

APPLICATION OF THE SELF TALK METHOD TO IMPROVE LEARNING ACTIVITIES OF STUDENTS OF PANJI 3 STATE JUNIOR HIGH SCHOOL

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ABSTRACT

Learning activities are learning behaviors that are characterized by student activity during class learning. In the learning process, if a student does not do physical or mental activity to increase knowledge and skills, it will be difficult to achieve the goal from learning. Learning outcomes will be optimal if students carry out high learning activities, the more successful the learning process will be. Low learning activities are still found in class VII A and VII B students at SMP Negeri 3 Panji. The purpose of this study was to determine the effect of the self-talk technique to increase students' learning activities at school class VII at Panji 3 state junior high school. The design of this research is Pre Experimental Design. Researchers used a pretest and posttest design, because in this study to determine the role of the self-talk technique in improving the learning activities of the students used research sample, in this design, the sample is subjected to 2 measurements. The first measurement is carried out to measure the level of learning activity before being given treatment (treatment), and the second measurement is carried out level of learning activity after being given treatment (treatment).

Keywords: Self talk techniques, learning activities, Individual Mentoring

1. Introduction

Psychologically, humans as living beings have certain needs so that humans have a tendency to try to fulfill these needs. In order to achieve these needs, humans will behave, one of them by learning.

According to Azhar Arsyad, what is meant by learning is "students' actions in the field of formal and functional materials in general and in the intellectual field in particular". So learning is the main thing. Learning is a change in attitude and behavior for the better, but may lead to worse behavior. Next will be described the opinion of experts about the meaning of learning.

Student learning activities are carried out by two factors, namely psychological and physical. In this regard, the researchers designed to conduct research examining the problem of student learning activities through research with an experimental approach, with the title "Implementation of Self Talk Techniques to Improve Student Learning

Activities at SMP Negeri 3 Panji" and researchers focused more on improving student learning activities that experience low learning activity, so it is hoped that after applying this technique student learning activities increase and achieve good achievements.

2. Research Methods

The method used in this study is a quantitative method which was carried out for 3 months at SMP Negeri 3 Panji with 64 students. The research sample was 32 students VIIA and 32 VIIB.

This research is a Pre-Experimental Design research, namely one group Pre-test and Post-test design, with treatment being given and comparing the situation with before being given treatment. According to Sugiyono, the one group pretest-posttest design is done by taking one measurement at the beginning (pre-test), before the treatment

(treatment) and after that another measurement (post-test).

3. Result and Discussion

Based on the results of the distribution of research instruments, student learning activities in class VIIA are 31 students at SMP Negeri 3 Panji for the academic year 2021/2022, the percentage of student learning activity profiles is further categorized as in the following table:

Tabel 1. Pre Test Results of Student Learning Activities

No	Conselee	Pre Test	Category
1	Conselee AF	70	Rendah
2	Conselee AS	60	Sangat rendah
3	Conselee AL	60	Sangat rendah
4	Conselee FF	55	Sangat rendah
5	Conselee NA	73	Rendah
6	Conselee PD	60	Sangat rendah
N = 6		$\Sigma = 378$	Average = 63

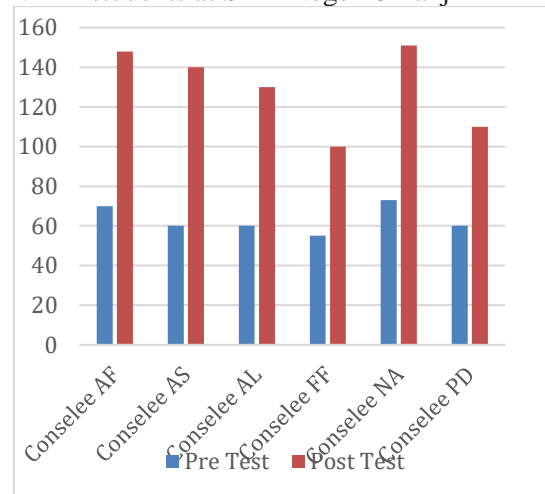
Based on the table above, it is known that there are students who are given individual counseling services who have low and very low learning activity categories with an average of 64 then the author provides individual counseling services with self talk techniques to help improve the learning activities of class VII A SMP Negeri students 3 Panji.

