Improving Self Leadership Through Group Counseling on Modeling Techniques for Class X MAN Karo Students Academic Year 2022/2023

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Abstract. This study aims to improve the self leadership of class X students of MAN Karo for the 2022/2023 Academic Year through modeling technique group counseling services. This study used the guidance and counseling action research method (PTBK). The subjects in this study were 10 students of class X-5 of MAN Karo for the 2022/2023 Academic Year, consisting of 6 people in the low category, 2 people in the medium category and 2 people in the high category. The research was carried out in 2 cycles consisting of 3 meetings in Siklus I and 2 meetings in Siklus II. The data collection technique used was a questionnaire instrument, observation sheets, and field notes. The data analysis technique used is descriptive quantitative and qualitative descriptive data analysis. The results showed that giving instruments in the first siklus obtained a percentage of 61.34% and 82.21% in the second siklus. There was a significant increase of 20.87%. For the results of the observation sheet for the first siklus, a percentage of 61.48% was obtained and for the second siklus it was 85.55%. There was an increase of 24.07%. Based on the results of the data analysis of the questionnaire instrument and the observation sheet which are indicators of success, this research is said to be successful.

Keywords: Group Counseling, Modeling Techniques, Self Leadership

1 Introduction

In Law no. 20 of 2003 "Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and society, nation and state". Education can be interpreted as an individual's long-term savings and a valuable legacy in the progress of a country, as is the case with Indonesia, making learning something meaningful in terms of the country's development.

For educational institutions throughout the world, especially in Indonesia, almost all countries, including those affected by the Covid-19 pandemic or outbreak. Since the Covid-19 pandemic, students' self-leadership has decreased. There is a decrease in self-leadership in students, where they are often irresponsible for their tasks, a decreased attitude of independence, a lack of courage to convey positive things, decreased intelligence, reduced honesty and integrity, and a low desire or encouragement for positive things.

Self-leadership means a process within an individual to motivate and ensure that he or she acts in accordance with other people's expectations [2]. Thus, it can be said that self-

management refers to a person's ability to direct, monitor, and inspire himself to achieve predetermined goals.

The results of initial observations made by the author on class X MAN Karo students, can be concluded that students' self-leadership is still low. It can be seen from students' lack of self-management to prioritize playing over doing assignments. Students' self-awareness is also still low, it can be seen that when they are given the responsibility to lead lectures and prayers during morning assembly according to their schedule, these students do not attend or arrive late. Students' self-direction to change for the better is also still low, even though teachers have given sanctions to students who commit violations. During morning assembly in the school yard, students who dare to lead lectures or prayers are dominated by senior students, so that students' ability to lead only revolves around the same few people.

Seeing how important it is for skills related to self-leadership to be developed at school, guidance and counseling aims to help each individual develop themselves optimally and in accordance with the stage of development, overcome difficulties faced in studies, and be able to adapt themselves according to the positive demands of the environment in which they live stay.

To improve students' self-leadership, a counseling guidance service is needed, namely by using group counseling services. Through the group counseling process, students can combine all their strengths and abilities to overcome the problems they face [9]. In implementing group counseling, modeling techniques need to be developed. Modeling is a learning process that takes place through observation, while exemplary (exemplary) behavior plays the role of attractiveness, attitude, or behavior from behavioral behavior [3]. Modeling can be used as a counseling technique in a variety of settings, including phobia therapy, classroom management, and psychiatric treatment.

The hypotheses obtained from this literature review are: 1) Lack of student self-management because they prioritize playing over doing assignments. 2) Students' self-awareness is still low when given responsibility for leading lectures and prayers, these students do not attend or arrive late, 3) Students' self-direction to change for the better is still low and 4) Leaders of lectures or prayers are dominated by senior students [8].

The objectives of this literature review are: 1) Knowing the level of student self-leadership before being given modeling technique group counseling, 2) Knowing the level of student self-leadership after being given modeling technique group counseling and 3) Knowing the level of effectiveness of modeling technique group counseling to improve student self-leadership.

