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THE EFFECTIVENESS OF GROUP GUIDANCE WITH MODELING TECHNIQUES ON STUDENT LEARNING INDEPENDENCE

Jihanda Nafisha[1], Yenti Arsini[2]
[12]Universitas Islam Negeri Sumatera Utara; Indonesia
Correspondence e-mail; jihanda0303202136@uinsu.ac.id

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Abstract

This study aims to determine the effectiveness of group guidance with modeling techniques in increasing student learning independence. This quantitative research with a one-group pre-test-post-test pre-experimental design aims to determine the effectiveness of group guidance with modeling techniques in improving the learning independence of students in grade XI MAS Plus Al-Ulum Medan. Data was obtained from a learning independence questionnaire, with a sample of 12 students selected using the purposive sampling technique. The data collection technique was carried out through pre-test and post-test, which was then analyzed using the Wilcoxon test. The results showed that group guidance with modeling techniques was effective in increasing students' learning independence, with a significance value of 0.002. This increase can be seen from the average pre-test score of 73.58 (low-medium) to 98.83 (medium-high) in the post-test. It is proven that group guidance with modeling techniques is an effective method to increase student learning independence.

Keywords

Effectiveness, Group Guidance, Learning Independence, Modelling Techniques, Students.

INTRODUCTION

Learning independence is one of the important aspects of student academic success. Ideally, students who are independent in learning can manage their time well, have high intrinsic motivation, and are responsible for their academic tasks without always having to depend on others. In the world of education, learning independence is an important indicator of achieving optimal achievement and preparing students to face higher educational challenges in the future (Khaira, 2022). Therefore, the right strategy is needed to increase students' learning independence so that they can develop optimally (Shah et al., 2024).

However, conditions in the field show that there are still many students who have a low level of learning independence. Students tend to be less disciplined in doing assignments, dependent on teachers or friends to understand the material, and lack initiative in looking for additional learning resources (Kokan, 2024). Factors such as lack of motivation, less varied learning methods, and lack of guidance in developing independent learning skills are the main causes of low learning independence among students (Moore, 2020).

Based on observations made at MAS Plus Al-Ulum Medan on June 4, 2024, it can be seen that the learning independence of students at the school is still low. Students show a lack of interest in learning, a low sense of responsibility, and a lack of confidence in facing academic challenges. If this is not addressed immediately, it can result in a decrease in learning achievement, not developing students' potential optimally, and the formation of habits of lack of discipline which can ultimately interfere with students' success in achieving learning targets (Amrulloh et al., 2024). In fact, in some cases, this condition can cause students not to move up the grade.

This study aims to determine the effectiveness of group guidance with modeling techniques in increasing student learning independence. Group guidance is one of the effective methods of guidance and counseling in helping students overcome their academic and personal problems. Modeling techniques in group guidance allow students to imitate the positive behavior of the given model so that they can improve their skills and attitudes in learning independently.

The results of previous research show that group guidance with modeling techniques has a positive impact on student learning independence. Several studies have found that students who receive this service have improved in managing study schedules, completing assignments independently, as well as having the initiative to find additional learning resources (Corno, 2023; Pollock & Tolone, 2020; Widyasari, 2017). In addition, other research also shows that modeling

techniques can increase students' motivation to learn and self-confidence, especially in facing academic challenges (Al-Kumaim et al., 2021; Aminullah & Balqis, 2023; Stupnisky et al., 2018). Compared to other tutoring methods, such as lectures or individual tutoring, modeling techniques are considered more effective because they allow students to directly observe and imitate learning strategies that have been proven to work, making it easier for them to apply them in their academic lives (Hasanah et al., 2022; Saripah et al., 2023).

Although various studies have proven the effectiveness of modeling techniques in increasing motivation and learning independence, several differences form the basis for this study. Most of the previous studies emphasized more on motivation and academic achievement in general, while this study focused specifically on the learning independence of secondary school students, especially at MAS Plus Al-Ulum Medan. In addition, previous studies used a lot of experimental approaches with control groups, while this study applied a pre-experimental design with a one-group pre-test and post-test, which aimed to see changes in the level of learning independence before and after being given group guidance services with modeling techniques.

