with resilience, including the aspects of resilience (Setiawati, 2021). Apart from that, the results of the assessment of 64 guidance and counseling teachers so far to improve causal analysis are focused on curative steps with counseling services. On the other hand, guidance is a field in education that collaborates with other fields to achieve optimal development.

One of the guidance activities is group guidance. Another assessment result was that which was carried out on 14 junior high school guidance and counseling teachers shows that the group guidance services that have been carried out so far have been carried out using techniques or methods that tend to focus on improving one aspect only, for example cognitive, and the results are less than optimal. Based on the conditions above, guidance will be developed using experiential learning strategies. Apart from the method used, namely experiential learning, media was also created containing local values. This media is presented at the conceptualization stage.

2. Method

The research used included research and development (R&D) adapted from the procedures of Borg & Gall (1983). The research was conducted in collaboration with the junior high school counselors association in Surabaya. The research subjects were 2 material experts and 2 school counselors. The data collection technique used is an expert scale and a user scale. The data processing technique uses a percentage analysis technique. The expert and user scales have a scale gradation of 1-4. Each number has the following meaning.

Criterion Scale

1. Unclear/inappropriate/impractical/irrelevant/unnecessary/not useful/not important
2. Less clear/ less precise/ less practical/ less relevant/ less necessary/ less useful/ less important
3. Clear/precise/practical/relevant/necessary/useful/important
4. Very clear/ very precise/ very practical/ very relevant/ very necessary/ very useful/ very important

Apart from expert assessments in the form of quantitative data, the expert test scale also provides a blank format for notes in the form of criticism and suggestions from experts. The data above is in qualitative form. The assessment procedures are:

1. Contact subject experts and users to ask for availability.
2. Subject experts and users are given the opportunity to read, analyze, and study the contents of the guide.
3. Meet subject experts and users at the appointed time to collect assessment results, as well as conduct direct discussions with examinersure 1.

3. Results

The results of the acceptability test with expert obtained a total score of 90 with a percentage of usability aspects of the result being 90% with the criteria highly meeting the acceptability criteria. The results of expert test 2 for the usability aspect were 88% with very acceptable criteria. There is a descriptive assessment from experts according to expert guidance, the material should focus on the type of group guidance or classic. The editorial "foreword" is accompanied by a thank you note. The formation stage is useful if it is preceded by activities that touch the heart because the existing formation stage does not guarantee rapport.

Experiential learning strategies use patterns (tell, show, do). Tell, the meaning is to give members the opportunity to tell their life experiences and then be shown a new concept (show) and then asked to try (do). Page observation sheet 19 should use the word "I". Based on material expert input, revisions have been made according to the input and have been communicated and shown to the experts. Apart from expert tests, user tests are carried out, namely counselors.

4. Discussion

Based on the results of content and design expert assessments as well as product field trials, the product for developing a group guidance model to improve causal analysis has met the acceptable criteria. Success in implementing the effectiveness test of guidance containing the values of Catur Budi is not only determined by the quality of the guidance but also cannot be separated from several factors that support it, such as the culture of the people of Surabaya. These findings are as stated by Rutttoh (2015), several factors that influence the implementation of guidance and counseling programs include: gender of students and teachers, parental influence, culture, types of counseling problems, student attitudes, counseling problems, attitudes and personality of teacher counselors. , resources and administrative support. Below we will discuss the results of the findings in the field.

Based on studies in the field, experiential learning has proven to be very practical and can be implemented by counselors quickly. The method used to improve guidance containing local cultural values is experience-based learning. The choice of method or technique greatly influences the effectiveness of treatment or therapy, as stated by Madeson (2020), effective therapy is demonstrated through relationships, skill development, learning techniques, and improving the concept one has about oneself and the environment. The group guidance stages consist of four stages, namely opening stage, intermediate, core activities, and termination. In the activity stage, experiential learning methods are included. The learning model used in this research is experiential learning. Experiential Learning Theory (ELT) was developed by David Kolb. This learning emphasizes a holistic learning model in the learning process. Experience also has a major role in experiential learning. Experiential learning theory defines learning as a process where knowledge is created through the transformation of experience, (Kolb. 1984). This learning model consists of four stages, namely: concrete experience, reflection, conceptualization/abstract thinking and active experience/application.

The steps taken are that students (group members) are given group guidance services using experiential learning strategies with the aim of learning by doing, reflecting, thinking and doing (Butler et al., 2019). Students take part in real experiences (Do), namely by carrying out activities that tend to be rushed and without careful calculations, replicating that experience and other evidence (Reflect), processing theories in line with experience and information (Think), namely theories about how to decide. something correctly, and articulate assumptions or explain the problem (Apply). Through the steps above, students will be trained to carry out causal analysis and cover many aspects of the pros and cons before deciding and acting.

Previously, Saskatchewan (2013) also revealed ways to improve causal analysis, namely by example, capturing thoughts, winning yourself, challenging perspectives, practicing problem solving skills, knowing thinking traps. The methods above can be carried out through stages in experiential learning. Cultivating merchant values such as not rushing into decisions, and considering the losses and profits gained when making decisions is carried out through the existing stages. Capturing thoughts and calming oneself can be done through real experience and reflection activities, the model is done through conceptualization using *Jula-Juli* video media containing the wisdom of merchants, while training is carried out through the application stage.

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