The Urgency of Group Counselling with the Outbound Method on Teenager Social Attitudes

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Humans as social creatures, are required to interact with each other and in life, must be aware of their presence alongside other individuals, based on the analysis of research results that the Counselling Group with the outbound method has an influence on the planting of Social Attitudes of adolescents/teenagers at the age of 16-18 years, through a case study in class X SMA Negeri 1 Galur, Kulon Progo Regency. This is known by the acquisition of t-calculate amounted to 3,437, while t-table with a significant level of 5%, df 9 equal to 2.26, which means t-calculate > t-table. For this reason, it is suggested to the counselling teacher and principal as policy holders, to consider providing group guidance/counselling services with outbound methods in an effort to improve students' social attitudes that are more positive and school is expected to be able to complete the facilities and infrastructure as well as oversee the program.

Key words: *Group Counselling, Outbound Method, social attitudes.*

Introduction

Changes in a dynamic society and the more swift the globalisation cultural current that can cause its own problems with the weakening of the spirit of togetherness among the humans to make social relations among the people and live in groups becomes something rare, meanwhile humans as social beings are required to make social relations among each other and each individual must be aware of his/her presence besides other individuals, there is an awareness, when they do each other, acknowledge each other, know each other *(mutual action and mutual recognition).*

According to H. Bonner (Slamet Santoso. 2009: 11), Weiss & Morrison (2019); Rimal et al. (2019), Kenny et al. (2019), Reddy & Mitani (2019), Redcay & Schilbach (2019) Social

Interaction: a relationship among two or more individuals when the individual's behaviour affects, changes, or improves the behaviour of other individuals or vice versa. The development and attitudes of individuals experiencing the different stages, which have an impact on social attitudes that are influenced by the social and cultural environment, such as family, norms, religious classes, education and customs. On the other hand according to Lue (2016: 36), at the same time, transformation and communication develop rapidly, such conditions place the level of social interaction as being increasingly large, the intensity from the relationship of the existence of moral density that cause social differentiation.

Based on observations conducted by the writer at SMA Negeri 1 Galur, a few students lack a social attitude shown by frequent loners, closing themselves, passive, busy with his/her own activities, busy with Hand Phone, likes to be quiet, does not care about other people, tends to gather only with his/her closest friends, students also lack motivation and awareness in themselves to improve social attitudes.

The above is very vulnerable to occur in the younger generation, especially in teenage students, generally in the age range of 16 - 18 years. This shows that children are in their early and late teens period, with social attitudes that are very easy to change both positively and negatively towards various social conditions. In order to improve students' social attitudes, it is necessary to utilise the guidance and counselling services available at schools. One of the services that can be used is group guidance services with one of the method is the *outbound* method.

Nidya Damayanti (2012: 40), Ramachandra et al. (2019), Nasongo et al. (2019), Steven & Ada (2019) argue that "group guidance is one method of guidance and counselling to provide assistance to students conducted by a supervisor / counsellor through group activities that can be useful to prevent the development of problems faced by students".

Dewa Ketut Sukardi (2010: 67) also mentioned the benefits of group guidance services namely:

a. Given a broad opportunity to argue and talk about various things that happen around them;
b. Having an objective, precise, and quite broad understanding of the various things they talk about;
c. Creating a positive attitude towards the state of themselves and their environment which has to do with the things they talk about in the group;
d. Arranging programs of activities to realise "rejection on the bad and support for the good";
e. Carry out real and direct activities to produce results as they were originally programmed.

Prayitno (2004: 65) proposes four stages that need to be passed in the implementation of group guidance, namely the stage of formation, transition, activities, and termination. According to Tatiek Romlah (2006: 3) group guidance is one of the guidance technique that seeks to help individuals achieve optimal development in accordance with the abilities, talents, interests, and values adopted in group situations.

As'adi, 2009: 23 mentions: the *Outbound* method is a form of activities carried out outside or in open fields. *Outbound* is a very broad independent learning activity ranging from overcoming fear, dependence and self-confidence so that you know your true self and want to listen to others.

According to As'adi (2009: 41) outbound with various types of adventure and games have a variety of benefits among others :
- increase courage in acting and in opinion,
- form creative mindset, increase emotional and spiritual intelligence in interacting,
- add life experience towards self-maturity,
- strengthen cohesiveness / cooperation,
- build a never giving up attitude,
- foster self-confidence,
- sharpen the ability to socialise.

