The Effectiveness of Group Counseling Services Through Feedback Techniques to Improve Fine Arts Learning Outcomes

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Abstract

The objectives in this study are: To determine the effectiveness of implementing group counseling services through feedback techniques in improving Fine Arts Learning Outcomes. The results of the study show that group counseling through feedback techniques in the subject of Fine Arts is an alternative that can be used as a solution in providing assistance with problems related to the learning process in the subject of Cultural Arts. This is inseparable from the essence of group counseling and feedback, namely emphasizing the reinforcement provided by the teacher so that students or counselees are able to foster motivation which later has implications for the speed in receiving the material presented, given that in general art material is more dominated by practical activities. So that group counseling services with feedback techniques can improve learning outcomes in Fine Arts, especially in the Basic Competencies of Self-Expression through works of pure art that are developed from elements of Indonesian fine arts. From the results of the study there was improvement in each cycle. Namely from pre-cycle to cycle I, from pre-cycle to cycle II, and from cycle I to cycle II, with improvement in learning outcomes scores, respectively by 1.75 points, 2.94 points, and 4.69 points. Meanwhile, classical completeness also increased. From 47% in pre-cycle to 65.63% in cycle I and increased again to 94% in cycle II.

Keywords: Counseling Services; Feedback Technique; Fine Arts

Introduction

One of the implementations of counseling services can be started from building a group atmosphere and involving other individuals includes building motivation, understanding and development. Which aims to have awareness of the individuals recognition who have uniqueness, the need for individuals to be accepted, exchange experiences and cooperate with others, as a motivation for them to be able to understand themselves and contribute ideas to other members. The fundamental thing in behavioral techniques is reinforcement as a creation to strengthen/support the development of students' competence and mentality.

Teacher professionalism is absolutely necessary in order to be more observant in seeing the various problems that arise and are experienced by students. The solution of the problems faced can be found which covers lack of psychological touch, especially for students. In painting lessons, the results of preliminary observations showed that almost every basic competency was mostly dominated by practical activities and only a little theory. In learning activities, if given material in general, especially on practical aspects, of course the teacher will experience difficulties, considering that students have varied intelligence. So that there are some students who experience problems, especially in absorbing the material. Feedback is an activity to provide information to students about the progress of their work. According to Arbono Lasmahadi (2005) one important component in the learning process is feedback. Based on the Regulation of the National Education Minister Number 41 of 2007, in teacher confirmation activities: provide positive feedback and reinforcement.

The method used in the early stages is to form groups where the counselor acts as a group leader, compiles or formulates group goals, implements the achievement of group goals, assesses the success of achieving goals and maintains a group atmosphere. Giving each counselee conveys his problem and the solution is resolved together where there will be cooperation between counseling with one another. If counseling is able to properly absorb and practice the art given by the teacher, reinforcement in the form of praise like oh that's great, keep your good work, if there are students who have not been able to master the material, they will be given guidance and reinforcement. From this line of thinking, it can be believed that group counseling with the feedback technique can solve student learning problems which will have implications for improving the learning outcomes of Fine Arts in the Basic Competency of practicing pure art styles.

Moving on from the description above, in the teaching and learning process, especially in the subject of Fine Arts, there are identified problems, namely:

1. There is a paradigm among students that the majority of them do not seriously study Fine Arts Education, for various reasons, such as the national exam material is only a few subjects, and does not include arts education.

2. Much art material is dominated by practical activities and not all students have a hobby of developing Fine Arts.

3. When the learning process is carried out in general, the teacher has difficulty remembering that each student has a different absorption capacity and speed.

4. The learning process is still conventional (Teacher-Centered). The cause of student low participation in learning, which has been implemented so far is teacher-centered learning which causes students to only act as listeners, the students only accept the teacher's explanation and only get information from books and without further development.

