

Kontribution Of Service Management Conscious Learning And Learning To Student Achievement, Study On The Perception Of Participants In Class Viii Smp Negeri In Karawang District Year Of Lesson 2017/2018

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Abstract: Learning achievement is the result achieved through the learning process. Learning takes place through the thought process causing behavioral changes. There are two main factors that affect the achievement of learning achievement. Both factors are external and external factors, such as: counseling guidance counseling service (BK) and learning Executives are educators and education personnel in schools. Therefore, the management plays an important role to help learners in developing their potential optimally. The theory underlying this research, namely management theory with regard to the management of BK and learning and educational psychology with regard to student learning achievement. The subject of this research is the students of SMP Negeri in KabupatenKarawang. The purpose of this study is to obtain a description of: (1) management of BK, learning, and learning achievement of learners, 2) the amount of contribution of BK management to student learning achievement, 3) the amount of contribution of learning management to student achievement, and 4) management of BK an learning on learning achievement of students VIII grade SMP Negeri in Karawang regency year 2017/2018. The method used in this research is descriptive analytical method with the aim of describing the research data soybean after the condition that happened and analyzed by using statistic. The approach used is a quantitative approach because the data collected in the form of numbers and analyzed by using statistics. The number of samples subjected to the study were 361 people. The results obtained findings (1) description of the management of BK of 78.30%, and learning of 81.47; and learning achievement of 78.30%, (2) there is a significant positive contribution between management of service BK on student achievement of 48.58% with t arithmetic = 18.42 > t table = 2.62 at 95% (3) there is a significant positive contribution between management service learning on student achievement of 49.28% with t arithmetic = 18.68 > t table = 2.62 at 95% confidence level; and (4) there is a significant positive contribution between BK service management, and learning to student achievement of 50,41% with t arithmetic = 181,96 > t table = 2,62 at 95% confidence level. Based on the result of the research, it is concluded that (1) learners feel often involved in BK service management, learning, headmaster leadership (2) learning achievement achieved by students of class VIII SMP Negeri in KabupatenKarawang 2017/2018 including good category, 3) BK management, and learning contribute positively significant to the achievement of students in grade VIII SMP Negeri in Karawang regency in the academic year 2017/2018 of 50.41% and the remaining 49.59% influenced by other factors.

Key Word: Counseling guidance, Achievement learn, Contribution.

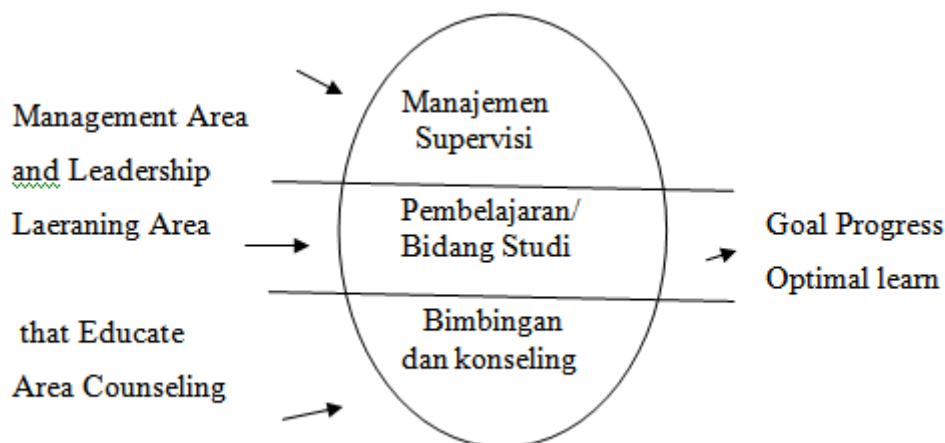
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I. Introduction

The development of science and technology so rapidly in various corners of the world caused an era of globalization. The situation requires human efforts to make adjustments to change. One effort to adjust it, that is with adequate education. Only with education, a person will have the knowledge, attitude, and skills that are superior and different so as to be able to face the times. In relation to this, the government's policy stipulated in Law No. RI. 20 of 2003 on National Education System in chapter 1 of article 1 asserts that with education, one can develop his or her own potential so that it has spiritual spiritual power, self-control, personality, intelligence, noble character, as well as the skills required of himself, society, nation and state

However, schools as formal educational institutions have a goal to help learners develop their potential optimally through three services: teaching, management and leadership, and through counseling and guidance. This is as shown in the following figure.