By looking at the importance of learning independence in students' academic success, this research becomes very relevant to be conducted. The results of this research are expected to contribute to the world of education, especially in the field of guidance and counseling, by offering effective strategies to increase student learning independence. In addition, this research can also be a reference for guidance and counseling teachers in developing intervention programs that are more structured and based on student needs.

METHOD

This study uses a quantitative approach with a pre-experimental one-group pre-test-post-test design because there are no control variables and the sample is not randomly selected. This design allows researchers to compare students' learning independence levels before and after receiving group guidance services with modeling technique (Setyosari, 2020)This research was carried out from August to October 2024 at MAS Plus Al-Ulum Medan, which is located on Jl. Puri, Kotamatsum, Kec. The main source of data in this study is grade XI MAS Plus Al-Ulum Medan students who experience problems in learning independence. Data was collected through a learning independence questionnaire, which was filled out by students before (pre-test) and after (post-test) were given group guidance interventions with modeling techniques.

The research sample was selected using the purposive sampling technique, which is the determination of samples based on certain criteria according to the research objectives. In this study, the sample consisted of 12 grade XI students who had a low level of learning independence (Sugiyono, 2019). The criteria for low learning independence are based on the results of the pre-test learning independence questionnaire, which measures aspects such as the ability to manage time, initiative in completing tasks, and dependence on teachers or friends in understanding the material. The researcher looked at the criteria for low learning independence in grade XI MAS Plus Al-Ulum Medan students as follows:

Table 1. Categories of Learning Independence

Category	Score Range
Very High	127-150
Tall	103-126
Keep	79-102
Low	55-78
Very Low	30-54

Table 2. Research Sample

Research Sample		
Class	**Population**	**Sample**
XI	145 Students	The experimental group of 12 students (XI IPS, XI IPA)

The instrument in this study is a learning independence questionnaire. The analysis of this study uses nonparametric statistics with *the Wilcoxon signed ranks test*. The procedures of this research are: (1) Coordinating with counseling guidance teachers to identify students with low levels of learning independence as research subjects. Data from counseling guidance teachers will be used as the basis for selecting subjects, (2) Conducting *a pre-test* using a learning independence questionnaire, (3) Providing intervention to the experimental group in the form of group guidance services using modeling techniques during four meetings, (4) Carrying out *a post-test* with the same learning independence questionnaire as in the pre-test, and (5) Processing and analyzing *pre-test* data and *post-test* to see the difference in group guidance results.

Research Hypothesis

Alternative Hypothesis (Ha): Group guidance with modeling techniques is effective in increasing student learning independence.

Zero Hypothesis (H_0): Group guidance with modeling techniques has no significant effect on students' learning independence.

FINDINGS AND DISCUSSION

Findings

Learning Independence Conditions for Class XI MAS Plus Al-Ulum Medan Students Before and After the Implementation of Group Guidance with Modeling Techniques

The conditions for learning independence of students in grade XI MAS Plus Al-Ulum Medan before the implementation of group guidance with modeling techniques are as follows:

Table 3. Pre-test Descriptive Analysis

Category	Frequency	Percentage
Very High	0	0%
Tall	0	0%
Keep	6	50%
Low	5	41,67%
Very Low	1	8,33%
Total	**12**	**100%**

Based on the results of the descriptive analysis of Table 3 above, the learning independence of MAS Plus Al-Ulum Medan students out of 12 students there are 6 students in the medium category with a percentage of 50%, 5 students in the low category with a percentage of 41.67%, and 1 student in the very low category with a percentage of 8.33% which shows that the condition of student learning independence before being given group guidance services with modeling techniques. In the experimental group, it can be found that 100% are in the medium-very low category. The description of the learning independence data of students in grade XI MAS Plus Al-Ulum Medan after the implementation of group guidance with modeling techniques can be seen in the following table.

