LEARNING GUIDANCE AS AN EFFORT TO CREATE STUDENT LEARNING INDEPENDENCE

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Abstract

With independent learning, a student can solve problems related to his studies without depending on the teacher or classmates. Then is the character of someone who believes more in his abilities and tries to be free from dependence on others in adjusting to his problems, based on a creative and innovative character. This community service uses the Participatory Action Research (PAR) method by directly extracting various information, then taking action as a solution to the problems identified by participating in developing the design and implementation of actions based on research results. The tutoring program aims to help increase students' independence in learning. With the tutoring program, the students became more enthusiastic about learning. Increased enthusiasm for learning can mean that students have increased learning independence.

Keywords: Learning guidance; learning independence; Participatory Action Research

Abstrak

Kemandirian belajar, membuat seorang siswa dapat menyelesaikan permasalahan yang berkaitan dengan pelajarannya tanpa bergantung kepada guru maupun teman sekelasnya. Kemudian adalah karakter seseorang yang lebih percaya kepada kemampuan sendiri dan berupaya untuk terbebas dari ketergantungan pada orang lain dalam menyesuaikan permasalahan yang dihadapinya, yang dilandasi dengan watak kreatif dan inovatif. Pengabdian masyarakat ini menggunakan metode Participatory Action Research (PAR), dengan terlibat secara langsung dalam penggalian informasi yang beragam, kemudian melakukan aksi sebagai solusi dari masalah yang sudah teridentifikasi, dengan ikut dalam membangun rancangan dan implementasi aksi yang didasarkan dari hasil penelitian. Program bimbingan belajar bertujuan untuk membantu meningkatkan kemandirian para siswa dalam belajar. Dengan adanya program bimbingan belajar tersebut para siswa menjadi lebih antusias dalam belajar

Kata kunci: Bimbingan belajar; Kemandirian belajar; Participatory Action Research

1. INTRODUCTION

Tutoring is intended for all individuals and aims to help individuals to understand themselves and act naturally. The tutoring approach is one of the basic guidance and counselling approaches proposed by Shertzer and Stone (Yusuf &

Nurihsan, 2010), who argued that "the process of helping an individual to understand himself and his world". That is, guidance is a process of assisting individuals in learning to understand themselves and their environment. Efforts that can help children develop abilities in the learning process are helping children in the process of perfecting their reasoning. This is as stated by Sunarto and Hartono (2006) that "Students may have difficulty in capturing and understanding abstract concepts" this statement can be interpreted that children in the learning process need to get direction and guidance so that they can develop their way of thinking.

Tutoring is a guidance program that contains principles, including (a) Tutoring is needed by all children in school. In a learning program, guidance activities are assumed to be needed by all children or students. Students need to gain self-understanding, acquire responsibility and have self-maturity and learning maturity. Besides that, they also need study guides to solve learning problems experienced to increase their learning independence. (b) Tutoring has a focus on student learning activities. Tutoring services are directed to assist student learning activities.

Learning is a child's actions and complex behaviour. As an action, learning is only experienced by the child himself. The child or student determines whether or not the learning process occurs. The learning process occurs because the child gets something in the environment. The environment that children learn is in the form of natural conditions, objects, animals, plants, humans and things that appear as learning behaviour.

Skinner in Dimyati (2009) learning is a behaviour when people learn, and the response becomes better; conversely, if he does not learn, then his response decreases. The opinion expressed above means that every study requires an attitude of independence in learning by each child so that the results can be optimal in learning. Furthermore, Spears in Arikarani (2017) states that Learning is to observe, read, imitate, try something themselves to listen to, to follow directions" which means that learning includes various kinds of actions starting from observing, reading, learning, trying, and listening to achieve goals. The opinions expressed in general are meant to be a process of changing behaviour through education and training to obtain knowledge. These changes are in the form of attitudes, habits, skills, and knowledge. The change starts from something that is not known and then mastered or owned.

With independent learning, a student can solve problems related to his studies without relying on the teacher or his classmates. Then is the character of a person who believes more in his abilities and tries to be free from dependence on other people in adjusting to his problems, based on a creative and innovative character.

Armed with independence in students will encourage them to do something else. As a character or personality, independence will become a psychological need for students. Students with a high level of independence will feel satisfied and proud

if they do it alone without help or depending on others. Independence is also a form of intelligence or intelligence. People with an independent spirit can make their own choices responsibly when they want to study or learn what they want to learn.

Ali Imron argues that learning on his initiative implies high internal motivation that the learner has, who takes much initiative when studying and always looks for ways to succeed. He will be free to do anything in his studies and not be bound by engineering from his environment. Students who have independence will try to solve learning problems they face on their initiative and will. Efforts to learn in order to increase competence and behaviour are carried out creatively and innovatively. Learning independence is the existence of learning activities that are regulated by oneself, self-aware, and independent. Independent learning emphasizes setting one's own needs or the nature of independent learning (Sriyono, 2016).