The objectives of this study are: To determine the effectiveness of implementing group counseling services through feedback techniques in improving Fine Arts Learning Outcomes. Theoretically, in order to increase teacher competence, it is hoped that the results of this study will be useful as a reference in enriching theory. Meanwhile, practically this research is expected to be useful in providing experience in recognizing different characteristics, in improving thinking skills as a provision for them to fill themselves with art skills which are closely related with social life activities. The application of learning strategies through providing assistance to counseling which is called as group counseling can help counseling or provide convenience in the learning process, where in counseling each counseling is assisted to learn how to make decisions together and solve problems together. The counselor provides understanding so that each counselee is able to understand himself/find his identity, understand others, understand the environment with all its characteristics and demands, have a sense of togetherness and belonging to each other, be able to hear, see, and feel how other people feel in dealing with a problem or certain situations in his life.

The application of group counseling services with feedback techniques in improving learning outcomes in Fine Arts is carried out in two ways, namely through written form: the researcher provides short notes on student work to show things that still require further improvement. The sentences in the feedback can be in the form of comments, instructions or questions. Oral form: researchers have question and answer session about the work progress which highlights the competence needs to be improved to increase their understanding of the material that has been given. Feedback given on student work is expected to inspire and increase student motivation so that later it will have implications for the growth of willingness and a sense of fun in practicing art material in accordance with predetermined basic competencies.

Group counseling services with feedback techniques are seen as representative as a basic foundation in building students' motivation and self-confidence in improving the ability to understand and practice the material provided. Seeing this, if the implementation of group counseling services through feedback techniques is carried out maximally and continuously, it will have positive implications in increasing learning motivation so that later it will have an effect on improving student learning outcomes.

Method

The method used in this study was Classroom Action Research (CAR), which consisted of planning, action, observation and evaluation, and reflection. The subjects in this study were students of XI MIPA 3 of SMA Negeri 1 Susut. The object of this research is to increase the learning outcomes of Fine Arts of XI MIPA 3 of SMA Negeri 1 Susut for the 2021/2022 Academic Year in the subject of Fine Arts after applying group counseling with the Feedback technique. The needed data in this study is the student achievement. The data in this study can be obtained from data sources which is the students of XI MIPA 3. The data in this study was obtained by using observation techniques and test methods. Observations were made to reveal various things about student achievement during the learning process. Tests are conducted to collect data related to student learning outcomes. Furthermore, to collect data on learning outcomes, it is carried out by compiling a practical test assessment instrument, in the form of self-expression through works of pure art developed from elements of Indonesian fine arts. To obtain measurement data on improving student achievement, scoring techniques are used in practice tests. The data that has been collected was analyzed using comparative quantitative analysis to be further described qualitatively based on the scores and average values obtained from the results of practical tests to explain the various problems based on the findings obtained.

Result and Discussion
1. Group Counseling with Feedback Technique

Experts argue about the meaning of Group Counseling, one of Winkel's experts (Lubis, 2011) says that the implementation of the counseling process carried out between a professional counselor and several clients at the same time in small groups. According to Gazda (in Latipun, 2001) argues that group counseling is a relationship between several counselors and several clients that focuses on conscious thoughts and behavior. He stated that group counseling aims to provide encouragement and understanding to clients to solve their problems.

From what Gazda stated, Awang (in Lubis, 2009) added that group counseling clients are normal individuals and the counselor acts as a facilitator who moves the client. also argues that the main characteristics of group counseling are focusing on conscious thought, behavior, and implementing open interactions.
Then Rochman Natawidjaja, 1987 (Nandang Rusmana, 2009), states that group counseling is an effort to provide assistance to individuals (counselees) which is carried out in a group atmosphere which has the principle of preventive and healing (remediation) in nature, and aims to provide convenience in various aspects of development and growth.

The conclusion from several expert opinions that group counseling is the provision of assistance made or an effort between a professional counselor to several individuals (counselees), which is carried out in a group atmosphere, focuses on conscious thinking, behavior, and applies open interaction, which is preventive and healing, and aims to provide convenience in various aspects of its development and growth, as well as provide understanding to clients to solve their problems.