Picture. 1.1
Guidance and Counseling Position in Education
(Source: Kemendikbud - 2014: 50)

The picture above shows the school's efforts to pursue the quality of education. Ideally, out put school is said to be qualified, if able to help learners achieve their development tasks optimally and independently. This means that the learning achievement of learners is above the Minimum Exhaustiveness Criteria (KKM), which is 70 (Average KKM SMP in KabupatenKarawang). Increasing the quality of learning achievement in a school is supported by various factors, including system, guidance, procedures, clear and complete instructions, as well as effective, efficient, productive and accountable school principals' involvement that guarantees the implementation of management and learning. This activity is intended to meet the needs of educators and education personnel in order to develop the capacity and profesionaliasmenya so that learners' learning achievementtobequalified.

But in reality there are still learners who have not developed their potential optimally. This is evidenced by the test results nasioanlparticpantsddik SMP NegeriKarawang regency in 2017 is under the KKM school. This is evidenced by the highest average score on the subjects ofIndonesian Language. at 67.54 and the lowest in science subjects of 59.29. More details are listed in the following table.

Table1.1RecapitulationofNationalExamResultsSMP/MTsdistrict/Karawangdistrict Lesson Year 2016/2017

Nilai	Mata Pelajaran				Jum
	B. Ind	B. Ing	Mat	IPA	
Kategori	C	C	C	C	C
Rata-rata	67,54	61,35	61,93	59,29	250,11

In addition, the number of teachers Guidance Counseling (BK) in every SMP is not balanced with the ratio of learners so that the implementation of the BK service is not maximal, that is found data to date in every junior school there is only a teacher BK, although there are teachers BK two or three people even then there are some junior less than five schools. Likewise the number of subject teachers in accordance with the field of science is still less even not certified professional teachers on the grounds still teachers honorary. In addition, the position of the headmaster is also uncertain. This is because every two years or so the principal undergoes a rotation with tenure as an additional task forever eight years.

Therefore, the duties and functions played by BK teachers, subject teachers, and principal leadership if allowed to continue will have an impact on the deterioration in the quality of education. Therefore, it is necessary for the efforts of various parties concerned with education. To date, many efforts have been made by the government with regard to improving the quality of education, such as the Professional Teacher Training Program (PLPG), Sustainable Management Information System (PKB Certificate)), Grant Block for MGMP (Subject Teachers Consultative), and improvements curriculum from KTSP to Curriculum 2013 (Kurtilas) Given the importance of data management counseling guidance services, learning, and learning achievement learners should, the data revealed to be known more clearly in order to get attention from various parties, both from the students themselves, parents , teachers, coaches, mentors, principals, and surrounding communities. Based on the statement previously described, the authors will conduct research entitled "Management contribution of counseling and learning services to students' learning achievement." (Study on the perception of class VIII students in SMK NegeriKarawang regency in academic year 2017/2018). This study is expected to

have added value and benefits, especially for educators in schools in order to help learners to develop their potential optimally. In general, this research is useful for all interested parties for the development of management science education.

Materials

The theory pioneered by Williamson (Surya, Mohamad, 2003: 3) about the attainment of self-discovery can manifest itself. This theoretical approach explains the difficulties the client is facing by approaching logically rational in solving the problems. counseling guidance services lies at the stage. Kemendikbud (2014: 112-113) states that the stages of counseling guidance services are divided into four stages, namely: 1) Initial stage. This stage takes place at the earliest prior to the counseling process, including: thanking you for coming, introducing yourself, explaining the meaning of BK. etc; 2) Transitional stages, including: re-explaining the activities of BK, checking the readiness of members for, further activities, and recognize the atmosphere, etc.; 3) Stages of activities, including: mentioning topics, explaining the importance of the topic, and discussing the topic thoroughly; and 4) The termination phase, including: group members express the impression and assess the progress achieved respectively.