Table. 4 Post-test Descriptive Analysis

Category		Frequency	Percentage
Very High		0	0%
Tall		6	50%
Keep		6	50%
Low	0	0%	
Very Low	0	0%	
Total	**12**	**100%**	

Based on the results of the descriptive analysis of Table 4 above, the learning independence of MAS Plus Al-Ulum Medan students out of 12 students there are 6 students in the medium category with a percentage of 50%, 6 students in the high category with a percentage of 50% which shows that the condition of student learning independence after being given group guidance services with modeling techniques. In the experimental group, it can be found that 100% are in the medium-high category. The increase in the percentage of student learning independence in a high category proves that group guidance with modeling techniques can increase student learning independence. This is in line with the opinion that the results of the study show that there are benefits after group guidance is carried out to become more independent learners (Oktaviani et al., 2021).

In this case, students experience increased learning independence by showing reducing dependence on friends while studying, being able to overcome the fear of failure when learning, being able to increase learning motivation, developing the ability to solve problems while learning, being able to find new ways in the learning process and being more confident in their learning abilities.

The Effectiveness of Group Guidance with Modeling Techniques to Increase the Learning Independence of Class XI MAS Plus Al-Ulum Medan Students

This study used the *Wilcoxon* test to compare *pre-test* and *post-test* scores in 12 participants. The following are the results of the comparison of *the pre-test- post-test* score and the *Wilcoxon test*:

Table 5. Descriptive Analysis of Pre-test-Post-test Experimental Group

Pretest			Post-test		
It	**Category**	**Score**	**It**	**Category**	**Score**
1	Low	55	1	Keep	93
2	Low	64	2	Keep	93
3	Keep	79	3	Tall	103
4	Keep	82	4	Tall	103
5	Keep	85	5	Tall	106
6	Keep	86	6	Tall	104
7	Keep	88	7	Tall	113
8	Keep	79	8	Tall	106
9	Very Low	54	9	Keep	88
10	Low	70	10	Keep	92
11	Low	73	11	Keep	96
12	Low	68	12	Keep	89
Average		**73.58**	**Average**		**98.83**

Table 5 shows the increase in learning independence scores in 12 students from *the pre-test* to *post-test stages.* Before the intervention, most students were in the low and medium categories, with an average score of 73.58**.** After the intervention, there was a significant increase, where many students moved up to the medium and high categories, with an average *post-test* score of 98.83**.** The comparison of pretest and posttest scores can be seen in the following graph:

Graph. 1 Comparison of Pre-test-Post-test Scores

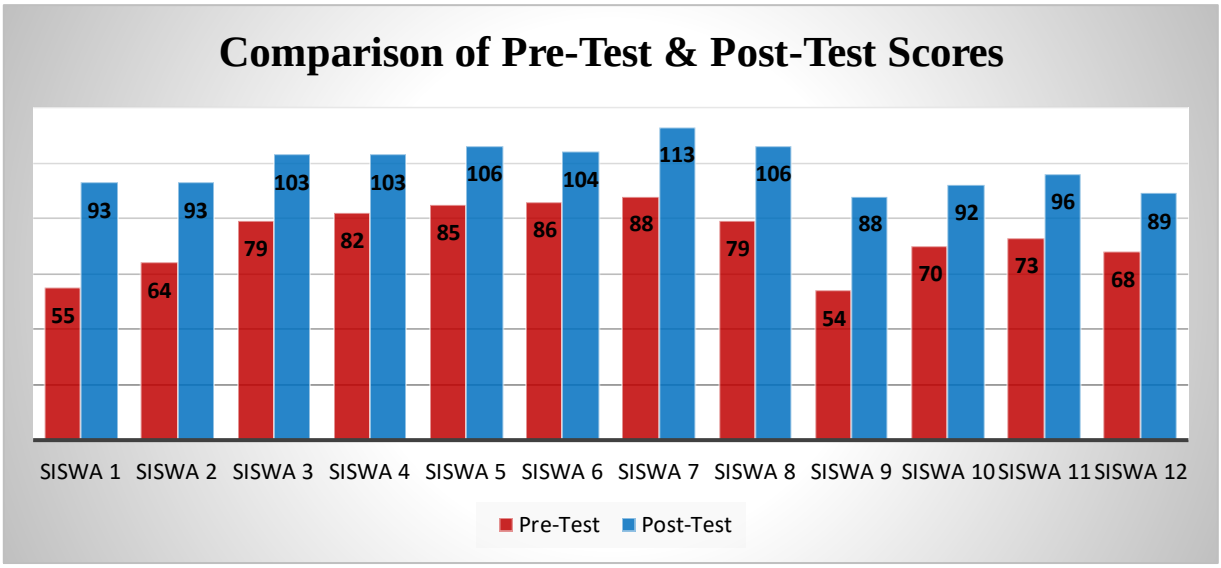

Table 6. Wilcoxon Test Ranks

Ranks				
		N	Mean Rank	Sum of Ranks
Pretest - Post-test	Negative Ranks	0a	0,00	0,00
	Positive Ranks	12b	6,50	78,00
	Ties	0c		
	Total	12		

Table 6 illustrates the results of data analysis through *the Wilcoxon* test to compare *pre-test and post-test* scores. In this study, the total number of students analyzed amounted to 12, and all students showed changes in grades. Based on the ranking grouping, there were no students who experienced a decrease in *post-test* scores compared to *the pre-test*, which was reflected in the number of negative ratings of 0 and the average negative rating of 0.00. In contrast, all 12 students showed an increase in grades, with an average positive rating of 6.50 and a total number of positive ratings reaching 78.00. In addition, no student has the same score on the *pre-test* and *post-test*. These findings confirm that all students experienced an increase in scores from the *pre-test* to the *post-test*, which is indicated by the absence of negative ratings and the existence of a positive average score.

Table 7. Wilcoxon Test

Test Statistics	
Post-Test - Pre-Test	
Z	-3.064b
Asymp. Sig. (2-tailed)	0,002
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The results of the analysis *of the Wilcoxon* test in Table 7 showed a significant increase in students' learning independence after being given group guidance with modeling techniques. The average pre-*test* score of 73.58 increased to 98.83 in *the post-test,* which indicates a fairly high increase. A Z-value of -3.064 with a significance of 0.002 (<0.05) confirms that the difference between *the pre-test* and *post-test* scores is statistically significant. In addition, all students showed an increase in scores (positive ratings) without any decrease, with an average positive rating of 6.50 and a total of 78.00.

Based on the guidance of the modeling technique group carried out, the implementation of the activity was adjusted to the objectives and topics to be discussed, including: At the *first meeting*, providing information about understanding and implementing the responsibility of learning independence. *The second meeting* discussed managing study time. *The third meeting* focused on discussing developing effective learning strategies. *The fourth meeting* emphasized building high learning motivation. In each meeting, information is provided with the application of modeling techniques to increase learning independence where students are invited to imitate the behavior of relevant models. Thus, strengthening students' awareness of the benefits of independence in learning, which ultimately encourages an increase in the category of student independence.

Discussion

Based on the results of the research that has been conducted, it was found that there was a significant increase in student learning independence after being given an intervention in the form of group guidance with modeling techniques. The data presented in Table 3 (pre-test) showed that before the intervention, out of 12 students who were the subjects of the study, none of the students were in the high or very high category of learning independence. A total of 6 students (50%) were in the medium category, 5 students (41.67%) were in the low category, and 1 student (8.33%) was in

the very low category. This condition indicates that the majority of students do not have optimal learning independence before following group guidance with modeling techniques.

After the implementation of the intervention, the data in Table 4 (post-test) showed quite significant changes. There are no more students who are in the low or very low category. A total of 6 students (50%) have moved up to the high category, while another 6 students (50%) are in the medium category. This increase shows that group guidance with modeling techniques has succeeded in increasing the level of student learning independence, which is characterized by reduced dependence on friends, increased initiative in learning, and the development of more effective learning (Brown & Palincsar, 2018; Cabı, 2018; Dörnyei & Muir, 2019; El-Sabagh, 2021).

When viewed from Table 5 which compares pre-test and post-test scores individually, it can be observed that all students experienced an increase in scores. In the pre-test stage, the average score of students' learning independence was 73.58, with the lowest score range of 54 and the highest score of 88. After being given the intervention, the average score increased to 98.83, with the lowest score range of 88 and the highest score of 113. This means that all students experience an increase in learning independence scores without exception.

