

## Application Of Classical Guidance With The Jigsaw Method To Improve Peer Social Relationships

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### ABSTRACT

The problem of social relationships of peer friendships among students is often an important problem in the scope of education. Lack of socializing results in conflicts between friends. The purpose of this study was to see whether social relationships can be improved by using the Jigsaw method on grade X students in Senior High Schools. The method used is Classroom Action Research by implementing 4 stages, namely planning, action, observation, and reflection. The study was conducted with 2 cycles where there was an increase with the implementation of classical guidance with the jigsaw method, in the results of cycle I the percentage value showed 48.5% with a sufficient category then in cycle II it increased to 81.7% with a high category. So it can be concluded that the classroom action research was successful

**Keywords:** Classical Guidance, Jigsaw, Social Relations, Jigsaw

### ABSTRAK

Masalah hubungan sosial pertemanan sebaya di kalangan peserta didik sering kali menjadi masalah penting dalam lingkup pendidikan. Kurangnya bersosialisasi berakibat munculnya konflik antar teman. Tujuan dari penelitian ini untuk melihat apakah hubungan sosial dapat ditingkatkan dengan menggunakan metode Jigsaw pada peserta didik kelas X di Sekolah menengah Atas. Metode yang digunakan adalah Penelitian Tindakan Kelas dengan menerapkan 4 tahapan yakni perencanaan, tindakan, observasi, dan refleksi. Penelitian dilakukan dengan II siklus dimana telah terjadi peningkatan dengan dilakukannya penerapan bimbingan klasikal dengan metode jigsaw, pada hasil siklus I nilai presentase menunjukkan 48,5% dengan katerogori cukup lalu pada siklus II meningkat menjadi 81,7% dengan kategori tinggi. Sehingga dapat disimpulkan penelitian tindak kelas berhasil

**Kata Kunci:** Bimbingan Klasikal, Jigsaw, Hubungan Sosial, Jigsaw

### Introduction

Adolescence is an important phase in the development of students in schools, where they begin to seek self-identity and independence, but still need the presence of others. As social beings, individuals cannot be separated from the influence of those around them, be it peers, teachers, or parents. Social interaction is an important part because through relationships with others, individuals can learn to understand different perspectives, develop empathy, and form attitudes and behaviors that are in accordance with applicable social norms. The presence of others, especially in the school environment, is one of the important factors that influences how they think, behave, and act Pusitaningtyas, (2016).



In the scope of education, social interaction helps adolescents hone their ability to adapt to environmental demands. Students learn to adjust to existing expectations, both from peers and from teachers. With the support of a positive social environment, students can develop the self-confidence and social skills needed to face challenges in the future. Without the presence of others, this social learning process will be hampered, and adolescents may have difficulty navigating the changes and demands that come from the school environment.

In the school environment, students cannot avoid social interactions with their peers. For some students, communicating and establishing social relationships feel easy and natural. Individuals can quickly build connections, understand group dynamics, and adapt to various social situations in school. This ability helps students to adapt more quickly and feel comfortable in the school environment, which then has a positive impact on well-being and academics. However, not all students have ease in social interactions. This is in accordance with the explanation from Khusniyah, (2018) that some face major challenges in communicating with their friends and parents, either due to personality factors, past experiences, or lack of social skills. These difficulties often make them feel isolated and less confident in building social relationships. As a result, they may experience obstacles in their learning process and social development at school. Support from BK teachers and the surrounding environment is very important to help students who experience these difficulties to develop the necessary social relationships and feel more comfortable in interacting with their peers.

This phenomenon is often seen in class dynamics, especially when forming groups. Some students appear enthusiastic and actively participate, quickly finding their place in the group and contributing maximally. They feel comfortable and confident in interacting with their friends. However, there are also those who appear passive and reluctant to get involved, because they feel awkward or lack confidence. In fact, the ability to work together in groups is very important in the learning process, because this social interaction helps them to learn from each other and exchange ideas. At SMA Negeri 11 Surabaya, each student will be in the same class with their friends for two years, from grade XI to XII. This means that they will have enough time to get to know and work with the same people. However, for students who tend to be passive or have difficulty interacting, these two years can be a challenge if students do not get support to overcome difficulties in communicating and working in teams.

If this problem is left unaddressed, passive students or students who have difficulty interacting socially will face obstacles in developing their potential. The inability to adapt and communicate well in the social environment of the school can make students feel uncomfortable. This not only affects social relationships between students but also creates discomfort among students. As a result, the learning atmosphere in the classroom becomes less conducive, and the potential for conflict can increase (Abduloh et al., 2022). Based on observations with subject teachers and BK teachers, it is clear that low social relationships among students have a negative impact on learning and academic achievement. Students who are passive and have difficulty interacting tend to lag behind in following lessons, due to lack of involvement and communication with friends and teachers. Students may find it difficult to ask for help or share understanding, so that their



ability to grasp the subject matter well is limited. Therefore, the importance of the role of schools and teachers in creating a diverse and supportive environment, so that every student, both active and passive, can feel accepted and motivated to participate in groups and class activities.