This is in line with Law no. 20/2003 on National Education System in Chapter 1 of Article 1 Paragraph 20 states that Learning is a process of interaction between learners with learners, educators and learning resources in the learning environment. According to Permendikbud No. 22 Year 2016 Chapter IV stages of learning implementation is an implementation of RPP. The stages include preliminary activities, including checking the attendance of learners, motivating, etc. The core activities, including using models, methods, media, and learning resources tailored to the characteristics of learners and subjects; and closing activities, including: teachers with students both individually and in groups doing reflection to evaluate.

Achievement as a result achieved by someone when doing certain tasks obtained from learning activities in schools that are cognitive, affective, and psychomotor. Furthermore, the learning achievement is the mastery of knowledge or skills developed by the subjects, typically indicated by the value of the test or the value scores provided by the teacher.

Research Methods

The method chosen in this research is descriptive analysis. That is, that this research is done by searching, collecting, analyzing and menginterpretasikan data to achieve the goals set. The approach used in this research is quantitative. Because this research allows the recording and analysis of statistical calculations. Consideration, data from the field in the form of figures. The goal, namely to obtain a picture of students in State Junior High School in Karawang regency about: (1) counseling guidance management services, (2) learning, (3) learning achievement, (4) magnitude contribution of counseling guidance management services to students' learning achievement, (5) the amount of contribution between management of learning service toward student achievement in State Junior High School of Karawang regency, and (6) contribution of counseling service management and learning to student achievement The resulting product is a model of counseling and learning service guidance management that can improve student learning achievement. The steps taken in this study include: (1) Preliminary study, (2) Making gratings and research instruments, (3) Testing instruments, (4) Testing validity and reliability of instruments, (5) Revision of instruments, (6) Implementation of research, (7) Data processing, (8) Hypothetical testing, and (9) Making conclusions.

II. Formulation Of Problem

The root of the problem in this study is not optimal learning achievement of students in State Junior High School Karawang in Karawang regency in the academic year 2016/2017 so that it affects the quality of junior high school education in Karawang regency. Not yet optimal learning achievement so far, among them caused by several factors, including:

1. The basic ability (IQ) of learners is the intelligence of learners who accumulate in the ability of the brain in thinking to solve a problem.
2. Talent learners are the basic ability of learners who possessed a person as a natural or innate potential that still needs to be developed or trained to obtain better results.
3. The attitude of learners is a thought or feeling of learners that encourage them to behave, whether they like it or not.
4. Perceptions of learners, namely: the process of entering information into the learner's brain so that the relevant relationship with the environment The habits of the learner is an action that the learner performs repeatedly or continuously for a long time.
5. Teachers are educators who deal directly with learners have the task of planning the lesson, implementing learning and / or guidance, evaluating the results of learning activities and or guidance, analyze the results of evaluation, and follow up the results of the analysis.

6. The technique is of course the learning technique, that is the way that a teacher does in implementing a method of learning, for example the use of lecture methods in teaching and learning activities in the classroom will be different way between classes that the number of students a lot with a little.

III. Purpose And Objectives

1. Research Objectives The purpose of this study is based on the perception of learners has been described in section A. background, is as follows:
2. General purpose The general objective of this research is to find the contribution between counseling service guidance, learning, and headmaster leadership on the achievement of VIII students in SMP Negeri Karawang District Lesson Year 2017/2018
3. Special purpose The specific purpose of this research is to obtain empirical data.

IV. Discussion

RESULTS OF RESEARCH

First, the picture of counseling guidance service management (X1) in State Junior High School Karawang regency based on the perception of class VIII students in the academic year 2017/2018 based on the results obtained data processing findings: ordinal data from counseling guidance variables after change to interval (calculation process there in the appendix) obtained the highest score as follows: average score of 78.30. Furthermore, the management description is per dimension listed in the following table.