Tabel 2. Post Test Results of Student Learning Activities

No	Conselee	Post Test	Category
1	Conselee AF	148	High
2	Conselee AS	140	High
3	Conselee AL	130	High
4	Conselee FF	100	High
5	Conselee NA	151	Very High
6	Conselee PD	140	High
N = 6		$\Sigma = 809$	Average = 134,8

Based on the table above, it can be seen that there is a significant change in the results of the pre test after being given treatment of individual counseling services using self talk techniques on the learning activities of class VIIA students of SMP Negeri 3 Panji which has a high and very high learning activity category with an average score of 139 There are differences before and after the treatment is carried out, it can be seen through the graph that the researcher has made below:

Figure 1. General graph of the results of pre-test and post-test learning activities of Class VII A students at SMP Negeri 3 Panji



Based on the graph above, it is clear that most of the VII A grade students of SMP Negeri 3 Panji in the 2021/2022 academic year are still relatively low in learning activities, so that individual counseling with self-talk techniques to students can help improve their learning activities both physically and mentally so that students can improve student learning activities.

4.2 The Role of Self Talk Techniques to help improve student learning activities in class VII A at SMP Negeri 3 Panji.

The implementation of individual counseling service activities with self talk techniques to help improve student learning activities is carried out for 3 meetings a week. Before starting the counseling session using an individual counseling service approach with self talk technique. The author and the students made a contract/commitment to conduct counseling meetings, the contract was also carried out in order to build report cards with all students who were the subject of research.

The contract/commitment was given at the beginning of the meeting with several respondents who had high, medium or low learning activities. In the presentation at the beginning, it was explained about the goals, processes and objectives of counseling. The results of the implementation of self talk technique activities to improve student learning activities in class VII A at SM Negeri 3 Panji for the academic year 2021/2022, are as follows:

1. 1st meeting

The researcher started by greeting the students who were present. Then the researchers started giving pre-tests to students, at this stage is the introduction stage in order to foster an open attitude in closeness so that authentic and original data are obtained from students.

Then the researchers distributed learning activity instruments to find out the difference before and after treatment in this case the self talk technique. On the sidelines, the researcher also gave a few questions and asked students not to be tense, a family atmosphere emerged so that it was comfortable to conduct research. Students work on activity questionnaires smoothly and on time.

2. 2nd meeting

In this second meeting, 6 students were gathered in the counseling room to carry out self-talk counseling, namely AF, AS, AL, FF, NA, PD. Previously, the researcher explained how to fill in the activity questionnaire first so that students were not confused about how to do it.

Then continue by providing counseling or assistance to students one by one within a period of 40 minutes. In the implementation of this counseling the researcher tried to as much as possible dig up all the specific information from each student, so that this threatment went well. The information obtained is in the form of obstacles or obstacles felt by students.

In the final session, the researcher asked to write down all negative thoughts that they felt could hinder their learning activities so that the learning outcomes or learning achievements obtained by students were less than optimal. Thus, researchers can find out and find solutions to what are the obstacles in learning activities. In this case the researcher acts as a friend no longer a teacher, so that students can express their thoughts well.

3. 3rd meeting

At the 3rd meeting, which is Friday, June 17, 2022, at 09.00-09.20 WIB at SMP Negeri 3 Panji. The researcher brought the writing from the students to express the negative thoughts they experienced. The researcher started with AF students, who had brought the results of their assignments to the previous meeting, the result was that I felt

bored to study at school, my grades dropped because I was forced by my parents to study, my parents at home often quarreled and made me feel uncomfortable in studying . From the description by AF, it can be concluded that the reasons students get obstacles in their learning activities. From this, researchers can provide an open space for students to learn to find solutions together with researchers. After that the researcher asked to remove negative thoughts from students and find solutions to each problem. After looking for solutions from negative thoughts, the next step is that the researcher gives a piece of paper to write positive thoughts that are instilled in each student. The last session of this meeting, the researcher ended with greetings.

At 09.20-09.40 WIB, the student who was called by the researcher, namely the US, started with greetings and the researcher informed that in this study confidentiality, identity, etc. would be maintained so that students felt comfortable when discussing the problem. After that, the students handed over a paper containing negative thoughts to the researcher, namely "Since my father died I have become less enthusiastic about learning.

