IMPLEMENTATION OF GROUP GUIDANCE WITH GROUP DISCUSSION TECHNIQUES TO INCREASE LEARNING INTEREST OF STUDENTS SMAN 1 SUSUT

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Abstract. This study aims to determine the application of group guidance using group discussion techniques to increase the learning interest of grade XII Language 3 students at SMAN 1 Susut in the academic year 2022/2023. This research includes Classroom Action Research, an effort carried out in a planned and systematic way by reflecting on service practices and then carrying out corrective actions to improve counseling service practices. The subjects of this study were students of class XII Language 3 SMAN 1 Susut who were selected for one class that showed a problem regarding low interest in learning, which was determined based on data from the guidance and counseling teacher as well as direct observation of the researcher, then through the interest in learning instrument it was found that five students became research subject. The results of this study indicate that group counseling services with group discussion techniques are very effective and can increase students' interest in learning by 73.8%. The researchers suggest counseling guidance teachers can use group guidance services with group discussion techniques as an appropriate alternative to address student problems, significantly increasing student interest in learning at SMAN 1 Susut.

INTRODUCTION

The development of science and technology is in line with the development of culture in society (Kemdikbud, 2020). Rapid development causes the need for higher-quality human resources (HR). One of the efforts to improve the quality of human resources is mentoring and learning in schools (Pentianasari et al., 2021). However, in the learning effort, many problems arise due to many influencing factors such as inadequate facilities and infrastructure, unprofessional teacher skills, and an unpleasant and less educational learning process (In'am & Sutrisno, 2020). The government has made many efforts to overcome these problems. However, based on the observations and interviews, information was obtained that there were obstacles faced at SMA Negeri 1 Susut, especially students' learning interest was low or not as expected.

Interest in learning is significant as a measure of educational success, and various efforts must be made to increase students' interest in learning, both qualitatively and quantitatively (Marlina et al., 2021). Low interest can cause learning problems, thereby reducing student

achievement, or it can be said that interest affects the quality of a student's work achievement in a particular field (Devi et al., 2022). Furthermore, learning becomes problematic because students do not participate in the learning process and do not study with enthusiasm (Widana, 2023). The subject teacher's service in the learning process does not arouse students' enthusiasm for learning and does not stimulate student enthusiasm for learning, so this causes student learning motivation to be remarkably lacking in following the process of learning. Interest is an activity that is motivated by self-will and leads to fun activities. The stronger or closer the relationship, the more attractive it is (Asih et al., 2022).

On the other hand, the weaker relationship, the less attractive it is. Someone who pays attention to something often called interest tries to do it through several activities that lead to that attention. Meanwhile, reveals that students can express interest through (Susmariani et al., 2022): (a) like something over the other, (b) participate actively in an activity, (c) pays greater attention to something that interests him and completely ignores something else.

This lack of interest in learning occurs in class XII Language 3 because students who have just entered high school are already in their teens. Youth is when individuals integrate into adult society when children do not feel below the level of their elders but feel similar or at least the same (Damayanthi et al., 2022). Entering modern society involves many affective aspects, more or less during puberty. In this regard, the phenomenon at SMAN 1 Susut, especially in class XII Language 3, has a low interest in learning. It can be seen when the learning process takes place. Physically students are healthy but need to be more enthusiastic about participating in the learning process in class (Devi et al., 2022).

In increasing students' interest in learning, the application of group guidance with group discussion techniques is an alternative to provide appropriate assistance because, "Group guidance is an activity carried out by a group of individuals using group dynamics" (Laxdal et al., 2020). It means that all participants in group activities interact with each other, express opinions freely and openly, provide feedback, and give suggestions. This open and free interaction starts from the formative to the final stages. Group guidance is a group activity that uses group dynamics for individuals to express their opinions, accept the opinions of others, and solve problems together to help individuals achieve optimal development (Daniilidou & Platsidou, 2018).

