

Increasing the Adjustment Activities of Junior High School Students Through Social Information Services

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Abstract

This study departs from the phenomenon of student adjustment in socializing in junior high school students who tend to be maladjusted. Based on the results of the study, there was a student's inability to make adjustments in relationships at school. Theoretically, adolescents will always be in contact with social situations which of course require adolescents to make social adjustments and are required to be able to make personal adjustments so that their potential can develop optimally. The purpose of this research is to find out the Adjustment Activities of Junior High School Students Through Social Information Services. The target of the activity is junior high school students in Bone Regency. After receiving social personal information services, the ability to adapt in student association is in the Enough (C) category with an average score of 3.36. Furthermore, most of them are in the Very High (ST) category with an overall average score of 3.80 or an increase of 0.44. Through personal social information services there is an increase in student activity. The activeness of students in participating in the delivery of service materials, the courage and independence of students in participating in services, as well as success in implementing services in cycle II, experienced a significant increase compared to cycle I.

Keywords: *Information Services, Personal Social, Personalization*

Introduction

Education plays an important role in ensuring the survival of the nation and state, because education is a vehicle for improving and developing the quality of human resources (Dwikintari, 2017). School is a means of formal education so that humans can develop their potential with the help of a mentor who will guide and direct. A teacher, especially a guidance and counseling teacher, plays a direct role in students in developing their potential because guidance and counseling services are an integral part of the national education process (Nurhayati et al., 2019), but developing the potential of students cannot run by itself because to get the expected potential, it is the shared responsibility of every personnel at school. "Self-adjustment is the process of how individuals achieve self-balance in meeting their needs in accordance with the environment, perfect self-adjustment occurs if humans or individuals are always in a state of balance between themselves and their environment (Khotimah et al., 2019)

Junior high school students (SMP) are still included in the early phase of adolescence (puberty) and have different abilities in adapting. Adolescents often show unique symptoms therefore it is necessary to understand the notion of adolescence. From the statement above, we can see that in the adolescent phase, there is a change in the way of thinking, social treatment and from a physical point of view, junior high school students who enter puberty must know and understand the signs when you have stepped on this phase. Adolescents who cannot understand these signs and their effects will feel strange about their development, experience anxiety, are less active and feel tired quickly, like to be moody or withdrawn, like to be rebellious and aggressive and like to form peer groups, begin to function sexual glands. with the appearance of secondary and tertiary sex characteristics. To improve adjustment to the environment and prevent things that are done without understanding the functions and effects that can be fatal, early prevention efforts are needed by providing guidance and counseling services, especially personal social information services in order to improve adjustments in relationships in schools faced by students. junior high school student.

The achievement or failure of the purpose of providing guidance and counseling in schools is not absolutely determined by the performance of the supervising teacher, but must receive full support from the school by not only being a place for providing education or learning services, but also providing facilities and infrastructure for guidance and counseling services needed by students. especially junior high school students to get information and understand about themselves and their environment to help students face puberty so that they can grow and develop optimally and naturally.

Types of counseling services include nine counseling services, namely (1) orientation services; (2) Information services; (3) Placement and distribution services; (4) Content Mastery Services; (5) Counseling Services; (6) Group Guidance Services; (7) Group counseling services; (8) Consulting Services; (9) Mediation Services (Puskur Balitbang, Ministry of National Education, 2006:11). Of the nine counseling services above, to improve students' adjustment to socializing in new schools, information services are needed because information services are one of the counseling services that shape students to receive and understand various information about teenage assignments and apply it.

Method

In accordance with the focus of the problem and research objectives, this study uses the Classroom Action Research (CAR) research method with an increase in design elements that allow obtaining an overview of the effectiveness of the implementation of social personal information services in fostering students' prosocial attitudes. The subjects of this study were junior high school students in Bone Regency, with a total of 26 students consisting of 18 male students and 8 female students. This classroom action research was carried out in 2 cycles. After the data is collected, then the data analysis and calculation is carried out.