2   Research Method
2.1 Research Design

Stated that "The procedure and design in this research uses action research with a siklus model as proposed". The implementation of the research consists of 2 siklus [4]. There are four components of the action research siklus: (1) Planning, (2) Action, (3) Observation, and (4) Reflection. The following image illustrates these four stages.
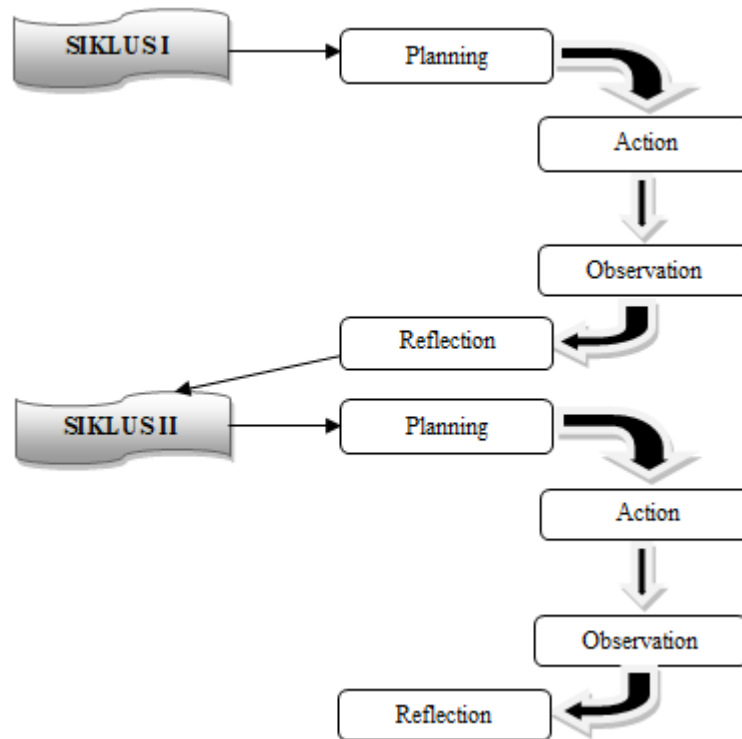
Fig. 1. Action Research Process

2.2 Research Subject

The subjects of this research were 10 people. The ten people were divided into 6 people in the low category, 2 people in the medium category and 2 people in the high category. The researchers obtained this sample through a pre-test questionnaire which the researchers distributed to all students in class X-5 MAN Karo.

2.3 Data Collection Instruments and Procedures

The instruments and techniques used by researchers in collecting data in the research carried out are as follows.

a. Data collection regarding student self-leadership was carried out using a questionnaire given to students.

b. Stated that "data collection instruments are tools used to record generally quantitatively the state and activity of psychological attributes" [1]. To reveal data regarding student self-leadership, use a Likert scale as below.

Table 1. Self Leadership Questionnaire Scores

Favourable (+)		Unfavourable (-)	
Answer	**Score**	**Answer**	**Score**
Strongly Agree (SS)	4	Strongly Agree (SS)	1
Agree (S)	3	Agree (S)	2
Don't agree (TS)	2	Don't agree (TS)	3
Strongly Disagree (STS)	1	Strongly Disagree (STS)	4

Table 2. Self Leadership Questionnaire Grid

Variable	Indicator	Descriptor	Item Number		Amount
			(+)	**(-)**	
Self Leadership	Aspect of Self-Awareness	Able to realize one's own shortcomings	1	12	2
		Able to realize one's strengths	2, 3 and 24	-	3
		Confidence	4	-	1
		Positive Thinking	6	-	1
	Aspect of Self-Direction	Able to formulate goals/dreams.	5, 7 and 16	-	3
	Aspects of Self-Management	Able to make plans according to personal conditions.	11	8 and 15	3
		Able to make strategies according to personal conditions.	9 and 10	-	2
	Aspects of Self-Achievement	Able to carry out/act according to the plans prepared.	13, 14, 18, 19, 21, 22, 23 and 26	17, 20 and 25	11
Total					**26**

c. The researchers designed the criteria for determining self-leadership level by calculating the results of the questionnaire answer scores. For example, there are 30 self-leadership measurement questionnaire statement items and there are alternative answer choices that have value. The highest score is 120 and the lowest is 0. The criteria for student self-leadership levels designed by researchers include: 0-20 (poor), 21-40 (medium), 41-60 (fair), 61-80 (good), and 81-120 (Very good).

d. Observation is an observation of events that occur with the aim of obtaining information on students' attitudes as an influence of treatment actions. The observation guidelines for this research are as follows.