Research conducted found that group guidance services were very effective in solving problems faced by students, especially in increasing and developing interest in learning. In group guidance services, group activities and dynamics must be realized to discuss various valuable things for the development or problem-solving of individual participants (Widodo et al., 2020). It can indicate that group guidance services are one of the guidance and counseling services that help improving and developing students' interest in learning.

With this background, the researchers are interested in conducting research entitled "Implementation of Group Guidance With Group Discussion Techniques to Increase Learning Interest of Students SMAN 1 Susut".

METHOD
This research includes Classroom Action Research (CAR). Action research is "action research conducted by a teacher in a class or school, with a focus on improving or strengthening learning processes and practices" (Damayanthi et al., 2022). The target of this research improvement is that students in class XII Language 3 at SMA Negeri 1 Susut in

the academic year 2022/2023 who have a low interest in learning will then be given services in the form of group guidance using group discussion techniques.

This research was conducted at SMA Negeri 1 Susut, Bangli, in the academic year 2022/2023 with research subjects in class XII Language 3 as many as 26 students with details of 21 male and 5 female, among all students in the class, 5 people have low interest in learning, consisting of 4 male and 1 female. This type of research is classroom action research. This research was designed in two cycles. Each cycle consists of four stages of activity, namely: 1) planning, 2) action, 3) assessment, and 4) Reflection repeats cyclically. The research plan will be carried out over two cycles.

The data analysis technique used in this study is qualitative data analysis techniques, the percentage to find out how students' interest in learning increases after being given group guidance techniques using the formula as follows:

$$P = \frac{\text{Post Rate-Base Rate}}{\text{Base Rate}} \times 100\%$$

Furthermore, to find out the achievement score of students' interest in learning after being given group guidance techniques, the formula is:

$$p = \frac{x}{\text{SMI}} \times 100\%$$

RESULTS AND DISCUSSION
The description of the initial observation score taken is the result of daily observations; from the results of the initial description, it turns out that there are still 5 students who have learning discipline problems. The school's target is that all students should have high learning intentions. However, some students have yet to reach this target, so it is necessary to look again at the factors that cause their low interest in learning. Because the target has not been achieved, it is necessary to review the education and guidance process that has been carried out.

Preliminary observation results show that five students have a low interest in learning. Furthermore, you can see the conversions below to find the criteria for these students. Then, to find out the presentation of the achievement of the subject's learning interest, the formula is used:

$$p = \frac{x}{\text{SMI}} \times 100\%$$

Determining the high or low level of student interest in learning is used the following categories:

88 % - 100 %   = Very High
71 % - 87 %   = High
54 % - 70 %   = Medium
37 % - 53 %   = Low
20 % - 36 %   = Very Low

Table 1. Student Learning Interest

No	Students' Name	Sex	Score Total	Percentage of Interest in Learning	Category
1.	I Dewa Made Erdianta	L	41	41%	Low
2.	I Kadek Ardiawan	L	52	52%	Low
3.	I Made Wiliana	P	42	42%	Low
4.	I Wayan Pande Lunas Suputra	L	43	43%	Low
5.	Ni Komang Rika Diani	P	53	53%	Low
	Total		231	231	
	Average		46,2	46,2%	Low

Research Results of Implementation of Phase I Cycle

As mentioned above, the action steps taken in this first cycle of research are as follows: (a) Planning, (b) Action implementation, (c) Evaluation, (d) Reflection. From the monitoring results of the first cycle, it can be said that student's interest in learning has increased. The results obtained during the implementation of the group learning cycle I were obtained through a learning interest questionnaire. The following is a table of cycle I developments:

Table 2. Percentage of Increasing Students' Learning Interest in Cycle I

No	Students' Name	Score before action	Score after action 1	Enhancement (%)	Result (%)	Category
1	I Dewa Made Erdianta	41	54	31,7%	54%	Low
2	I Kadek Ardiawan	52	62	19,2%	62%	Medium
3	I Made Wiliana	42	55	30,9%	55%	Medium
4	I Wayan Pande Lunas	43	61	41,8%	61%	Medium
5	Ni Komang Rika Diani	53	65	22,6%	65%	Medium
	Total	231	297	146,2	297	
	Average	46,2%	59,4%	29,24%	59,4%	