Asti Baidatul Muchlisin (2009: 22) states that the benefits of outbound among others is:
- effective communication,
- team building,
- problem solving,
- self-confidence,
- leadership,
- synergy,
- fun games,
- concentration,
- sportivitas.

Based on observations made by the writer at SMA Negeri 1 Galur, it is known that not a few students lack social attitudes shown by frequent loneliness, isolation, passivity, tend to gather only with their closest friends, students also lack motivation and awareness in themselves to improve their social attitudes.

Alex Sobur (2003: 371) argues that social attitudes are expressed by the same and repetitive ways of activity towards social objects. A tendency to interact in certain ways, attitude is an act / behaviour as a reaction to the response to a stimulus that is accompanied by the

establishment or feeling itself. According to Abu Ahmadi (1999: 178) characteristics of social attitudes include:

- learnability,
- stability,
- personal societal significance,
- cognition and affection,
- approach avoidance directionality,
- unfavorable favorable.

From the various problems above, this paper takes the case on the students of class X of State High School 1 Galur Kulon Progo 2018/2019, to analyse how much influence the group guidance service has with the outbound method; it is expected to provide benefits in the world of education both theoretically: to contribute to the development of implementation of group guidance services with the outbound method in order to improve students' social attitudes, and practically; for researchers, supervisors, schools and Principals for policy.

According to Asti Baidatul Muchlisin (2009: 20) the types of outbound can be divided into two categories, namely: a) Real outbound: Participants need endurance and great physical challenges to undergo a thrilling and challenging adventure. b) Fun outbound: Outdoor activities only involve light play, fun and small or medium risks, but are still beneficial for participants, especially in terms of social / interaction with others.

Research Methods

According to Suharsimi Arikunto (2002: 82) the approach of the Sampling Technique review namely the population, sample and case approach. According to the emergence of variables using the experimental, non-experimental approach with correlation analysis, according to the development model or growth model; *One shoot model longitudinal model* namely, an approach that uses one time data collection at a time on one group.

According to Iskandar (2008: 17), social science and education science research can be carried out using a two research paradigm models, namely: Quantitative and qualitative approaches, analysed statistically and then analysed descriptively toward data available from experimental results, by providing group guidance services to experimental group. The sampling technique used by researchers is a combination of two techniques, namely random sampling and purposive sampling with a comparative pattern.

According to Suharsimi Arikunto (2010) comparative research is research that seeks to find similarities and differences in phenomena, then look for the meaning or benefit of the existing similarities and differences.

Research Variables and Samples

According to Sugiyono (2012: 38) "variables are everything in the form of whatever that determined by researchers to be studied in order to obtain information about it, then conclusions drawn".

Latipun (2006: 60) distinguishes variables into three groups, namely:
1. Experimental variables are also called *independent variables*, influence variables, treatment variables and power variables.
2. The dependent variable is also called the effect variable and the *dependent variable, the criterion variable*. The dependent variable is a variable that changes if it deals with independent variables.
3. Non-experimental variables are also called external variables, confounding variables, and extra variables. Non-experimental variables are variables that are known or theoretically have an influence on the dependent variable, but the effect is not desirable.

The variables contained in this study are group guidance services with the outbound method as the independent variable (X) and social attitudes as the dependent variable (Y). This research was conducted in December 2018-February 2019 in class X students of SMA Negeri 1 Galur, Kulon Progo Regency with a total of 104 students, with the details:

Table 1: Details of the number of population

No.	Class	Number
1.	X IA1	26
2.	X IA2	26
3.	X IS1	24
4.	X IS2	28
Total		104

For sampling using a combination namely *random sampling* and *purposive sampling* techniques. Because to choose the class that will be used as the experimental group and the control group, the researcher uses *random sampling* techniques while to determine the number of students who have the lowest social attitude the researcher uses the *purposive sample* technique to find students in accordance with the objectives of the study, so that its effect is found.

Table 2: Research sample

NO.	Group	Class	Number
1.	Experiment	X IS1	24
2.	Control	X IA2	26
Total			50

According to Erwin Widiasworo (2018: 83) the sample is a part of the number and characteristics possessed by the population taken representative or represent the population concerned or the small part observed. From the 50 samples, the psychological scale will be given, then from the results the lowest 10 are taken from the experiment class and the 10 lowest again from the control class to be used as a guidance group. The ideal group guidance for membership is 6 people although in general there are 4 - 10 people (Mungin Edi Wibowo, 2005 : 18).

