



The Effectiveness of Guidance and Counseling Monopoly Media for Increasing Academic Self-Efficacy for High School Students

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Abstract

This study aims to ascertain whether the use of guidance and counseling monopoly game media can increase high school students' self-efficacy in their academic endeavors. Five students from class XI with low academic self-efficacy measurement scores participated in this study using an experimental method with a one-group pre-posttest design. The instrument for measuring academic self-efficacy is a data collection technique used in this study. The t test was used in parametric data analysis by the researchers. It can be seen from the results of the t test that H_0 is rejected and H_a is accepted because sig (2-tailed) has a value of 0.010, which means <0.05 . According to research findings, monopoly guidance and counseling media have an effect on helping high school students increase their academic self-efficacy by using group guidance services.

Keywords: *Guidance and Counseling Monopoly Game; Group Conseling; Academic Self-Efficacy*

Introduction

The world is currently experiencing unavoidable changes in the industrial era 4.0, so there is a need for adequate preparation in terms of human resources to be able to compete globally (Mahmudah & Putra, 2021). Education will help individuals develop knowledge and abilities, improve the quality of life, and better understand themselves (Fauziyah, 2021). The importance of innovation and creativity in education in order to form a generation that will influence change (Ainia, 2020). It is undeniable that education today requires something new to develop the learning process and build students' enthusiasm for learning.

Students at school will basically face several obstacles, one of which is academic-related (Prihastyanti & Sawitri, 2020). A valuable indicator of the effectiveness of the learning experience is the importance of interaction by students with instructors or teaching staff and with other educational resources (Megawaty, 2020). Such as giving good grades to student performance results, giving praise, announcing student achievements, and giving students permission to do what they want (Lutfiwati, 2020). It should be noted that giving awards to students also affects their belief in their abilities. In achieving self-learning readiness, this is formed through a process of building self-confidence, which is also influenced by learning motivation (Mufidah et al., 2021).

There are various appropriate solutions for evaluating the quality of achievement to be achieved, one of which is that students must have high self-efficacy to try to achieve academic achievement (Bandura, 1997). Learning achievement is basically to improve skills, abilities, and knowledge in student self-development (Sukmadinata, 2016). This academic self-efficacy is a strong belief in the process of achieving optimal achievement (Salim & Muhammad Fakhurrozi, 2020). Academic self-efficacy is an individual's attitude towards their ability to complete academic assignments, learn and act in certain fields or situations, and train their own strength to achieve goals (Warda et al., 2020). The range of levels of assignments offered, the generalization of skills across activities, and strengths in completing objectives are all examples of the academic function of self-efficacy (Ifdil et al., 2019).

Based on the data obtained by researchers at high schools, it shows that students have varied academic self-efficacy, including learning burnout and a lack of confidence during presentations. Students are unsure of their abilities, but are ready when doing assignments or exams. Attitudes toward these students indicate that academic self-efficacy in each individual can be categorized into high, medium, and low groups. Kristanti & Pravesti (2021) found symptoms of academic self-efficacy at SMA Intensive Taruna Pembangunan Surabaya, such as when facing exams, some students showed tense, anxious facial expressions and often looked right and left because they depended on the answers from other friends.

Academic self-efficacy in social cognitive theory states that individual achievement influences the interaction between behavior, personal factors, and environmental conditions (Bandura, 1986). Games can increase academic self-efficacy and help change students' perceptions of their insecurities to become confident (Salsabila & Ariyanto, 2022). Improving students' abilities can be done through appropriate media models and methods (Fitriani et al., 2021). The current challenge for guidance counselors is being able to prepare specific strategies for introducing students to traditional games while instilling various guidance materials in the form of character values (Putri et al., 2019). Games will provide real-life experiences and encourage students to improve their cognitive abilities (Fitriyah & Ratnawati, 2021).

The description above is supported by research that has been conducted by Wulandari & Pravesti (2021), who found that the game of snakes and ladders of belief can effectively be used to increase students' academic self-efficacy through pre-posttest results and treatment using these media. UNO card game media can develop student character (Septyani et al., 2021). Guidance and counseling media is a tool that can be used to channel messages that can stimulate students' thoughts, feelings, concerns, and availability in understanding themselves, making decisions, and helping to overcome the problems they face (Nursalim, 2015).