Table 4.1. Recapitulation of management guidance service variables counseling at State Junior High School Karawang regency

No	Dimensi Manajemen Layanan Bimbingan Konseling	Skor Rata-rata	Prosentase
1	Pembentukan	82,07	26,29
2	Peralihan	77,58	24,85
3	Kegiatan inti	77,00	24,67
4	Penutup	75,00	24,03
Jumlah		312,14	100

Variable management of counseling guidance services after being changed to interval data obtained the highest score = 80; lowest score = 20; range = 60; average = 50.67, standard deviation (SD) = 10.3; variance = 106.67; and its data distribution, as shown in the following table.

Table 4.2 Distribution of Variable Frequency of Counseling Guidance

No	Interval	Titik Tengah	Frekuensi Absolut	Frekuensi Relatif (%)	Frekuensi Kumulatif
1	20 - 26	23	3	0,83	3
2	27 - 33	30	15	4,16	18
3	34 - 40	37	38	10,53	56
4	41 - 47	44	71	19,67	127
5	48 - 54	51	116	32,13	243
6	55 - 61	58	70	19,39	313
7	62 - 68	65	31	8,59	344
8	69 - 75	72	13	3,60	357
9	76 - 82	79	4	1,11	361
Jumlah			361	100,00	

Based on table 4.1 frequency distribution of counseling guidance variable as much as 56 respondents (15.51%) are in the group below average, 256 respondents (71.39%) around average, and 48 respondents (13.30%) in above average.

Second, the picture of learning service management (X2) in SMP Negeri Kabupaten Karawang based on the perception of students of class VIII in the academic year 2017/2018 in based on the results obtained data processing findings, the score of 81.47. Furthermore, the management description in the following manner is listed in the following table.

Table 4.3. Recapitulation of learning service management variables Perdimensi in State Junior High School Karawang regency

No	Dimensi Manajemen Layanan Pembelajaran	Skor	Prosentase
1	Pendahuluan	82,47	25,41
2	Kegiatan inti	81,37	25,07
3	Evaluasi	81,94	25,25
4	Tindaklanjut	78,77	24,27
Jumlah		324,55	100

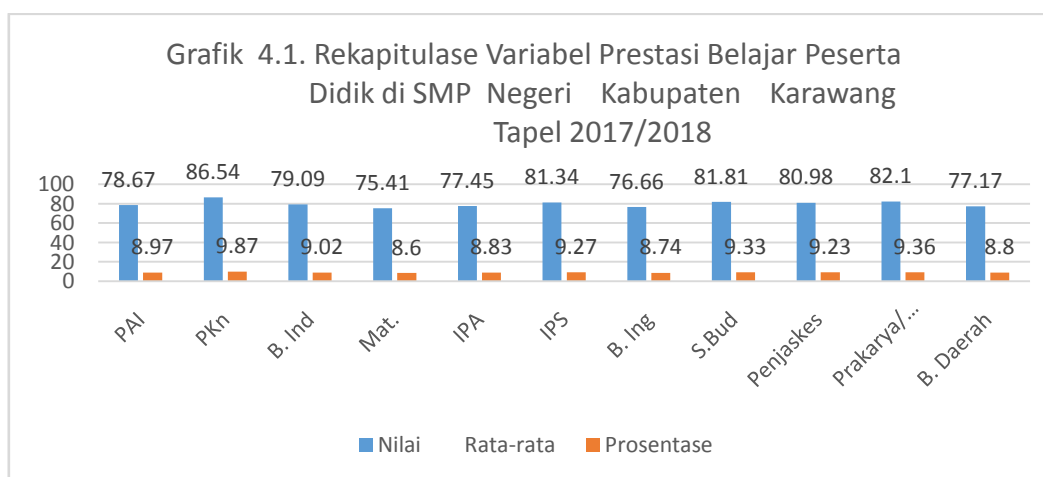
Based on table 4.3 learning service management variable with preliminary dimension occupying the highest score of 82.47; lowest score on follow-up dimension = 78,77; range = 57; average = 48.03, standard deviation (SD) = 9.63; variance = 92,76; and data distribution, such as tetera in the following table.