Further analysis through the Wilcoxon test, as shown in Tables 6 and 7, confirms that this increase is statistically significant. In Table 6, it is shown that no students experienced a decrease in post-test scores compared to the pre-test (negative ranks = 0). On the contrary, all 12 students experienced an increase in scores (positive ranks = 12) with an average positive rating of 6.50 and a total positive rating of 78.00. These results showed that no student was stagnant or experienced a decrease in the aspect of learning independence after being given the intervention (Arrafiq, 2024; Darmadji, 2020).

Furthermore, the results of the Wilcoxon test in Table 7 show a Z value of -3.064 with a significance of 0.002. Since this significance value is less than 0.05, it can be concluded that there is a significant difference between the pre-test and post-test scores. Thus, the alternative hypothesis (Ha) in this study was accepted, while the null hypothesis (H0) was rejected. This means that group guidance with modeling techniques has been proven to be effective in increasing students' learning independence (Hermanto & Srimulyani, 2021; Hockings et al., 2018; Ramadhani et al., 2019; Reis & Renzulli, 2023).

The success of this intervention can be attributed to the social learning theory put forward by those who state that individuals can learn through observation and imitate the behavior of

models displayed by others (Kim & Ellison, 2022; Rumjaun & Narod, 2020). In this study, students were given examples of independent learning behaviors through modeling techniques applied in group guidance sessions. By imitating effective learning strategies, students more easily understand how to manage time, increase learning motivation, and build confidence in completing tasks independently.

The implementation of structured interventions is also a major factor in the success of increasing student learning independence. As already explained, this guidance program is carried out in four meetings with a different material focus in each session. At the first meeting, students were given an understanding of the responsibility of learning independently. The second meeting discussed how to manage time effectively. The third meeting emphasized efficient learning strategies, while the fourth meeting focused on strengthening learning motivation. With this gradual approach, students not only gain theoretical insights but also internalize and practice more independent study habits in daily life (Collins et al., 2018; Hu-Au & Okita, 2021).

When compared to other guidance methods that are more instructive or only oriented to providing information, modeling techniques provide a more real and applicable learning experience. By witnessing and imitating real-life examples of self-learning behaviors, students can more easily apply the acquired skills in everyday life (Chen et al., 2023; Mujahidah & Yusdiana, 2023). Therefore, it is not surprising that this method results in a significant increase in student learning independence (Bharathi et al., 2024).

Based on the hypothesis that has been formulated, this study tests whether group guidance with modeling techniques can increase the learning independence of students in grade XI MAS Plus Al-Ulum Medan. The null hypothesis (H0) states that group guidance with modeling techniques does not have a significant influence on students' learning independence (Asa et al., 2024; Yanti et al., 2022). Meanwhile, the alternative hypothesis (Ha) states that group guidance with modeling techniques has a significant influence on increasing students' learning independence (Fitriani, 2019; Wulandari, 2018).

The results showed that all students experienced an increase in learning independence, which was supported by statistical data on the pre-test and post-test tables and the results of the Wilcoxon test which showed a significance value of 0.002 (<0.05). Thus, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that group guidance with modeling techniques has been proven to be effective in increasing students' learning independence.

In addition, these findings are also in line with previous research which states that modeling techniques can improve various aspects of learning independence, including time management, intrinsic motivation, and the ability to complete tasks (Putri et al., 2024; Rahmatyana & Irmayanti, 2020; Siregar & Syarqawi, 2024). Thus, the results of this study not only provide new empirical evidence but also strengthen the findings of previous research.

CONCLUSION

Based on the results of the study, it can be concluded that group guidance with modeling techniques is proven to be effective in increasing the learning independence of grade XI students at MAS Plus Al-Ulum Medan with a significance value of 0.002 (<0.05). This technique allows students to observe and imitate positive behaviors that support independence, thus encouraging students to be more independent in learning. The increase in learning independence was seen from the shift in the category of student independence from low and medium levels with an average score of 73.58 to medium and high levels with an average score of 98.83 after participating in the intervention. These results support previous research that states that modeling techniques help shape positive behaviors in the context of learning. For future research, it is recommended that data collection methods be more varied, such as observation or interviews, to obtain more in-depth data. It is also necessary to consider other factors, such as family support and the learning environment so that the results of the study are more comprehensive.

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