In guidance and counseling services, media can be helpful for streamlining the delivery of messages or information, getting around space constraints, and improving student good behavior (Prasetiawan & Alhadi, 2018). Through group guidance services, researchers employ guidance and counseling monopoly media to raise students' academic self-efficacy. Group guidance is a briefing process carried out by the guidance and counseling teacher within the group at one time (Fadilah, 2019). Group guidance is usually carried out by four to eight students. Group guidance can make it easier for students to interact with each other so that a good guidance process can be achieved.

Method

Quantitative research is a type in this study with experimental methods. The treatment design in this study used the One Group Pre-Posttest Model, where this research model was applied to a single group by giving a pre-test to a single group before being given treatment (treatment) and giving the test again at the end (post-test) after being given treatment (treatment).

In this study, the subjects were class XI students at SMA Negeri 15 Surabaya who had problems with their academic self-efficacy. This study uses the following procedure:

1. A preliminary study.
2. Collect all data about what high school students need, especially in the field of guidance and counseling.
3. Designing Guidance and Counseling Monopoly Media.
4. Collect data based on the results of the pre-test of high and low scores regarding academic self-efficacy.
5. Respondents were given a treatment in the form of providing services in a group model using guidance and counseling through monopoly media.
6. After the treatment has been carried out, respondents are given a post-test to see the difference between before and after being given services using monopoly guidance and counseling media in increasing students' academic self-efficacy.

The sampling for this study used a purposive sampling technique, with the aim that the samples to be studied were easy to find based on consideration of samples from populations that fit the criteria both in terms of quality and characteristics (Sugiyono, 2016). The distribution of instruments to respondents uses the Google form. The research instrument used a questionnaire with a scale of academic self-efficacy measurement. This type of measurement scale uses a Likert scale to measure readiness for learning, which is written on the item easy to find based on consideration of samples from populations that fit the criteria both in terms of quality and characteristics (Sugiyono, 2016). The distribution of instruments to respondents uses the Google form. The research instrument used a questionnaire with a scale of academic self-efficacy measurement. This type of measurement scale uses a Likert scale to measure readiness for learning, which is written on the item. The results of the validity and reliability tests using Cronbach's alpha contained 30 valid statement items. The effectiveness of guidance and counseling monopoly media to increase student self-efficacy in academics will be calculated using the paired sample T test with the help of the SPSS 25.0 program. The t test is carried out if the data obtained is normally distributed. Testing this hypothesis uses the following conditions: 1) if the probability (p) is greater than >0.05 , then H_a is rejected; and 2) if the probability (p) is less than <0.05 , then H_a is accepted.

Result

The academic self-efficacy measurement scale is given to determine the level of academic self-efficacy in students before and after playing Monopoly guidance and counseling games. The user subjects were high school class XI students who had been carried out by five high school students in class XI IPS 1. The user subjects were taken using simple random sampling, where the user subjects were taken through a pre-test and then determined using the "Spin the Wheel" application. The assumption used is that students in class XI still have low academic self-efficacy that needs to be improved. From these data, the results of the pre-posttest were compared to determine the success of the guidance and counseling monopoly game used. The following data from the pre-test and post-test results can be seen in Table 1 below.

Table 1. Pre-test and Post-test Result

No.	Nama	Pre-test	Post-test
1	ACN	79	89
2	PH	78	86
3	MP	76	86
4	NTRM	78	86
5	CAD	75	89

From the results of the calculation of the pre-test and post-test values above, it appears that there is an increase in group guidance activities using the guidance and counseling monopoly game media. Meanwhile, the results of the t test with the help of SPSS 25.0 can be seen as follows.

Table 2. T Test Result

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	-7,750	2,630	1,315	-11,935	-3,565	-5,894	3	,010

The results obtained are: 1) the first aspect has a large t score of -5,894; 2) significance (2-tailed) of 0.010 where this score is less than 0.05. Based on these calculations, H_0 is rejected or H_a is accepted, so it can be concluded that the guidance and counseling monopoly game media can improve academic self-efficacy in students.