An activity to provide feedback to students about the progress of their work is feedback. According to Arbono Lasmahadi (2005) one important component in the learning process is feedback. Based on the Regulation of the National Education Minister Number. 41 of 2007, in teacher confirmation activities: provide positive feedback and reinforcement in oral, written, gestures and prizes for student success. In relation to group counseling activities through feedback activities, two ways of providing feedback were used in this study, namely

a. Written form: the researcher gives short notes on the results of student work to show things that still require further improvement. The sentences in the feedback can be in the form of comments, instructions or questions.

b. Oral form: the researcher conducts questions and answers session about the work progress and competence needs to be improved to increase their understanding of the material.

Feedback given on student work is expected to inspire and increase student motivation in increasing learning motivation so that later it will have implications for the growth of willingness and a sense of fun in practicing art material in accordance with predetermined basic competencies. This will have an impact on reducing the occurrence of stress in the implementation of learning arts and culture, various stress factors that occur as a result of learning arts and culture such as anxiety due to unprepared for both material and practice, the burden of material that requires students to perform in front of many people and the theories that make students often feel anxious and feel burdened. In essence the purpose of Group Counseling through feedback techniques is to create new conditions for the learning process. The basic reason is that all behavior can be learned. The counseling is counted as successful when students through the form of stimulus given are able to get an understanding and a clear direction, so that the behavior obtained from a learning process becomes more effective. The therapist must also be active and directive in providing treatment in finding solutions to problems and obstacles encountered in the learning process. In order to improve the learning outcomes of the students of XI MIPA 3 in SMA Negeri 1 Susut, the implementation of group counseling through feedback techniques can be started from the group formation stage, the stage of building attractions, the stage of building openness, the stage of building a framework, the stage of implementing a model for change, the generalization stage and the stage of maintaining behavior change. The description of each stage is as follows:

a. The group formation stage consists of the organizational details that must be shown before the group begins. The details of the activities include the goals of the group, its members, and the frequency and duration of the meetings. Counseling with different behavioral targets requires a different set of approaches.

b. The initial group attraction and identity building stage emphasizes the essence of the leader through individual guidance in the pre-group while members are able to explore deeper goals.

c. The stage of building openness and exchange within the group. In this stage the leader encourages behavior by letting group members know what is expected, through the introduction of sub-groups to others, through modeling what the group asks to do.

d. The stage of building a framework for all participants, at this point the group leader introduces their members to a behavioral frame of reference, which will directly control the behavior of the group. This model basically states that behavior is a function and is associated with consequent events and those that precede them.

e. The stage of building and implementing a model for change. At this stage, group members become more specific in their efforts. Group members identify and

demonstrate targeted behaviors for change, maintain a baseline for how they will implement key change techniques and measure success.

f. Stages of generalization and transference of treatment to the natural environment, as characteristics begin to end the group. Generalization involves the performance of behavior outside the original environment in which they learned, such as the home or work environmentThe stage maintains behavior change and eliminates the need for group support. Maintenance is defined as living a in a more consistent way of carrying out a desired action, without relying on a group or leader for support.

In addition to the several stages mentioned above, also in group counseling through feedback techniques, a reinforcement technique is needed. In group therapy each member provides reinforcement by means of appreciation, approval, support and concern. In some cases, the reinforcement can be negative including being under criticism. One of the goals in group therapy is to teach individuals to strengthen themselves. Reinforcement and group support are very important for counseling to maintain success. Self-reinforcement has enormous reinforcement in shaping the desired behavior. For this reason, each member of the group must be taught how to strengthen themselves (self-reinforcement) so that they can improve their ability to control themselves and become independent of reinforcement from others.

2. Fine Arts Learning Outcomes

Nana Sudjana (2009) defines student learning outcomes as a change in behavior as a result of learning in a broader sense including the cognitive, affective, and psychomotor fields. Dimyati and Mudjiono (2006) also mentions learning outcomes as outcomes from an interaction of learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the student side, learning outcomes are the end of teaching from the top of the learning process. Benyamin S. Bloom (Dimyati and Mudjiono, 2006) states that there are six types of cognitive behavior, namely:

a. Knowledge, achieving the ability to remember things that have been learned and stored in memory. Knowledge is related to facts, events, understanding of rules, theories, principles, or methods.

b. Comprehension, including the ability to grasp the meaning and significance of what is being learned.