My father is my role model who always accompanies me when I study until late at night. Always motivates me to be successful and keep learning to seek knowledge." After reading the negative thoughts that the students have written, the researcher rationalizes one by one from the negative thoughts that are in him, and the researcher invites them to be able to dispel the negative thoughts so they don't happen again. Negative thoughts are the same as "diseases" if served by us, they will continue to spread and get worse. Therefore, our stronghold must be strong in maintaining mental health in addition to physical health. This is not easy but it can be done.

At 09.40-10.00, the next student is AL. As usual, the researcher opened the mentoring activity with greetings and then explained that this counseling activity would not be leaked to anyone and the researcher kept it confidential. When submitting the assignment sheet, the students explained that so far the Navy has prioritized cellphones, I am not confident in my learning outcomes because my friends are much smarter than me. Besides that in my family I'm always compared to my older

brother who is better his report card. So I feel useless in learning, I'd better fill the void of time by playing HP.

At 10.00-10.20 WIB, the FF students as usual, the researchers started the guidance with greetings. Students submit sheets of paper containing negative thoughts, while explaining that students are often compared by their parents to their younger siblings when at home. Even though he tried to learn but his parents never appreciated or encouraged him. After hearing the problems that have been experienced, then the researcher gives advice, invitations and appeals to students to get rid of negative thoughts and replace them with positive thoughts so that all that is sought can obtain maximum results.

At 10.20-10.40 WIB, NA students entered the guidance room, then the researcher explained the purpose and objectives of this study. Students told: during the lesson in class the teacher explained too quickly so that I could not listen to the lesson well. Then I was afraid to ask because the teacher was known to be fierce and often shouted. Therefore I do not like certain subjects and I am lazy to learn. After hearing these problems the researchers tried to find solutions and guide students so that this does not happen. And instill positive thoughts to help him solve every problem.

At 10.40-11.00, PD students enter the guidance room, then explain why they don't like certain subjects, so they are not enthusiastic about studying in class.

4. 4th meeting

At the fourth meeting, Saturday 18 June 2022, 08.00-08.20. the researcher conducted counseling with AF students, as usual the researcher opened the counseling with greetings and Basmalah. The researcher explained about the purpose of individual counseling and also explained that what was discussed during the interview would be kept confidential so that students were not awkward and could provide authentic data. After that, the researcher asked about the task that had been given at the previous meeting, which was about positive thoughts. Broadly speaking, I have to be passionate about learning when I see my father and mother working hard for me. I feel that there is no point in responding to a fight at home, this will not solve the problem. I have to be

passionate about learning to achieve my goals to make my parents happy.

At 08.20-08.40 the researcher conducted counseling with AS, the researcher opened counseling with Salam and Basmalah, then the researcher explained the principle of openness so that the data obtained could be authentic. The researcher asked "what can make you able to increase your learning activities so that your goals can be achieved?" Then the student answered that he would make a list of daily activities and try to follow all the agendas he had written. Researchers provide intensive direction and guidance every day so that what is implemented can be achieved, so that students feel they can divide their time and discipline every day.

At 08.40-09.00, Navy students knocked on the door then said Salam, entered the room, the researcher greeted and answered Salam. The researcher reviews what was discussed in the previous meeting, then students submit a paper that already contains assignments at the previous meeting. The contents of students' thoughts are positive thoughts that have been sincere in outline, namely "if I am compared to others, it means that the business is still inferior to others, so I must not be lazy in studying so I can compete with my friends and brother". I will continue to learn to catch up with me until I achieve my goals.

At 09.00-09.20 FF students entered the room for consultation and then said Salam and handed over a sheet of paper containing positive thoughts that he had written. Broadly speaking, someone who is great is someone who can always be an example for his brother or sister. Instead of doing things that are not useful, it is better to study diligently so that you don't regret it later and can become the pride of your parents.

At 09.20-09.40 NA students entered the room for consultation and then handed over a sheet of paper containing positive thoughts which he had written in outline containing "I have to be enthusiastic about learning even in situations that make me afraid of being yelled at by the teacher because the teacher actually cares and loves the teacher." me so that scolding my actions not me. By not being afraid, I will learn to be much calmer.

