

The Effectiveness of Group Guidance With Group Discussion Techniques To Develop Student Learning Ethics

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ABSTRACT

This research is motivated by the low learning ethics of students at SMA Batik 2 Surakarta due to the lack of understanding, knowledge, and application of learning ethics to students. This study aims to determine the effectiveness of group guidance services with group discussion techniques to develop the learning ethics of students of SMA Batik 2 Surakarta. The method in this study uses a quantitative method with a type of *pre-experimental design* research with a *One Group Pretest-Posttest Design design*. The sampling technique uses the *purposive sampling* technique, where the number of samples in this study is 8 students in class X.2. The data collection method uses questionnaires, interviews, and documentation. The validity test of the instrument using the *Pearson moment product*, reliability with the *Cronbach alpha* formula, and data analysis using a t test (*paired sample t test*). The results of data analysis with the t test (*paired sample t test*), showed that ($M = 144.25$, $SD = 4.432$) while the value of the post test after being given treatment changed to ($M = 156.38$, $SD = 8.601$) $t(7) = -4.371$, sig. (2 Tailed) = 0.003 $p < (0.05)$ meaning that there is a significant difference between the pre-test and post-test results. Based on the results of the test, it can be concluded that the group guidance service using the Group Discussion technique is effective in improving the learning ethics of students of SMA Batik 2 Surakarta.

Keywords: Group Guidance, Discussion Techniques, Learning Ethics

INTRODUCTION

Education is an effort to provide learning to students in order to develop their potential and provide knowledge about ethics and morals that apply in the community, family and school environment. Education is a conscious and planned effort to create an effective, active, and comfortable learning and learning atmosphere for students to develop the potential in students to form religious spiritual personalities, self-control, personality, intelligence, noble morals, and skills in students and society (Abd Rahman, et al. 2022). Students are obliged to have and understand attitudes and ethics that apply both in the family, community and school environment. Students must have ethics in communicating effectively so that relationships with others can be accepted and understood. However, in the school environment, there are many students who have problems with ethical communication with others, especially with teachers and staff.

Currently, especially Generation Z, there is a lack of application of learning ethics to peers, and especially to older people in the school environment, namely to teachers. There are many student news stories that dare to challenge their teachers because of the problem of a student who does not

accept being reprimanded by his teacher, as quoted from Okezone October 30, 2023, quoting about a high school student in South Barito, Central Kalimantan, who challenged his teacher to a fight after being told to tidy up his uniform.

The cause of problems like the one above is due to the lack of knowledge about ethics for today's students or teenagers. (NN Aisyah and N Fitriatin, 2025) said, Family, the environment where he lives, where he studies, and friends are other sources that can affect the moral crisis of young people. Moral crises can also be caused by deviant beliefs, which include a lack of faith, religion, and fear of God.

The consequences of the era of globalization also greatly affect the moral values of society, especially in the younger generation. The result of this clash of globalization is the moral decline of the nation's young generation. The morality of the young generation today is very concerning, especially behaviors that show indifference, such as lack of respect and respect for others (Kurniawan, 2023). If left unchecked, this can cause impacts or problems such as damaging one's reputation, decreasing trust from the surrounding environment, and difficulty building and maintaining good relationships with others. (Ardiyansyah, 2021) said that the decline in ethical and moral awareness of the younger generation can cause various social problems such as an increase in crime, the rampant abuse of narcotics, a loss of mutual respect and respect to an increase in delinquency in adolescents. So it is necessary to make concrete efforts to deal with it seriously, and one of them is by growing moral development for the youth generation.

Currently, ethical and moral problems regarding adolescents are one of the topics that need to be addressed immediately. The reality in today's society is that there are many phenomena of low morality, especially among teenagers. It can be said that the morality of teenagers today is critical and needs to be improved immediately. Parents and educational institutions are important tools to overcome the moral crisis of adolescents. Like a ship without a captain in the middle of a vast ocean, this is manifested by the increasing moral crisis faced by teenagers, including brawls between students, fights with parents and teachers, and bullying (Mewar in I Hudi, et al. 2024).

Ethics must be instilled in us from a young age, in order to become knowledge for us, besides that instilling and understanding from an early age also affects how we behave towards others, and how we respond to differences in ourselves, be it in terms of culture, customs, thoughts, opinions, customs and religion with others. Especially for learning ethics, in the school environment, especially students, they are obliged to instill learning ethics in themselves, because the school environment is a place to seek knowledge or education, therefore in the education environment students are obliged to instill and understand learning ethics in their school environment. (Putra, H. M. 2020) He said that learning ethics is an activity in seeking knowledge carried out by individuals where the activity makes them gain knowledge or knowledge by paying attention to manners, manners, and manners during the teaching and learning process.