Table 4.4 Frequency Distribution of Learning Variables

No	Interval	Titik Tengah	Frekuensi Absolut	Frekuensi Relatif (%)	Frekuensi Kumulatif
1	17 - 23	20	1	0,28	0,28
2	24 - 30	27	11	3,05	3,32
3	31 - 37	34	35	9,70	13,02
4	38 - 44	41	81	22,44	35,46
5	45 - 51	48	106	29,36	64,82
6	52 - 58	55	80	22,16	86,98
7	59 - 65	62	31	8,59	95,57
8	66 - 72	69	13	3,60	99,17
9	73 - 79	68	3	0,83	100,00
Jumlah			361	100,00	

Based on table 4.5 the frequency distribution of learning variables as many as 47 respondents (13.02%) are in the group below average, 267 respondents (73.96%) about average, and 47 respondents (13.02%) above average.

Three, a picture of Student Achievement in State Junior High School Karawang District Lesson Year 2017/2018 berdasarkan data processing obtained the findings: the average score of 78.30. Furthermore, the picture is shown in the following table.



Ordinal data from student learning achievement variable after change to interval (calculation process contained in attachment) obtained the highest score = 80; lowest score = 22; range = 58; average = 52.75; standard deviation (SD) = 10,66; variance = 113,59; and its data distribution, as shown in the following table.

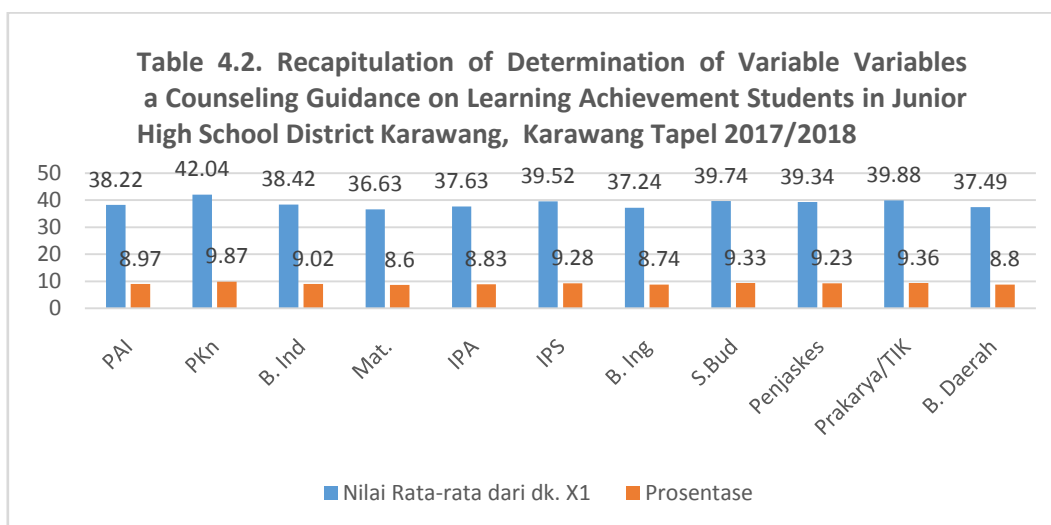
Table 4.5 Frequency Distribution of Student Learning Achievement Variable Variables

No	Interval	Titik Tengah	Frekuensi Absolut	Frekuensi Relatif (%)	Frekuensi Kumulatif
1	22 - 28	25	1	0,28	0,28
2	29 - 35	32	16	4,43	4,71
3	36 - 42	39	48	13,30	18,01
4	43 - 49	46	67	18,56	36,57
5	50 - 56	53	108	29,92	66,48
6	57 - 63	60	64	17,73	84,21

7	64 - 70	67	35	9,70	93,91
8	71 - 77	74	20	5,54	99,45
9	78 - 84	81	2	0,55	100,00
Jumlah			361	100,00	