Table 3. Observation Guidelines

No	Observed Behavior	Frequency
1.	Passion for service	n
2.	Actively ask questions	n

3.	Active opinion	n
4.	Happy	n
5.	Dare to appear	n
6.	Listen to other people's opinions	n
7.	Initiative	n
8.	Cooperation	n
9.	Focus	n

e. Immediate assessment format (Laiseg), namely percentage of problem completeness, short-term assessment (Laijapen) and long-term.

f. Counselee assessment format. This format will collect data about the counselee's self-evaluation regarding the success of group counseling activities.

2.4 Data Analysis

Quantitative descriptive analysis and qualitative descriptive analysis were used to analyze data to solve problems in this research. Quantitative descriptive analysis is used to analyze before the action is taken and after the action is taken. Meanwhile, qualitative descriptive data analysis aims to describe students' self-leadership, the data analysis is as follows.

a. Measurement of student self-leadership using a Likert Scale. Researchers assess self-leadership criteria by calculating the value of questionnaire answers. For example, the questionnaire consists of 30 statements which are intended to measure students' level of self-leadership, and each alternative answer choice has the four highest values in (Table 1).

b. The group counseling process was analyzed descriptively qualitatively based on the percentage results of group counseling, LAISEG, LAIJAPEN, evaluation instruments for the results and process of group counseling services as well as research field notes filled in by student guidance counselors.

c. Hypothesis testing is carried out by comparing the students' self-leadership conditions before the action and after the action. The analysis was carried out quantitatively descriptively. To review the hypothesis from the results of the actions taken, use the t-test formula

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\left(\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}\right)}}$$

Information:
$\overline{x}_1$ *: Sample mean 1 (Pre-test)*
$\overline{x}_2$ *: Sample mean 2 (Post-test)*
s_1^2 *: Sample variance 1 (Pre-test)*
s_2^2 *: Sample variance 2 (Post-test)*

3 Results and Discussion
3.1 Result

After distributing the questionnaire to class X-5, the researchers categorized them as high, medium and low. To find out this classification, researchers used the following formula.

Maximum score = 26 x 4 = 104
Minimum score = 26 x 1 = 26
Range = Maximum score – Minimum score
= 104 – 26
= 78
Interval (I) = $\frac{104-26}{3}$ = 26

The following is a table of student self-leadership level categories.

Table 4. Self Leadership Level Categories

Interval	Category
26-51	Low
52-77	Medium
78-104	High

The results of the research carried out were taken through field data which will be explained as follows.

A. Cycle I
1. Observation
    a. First Meeting
       At this stage, researchers observe and assess every activity that occurs during the group guidance service. If you take the average of these nine aspects, you get a figure of only 53.33%. The observation results can be seen in the following table.

Table 5. Observation Results of Siklus I Meeting 1

No.	Observed Behavior	Frequency
1.	Passion for service	6 person
2.	Actively ask questions	3 person
3.	Active opinion	4 person
4.	Happy	6 person
5.	Dare to appear	3 person
6.	Listen to other people's opinions	8 person
7.	Initiative	4 person
8.	Cooperation	7 person
9.	Focus	7 person
Average		**53,33%**

    b. Second Meeting
       At this second meeting, the researcher also observed and assessed every activity that occurred during the modeling technique group counseling service. The average improvement in aspects observed at the second meeting increased

compared to the first meeting with an average score of 53.33% and at the second meeting this increased to 60%. The observation results can be seen in the following table.

Table 6. Observation Results of Siklus I Meeting 2

No.	Observed Behavior	Frequency
1.	Passion for service	7 person
2.	Actively ask questions	4 person
3.	Active opinion	5 person
4.	Happy	7 person
5.	Dare to appear	4 person
6.	Listen to other people's opinions	8 person
7.	Initiative	5 person
8.	Cooperation	7 person
9.	Focus	7 person
	Average	**60%**

c. Third Meeting

At this third meeting, the researcher was still observing and assessing every activity that occurred during the modeling technique group counseling service. The average improvement in aspects observed at the third meeting increased compared to the second meeting with an average score of 60% and at the third meeting it increased to 71.11%. The observation results can be seen in the following table.