The table above shows an increase in students' interest in learning after being given group guidance using group discussion techniques. The average increase in student learning interest is 29.24%. It can be concluded that group guidance services with group discussion techniques can increase students' interest in learning. A better improvement will be obtained by guiding cycle II. Based on the results of the evaluation of the first cycle, it can

be argued that the application of group guidance with group discussion techniques can help increasing students' interest in learning. It means that the better the use of group guidance, the student's learning interest will be increased. However, out of the 5 students who were given guidance, 1 (one) student did not meet the criteria, so they still needed more serious guidance to increase their interest in learning. The process of group guidance with group discussion techniques in Cycle I will be further strengthened in Cycle II to achieve the expected completeness.

Results of Research Implementation of Phase II Cycle
As mentioned above, the action steps taken in this second research cycle are Planning, Action Implementation, Evaluation, and Reflection. From the second cycle's monitoring results, student interest in learning has increased. The results obtained during the implementation of group guidance learning cycle II were obtained through a learning interest questionnaire. To find out the percentage of student's interest in learning, a descriptive statistical analysis was carried out, namely as follows.

Table 3. Percentage of Increasing Students' Learning Interest in Cycle II

No	Students' Name	Score before action	Score after action I	Score after action II	Enhance ment (%)	Result (%)	Category
1	I Dewa Made Erdianta	41	54	71	31,48%	71%	High
2	I Kadek Ardiawan	52	62	75	20,96%	75%	High
3	I Made Wiliana	42	55	72	30,90%	72%	High
4	I Wayan Pande Lunas	43	61	73	19,67%	73%	High
5	Ni Komang Rika Diani	53	65	78	20%	78%	High
	Total	231	297	369	123,01%	369	
	Average	46,2	59,4	73,8	24,602%	73,8%	High

Based on the second cycle evaluation results, students' interest in learning increased after being given activities through group guidance with group discussion techniques. Students' interest in learning increased because researchers knew the weaknesses in cycle I. These weaknesses were immediately anticipated and corrected in cycle II to increase students' interest in learning. However, the researchers believe that the guidelines still need improvement. Because this research was conducted in two cycles and the results were as expected, the learning activities were limited to cycle II only.

The two tables of Cycle I and Cycle II show that the achievement of students' interest in learning is from 46.2% to 59.4%, and the increase is 29.24% in Cycle I. In Cycle II the achievement of students' interest in learning is from 59.4% to 73,% and the increase is 24,60%. The results of the action show that the increase in students' interest in learning varies. Some students experience an increase below 10%, and some students experience an

increase above 10%. It means that the provision of group guidance with group discussion techniques can increase students' interest in learning. It turned out that after group guidance was carried out, an increase in learning interest did not only occur in students whose learning interest was very low and low. However, learning interest also increases in students with medium and high learning interests. The high increase in results is due to the motivation to follow guidance enthusiastically and learn to have the courage to express opinions. Students also gain a new understanding, such as when discussing something in a group will be very effective, especially in increasing interest in learning. The increase occurred based on the analysis, and the results support the theory underlying this research. Theoretically, it can be said that group guidance with group discussion techniques effectively increases student interest in learning. Thus, this can be used as capital for supervising teachers in dealing with student learning problems. This finding is in line with the results of the study Sariasih (2023), who stated that asking to learn is strongly influenced by the opportunity to interact among fellow students.

CONCLUSION
Group guidance has been proven effective in increasing students' interest in learning. This increase is known from the achievement of student interest in learning, namely from 46.2% to 59.4%, and the increase is 29.24% in cycle I. In cycle II, the achievement of students' interest in learning is from 59.4% to 73.8%, and the increase is 24.60%. It means that the better group guidance with group discussion techniques is used in dealing with student problems, the better the results obtained.

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