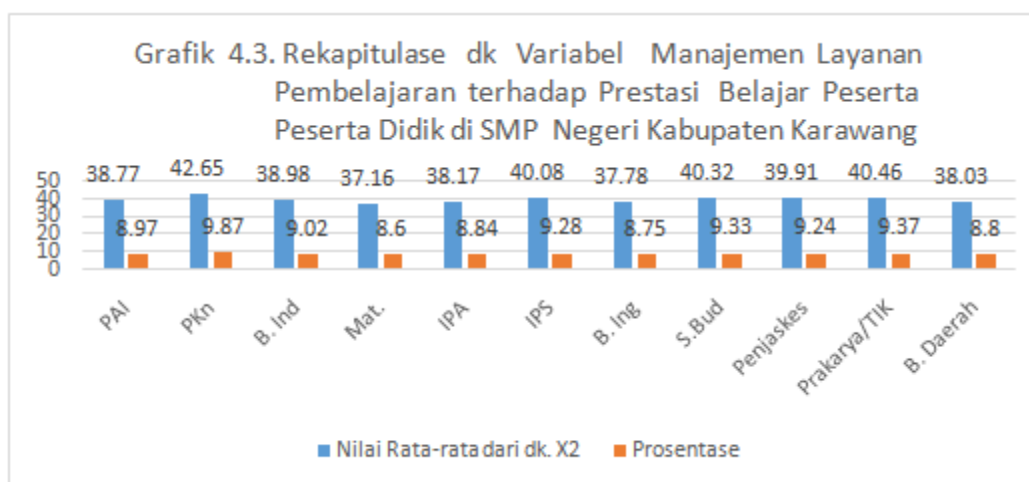
Based on the table 4.9 frequency distribution of learning achievement of the students as much as 65 respondents (18.01%) are in the group below average, 239 respondents (66.20%) around the average, and 57 respondents (15.79%) above average.

Fourth, the contribution of counseling guidance management service to the achievement of students learning in class VIII in SMP Negeri Karawang regency year 2017/2018 The results of data processing obtained the findings of $a = 17.83$; $b = 0.7$ obtained the value of F arithmetic = 339.54 and F table (5%) = 3.86 and F table ($\alpha = 10\%$) = 6.70 In addition, obtained r value = 0.697 and t arithmetic = 18, 42 with t table (5%) = 1.96 and t table (1%) = 2.576. Management of counseling guidance service has determination to student achievement class VIII SMP Negeri in Kabupaten Karawang year lesson 2017/2018. More details are listed in the following table:



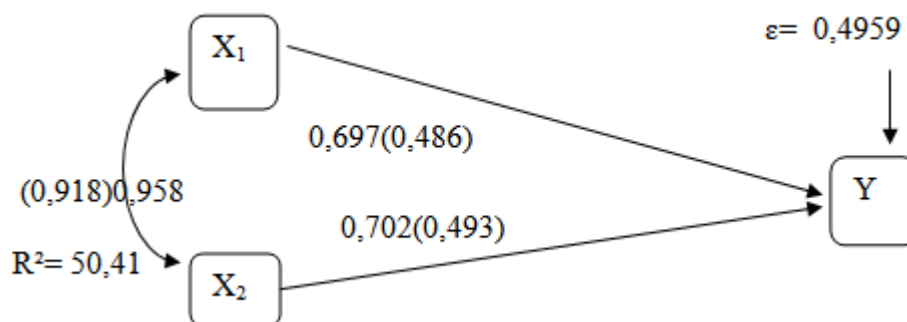
Fifth, the contribution of learning service management to the learning achievement of class VIII students in SMP Negeri Karawang regency in the academic year 2017/2018 The results of data processing obtained the findings of $a = 16,87$; $b = 0.75$ results

simple regression calculation obtained F count = 359 and F table ($\alpha = 5\%$) = 3.86 and F table ($\alpha = 1\%$) = 6.70. In addition, $r = 0.702$ and t arithmetic = 18.68 t table (5%) = 1.96 and t table (1%) 2.576 and the determination coefficient was 49.28%. Sixth, the management of learning services has contributed to the learning achievement of VIII students of SMP Negeri in Karawang regency in the academic year 2017/2018. More details are listed in the following table:



Interpretation Based On Password Analysis

In the path analysis analysis consisting of exogenous variables and endogenous variables reflects the causal variables in this case X1, X2, and Y, whereas endogenous variables as variables result in this case Y.