Discussion

The use of guidance and counseling monopoly games shows an increase in students' academic self-efficacy. Academic self-efficacy is something that can be trained through an interactive learning process. Students must be assisted in creating confidence in their own abilities when interacting anywhere, especially at school, with an understanding that is easy to understand (Indriani, 2022). Social interaction is a reciprocal relationship between individuals and individuals, individuals and groups, and groups and groups (Gaho et al., 2021).

Guidance and counseling monopoly games provide an overview to help facilitate student interaction in the learning and personal-social categories. The interactions that occur in the monopoly game are between students and other students, and between students and guidance and counseling teachers. This happens because the guidance and counseling monopoly game is in the realm of the group. The social interaction that is formed in the guidance and counseling monopoly game becomes the basis for how students are prepared when faced with their school assignments in order to achieve the expected goals.

The guidance and counseling monopoly game will give a score on each indicator just to find out how capable and active the student is in doing the game. If he cannot complete his mission, then the score will be thrown to the student who helped complete the mission. The results of the analysis on students who played the monopoly game showed that all students were able to carry out their missions well, were active, and even had enthusiasm to help each other. The impact that happened next was that students became brave enough to argue when the discussion was in progress.

The success of the guidance and counseling monopoly game to improve academic self-efficacy in students is not only determined by the quality of the media in the game, but there are interactions that can be considered by the guidance and counseling teacher as the basis for achieving student learning levels. Students are trained to be confident through academic challenges, dare to express opinions, and answer questions given by guidance and counseling teachers in accordance with self-efficacy theory.

Guidance and counseling monopoly games are media that can form more interaction between students and students and teachers. Media is something that can stimulate feelings, attention, thoughts, and abilities to encourage teaching and learning in students (Sujiono, 2005). The accuracy of the learning media used will make it easier for students to participate in teaching and learning process activities and can help teachers communicate with students (Oktasari et al., 2019). The use of media games in the

process of counseling services can improve reading skills, social interaction skills, self-esteem, reduce fear in speaking and interpersonal competence, and increase students' academic self-efficacy (Ayuningtyas et al., 2022).

The conclusions obtained based on the description above are that learning using media can help students increase social interaction and overcome problems in the academic field, especially for students who have low academic self-efficacy. According to the research conducted by Ardiansyah & Pravesti (2021), monobilling media experiences significant effectiveness in increasing academic self-efficacy in high school students, meaning that the media is effective to use. Supported by the research of Wulandari & Pravesti (2021), the snake and ladder game media is effective and appropriate to use based on media expert tests and can increase student self-efficacy. The Self-Efficacy Wheel game media is suitable for use in providing guidance and counseling services and is effective for increasing self-efficacy in high school students (Kristanti & Pravesti, 2021).

Conclusion

Based on the results of the data analysis in the previous description, it can be concluded that the guidance and counseling monopoly game media are very effective for increasing academic self-efficacy in high school students. After students who have low academic self-efficacy are identified, they are then given treatment by playing guidance and counseling monopoly games so that they experience an increase. Significant changes that occur in increasing student academic self-efficacy can be seen from the average score on the pre-test data and post-test data that have been given. These results include having an average pre-test score of 77.2 and a post-test score of 87.2 and experiencing an increase of 10%. The results of parametric statistical data analysis using the T-test using the paired sample T-test show that the sig value is 0.010 and is less than 0.05, so the results obtained are that H_0 is rejected and H_a is accepted. So it can be concluded that the use of guidance and counseling media, such as video games, has an influence on increasing the academic self-efficacy of high school students.

Suggestions for future researchers and counseling teachers can use monopoly guidance and counseling media to help overcome student problems in the academic or personal-social fields through group guidance services. It can be re-examined the guidance and counseling monopoly game medium to increase academic self-efficacy in high school students. With group guidance services, students are able to be actively involved in discussions and convince themselves of their abilities.

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