c. Application, includes the ability to apply methods and rules to deal with real and new problems.

d. Analysis, includes the ability to break down a unit into parts so that the overall structure can be understood properly.

e. Synthesis, includes the ability to form a new pattern.

f. Evaluation, includes the ability to form opinions on several matters based on certain criteria. For example, the ability to assess the results of repetition

The learning outcomes above are based on understanding, it can be concluded that learning outcomes are the abilities possessed by students after receiving their learning experience. These abilities include cognitive, affective, psychomotor aspects. Whereas painting art can be interpreted as the creation or fruit of the human mind which is expressed in forms and sounds that can be heard which are shown by technical skills so that they can give happiness to the heart and life. Thus, the Art of Painting is a work of art that is produced through the processing of feelings and thoughts poured into a shape of an image. Learning outcomes can be seen through evaluation activities that aim to obtain evidentiary data that will indicate the level of students' ability to achieve learning objectives. Learning outcomes examined in this study are the learning outcomes of Fine Arts Education which includes cognitive, affective and psychomotor domains.

Learning outcomes as an indicator of achieving learning objectives in class cannot be separated from the factors that influence learning outcomes themselves. Sugihartono, et al. (2007), states that there are two factors that can affect learning outcomes, as follows:

a. Internal factors are factors that exist within individuals who are learning. Internal factors include: physical factors and psychological factors.

b. External factors are factors that are outside the individual. External factors include: family factors, school factors, and community factors.

Also said by Slamet (2003) that many factors can affect learning, but in this case, it can be classified into two groups only, namely internal factors and external factors which influence each other so that it determines the quality of learning outcomes in the individual learning process.

a. Internal Factors.

Internal factors are factors that come from within the individual and can affect individual learning outcomes. In discussing these internal factors, there will be discussed two factors, namely:

1) Physical factors.

Physical factors can consist of:

a) Health factor.

In order for a person to study well, he must ensure that his physical health is guaranteed by always complying with the provisions regarding work, study, rest, sleep, eating, sports, recreation and worship.

b) Body defects.

Disabilities also affect learning. Students with disabilities also have learning disabilities. If this happens, he should study at a special educational institution or seek assistance in order to avoid or reduce the effects of his disability.

2) Psychological factor.

Psychological factors that influence learning are classified into seven factors. These factors are: intelligence, attention, interest, talent, motive, maturity and readiness.

a) Intelligence.

According to J. P. Chaplin, intelligence is a skill that consists of three types, namely the ability to deal with and adapt to new situations quickly and effectively, know/use abstract concepts effectively, know relationships and learn them quickly.

b) Attention.

Attention, according to Gazali, is the activeness of the soul which is heightened, and it is focused on an object. To get good learning outcome, students must pay attention to the material they are studying, if the students do not concern during learning, the boredom arises, so they no longer like learning. In order for students to study well, try to always attract the students' attention to the subject matter by making sure that the lesson is in accordance with their hobbies or talents.

c) Interest.

Interest is a fixed tendency to pay attention and remember some activities. Activities that a person is interested in, are paid attention to continuously accompanied by pleasure. So it is different from attention, because attention is temporary (not for a long time) and is not necessarily followed by feelings of pleasure, while interest is always followed by feelings of pleasure and usually results to a satisfaction.

d) Talent

According to Hillgard, talent or aptitude is the ability to learn. This ability will only be realized into real skills after learning or practicing. People who are talented at typing, for example, will be able to type more quickly and fluently compared to other people who are less/not talented in that field.

e) Motive

Motives are closely related to the goals to be achieved. In determining the goal, you can realize it or not, but to achieve that goal you need to do something, while what causes you to do it is the motive itself as the driving force.

f) Maturity

Maturity is a stage or phase in a person's growth, where his body's organs are ready to carry out new skills. For example, a child with his feet ready to walk, his hands and fingers ready to write, his brain ready to think abstractly, and so on. Maturity does not mean that children can carry out activities continuously, for that it requires exercises and lessons. In other words, children who are ready (mature) have not been able to carry out their skills before learning. Learning will be more successful if the child is ready (mature). So new progress to have that skill depends on maturity and learning.

g) Readiness

Readiness according to Jamies Drever is a willingness to respond or react. This willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process, because if students learn and there is readiness, the learning outcomes will be better.

