Effect Of Modeling Techniques With Behavioral Counseling lesson Through Study To Improve Attitudes Able To Logical Thinking, Funny And Reason

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Abstract. This study aims to improve the attitude of being able to think logically, funny and reason. The study population was 72 students, and the research sample was 36 students, With a kind of quasi-experimental, pretest-posttest control group design. Judging from the analysis tcount 3,347 > ttable 1,690 so H0 is rejected and Haaccepted. So, there are significant differences in the that states are able to think logically, funny, and reason, before and after using the theory of behavioral counseling by modeling techniques. Behavioral counseling can be inferred through the lesson study modeling technique is effective to improve the attitude of being able to think logically, funny and reason.

Keywords: behavioral counseling, modeling, lesson study

1 Introduction

Lately lots of problems have occurred, especially amongst students of the students at the school. Many students still don't understand very well about how herself, so they do at school, mostly just follow what is done by her friend only. Especially if they follow it not positively impact negative impact but instead, then it would greatly interfere with their learning process in school. So this is where the importance of the personality of the students understands they have not happened deviations from existing rules. Students need to know personality in itself is about Attitudes Able To Logical Thinking, Funny And Reason. Attitudes Able To Logical Thinking, Funny And Reason is the ability to highlight themselves include saying something funny, logical and with reason, tells stories and jokes that are funny, talking about her own personal experiences and.

1.1 Charactershelpothers

ThecharacterAttitudes Able To Logical Thinking, Funny And Reason also has an indicator such as the following, (1) able to speak with a cute, it means being able to talk about things that are funny so it can make friends entertained and also make yourself become more excited. (2) Able to think logically, funny and reason, it means being able to think positive and sensible toward something. (3) his personal experience and unable to speak. This means that students are able to discuss his personal experiences to his friends in class or outside of school.

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1.2 Application of Character helps others

The application of character to Attitudes Able To Logical Thinking, Funny And Reason can be done by modeling or technique. Students can apply modeling techniques by demonstrating job simulations that are in accordance with the character of helping others. After that, students do one stay two stray to find out the results of discussions from other groups. After one stay, two stray students do the sociodrama that has been made with the theme character helps others and displays it in front of the class. After doing a sociodrama, the writer did a placebo technique, where one of the students will be presented with positive and negative attitudes by 2 friends In the placebo technique it has a code of ethics that is not to be angry, resentful, and offended. After doing the placebo technique students will read the diary that has been made. Then students fill out a questionnaire that was shared by the author. Finally, students fill out reflection journals about the activities of Classical Guidance services that have been carried out.

1.3 IvanPavlov's Behavioral Theory

Behavioral Counseling theory of Ivan Pavlov's philosophical view of life theory of Ivan Pavlov Behavioral Counseling that every man needs a change and will experience a change in behavior was as a result of the interaction between the stimulus and response, other Learning is the change experienced by clients or students in developing their ability to improve behavior in a new way as a result of the interaction between the stimulus, and the response is retrieved.

1.4 Modeling Technique

According to Dharsana (2016) modeling techniques are ways to introduce, and counselors provide models that have the character of helping other people to be able to do so,students are asked to imitate the model provided by the counselor. In line with this definition,suggestsmodeling techniques are ways used by counselors to improve the character of helping others through characterization, characterization in question such as characterization through films, imaginary figures(imaginary),and so forth.Modeling is also called imitation.

2 Methodology

The type of research used for this study was quasi-experimental design research "(Quasi alphabets experiment)" Design with nonequivalent post-test only controls group design "because in this study, researchers hold treatment (treatment), method of experiment tried researching whether or not there is a causal relationship. In a study of the determination of population of important research is done. With a population that will obviously make it easier to research and draw conclusions at the end of the study. Based on the above, it is in this research, the sampling method used is using a purposive sampling (purposive sampling). Sampling purpose (purposive sampling) is the sample withdrawal technique based on traits or characteristics (destination) set by previous researchers. As for the reason against the use of purposive sampling technique is the collection of data is only done on a group of subjects that

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have characteristics in accordance with the research objectives, i.e. students who have Attitudes Able To Logical Thinking, Funny And Reason medium and low. To obtain data about Attitudes Able To Logical Thinking, Funny And Reason used multiple research instruments namely questionnaire, the following is a description of the instrument to be used in this research. In the implementation of the observation, the aspects of Attitudes Able To Logical Thinking, Funny And Reason observed to refer to indicators of these three aspects. includes says something funny, logical and with reason, tells stories and jokes that are funny, talking about her own personal experiences.