Table 7. Observation Results of Siklus I Meeting 3

No.	Observed Behavior	Frequency
1.	Passion for service	8 person
2.	Actively ask questions	5 person
3.	Active opinion	7 person
4.	Happy	8 person
5.	Dare to appear	5 person
6.	Listen to other people's opinions	9 person
7.	Initiative	6 person
8.	Cooperation	8 person
9.	Focus	8 person
	Average	**71,11%**

2. Results of Siklus I Questionnaire Analysis

The results of the first siklus questionnaire analysis as a whole show that the percentage of several aspects of self-leadership has not been completed, such as self-awareness, self-direction, self-management and self-achievement (can be seen in table 8). Because the success indicator has not yet reached 75%, these four indicators have an effect on increasing the self-leadership abilities of class X MAN Karo students for the 2022/2023 academic year. In Sklus I it also shows that female students have a higher level of self-leadership than male students (can be seen in table 10). The results of the questionnaire analysis in Siklus I were used by the researcher to provide reflection to the researcher himself. In more detail, the following table describes the results of the questionnaire.

Table 8. Results of Siklus I Questionnaire Analysis

No.	Aspects of Self Leadership	Percentage	Category
1.	Self-awareness	60%	Medium
2.	Self-direction	60%	Medium
3.	Self-management	57,50%	Medium
4.	Self-achievement	64,31%	Medium

Table 9. Results of Siklus I Questionnaire Analysis

No.	Student Initials	Questionnaire Value	Percentage	Category
1.	WF	89	85,57%	High
2.	ZD	83	79,80%	High
3.	WB	78	75%	Medium
4.	NA	70	67,30%	Medium
5.	LL	54	51,92%	Low
6.	ZA	53	50,96%	Low
7.	HA	53	50,96%	Low
8.	MO	53	50,96%	Low
9.	MS	53	50,96%	Low
10.	ZM	52	50%	Low
Average	63,8	61,34%	Medium	

Table 10. Percentage of Siklus I Questionnaires Based on Gender

No.	Gender	Percentage
1.	Man	59,85%
2.	Women	63,33%

3. Reflection

In Siklus I, researchers found evidence that the results of student questionnaire analysis improved compared to pre-cycle. The average questionnaire analysis in Siklus I was 61.34%, which means that the results of the questionnaire analysis have not yet reached the success indicators, as it is said that the success indicators in each siklus are 75%-100%. And from the results of the observation sheet, the percentage was 61.48%. The weakness in Siklus I was that there were several group members who were not active in asking questions, active in their opinions, had the courage to appear and had initiative. Based on the results of the questionnaire analysis and observation sheet for Siklus I, it can be said that it was not successful and continued to Siklus II.

B. Cycle II
   1. Observation
      a. First Meeting

      At the first meeting in Siklus II, the researcher still observed and assessed every activity that occurred during the modeling technique group counseling service. The average improvement in aspects observed at the fourth meeting increased compared to the third meeting in Siklus I score of 71.11% and at the first step in Siklus II it was 82.22%. In more detail, the results of observations at the first meeting in Siklus II of the service can be seen in the following table.

Table 11. Observation Results of Siklus II Meeting 1

No.	Observed Behavior	Frequency
1.	Passion for service	9 person
2.	Actively ask questions	7 person
3.	Active opinion	8 person
4.	Happy	9 person
5.	Dare to appear	6 person
6.	Listen to other people's opinions	10 person
7.	Initiative	8 person
8.	Cooperation	9 person
9.	Focus	8 person
Average	82,22%	

b. Second Meeting

At the second meeting in Siklus II, the researcher continued to observe and assess every activity that occurred during the modeling technique group counseling service. The average improvement in aspects observed at the fourth meeting increased compared to the first meeting in Cycle II with a score of 82.22% and at the second stage in Cycle II it increased to 88.88%. In more detail, the results of observations at the meeting The second Siklus II service can be seen in the following table.