3) Fatigue Factor.

Fatigue can be divided into two, namely physical fatigue and spiritual fatigue. Physical fatigue is seen by the weakness of the body and the tendency to keep lying down. Physical fatigue occurs due to the chaos of burning substances in the body, so that the blood does not flow in certain parts. Meanwhile, spiritual fatigue can be seen in the presence of lethargy and boredom, so that the interest to produce something is gone. The dizziness faced by a person makes it hard to concentrate. As if the brain is running out of power to work. Fatigue both physically and spiritually can be eliminated in the following ways (Sleep, Rest, Strive for variety in learning, as well as in work, Using drugs which are related to blood circulation, Regular recreation and worship, Exercise regularly, Balance meals with healthy foods, If fatigue is very serious, the person can quickly contact an expert.

4) External Factors

Factors that influence learning can be classified into two groups, namely social environmental factors and non-social environmental factors.

1) Social environment.

The social environment consists of three factors, namely: the school's social environment, the community's social environment, and the family's social environment

a) The school's social environment, such as teachers, administration, and classmates can affect a student's learning process. A harmonious relationship between the three can be a motivation for students to study better at school. Sympathetic behavior from the teacher can be an incentive for students to learn.

b) Community social environment. The environmental conditions of the community where students live will affect student learning. The slum student environment, many unemployed and neglected children can also affect student

learning activities, at least students have difficulty when they need study partners, discussions, or borrow learning tools that they don't have.

c) Family social environment. This environment greatly influences learning activities. Family tensions, parental characteristics, family demographics (location of the house), family management, all of which can have an impact on student learning activities. Harmonious relationships between family members, parents, children, brothers or sisters will help students carry out learning activities well.

5) Nonsocial Environment.

Non-social environment consists of three types, namely:

a) natural environment, such as fresh air, not hot and not cold, light that is not too bright/strong, or not too weak/dark, a cool and calm atmosphere. The natural environment is the factors that can influence student learning activities. Conversely, if the natural environmental conditions do not support the student's learning process, the learning outcomes can't be maximized.

b) Instrumental factors, namely learning devices that can be classified into two kinds. First, hardware, such as school buildings, learning tools, learning facilities, sports fields, and so on. Second, software, such as the school curriculum, school regulations, manuals, syllabus and so on.

c) Subject matter factors (which are taught to students). This factor should be adapted to the conditions of student development. Therefore, in order for the teacher to be able to contribute to student learning activities, the teacher must master the subject matter and various teaching methods that can be applied according to the conditions of the students.

Good learning outcomes are important goals that are expected to be achieved in learning Arts and Culture Education. One important factor related to improving student learning outcomes is the learning strategy applied by the teacher. Learning strategy is a factor from outside the student that influences the improvement of student learning outcomes. Based on the factors that influence the learning outcomes above, the researchers used external factors in the form of using Group Counseling Services with Feedback Technique to improve Fine Arts Learning Outcomes for The Students of XI MIPA 3 in SMA Negeri 1 Susut in the 2021/2022 Academic Year.

3. The Effectiveness of Group Counseling through Feedback Technique to Improve Fine Arts Learning Outcomes

The feedback technique is very effective in improving the learning outcomes of fine arts especially when the group counseling is applied. As many as 3.13% of students scored above the average. Before reflecting on the results of the implementation of the actions in cycle I, it is better to state the indicators of the success of the actions. The indicator for the success of the action implementation states that the criteria used to show the success of this action is if at least 80% of the study subjects' learning outcomes have met the minimum mastery standard (80).

From the analysis of the data above, it was found that as many as 21 students (65.63%) had a score of learning outcomes that met the minimum standard (80), while 11 students (34.38%) had below standard scores. This means, indicators of success have not been achieved or the implementation of this class action research is continued in cycle II. Students who do not complete in cycle 1 will be given remedial with the peer guidance.