According to (Sukaesih, 2023) Social interaction occurs when there is a reciprocal relationship between one person and another, where both parties influence each other. In this interaction, each individual feels the impact of the actions or attitudes of others, and at the same time also has an influence on that person. Therefore, the role of the BK teacher to help facilitate these problems is by providing classical guidance services. (Fara, 2017) Explains that classical guidance is a form of service available to BK teachers as a facility for prevention before problems occur and the scope in one class. The purpose of classical guidance is to provide the understanding and skills needed by students in facing various challenges, both at school and in everyday life. There is a method used to support classical guidance services, namely the jigsaw method.

The jigsaw learning method is a formation in small groups in class, where each group member is responsible for understanding the agreed material, the application of the jigsaw method is carried out by explaining the material to other groups by explaining the agreed material. The jigsaw learning method is a collaborative approach in which students are divided into small groups, and each group member has the responsibility to study and understand a certain part of the agreed material (Fridaram et al., 2020). After that, they will meet with other group members who are studying the same part of the material to discuss understanding. This activity is in line with previous research by (Sukaesih, 2023) that there was an increase in student activities. Meanwhile, from (Kusuma, 2018) Jigsaw helps students to build cooperative and social characteristics between members.

Based on this phenomenon, where there is a need to improve social relations among students, a classical guidance service was created using the jigsaw method. This method was chosen because it is able to encourage students to interact with each other, work together, and share understanding with their peers in groups. Through the application of classical guidance with the jigsaw method, students can be more active in participating, so that social relations and friendships between them become closer. Therefore, the researcher is interested in compiling a Guidance and Counseling Action Research (PTBK) entitled "Application of Classical Guidance Jigsaw Method to Improve Peer Social Relations," which aims to explore the effectiveness of this method in improving the quality of social interactions among students.

## **Research Methods**

Classroom Action Research (CAR) is a research approach that aims to improve learning practices through a continuous cycle of planning, action, observation, and reflection (Saraswati, 2021). In Guidance and Counseling, this research is known as Guidance and Counseling Action Research (PTBK). PTBK focuses on improving guidance and counseling services in schools, either through classical, group, or individual guidance. The goal is to find effective solutions to problems faced by students, as well as to improve the quality of services provided by BK teachers or counselors. PTBK is carried out using a method similar to PTK, where BK teachers plan for the treatment or actions to be taken



based on the problems that have been identified. These actions are then implemented, the results are observed, and evaluated through reflection. The results of this reflection are used to plan the next action, so that continuous improvement occurs.

According to (Daniswari et al., 2022) Classroom Action Research (CAR) in Guidance and Counseling, or known as PTBK, is an approach to improving the quality of BK services in schools. In PTBK, BK teachers design and implement actions aimed at improving the process and results of guidance services. These actions are carried out in response to problems or needs that arise during the implementation of services. In other words, PTBK not only focuses on identifying problems, but also on finding solutions and continuously improving the effectiveness of counseling services. Through the cycle of planning, implementing, observing, and reflecting, counselors can measure the extent to which the actions taken have succeeded in improving conditions and meeting the goals that have been formulated. In addition, PTBK also aims to solve problems faced by students during the guidance service process. BK teachers use data and findings from PTBK to evaluate and refine the approach, ensuring that the services provided are truly in accordance with the needs of students. With the right and evidence-based actions, PTBK helps create a more supportive environment for students to develop academically. Ultimately, PTBK becomes a very important tool for counselors to achieve successful BK services, ensuring that every service provided has a positive impact on student development.

This research was conducted at SMAN 11 Surabaya in class X.3, and was conducted in collaboration with the BK teacher at the school. This research aims to improve social relations among students in the class. Collaboration with the BK teacher is very important because they have a deep understanding of the social dynamics in the class and can provide valuable input regarding groups of students who need services. The research process involved close collaboration with the BK teacher to ensure that the strategies implemented in classical guidance can address the needs of students and improve social relations. The BK teacher plays a role in providing support and input during the implementation of the research, so that the services provided are more effective with the conditions in the field.

In this study, data collection was carried out through two main methods: direct observation during classical guidance service activities and the results of the evaluation questionnaire of the activity. Direct observation helps researchers to directly see the dynamics and interactions during the guidance process, while the evaluation questionnaire provides quantitative data on the effectiveness of the services provided. Data collected from these two sources were then used to evaluate how well classical guidance services have influenced social relationships among students. Data analysis was carried out by calculating the comparison of scores obtained from the evaluation questionnaire, following the criteria set by Sudjana. According to Sudjana (2018), in determining the category of quantitative data, there are five classifications used to assess the results: very good, good, quite good, less good, and very less.