Table 12. Observation Results of Siklus II Meeting 2

No.	Observed Behavior	Frequency
1.	Passion for service	10 person
2.	Actively ask questions	7 person
3.	Active opinion	9 person
4.	Happy	10 person
5.	Dare to appear	6 person
6.	Listen to other people's opinions	10 person
7.	Initiative	9 person
8.	Cooperation	10 person
9.	Focus	9 person
Average	**88,88%**	

2. Results of Siklus I Questionnaire Analysis

After the researcher implemented modeling technique group counseling services to improve the self-leadership of class The overall results of the Siklus II questionnaire analysis show that the percentage of indicators or aspects of self-leadership is complete because it has passed the percentage of success indicators, namely 75%. In Siklus II it also shows that men have a higher level of self-leadership than women (can be seen in table 15). The results of the questionnaire analysis in Siklus II were used by researchers to provide reflection to the researchers themselves so that they could provide an idea that the results of the questionnaire had improved compared to the previous Pra-Siklus and Siklus I. In more detail, the results of the questionnaire can be seen in the table below.

Table 13. Results of Siklus II Questionnaire Analysis

No.	Aspects of Self Leadership	Percentage	Category
1.	Self-awareness	80%	High
2.	Self-direction	80,83%	High
3.	Self-management	81,50%	High
4.	Self-achievement	84,31%	High

Table 14. Results of Siklus II Questionnaire Analysis

No.	Student Initials	Questionnaire Value	Percentage	Category
1.	ZD	91	87,5%	High
2.	WF	90	86,53%	High
3.	HA	90	86,53%	High
4.	NA	89	85,57%	High
5.	ZA	89	85,57%	High
6.	LL	83	79,8%	High
7.	ZM	82	78,84%	High
8.	MO	81	77,88%	Medium
9.	WB	80	76,92%	Medium
10.	MS	80	76,92%	Medium
	Average	**85,5**	**82,21%**	**High**

Table 15. Percentage of Siklus II Questionnaire Based on Gender

No.	Gender	Percentage
1.	Man	82,69%
2.	Women	81,89%

3. Reflection

In Siklus II, researchers found evidence that the results of student questionnaire analysis had improved compared to Pra-Siklus and Siklus I. The average of questionnaire analysis in Siklus II was 82.21%, which means that the results of the questionnaire analysis had achieved indicators of success, which is said to be the process. Increasing self-leadership is successful if what has been prepared in the modeling technique group counseling RPL is implemented in the range of 75%-100%. Furthermore, the observation sheet got a percentage of 85.55%. It can be concluded that there is a significant increase of 20.87% in the self-leadership instrument given in each siklus (can be seen in table 16) below.

Table 16. Post-Test Results Table

No.	Student Initials	Pra-Siklus			Siklus I			Siklus II		
		Score	Percentage	Category	Score	Percentage	Category	Score	Percentage	Category
1.	ZD	76	73,07%	Medium	83	79,8%	High	91	87,5%	High
2	WF	87	83,65	High	89	85,57	Hig	90	86,	High

			%			%	h		53%	
3.	HA	49	47,11%	Low	53	50,96%	Low	90	86,53%	High
4.	NA	68	65,38%	Medium	70	67,3%	Medium	89	85,57%	High
5.	ZA	50	48,07%	Low	53	50,96%	Low	89	85,57%	High
6.	LL	51	49,03%	Low	54	51,92%	Low	83	79,8%	High
7.	ZM	49	47,11%	Low	52	50%	Low	82	78,84%	High
8.	MO	50	48,07%	Low	53	50,96%	Low	81	77,88%	Medium
9.	WB	76	73,07%	Medium	78	75%	Medium	80	76,92%	Medium
10.	MS	51	49,03%	Low	53	50,96%	Low	80	76,92%	Medium
Average		58,36	56,05%	Medium	63,8	61,34%	Medium	85,5	82,21%	High

3.2 Discussion

The results of the research conducted, modeling technique group counseling can improve the self-leadership of class X MAN Karo students in the 2022/2023 academic year. This can be seen from the percentage of each indicator or aspect of self-leadership that has been completed or achieved indicators of success. The percentage increase in self-leadership of class X MAN Karo students for the 2022/2023 academic year also increases in each cycle. Service provision in Cycle I, which consisted of 3 services, obtained a score of 61.48%, and the results of service provision in Cycle II obtained a score of 85.55%. It can be concluded that there is a significant increase of 24.07%.