Based on the results of interviews with BK teachers at SMA Batik 2 Surakarta there are still students who do not understand and apply learning ethics in themselves, such as talking to the teacher not using polite language, violating school rules and not listening to the teacher who is explaining the material, this is found in class X students.

One of the things that can be done to improve students' learning ethics is to provide group guidance services with group discussion techniques. Group guidance is a group activity carried out by a group of people at the same time in order to discuss several things that are useful to support their daily lives, both individuals, family members and the community as well as for consideration in decision-making as a form of preventing problems from arising in students and developing

students' potential. Group guidance is the process of providing assistance to individuals through a group atmosphere (group dynamics) that allows each member to actively participate and have various experiences in efforts to develop the insights, attitudes and/or skills needed in an effort to prevent problems from arising or in personal development efforts. (Winkel., in DD Wahyuningsih, 2020). Group discussions are an organized process that involves a group of people in informal face-to-face interaction with various experiences or information, conclusion making or problem solving. (Uthman, in Suci Prasasti 2024)

The results of *the pre-test data* were both experimental with the experimental method (pre-experimental) with the form of *the One-Grub Design pretest* obtained from the scale distributed by the researcher before the students received the service. The questionnaire was distributed online through a paper leaflet by the researcher and was done by class X.2 of SMA Batik 2 Surakarta, from 31 students who worked on the questionnaire, 8 students were selected who would later become a group (*One-Grub Design*).

METHODOLOGY

This study uses a quantitative method with a type of *pre-experimental design* research with a *One Group Pretest-Posttest Design*. The population in this study is 31 students in class X.2 of SMA Batik 2 Surakarta. The sampling technique uses *the purposive sampling* technique, where the number of samples in this study is 8 students in class X.2 of SMA Batik 2 Surakarta. The data collection method uses questionnaires, interviews, and documentation. The validity test of the instrument using *the Pearson moment product*, reliability with *the Cronbach alpha* formula, and data analysis using prerequisite tests, normality tests, homogeneity tests and hypothesis tests using t-tests (*paired sample t tests*).

RESULTS AND DISCUSSION

Tester Analysis requirements

a. Normality Test

The normality test is a test used to find out whether the data from each sample group is normally or abnormally distributed. The normality test this time was calculated using the Shapiro Wilk test because the number of subjects was < 100 and with the help of the IMB SPSS Statistics 25 program. The data tested is group data in the form of Pre-test and Post-test.

Table 1. Normality Test Ouput

Group	Shapiro Wilk Statistic	Df	Sig.
Pre-Test	.962	8	.826
Post-Test	.961	8	.822

The results of the normality test showed that the pre-test sig. value was 0.061 $p > 0.05$ and the post-test sig. value was 0.822 $p > 0.05$, then the data was normally distributed and then it could be continued to the homogeneity test and the paired sample t test.

b. Homogeneity Test

Homogeneity Test is a test that is carried out to find out whether any sample used in a study has variants that have the same conditions or homogeneous. If both samples have

homogeneous variants, they can be continued on the hypothesis test. This homogeneity test is to test whether the two data, namely pre-test and post-test, are homogeneous.

Table 2. Homogeneity Test Output

	<i>Living Statistic</i>	df1	df2	Sig.
<i>PrePost Based On Mean</i>	3.886	1	14	.069

The results of the homogeneity test in the pre-test and post-test groups showed that the significant value based on mean was $0.069 p < 0.05$, meaning that the data of the two groups were homogeneous which meant the same.

c. Hypothesis Test

The hypotheses proposed in this study are:

- 1) Null Hypothesis (Ho): There is no average difference between pre-test and post-test results to improve students' learning ethics, which means that group tutoring services with group discussion techniques to improve students' learning ethics are not effectively used to help the process of improving students' learning ethics.
- 2) Alternative Hypothesis (Ha): There is an average difference between pre-test and post-test results that improve student learning ethics, which means that group discussion technique guidance services are able to improve student learning ethics.

Decision Making in the paired sample t test based on the significant value (sig.) in the SPSS output results, as follows:

- 1) If the value of Sig.(2-tailed) < 0.05 , then Ho is rejected, Ha is accepted
- 2) If Sig. (2-tailed) > 0.05 , then Ho is accepted, Ha is rejected.