When it is analyzed from the average score of students' Fine Arts Education learning outcomes from pre-cycle (77.56) to cycle 1 (79.31), it turns out that there was an average increase of 1.75 points. From this, it can be said that there has been an increase

of the student ability holistically of 1.75. Starting from planning by preparing a good and correct lesson plan through the implementation of counseling services with feedback techniques by looking at previous deficiencies, formulating appropriate goals, compiling material related to indicators, compiling research grids and instruments followed by implementing actions, the expected results were finally obtained, although it is still not optimal.

The good planning for cycle I, with the application of counseling services with feedback techniques can improve students' abilities and better guide students in their learning process. Researchers have made efforts so that group counseling services run as expected during implementation, so that with this learning model students learn according to expectations. Even though the results have not met the criteria, the observations have also gone according to expectations, the research proposal is more due to the fact that researchers are just starting to use a new learning model. The failure to fulfill indicators of success in cycle I was caused by several things including:

a. Some students are still lack of self-confidence.
b. Some students are still not active in digging information about the material and problems given.
c. Some students still have low focus on learning activities in class.

Given that the indicators for achieving the results of the research conducted have not met the set targets, the next research will be continued in cycle II. The research process in cycle II was divided into 4 stages, namely the planning stage, the action implementation stage, the observation and measurement stage, and the reflection stage. All the deficiencies in cycle I became the basis for preparing this cycle to measure the learning outcomes of Painting Art Education, especially in pure art through self-expression. With indicators of being able to produce pure art works, which are developed from elements of Indonesian fine arts using instruments in the form of observation sheets of practical learning outcomes. After the data i collected, which in this case is in the form of a score of learning outcomes in Fine Arts Education, then a description is made. The intended description of the data includes: average, absorption, learning completeness, number of classes (k), maximum score (Ymax), minimum score (Ymin), range (r) and interval (i).

The results of quantitative descriptive analysis through a comparison of the average scores of Fine Arts Education learning outcomes in pre-cycle, cycle I, and cycle II, can be studied to note that the application of group counseling services with feedback techniques has positive implications for increasing student learning completeness, especially in Basic Competence Express yourself through works of pure art that are developed from elements of Indonesian art. This can be seen from the comparison of the percentage of completeness which experienced a significant increase in each cycle; from pre-cycle it reached 55%, cycle I reached 86.36% and in cycle II completeness reached 100%. Thus, in general, the application of group counseling services with feedback techniques can improve the learning outcomes of XI MIPA 3 students in the odd semesters of the 2021/2022 academic year on pure art style painting techniques.

In addition to the results above, several things that really need to be discussed in this study is the low contribution of some students in the learning process. This happened because previously students are too often exposed to conventional learning which was dominated by lecture activities. This habit, in this study, was addressed by conducting personal data collection, both inside and outside the classroom, by persuading students who were less active or not active in learning so that they were willing and able to be actively involved in learning activities. Not all students are able to provide and seek information from various sources. In general, students only rely on what is in front of them (the material in the textbook or the material presented by the teacher as the only

source). This condition is addressed by providing material development assignments or side assignments that are still related to the subject matter being discussed. Optimizing practical activities through group counseling and peer tutoring has a high relevance of material in supporting student achievement in Cultural Arts Lessons. Not many students are able to demonstrate fine arts practice well, without the support of talent and hobbies. This is addressed by providing rewards in the form of giving grades as a bonus or more recognition of achievement for students who are able to develop their potential in Fine Arts.

Conclusion

It can be seen from the research that learning outcomes through group counseling services with feedback techniques can be improved especially in Painting Classes, in the Basic Competency of Expressing oneself through works of pure art that are developed from elements of Indonesian fine arts. The result showed improvement in each cycle. Starting from pre-cycle to cycle I, continuing from pre-cycle to cycle II, and from cycle I to cycle II, with an increase in learning achievement scores, respectively 1.75 points, 2.94 points, and 4.69 points. Meanwhile, classical completeness also improved. From 47% in pre-cycle to 65.63% in cycle I and kept increasing to 94% in cycle II.

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