In independent learning, students do not depend on other people as a source of learning in solving their learning problems. To achieve learning goals, students are required to be active as individuals without depending on others. Liang Gie defines learning independence as a situation that allows a person to gain knowledge, understanding, and skills on his own initiative or initiative. This identifies the existence of internal factors within students, such as motivation, initiative, confidence and self-confidence, as well as a positive self-concept which provides opportunities to improve learning outcomes. Students with high motivation must become knowledgeable people, master the material or be experts in certain subjects (Sriyono, 2016).

2. METHOD

This community service uses the Participatory Action Research (PAR) method by directly extracting various information, then taking action as a solution to the problem that has been identified by participating in developing the design and implementation of actions based on research results. The basis for conducting PAR is getting the desired changes (Kosasih, 2018).

Through the PAR method, community service is still ongoing with conducting outreach. However, it is also carried out with research and mentoring and connecting all together in social change in society. In general, the stages of the PAR method are summarized into a cycle that starts with the observation and reflection stage and then proceeds with the action plan and the action or program implementation stage (Octavian & Dianti, 2022). This cycle does not stop at the action/action stage. However, it continues into the evaluation stage, which will then return to reflection, advanced program planning and program implementation until social change occurs as a common goal. Whereas in the implementation of the tutoring program for students in Gondangan Hamlet through several stages, namely the stage of problem identification through field observation, then proceeding with the program planning

stage, followed by action or program implementation, and the last is the evaluation stage.

3. RESULTS AND DISCUSSION

Tutoring, better known by the abbreviation Bimbel already exists a lot, especially in big cities. Bimbel is a place for non-formal learning that specifically provides learning only in certain subjects, such as mathematics, English or other subjects that are tested, usually on subjects in the National Examination. Guidance is assistance or assistance given to individuals or groups of individuals in avoiding or overcoming difficulties (Walgito, 2000). Learning is a process characterized by changes in a person. These changes result from the learning process, which can be shown in various forms, such as changes in knowledge, understanding, attitudes and behaviour, skills, abilities and abilities, as well as changes in other aspects that exist in individuals who learn (Sudjana, 2011).

Tutoring is the effort of supervising teachers to assist students in overcoming various learning problems during the teaching and learning process (Ahmadi & Rohani, 2001). The purpose of tutoring is to help students get a good adjustment to learning situations. With this guidance, it is hoped that each student can learn as well as possible, according to the abilities that exist in him (Djumhur & Surya, 2008).

According to Yusuf and Nurihsan (2010), tutoring objectives are: (1) So that students have positive study attitudes and habits, such as reading books, and discipline in learning. (2) Having a high motive for lifelong learning, (3) Having effective learning skills or techniques, such as reading books, using a dictionary, taking notes, and preparing for exams. (4) Having the skills to set educational goals and planning, such as making study schedules, doing assignments, and establishing oneself in lessons, and (5) Having mental readiness and the ability to face exams.

Only some students can solve problems related to learning. Often these abilities must be facilitated by teachers and supervising teachers to be realized. Even though a student may have good potential, the person concerned cannot develop it, and the learning outcomes are not good. On the other hand, it shows that the presence of other people, in this case, teachers and supervising teachers, is very important to help develop students' potential and deal with learning problems. Teachers and supervising teachers have broad opportunities to jointly with their students develop various potential abilities that are expected to support their learning activities.

Independence is a very important aspect for every individual. A person living this life is inseparable from trials and challenges. Individuals with a high level of independence are relatively able to face all problems because independent individuals do not depend on others and always try to face problems on their own, which is an atmosphere in which a person is willing and able to realize his will and

desires. An independent child is the dream of every parent. Independence arises when a child feels able to do something. Children can help themselves, interact socially and solve problems they face. Besides that, children are also able to think and act for themselves. Realizing the importance of tutoring for students, service activities in Gondangan Hamlet are in the form of study assistance.

The implementation of the tutoring program for SD/MI students in Gondangan Hamlet through several stages, namely the problem identification stage through field observation, then proceeding with the program planning stage, followed by action or program implementation, and the last is the evaluation stage.

a. Identification of the problem is made by observing the children when reciting the Koran at TPQ and conducting interviews with these children.

b. From the results of observations, then proceed with action planning through collaboration with fellow students to help assist students in learning.

c. The plans that have been arranged are then implemented through the implementation of tutoring conducted by the service team every after the Maghrib prayer or in the afternoon after school.

d. At the end of the program implementation, results were obtained from increased student enthusiasm for learning based on conditions in the field and the opinion of one of the student's parents.

4. CONCLUSION

The implementation of the service that has been carried out has produced several benefits, including:

a. The tutoring program aims to help increase students' independence in learning.

b. With the tutoring program, students become more enthusiastic about learning.

b. Increased enthusiasm in learning can mean that students have increased learning independence.

c. It is hoped that parents can accompany their sons and daughters to study so that the students' enthusiasm remains, not only when there is still a Pangadik service team.

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