Research Design

The study was conducted *pretest* and *posttest*. Thus, the results of the treatment can be known more accurately, because it can compare between the experimental group and the control group.

As for the design steps of this study, they are as follows:
1. Determine the experimental group and the control group by spreading the psychological scale and taking students who score on a low scale.
2. Carry out the *pre-test* for the experimental group and the control group with the same instrument.
3. Provide the *treatment*, namely group guidance services with the outbound method to the experimental group with material social attitudes, while for the control group is not given the *treatment*.
4. Conduct a *post-test* for the experimental group and the control group to find out the situation after the treatment is held with the same instrument.
5. Compare test results between the experimental group and the control group by using the t-test formula.
6. From the various forms of experimental research designs, the researchers chose design form number 2, namely *pretest-posttest control group design*. This design consisted of two groups namely, the experimental group was given treatment and the control group was not.
7. Sugiyono (2012: 110) explains "there are several forms of experimental design namely: *Pre-Experimental Design*, *Experimental Design*, *Factorial Design* and *Quasi Experimental Design*".

There are several types of *pre-experimental research designs,* namely:

a. *One case study*

There is a group given the *treatment,* and then the results are observed. *Treatment* is the independent variable and the outcome is the dependent variable.

b. *One group pretest-posttest design*

In this research model there is a pretest before the research is conducted. Therefore, the results of the study can be known to be more accurate because they can compare with the conditions before being treated.

c. *Intact group comparison*

In this design there is one group that is used for research, but divided in to two, namely half the group for the experiment (treated) and the half for the control group (not treated).

Data Collection Method

To get this research data using psychological scale measurement. The validity of the questionnaire is more determined on the purpose and scope of the information to be revealed, while the validity of the psychological scale is more determined by the clarity of the psychological concept to be measured and its operationalisation.

According to Saifuddin Azwar (2007: 3) "Psychological scale is a measuring device of aspects or affective attributes". Personality aspects or affective attributes include character, temperament, attitude, emotional stability, responsibility, and social attitude or sociability. So that psychological scales are used to measure aspects of individual personalities such as attitudes, emotional stability, and social attitudes.

Research Instruments

As for the procedures adopted in the procurement of good instruments according to Suharsimi Arikunto (2010: 209) namely:
1. Planning, including formulation of objectives, forming a variable, variable categorisation.
2. Writing of question items, or questionnaire items, setting the scale, preparing interview guidelines.
3. Editing, i.e., completing the instrument with working guidelines, cover letters, answer keys, etc.
4. Trial/experiment, both small and large scale.
5. Analysing the results, analysis of the experiment/trial and item

Table 3: Test Blue Print of Student Social Attitudes

No	Indikacor	Item Number +	Item Number -	Total Item
1.	Mutual cooperation attitude	2,4,6	1,3,5	6
2.	Helpful attitude	8,10,12	7,9,11	6
3.	Mutual respect attitude	14,16,18	13,15,17	6
4.	Attitude of prioritizes deliberation	20,22,24	19,21,23	6
5.	Tolerance attitude	26,28,30	25,27,29	6
6.	Attitude of social solidarity	32,34,36	31,33,35	6
7.	Sociable attitude	38,40,42	37,39,41	6
8.	Attitude of respect for the opinions of others	44,46,48	43,45,47	6
Total				48

Table 4: Score of respondents' alternative answers to the instrument

No	Alternative Answers	Answer Score *Favourable*	Answer Score *Unfavourable*
1.	Very Appropriate / Sangat Sesuai (SS)	4	1
2.	Appropriate / Sesuai (S)	3	2
3.	Inapropriate / Tidak Sesuai (TS)	2	3
4.	Very inappropriate / Sangat Tidak Sesuai (STS)	1	4

Data Analysis

The results of data analysis can be used to prove hypotheses and making research conclusions. In essence there are two kinds of data analysis methods, namely:

1. Analysis of statistical data: used to analyse physical symptoms data which have qualitative properties and subsequently quantitative to prove the hypothesis with reality in the form of numbers with the formula used by researchers is the t-test formula as follows :

$$t = \frac{Mx - My}{SDbm}$$

Information:
t   = t – calculate
Mx   = Mean variable of experimental group
My   = Mean variable of control group
SDbm = Standard error of mean difference.