Table 1 Data Classification

No.	Percentage (%)	Qualification	Category
1.	80-100	A	Very good
2.	60-79	B	Good
3.	40-59	C	Enough
4.	20-39	D	Not good
5.	0-19	E	Very less

The success indicator of this study can be measured through changes or improvements in students' understanding of the impact of classical guidance services that have been implemented. Success is assessed based on how effective the service is in improving social relationships among students. If classical guidance services are successful, students should show improvements in social skills, more positive interactions with their peers, and a better understanding of the importance of social relationships in the school environment.

## Results And Discussion

The initial step in this study was the pre-cycle activity, where the researcher conducted observations and interviews with the BK teacher to understand the conditions of students in class X. The results of data collection, through a questionnaire on behavior and social relationships, showed that around 38.5% of students still did not understand the importance of building good social relationships with peers. Based on these findings, the BK teacher recommended that classical guidance services be focused on class X.3, with the aim of improving students' understanding and skills in building positive social relationships among students.

### Cycle I

#### Planning

In the planning stage, the researcher prepared a classical guidance service with the topic of Establishing Positive Friendships. The researcher prepared a Service Implementation Plan (RPL) which includes how the guidance will be implemented. In addition, the researcher also prepared the method that will be used in classical guidance, namely the jigsaw method. This method was chosen because it can encourage active participation and collaboration among students. The activity was carried out when there was a BK hour in class X.3 which was attended by students and BK teachers.

#### Implementation/Action

At the initial implementation stage of the activity, the BK Teacher began the session by greeting the students and asking one of the students to lead a prayer before the activity began. The BK Teacher then took attendance, asked how each student was, and explained the activity that would be carried out, namely classical guidance with the theme "Forging Positive Friendships". To create a friendly atmosphere, the BK Teacher began with ice





breaking, so that students felt comfortable and ready to participate. Furthermore, at the core stage, the BK Teacher divided students into four groups, each given a different sub-topic from the main material. Each group discussed for 5-7 minutes about their topic and then applied the jigsaw method, explaining the material studied to other groups in turn. After the group discussion and presentation. Students then worked on the Student Worksheet (LKPD) and discussed it together. The activity ended with a question and answer session, where students were involved in sharing their ideas and opinions. At the closing stage, the BK Teacher invited students to conclude the material that had been discussed, fill out the assessment sheet, and be able to apply the results of the service in everyday life before closing the activity with prayer and greetings.

### Observation

The observation stage was carried out during the action process to monitor the classical guidance service. The implementation of this service was held during BK hours with a duration of one meeting for 45 minutes. In the first cycle, there were 35 students who attended and participated in the classical guidance activities. During this session, it was seen that some students were not fully focused on the activities; some of them were more interested in playing with their cellphones or talking to their classmates, which disrupted their concentration and the course of the guidance. In addition, the application of the jigsaw method also showed several obstacles. During the activity, many students still seemed hesitant and lacked confidence when asked to start a discussion or speak in front of other groups. This indicated that they felt uncomfortable or unprepared to explain the material that had been learned to other groups, thus hindering the effectiveness of this method in improving social interaction among students. This problem became a difficulty in maintaining student focus and in implementing the jigsaw method. Although the purpose of classical guidance is to improve social relationships, the success of this method is influenced by the extent to which students can participate actively and comfortably in the group discussion process. This observation provides an initial overview of the challenges faced in the classical guidance process in the first cycle.

Table 2 Results of Cycle I Observation

Observation Indicators		Yes	No
1.	Students use good and polite grammar	18	17
2.	Students master the learning material	15	20
3.	Students pay attention and listen to all questions and responses to the group, without interrupting, unless necessary to help or clarify the question/response.	17	18
4.	Students respond to questions from other groups appropriately, correctly, and in a way that is easy for students to understand.	19	16
5.	Students carry out services to help other groups solve the problems they are experiencing, not to judge.	16	19
Amount		85	90

Source: Researcher Processing, 2024

### Reflection

Looking at the results of the first cycle that showed less qualifications, it is clear that



this classical guidance service still needs improvement to achieve the goals that have been set. Reflection on the implementation of the first cycle shows several shortcomings that need to be fixed. One of the main problems found is that many students still seem hesitant and lack confidence when asked to start a discussion or speak in front of other groups. Discomfort can hinder the jigsaw method service in improving social interaction and collaboration between students. For the second cycle, it is necessary to focus on improvements that can overcome this problem. Based on the results of the reflection, there needs to be additional strategies to help students feel more comfortable and confident in participating. Ensuring that each student has adequate support and motivation will be very important to increase their involvement in group discussions. By making improvements based on the findings from the first cycle.