Apart from carrying out observations during modeling technique group counseling services, data based on self-leadership instruments given by researchers during Pra- Siklus, Siklus I and Siklus II also shows the results of increasing self-leadership in class X MAN Karo students in the 2022/2023 academic year which is quite significant. The average percentage score obtained in the initial stage of the cycle was 56.05%, the average score in Cycle I was 61.34% and the average score in Cycle II was 82.21%, (can be seen in Figure 2) below this.
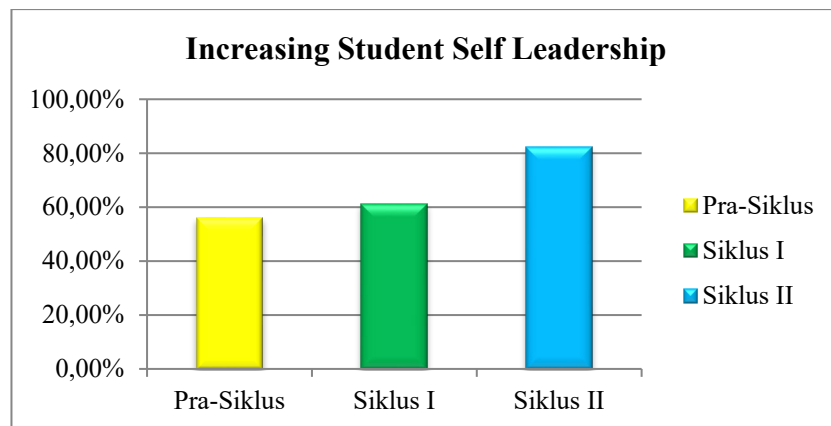
Fig. 2. Diagram of Increasing Student Self Leadership

The results of the observation sheets and instruments provided were further strengthened by the results of field notes consisting of 5 questions which can be concluded that the implementation of counseling using modeling is in accordance with the RPL and group counseling services using modeling can increase students' and female students' understanding. If you look at the results of the evaluation sheet for the process of implementing modeling technique group counseling services, an average percentage score of 92.06% is obtained.

Furthermore, based on the results of the evaluation instrument for the results of the modeling technique group counseling service, for the cognitive level of students who take part in the service, it can be concluded that students already know the concept of self-leadership, aspects of self-leadership and the importance of self-leadership in everyday life. This is also reinforced by the affective aspect obtained with an average student score of 15.9 points out of a maximum score of 20 points.

Based on the LAISEG results filled in by students who took part in modeling technique group counseling services, it can be concluded that how students think, feel, behave, act and are responsible in terms of improving self-leadership can be implemented by students in their daily lives [10]. The LAIJAPEN results filled in by students on modeling technique group counseling subjects can be concluded that students feel they have gained great benefits from providing material regarding improving self-leadership, this can be seen from the average percentage score filled in by students in alleviating the problems they experience, which is 95.2 % [5].

Self-leadership tests before and after action can develop leadership aspects in students and are effective in improving students' leadership aspects. In line with [7], stated that the use of modeling technique group guidance services serves to improve aspects of student leadership. The research results showed that there was an increase in leadership aspects after the group counseling process was implemented using modeling techniques.

Improving students' self-leadership through group counseling services, this modeling technique is very useful for increasing aspects of self-awareness, self-direction and self-achievement in achieving capable self-leadership for students [6]. Because the learning system currently implemented in schools places great emphasis on students' leadership abilities to be able to compete, both in academic and non-academic fields.

4   Conclusion

It can be seen that the group counseling service using this modeling technique is quite good in improving students' self-leadership. This can be seen from the results of observations made by researchers in both siklus with 5 services and the results of the instruments given by researchers to students. So, the indicators or aspects of improving self-leadership are based on the results of observations and instruments provided, the action hypothesis can be accepted because the results obtained as indicators of success are 75% -100% and the results obtained in Siklus II are 82.21%.

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