2.   Analysis of non-statistical data: are the complex symptoms based on the symptoms of qualitative symptoms events.

Description of Research Results and Discussion

This experimental research was used to determine the effect of group guidance services with outbound methods on social attitudes of class X students of State High School 1 Galur Kulon Progo in 2018/2019 Academic Year.

Data obtained from a sample of 10 students from the control group and 10 students from the experimental group can be seen in table 3.5, which includes the following:

1. Control group data before being given a psychological scale (*Pretest*) and after being given a psychological scale (*Posttest*).
2. Experimental group data before being given services (*Pretest*) and after being given services (*Posttest*).

The data are described Narrative Social Attitudes in the Control Group and presented in the form of a frequency distribution table and a histogram as follows:

Table 5: Statistics of Control Group Data on Students' Social Attitudes

		Pretest	Posttest
N	Valid	10	10
	Missing	0	0
Mean		118.30	121.30
Std. Error of Mean		3.649	3.679
Median		121.50	123.00
Mode		124	94
Std. Deviation		11.538	11.634
Variance		133.122	135.344
Range		40	41
Minimum		90	94
Maximum		130	135
Sum		1183	1213

Control Group Pretest

Based on data from the results of the study show that the number of respondents (N) = 10, the highest value 130, the lowest value = 90, range = 40, average = 118.3.

From the description of the data, it will be presented in the form of table 3.6, frequency distribution and histogram.

To determine the class and interval in the frequency distribution at pretest and posttest using K = 1 + 3.3 log (N) Information: N = Number of data / sample, Based on the above calculation, the number of classes namely 5 and the class interval namely 8, presented in the table below:

Table 6: Frequency Distribution of *Pretest* Data of Social Attitude in Control Groups

Class	Interval	Frequency
1	90 – 97	1
2	98 – 105	0
3	106 – 113	1
4	114 – 121	3
5	122 – 130	5
Total		10

To find out the tendency of social attitude pretest scores in the control group, the scores are then classified as follows:

Table 7: Classification of Pretest Score of Social Attitudes in Control Group

Score	Number	Category	Percentage
90 – 105	1	Low	10 %
106 – 121	4	Medium	40 %
122 – 130	5	High	50 %
Total	10		100 %

Based on the classification table above, the pretest scores of social attitudes of students in the control group that are in the low category amounted to 1 student with a percentage of 10%, while in the middle group there are 4 students with a percentage of 40%, and in the high group there are 5 students with a percentage of 50%.

Control Group Posttest

Based on data from the results of the study show that the number of respondents (N) = 10, the highest value 135, the lowest value = 94, range = 41, average = 121.3.

Based on the above calculation using K = 1 + 3.3 log (N) Information: N = Number of data / sample, the number of classes is 5 and the class interval is 9, which will be presented in the control group posttest frequency distribution table below:

Table 8: Frequency Distribution of Posttest Data in Control Group

Class	Interval	Frequency
1	94 – 102	1
2	103 – 111	0
3	112 – 120	3
4	121 – 129	4
5	130 – 138	2
Total		10

To find out the tendency of social attitude posttest scores in the control group, the scores were then classified as follows :

Table 9: Classification of Posttest Score of Social Attitude in Control Groups

Score	Number	Category	Percentage
94 – 102	1	Low	10 %
103 – 120	3	Medium	30 %
121 – 138	6	High	60 %
Total	10		100 %

Based on the classification table above, posttest scores of social attitudes of students in the control group that are in the low category amounted to 1 student with a percentage of 10%, in the medium group there are 3 students with a percentage of 30%, and in the high group there are 6 students with a percentage of 60%. So, the condition of the posttest results of the control group on social attitudes of students is in the high category, meaning that after holding/conducting an action there is an increase of 10%.

Description of Social Attitude Data in the Experiment Group

Table 10: Statistical Data of Social Attitude in the Experiment Groups

		Pretest	Posttest
N	Valid	10	10
	Missing	0	0
Mean		123.70	128.40
Std. Error of Mean		2.459	2.758
Median		125.00	129.50
Mode		123	135
Std. Deviation		7.775	8.720
Variance		60.456	76.044
Range		23	24
Minimum		112	116
Maximum		135	140
Sum		1237	1284

a. Experiment Group Pretest

Based on data from the results of the study indicate that the number of respondents (N) = 10, the highest value 135, the lowest value = 112, range = 23, average = 123.7.