## **Cycle II Planning**

In the planning stage of the second cycle, the researcher made preparations by preparing problem-based learning (PBL) materials using video media. Unlike the first cycle which only focused on text materials, this time the material focused on videos that raised the theme of building positive social relationships. This video is designed to provide visual guidance and concrete examples that are expected to be more interesting and easier for students to understand. By using video media, it is hoped that students can be more involved and motivated in learning and applying the concept of positive social relationships. The change from text materials to video media aims to increase student involvement and understanding. Videos can provide clearer and more relevant illustrations of the topic, and help students to more easily relate theory to real practice. The researcher hopes that with this approach, students will be more active in discussing and participating in classical guidance activities,

## **Implementation Action**

At the initial implementation stage of the activity, the BK Teacher begins the session by greeting the students and asking one of the students to lead a prayer before the activity begins. The BK Teacher then takes attendance, asks how each student is doing, and reflects on the previous activity. To create a friendly atmosphere, the BK Teacher begins with ice breaking, so that students feel comfortable and ready to participate, the BK Teacher explains how the activity will be carried out today with different materials and media. Furthermore, at the core stage, the BK Teacher divides students into four groups like the previous meeting, then students are asked to watch a video and are asked to analyze the results of the video. Students then work on the Student Worksheet (LKPD) and discuss it together. The activity ends with a question and answer session, where students are involved in sharing ideas and opinions. At the closing stage, the BK Teacher invites students to conclude the material that has been discussed, fill out the assessment sheet, and can apply the results of the service in everyday life before closing the activity with prayer and greetings.

## **Observation**



In the second cycle observation stage, there were 34 students who participated in classical guidance services, while one student was excused because he was participating in a competition. The results of the second cycle showed an increase compared to the first cycle, with the percentage of student involvement increasing from 48.5% to 81.7%. This change was clearly seen from the behavior of students who began to show a more positive attitude, such as using polite language and being actively involved in guidance activities. To support this increase, the researcher also gave awards in the form of snacks as a form of additional motivation. This award aims to encourage students to be more courageous and active in participating during classical guidance sessions. As a result, students became more enthusiastic in discussing and expressing their opinions, and showed a marked increase in their involvement and social interaction in peer friendships.

Table 1 Results of Cycle II Observations

Observation Indicators		Yes	No
1.	Students use good and polite grammar	31	3
2.	Students master the learning material	24	10
3.	Students pay attention and listen to all questions and responses to the group, without interrupting, unless necessary to help or clarify the question/response.	28	6
4.	Students respond to questions from other groups appropriately, correctly, and in a way that is easy for students to understand.	30	4
5.	Students carry out services to help other groups solve the problems they are experiencing, not to judge.	26	18
Amount		139	35

Source: Researcher Processing, 2024

## Reflection

After implementing classical guidance service actions in the second cycle, the results showed an increase compared to the first cycle. The percentage of student involvement increased from 38.5% in the first cycle to 81.7% in the second cycle. This increase reflects positive progress in the effectiveness of classical guidance services, with students showing better involvement and interaction. A more detailed comparison of the average observation data can be seen in the following table, which illustrates changes in the level of student involvement and participation throughout the classical guidance cycle.

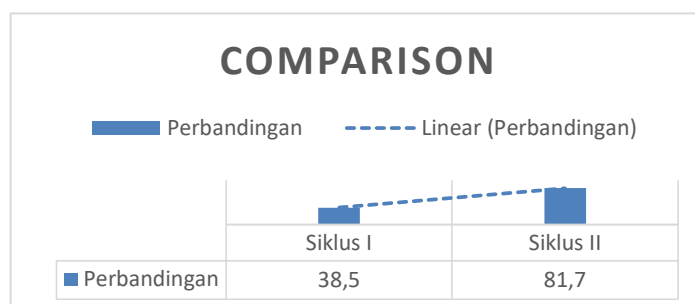


Figure 1 Cycle Comparison (Source: Researcher Processing, 2024)

It can be seen that the comparison between cycle I and cycle II experienced an increase, which previously showed 38.5% and the next meeting experienced an increase to





81.7%, that classical guidance service activities if at the initial meeting have not been carried out well need to be improved for the next meeting where the previous activity is a form of evaluation of the shortcomings of the activity.

## Conclusion

Based on the research that has been conducted, it can be concluded that the jigsaw method can improve social relations between peers in class X.3 students at SMA Negeri 11 Surabaya. The results of the study showed a clear increase, where in the first cycle it only reached 38.5%, but after improvements were made in the second cycle, the results increased to 81.7%. This increase shows that classical guidance services with the jigsaw method are effective in helping BK teachers improve and optimize the quality of guidance and counseling services in Guidance and Counseling Action Research (PTBK).

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