Results and Discussion

Cycle I was carried out in two actions (meetings) with a time allocation of 2 x 40 minutes. The tendency of self-adjustment ability in the association of junior high school students in Bone Regency before getting personal social information services (pre test results) was mostly in the Low category (R). From the results of the pre-test that has been carried out, it can be illustrated that 17 students from 26 samples or 65.38% got the Enough category with an average score between 3.13 - 3.34, while the other 7 samples (26.92%) received the Low category. with an average score between 3.35 – 3.56, and 2 more samples (7.69%) got the Very Low category with an average score of 2.91 – 3.12.

Table 1. Ability to Adjust Before Getting Personal Services Social Information

Category	Number of Samples	Percentage
Very High	-	
Height	7	26.92%
Enough	17	65,38%
Low	2	7,69%
Amount	26	100%

For a description of the per-indicator of the ability to adjust in relationships before receiving personal services, social information can be seen in the table below.

Table 2 Indicators of Self-Adjustment Ability in the Association of Shiva Cycle I

Indicators	Sikap Average	Kategori
Have the courage to socialize	3,28	Low
Tend to share	3,28	Low
Easy to work with	3,21	Low
Be open to criticism	3,28	Low
Pay attention to the rights and welfare of others	3,05	Veri=y Low
Average score	3,22	Low

Based on the recapitulation of social adjustment ability and the results of descriptive analysis per indicator of social adjustment ability of junior high school students in Bone Regency, it can be concluded that students' social adjustment ability is still low. This condition needs to be corrected immediately. One of them is through the delivery of guidance and counseling services using social personal information services

The implementation of the second cycle is based on the results of the implementation and the results of the reflection of the actions carried out in the first cycle. From the implementation of the delivery of guidance and counseling services using personal social information services aimed at fostering a student's propositional attitude in this second cycle, the researchers recorded every activity carried out thoroughly regarding activeness, courage and independence, as well as success in making adjustments in the association into a progress record as was done in cycle I. From the results of observations through the progress record in cycle II, the results obtained are the results of Self-Adjustment Ability in Student Association After Receiving Personal Service Social Information.

Table 3. Self-Adjustment Ability Before Cycle II

Category	Number of Samples	Percentage
Very High	24	92,30%
Height	2	7,69%
Amount	26	100%

For a description of the per-indicator of the ability to adjust in relationships before receiving personal services, social information can be seen in the table below.

Table 4. Indicators of Self-Adjustment Ability in the Association of Shiva Cycle I

Indicators	Sikap Average	Kategori
Have the courage to socialize	3,82	Very High
Tend to share	3,71	Height
Easy to work with	3,82	Very High
Be open to criticism	3,79	Very High
Pay attention to the rights and welfare of others	3,85	Very High
Average score	3,80	Very High

Based on the recapitulation of social adjustment ability and the results of descriptive analysis of indicators of self-adjustment ability in the association of junior high school students in Bone Regency, it can be concluded that the ability to adjust in student relationships in cycle II has grown well.

The description of the effectiveness of the implementation of personal social information services in growing the ability to adjust in the association of junior high school students in Bone Regency can be described from the comparison of the results of the initial conditions, cycle I, and cycle II, where it can be seen that there is an increase in the average score obtained namely from 3.26 to 3.36 (in the first cycle), and in the second cycle to 3.80. This shows an increase in the ability to adapt in the association of junior high school students in Bone Regency, after receiving personal social information services by 0.54. For more details, see the table below:

Table 5 Self-Adjustment Ability in Student Association

Initial Conditions			Cycle I			Cycle II		
Category	Σ sampel	(%)	Category	Posttest Σ sampel	(%)	Category	Posttest Σ sampel	(%)
Low	24	92.31	Very High	10	38,46	Very High	24	92,31
Very Low	2	7.69	Height	8	30.77	Height	2	7,69
			Enough	8	30.77			

Conclusion

Through personal social information services there is an increase in student activity. The activeness of students in participating in the delivery of service materials, the courage and independence of students in participating in services, as well as success in implementing services in cycle II, experienced a significant increase compared to cycle I.

Acknowledgment

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