From the description of the data, it will be presented in the form of a frequency distribution table and a histogram. As for determining the number of classes and class intervals in the frequency distribution using K = 1 + 3.3 log (N), Information : N = Number of data / sample, then the number of classes is 5 and the class interval is 5, presented in the table of the pretest frequency distribution of the experimental group below:

Table 11: Frequency Distribution of Pretest Data of Social Attitude in Experiment Group

Class	**Interval**	**Frequency**
1	112 – 116	3
2	117 – 121	0
3	122 – 126	2
4	127 – 131	4
5	132 – 136	1
Total		10

To determine the tendency of social attitude pretest scores in the experimental group, the scores are then classified as follows:

Table 12: Classification of Pretest Score of Social Attitude in Experiment Group

Score	Number	Category	Percentage
112 – 116	3	Low	30 %
117 – 126	2	Medium	20 %
127 – 136	5	High	50 %
Total	10		100 %

2. Experiment Group *Posttest*
Based on data from the results of the study indicate that the number of respondents (N) = 10, the highest value 140, the lowest value = 116, range = 24, average = 128.4.

From the description of the data, it will be presented in the form of table 3.13, frequency distribution and histogram.

To determine the number of classes and class intervals in the frequency distribution using K = 1 + 3.3 log (N), Information : N = Number of data / sample, the results the number for class is 5 and the class interval is 5, presented in the posttest frequency distribution table of the experimental group below:

Table 13: Frequency Distribution of Posttest Data in Experiment Group

Class	Interval	Frequency
1	116 – 120	3
2	121 – 125	1
3	126 – 130	1
4	131 – 135	3
5	136 – 140	2
Total		10

To find out the tendency of social attitude posttest scores in the experimental group, the scores are then classified as follows:

Table 14: Classification of Posttest Score of Social Attitude in Experiment Group

Score	Number	Category	Percentage
116 – 120	3	Low	30 %
121 – 130	2	Medium	20 %
131 – 140	5	High	50 %
Total	10		100 %

Based on the classification table above, the Posttest score of students' social attitudes in the experimental group is in the low category equal to 3 students with a percentage of 30%, in the medium group there are 2 students with a percentage of 20%, and in the high group there are 5 students with a percentage of 50%. So that the condition of the experimental group's posttest results on students' social attitudes is in the high category.

Comparison of the Social Attitude Results of the Control Group and the Experiment Group

The influence of group guidance services with outbound methods on students' social attitudes can be seen from the results of the pretest and posttest in the group.

Table 15: Table of Results Comparison

Subject	Control Group			Experiment Group		
	Pretest	**Posttest**	**Result**	**Pretest**	**Posttest**	**Result**
N = 10	1183	1213	30	1237	1284	47
Average	118,3	121,3	3	123,7	128,4	4,7
Min	90	94	1	112	116	2
Max	130	135	5	135	140	7

Based on the differences in the average pretest and posttest results in the control group and the experimental group it can be seen that in the control group the difference in the average *pretest posttest* namely 3. Meanwhile in the experimental group the difference in the average *pretest posttest* namely 4.7. From these results, it can be argued that after being provided group guidance services with outbound method occurred a significant increase in social attitudes towards the students. Thus, it can be concluded that there is an influence of group guidance services with *outbound* methods on students' social attitudes.

Conclusion and Suggestion

Hypothesis testing using the comparative test on *t-test*, and variables testing is performed using the SPSS program for Windows, obtained the value of *t-calculate* equal to 3.437. While the *t-table* with a significant level of 5%, df 9 amounted to 2,26. So it can be concluded that t-calculate is greater than t-table (3.437> 2.26) so that the proposed working hypothesis namely there is the effect of group guidance services with outbound methods on social attitudes of class X students of SMA Negeri 1 galur, the 2018/2019 academic year can be accepted.

Based on the results of the analysis and discussion above can be raised as a suggestion; for the supervisors are expected to provide information to students so that students have an interest in participating in outbound guidance services in an effort to improve social attitudes and in order the students can take an active role.

For schools and school principals they needed the policy to complete facilities and infrastructure as well as supervise guidance and counselling service programs, especially group guidance services using the *outbound* method.

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