At 09.40-10.00 PD students entered the room as usual, the researcher said hello and the students answered. PD students submit a

sheet of paper containing positive thoughts that can be done to improve their learning activities both at school and at home. The reason for not being happy in the lesson is not the teacher's fault that I don't like it, but it departs from myself that needs to be corrected. Maybe not only in this school there are teachers with that character, but I have to be able to maintain the trust of my parents who always give encouragement and direction to move forward and don't give up.

Data Analysis

Hypothesis testing of counseling services using the self-talk technique at SMP Negeri 3 Panji in the academic year 2021/2022 for class VII was carried out using the Wilcoxon signed ranks test with the following results:

H0 = there is no role of self talk technique on student learning activities of SMP Negeri 3 Panji.

Ha = there is a role of self talk technique on the learning activities of SMP Negeri 3 Panji students. The results of data processing are presented in the table below:

Ranks		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	6 ^b	3,50	21,00
	Ties	0 ^c		
	Total	6		

a. Post Test < Pre Test

b. Post Test > Pre Test

c. Post Test = Pre Test

In the table above, it is explained that negative ranks is the negative difference between the results of the pre test and post test, which is 0. Either the mean rank or sum rank. A value of 0 indicates that there is no decrease in the value of the post test from the value of the pre test. This analysis also shows positive ranks of 6, meaning that all six students experienced an increase in post-test scores. The mean rank or average increase is around 3.50 while the number of positive rankings is 21.00.

Table 3. Hypothesis Test Results Wilcoxon Signed ranks test

Test Statistics ^a	
	Post Test - Pre Test
Z	-2,214 ^b
Asymp. Sig. (2-tailed)	,027

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the significance table above, it shows that the Z value is -2.214 with Asymp Significant (2 tailed) of $0.027 < 0.05$ so that Ha is accepted, meaning that there is a significant effect using positive talk techniques in terms of increasing student learning activities at SMP Negeri 3 Panji.

Discussion

Based on the results of the study, it was shown that there was an increase in learning activities in class VII A students of SMP Negeri 3 Panji after getting a lot of individual guidance or counseling with self-talk techniques. The results of this study indicate that the average learning activity possessed by students is higher than before they received counseling with self talk techniques. On average they do not have strong guidelines for doing something so that intensive guidance is needed and is very close to a teacher. In addition, a teacher does not necessarily conclude that the value changes because students are lazy, but it can happen because they experience events that are not bad either in class or at home that affect their learning activities.

Before the self-talk technique, students had an average pre-test score of 63, but after the self-talk technique, it means that students can find the root of the problems they are experiencing, then look for solutions assisted by teachers who are qualified and understand the mental development of students, This requires special skills to understand students. Unlike the object, but the research target is humans who are developing and continue to experience maturation both physically and mentally so it is not easy to recognize, deepening to reveal the root of the problem may be what they say at the time of research is not in accordance with reality but from the results Our data shows that there is an effect

of pre-test and post-test scores before the self-talk technique is performed and after the self-talk technique is performed.

Table 4. Average pre-test and post-test student learning activities of SMP Negeri 3 Panji.

No	Conselee	Pre Test	Post Test	Gain score
1	Conselee AF	70	148	78
2	Conselee AS	60	140	80
3	Conselee AL	60	130	70
4	Conselee FF	55	100	45
5	Conselee NA	73	151	81
6	Conselee PD	60	140	80
Average		63	134,8	72,3

Based on the pre-test calculation, the average score for class VII student learning activities at SMP Negeri 3 Panji was 63 with a value of 63 and after being given consulting services per individual with the self-talk technique it became 134.8 with a gain score of 72.3.

Based on these calculations, it can be seen that individual counseling services with self talk techniques have an effect on student learning activities. So it can be concluded that students who have low learning activities are caused because students know the root of the problems they face after doing individual guidance.

4. Conclusions

Based on the discussion and results of data analysis, it proves that the use of the Self Talk Technique to help develop student learning activities in class VII at SMP Negeri 3 Panji for the academic year 2021/2022 can be concluded as follows:

1. Individual counseling services with self talk techniques can help develop student learning activities in class VII at SMP Negeri 3 Panji and this study answers this hypothesis.
2. Thus it can be concluded that individual counseling services with self talk techniques can help develop the learning motivation of class VII students at SMP Negeri 3 Panji. Because researchers have seen an increase in learning activities as evidenced by the post-test value which is much greater than the pre-test value.

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