3 Results and Discussion

In this study, the influence of the theories of Behavioral Counseling is sought Against students then used the comparison of pretest-posttest difference between on each indicator on Attitudes Able To Logical Thinking, Funny And Reason recap of the pretest, posttest, the data presented in the following graph: Guidance of classical, in the implementation of the study outside the classroom, research conduct lesson studies under the guidance of classical settings. Guidance of classical, classical in the guidance of researchers describes the sense of Attitudes Able To Logical Thinking, Funny And Reason on himself, after which students are given the opportunity to deliver an example of Attitudes Able To Logical Thinking, Funny And Reason that is on him. In the guidance of classical researchers spread a questionnaire about Attitudes Able To Logical Thinking, Funny And Reason so researchers really knowing the percentage of the results of students who have Attitudes Able To Logical Thinking, Funny And Reason. The results from the calculations found that the indicator could talk to be funny, from the initial score shows an increase from 5 percent. The increase in this score means that the indicator could talk with a funny use on the theory of behavioral modeling techniques with counseling, can be increased significantly. The validity of the Grains in this study revalidates a data or value grain questions based on Product Moment. This testing is done by comparing the score tcount with ttable level of significance5%. To test the validity of the grains used correlation product moment, i.e., the correlation between the score with a score of grain totals. To determine the validity to the instrument, used the formula product moment, namely:

The formula t Indicator

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}} = \frac{37.917 - 40,056}{\sqrt{\frac{11.564}{36} + \frac{12.054}{36} - 2\ x0,95\left(\frac{3.4006}{\sqrt{36}}\right)\left(\frac{3.4719}{\sqrt{36}}\right)}} t = \frac{-2,139}{-0,639}t$$

$$= 3,347$$

Table 1. Recapitulation of Pre-test and Post-test Data(characters help others)

Skor	$\overline{X}$	δ	t hit	t tab	Ket
Pre-Test	37.917	3.4006	3.347	2.000	Signifikan
Post- Test	40.056	3.4719	3.347	2.000	Signifikan

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Indicator that States are Attitudes Able To Logical Thinking, Funny And Reason grade X MIA 3 shows the following data:

Average Pre-Test: =37. 917 d = 3.4006 tcount = 3.347 t table= 2.000. Significant
Average Post-Test: = 40. 056d = 3.4719 tcount = 3.347 ttable = 2.000. Significant

Price tcount, compared with prices of t on a ttablewith db = n1+n2 -2 = 72 – 2 = 70. pricettable for db 70 and with the level of significance 5% (a = 0.05) is 2,000. Thus, price tcount greater than rate's table t, so that H0 is rejected and the Ha is received. This means, there is a significant difference, which States are able to think logically, funny, and reason, at grade X MIA 3 between before and after using the theory of behavioral counseling with the technique of modeling. Conclusion: the application of the theory of behavioral counseling with techniques of modeling effect on increasing that States are able to think logically, funny, and reason, at grade X MIA 3 SMA N 1 Denpasar.

INDICATOR	Before		High		Low		Before		After	
	Mean	SD	F	%	F	%	t_{count}	t_{table}	t_{count}	t_{table}
Attitudes Able To LogicalThinking, Funny And Reason	2.43	1.04	131	73	12	6.67	3.753	2.000	3.753	2.000
Village Men	3.67	0.72	55	73	4	5.33	3.780	2.048	3.780	2.048
Village Women	3.62	0.8	76	61	8	7.62	3.616	2.021	3.616	2.021

Based on the above table, the average value of the indicator Says something funny, logical, logical reasoning of 2.43 with a standard deviation of 1.04. the highest score on the indicators 1 131 with a frequency and percentage 73% while the lowest score in a frequency and percentage of 6.67%. In addition, research data shows that students of class X MIA 3 SMA N 1 Denpasar, men have an average of 3.67 with a standard deviation of high frequency of 0.72 55 percentage of 73% with low frequency and percentages with 5.33%. Women have an average of 3.62 with a standard deviation of 0.8, a high frequency of 76 with a percentage of 61%, low frequency 8 percentage of 7.62%.

Research conducted using the tutoring service of classical to know the influence of Behavioral Counseling against Attitudes Able To Logical Thinking, Funny And Reason grade X MIA 3 SMA N 1 Denpasar. From the results from the analysis of the initial questionnaire (pretest) obtained 12 students are low on indicators 1,4 people on indicators 2 and 3 indicators on the 17 people who have low Attitudes Able To Logical Thinking, Funny And Reason. Next give the treatmen in students. The observation is performed aiming to support the accuracy of the data obtained by the researchers. According to the hypothesis test data analysis, method indicates that there is an influence of the modeling techniques with behavioral counseling through lesson study against Attitudes Able To Logical Thinking, Funny And Reason grade X MIA 3 SMA N 1 Denpasar, are acceptable. T-test based on the value in the top, then the decision can be taken as follows: H0 is rejected, and the Ha is received. From the results of these comparisons then it can be inferred that the results of the study revealed significant, in other words, research hypothesis was accepted so there is the influence of the modeling

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techniques with behavioral counseling through lesson study towards Attitudes Able To Logical Thinking, Funny And Reason of students of class X MIA 3 SMA N 1 Denpasar.

4   Conclusion

Based on the results of the analysis and discussion, can be drawn the conclusion that there is an influence of the modeling techniques with behavioral counseling through lesson study against Attitudes Able To Logical Thinking, Funny And Reason grade X MIA 3.

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