Gambar 4.1 Model analisis jalur hasil pengolahan

data variabel X1, X2 dan Y

The relationship between the exogenous and endogenous variables based on Figure 4.1 is described as follows: First, the contribution between counseling guidance management services on student learning achievement: (1) Direct influence with the formula $pX1 = r^2$ then $pX1 = 0.697 \times 0.697 = 0.486$. This indicates that if there is an increase of 1 unit in counseling guidance counseling management will lead to an increase in student achievement score of 0.486. (2) Indirect influence through X2. on learning achievement of learners (Y) through X2 then $pX1 = rX1y \cdot rX1X2 \cdot rX2y = 0.697 \times 0.958 \times 0.702 = 0.469$. This shows that if there is an increase of 1 unit in the management of counseling guidance services will lead to an indirect increase of score achievement learners of 0.469. Second, the contribution of learning service management to the learning achievement of learners, the analysis is: (1) Direct influence. Learning service management (X2) on learning achievement of learners (Y) of 0.493. This shows that if there is an increase of 1 unit in counseling guidance counseling management will lead to an increase in student achievement score of 0.493. (2) Indirect influence, through X1. on learning achievement of learners (Y) through counseling guidance service management amounted to 0.469. This shows that if there is an increase of 1 unit in the management of learning services, through counseling guidance will lead to an increase indirectly, the score achievement learners of 0.469. Third, the contribution of counseling and learning service guidance to the learning achievement shows the result of the analysis is 0,50,41. That is, if there is an increase of 1 unit in counseling and guidance counseling service management will lead to increase directly or not to the score of learning achievement learners of 0,50,41. On the other hand, its exogenous effect is 0.4959

Based on the results of the test, it is evident that the management of learners gives a significant positive contribution to learning achievement For the full description is as follows: Counseling guidance services in schools is part of educational services that have the goal of helping learners to develop their potential optimally. This is in line with the opinion of Kemendikbud (2016: 1) states that:

Guidance and counseling in schools are held to facilitate the development of learners / counsees in order to be able to mengali-sasasikan potential itself in order to achieve optimal development. Facilitation is intended as an effort to expedite the process, because naturally every human has the potential to develop.

It shows many benefits that can be felt by learners and institutions concerned. Benefits for learners, among them can help in the process of adjustment, both to himself and the surrounding environment, in accordance with its potential.

The learning service is the main activity in the school, due to the downturn, the quality of the education institution depends on the success of the learning activities in the classroom. In line with this, ArifinZainal (2014, 12) states that:

In the learning process, the teacher will organize the whole set of learning activities, ranging from making teaching-learning designs, carrying out learning activities, acting menga-jar, or membelajarkan, evaluate learning, including learning processes and in the form of learning-teaching impact.

In line with this, Yusup, Syamsu and Nurihsan (2014: 6) state that there are three areas of education that affect the optimal development of learners, namely (1) administrative and principal areas, (2) instructional and curricular areas, (3) students (counseling and counseling) The first field of education concerning program management The three areas are aimed at developing the potential of learners optimally. Furthermore, Gintings,

Abdorrakhman (2009: 71) states there are three terminology about quality, namely: (1) Quality Management (QM) relating to control activities for the purpose, (2) Quality Assurance (QA) focuses on how the system is produced, and (3) Quality Control (QC) related to completion of completed work. separated for the pursuit of a quality. Therefore, in the school about the activities between teachers BK and subject teachers have a big contribution to the achievement of learners learners.

V. Conclusion

Based on the findings of research results on Junior High School students in Karawang district in the academic year 2017/2018, the conclusion is as follows:

1. Participants students VIII grade SMP Negeri in Karawang regency actively involved in the activities of counseling guidance management services; Participants are actively involved in learning service management activities; Learning achievement of learners including good category;
2. There is a positive and significant contribution between the management of counseling guidance services to students' learning achievement. In other words, the management of quality counseling services leads to the learning achievement of learners to be superior;
3. There is a positive and significant contribution between management of learning service to student's learning achievement In other words the quality of learning service management leads to the achievement of learners achievement to be superior; There is a positive and significant contribution between management of counseling and learning service to student's learning achievement. In other words, the combination of counseling and quality guidance counseling service management leads to achievement learners achievement to be superior.

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