Table 3. Output Test Paired Sample t-test

Pre-Test		Post Test		t	Df	Sig. (2-tailed)	p
M	SD	M	SD				
144.25	4.432	156.38	8.601	-4.371	7	0.003	< 0.05

Based on the results of data analysis using *the paired t test* above, it shows that the *pre-test value* before being given before being given the service ($M = 144.25$, $SD = 4,432$) while the *value of post-test* or after being given the service changes to ($M = 156.38$, $SD = 8,601$, $t(7) = -4,371$, Sig. (2-tailed) = $0.003 p < 0.05$) meaning that there is a very significant difference between the *pre-test results* and *post-test*. It can be concluded that there is an increase after being provided with services in the form of group guidance services, group discussion techniques, to improve students' learning ethics.

Based on the above presentation, it is known and concluded that group discussion technique guidance services are able to help improve learning ethics in students. Like previous research conducted by (Arum Wulandari, . 2021), in carrying out cycle I it is felt that maximum results have not been achieved, cycle II is carried out. After cycle II, there was a significant increase in students' understanding of ethics. And the results of the Post Test II have been able to meet the expected target score of at least 86, so it is considered successful. In this second cycle, the use of the word given is easier to understand so that students are able to absorb the services provided by the researcher. The implementation of group guidance with discussion techniques can improve students in understanding ethics as seen from the results achieved by students

The results of the data that have been obtained prove that the group discussion technique has a positive impact on improving learning ethics in students. In addition, the results of the research from (Ahmad Toni, 2018) said that an alternative hypothesis (H_a) was accepted, which reads "There is an influence of group guidance services with group discussion techniques on the social ethics of grade VIII of SMP Kaartiyoso Semarang" was accepted. Meanwhile, the hypothesis of zero 5% and (H_o) is rejected. So it can be concluded that the effectiveness of group guidance services with discussion techniques to improve the social ethics of grade VII students of SMP Kartiyoso Semarang has increased after being provided with group guidance services with discussion techniques for 5 meetings.

Given the declining ethics in today's teenagers, this is unsettling for modern society. As a result, prompt and responsive efforts are needed to raise awareness of morality and ethics. Therefore, this research was conducted to find out what needs to be considered and done to overcome and improve ethical and moral crises. The authors hope that there will be an ethical crisis by conducting this research, and morality can decline but it can also bring about a moral state (Hadi et al., 2019). In addition, (Mewar, 2021) also stated that ethical and moral problems regarding adolescents need to be addressed immediately. The reality in today's society is that there are many phenomena of low morality, especially among teenagers. It can be said that the morality of teenagers today is critical and needs to be improved immediately. Parents and educational institutions are important tools to overcome the moral crisis of adolescents. Like a ship without a captain in the middle of a vast ocean, this is manifested by the increasing moral crisis faced by teenagers, including brawls between students, fights with parents and teachers, and bullying.

The provision of knowledge and understanding is related to the importance of improving students' learning ethics by inviting students to discuss and share ideas, opinions and ideas together blessed with the understanding and importance of applying learning ethics. According to Ulwan, A.N. (in Harahap, R. 2020) Students' learning ethics in themselves are a series of moral joints, behavioral virtues and instincts that students must do, habituated and practiced from childhood.

This group discussion technique has a great influence on the implementation of group guidance services so that the service process runs smoothly and has an impact on increasing students' understanding of learning ethics. According to (Aqib & Ali in Laila Hanum & Adrianus Dedy, 2021), the discussion method in education is a method of delivering lesson materials, where teachers provide opportunities for students to gather opinions, make conclusions, or formulate various alternative problem solving through group interactions, together exchanging ideas about an issue with the aim of solving a problem, responding to a problem, increase knowledge or understanding, so that they can make a decision. The purpose of using the group discussion method

is to increase the similarity of opinion or agreement to find the best formulation about a matter (Amaliyah, 2020).

CONCLUSION

Based on the results of research that has been carried out at SMA Batik 2 Surakarta regarding the effectiveness of group guidance services for Group Discussion Techniques to improve students' learning ethics, it can be concluded as follows:

1. The level of learning ethics of students in class X.2 of SMA Batik 2 Surakarta can be categorized as dominantly low. So, students' learning ethics need to be improved. This can be seen from the average *pre-test* results of the group.
2. The results of *the paired sample t test* in the experimental group showed a Sig.(2-tailed) value of $0.003 p < 0.05$ which means that there is a significant difference between *the pre-test* and *post-test results*. The statement can be said that there is an effectiveness of group guidance services, group discussion techniques, to improve the learning ethics of students in grade X.2 of SMA Batik 2 Surakarta.

Based on the results of the above research, it can be concluded that group discussion technique guidance services are effectively used to improve the learning ethics of students in grade X.2 of SMA Batik 2 Surakarta.

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