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**THE EFFECTIVENESS OF GROUP GUIDANCE *LIVE MODELING* TECHNIQUE
AS AN EFFORT TO INCREASE ENTREPRENEURIAL INTEREST OF
VOCATIONAL STUDENTS**

Hana Rizqiani Khoirunnisa¹, Muslikah²

¹State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,
hanarizqiani398@students.unnes.ac.id

¹State University of Semarang, Sekaran, Gn. Pati Sub-District, Semarang, Indonesia,
muslikah@mail.unnes.ac.id

ABSTRACT

Based on data from student graduates from the last 3 years, shows that more students choose to work in companies than to become entrepreneurs. With data percentages according to BMW terms, 45% work in companies, 35% continue studying in their field, and 20% are entrepreneurs. This research aims to determine the effectiveness of group guidance services using live modeling techniques to increase students' interest in entrepreneurship. This quantitative research uses an experimental method with a pretest-posttest group design. The sample for this research was obtained from the entrepreneurship interest instrument using a purposive sampling technique, totaling 10 people. The results of the research using the Paired Sample T-Test show a significance value of $0.000 < 0.025$, so H_0 is rejected and H_a is accepted. The average test for increasing interest in entrepreneurship through the N-Gain test obtained a result of 0.7124, which is in the high category. This shows that group guidance using live modeling techniques is effective in increasing students' interest in entrepreneurship. Based on the research results, it can be concluded that group guidance using live modeling techniques is effective in increasing interest in entrepreneurship in class XI ATPH 3 students at SMK Negeri H. Moenadi Ungaran.

Keyword: Group guidance, live modeling, entrepreneurship

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INTRODUCTION

The rapid development of entrepreneurship currently occurring in various countries, the business world plays an important role in supporting the welfare of the population and increasing state income. The development of entrepreneurship is inseparable from the world of education which brings up various product and service innovations for consumers. In 1995 President Soeharto instructed to nurture new entrepreneurs through education (Gupron et al., 2023). Since then, entrepreneurship programs have been implemented by various educational institutions in Indonesia.

Schools became educational institutions organized by the government and the private sector which contained formal, informal, and non-formal education that aims to provide teaching and manage and educate students through guidance provided by teachers or educators (Yahya, 2021). One of the educational programs that support the development of entrepreneurship is Vocational High Schools (SMK). SMK is an educational institution that is responsible for creating human resources who have skills, capabilities, and expertise in their fields to create graduates who develop performance in the work world.

Learning in vocational schools has the aim that students who have graduated are ready to join the world of work. The learning model in vocational schools is inseparable from the existence of industrial work practices (Prakerin). This program is a real step to make the education system with vocational training relevant to the world of work that will be addressed and through prakerin will produce quality graduates (Syifa, 2020). Therefore, entrepreneurship is important to cultivate in students to prepare them for the world of work in the future.

Schools can provide guidance related to career plans and guidance on entrepreneurial readiness through guidance and counseling activities. According to (Witri & Muslikah, 2022) career selection and preparation is one of the developmental tasks of adolescents or vocational students that influence future success. Thus, teenagers who have career maturity are able to complete their career development stages. Furthermore, the personnel who have a high responsibility for guidance and counseling activities are the counseling teachers themselves. There are various types of services in Guidance and Counseling which include information services, orientation services, content mastery services, consultation and mediation services, individual and group counseling services, and group guidance services (Prayitno in (Kusraharjo, 2019).

According to preliminary study data at SMK Negeri H. Moenadi Ungaran in September 2023 by interviewing one of the counseling teachers, he said that data on student graduates in the last 3 years have chosen to work in companies. With data on the percentage who work in companies or shops 45%, of graduates continue their studies 35%, and graduates who are entrepreneurs 20%. The counseling teacher explained that the cause of low interest in entrepreneurship is due to the limited knowledge possessed, there is no business capital, there is no space for sharing their stories or thoughts and lack of parental support. The counseling teacher also added that in providing services using a classical guidance approach, students preferred activities that were carried out in a small group forum.

To prevent further problems that occur, they need to be given services in guidance and counseling. Services that are considered appropriate to deal with these problems use group guidance. Group guidance is a service carried out by professionals (counselors) and in the service there are clients (counselees) to

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discuss certain topics. This service is led by a group leader, namely the counselor (Ivanka et al., 2022). According to (Fitriani et al., 2019) group guidance is a guidance technique that endeavors to help individuals to achieve optimal progress through the abilities, talents, and interests of the individual. The purpose of group guidance is to provide important information in a group dynamic situation and members can exchange opinions.

One of the techniques that can be used in group guidance services is the live modeling technique. With a real model, students interact directly and can be used as an example that entrepreneurship can provide benefits for themselves and the surrounding environment. According to Corey (Aulia et al., 2022) modeling technique is an activity of observing the model and then reinforcing it by imitating the model's behavior. Students can pay attention to the model provided by the counselor and have the aim that students can imitate the model's behavior so that the desired new behavior changes occur.

The objective of this study was to determine the interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran in entrepreneurship before and after being given group guidance services with live modeling techniques. This study also aims to prove the effectiveness of group guidance services with live modeling techniques on the interest in entrepreneurship of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

From the exposure and the results of interviews about the problem of low entrepreneurial interest in students, researchers conducted experimental research with the title "The Effectiveness of Group Guidance with Live Modeling Techniques as an Effort to Increase Student Entrepreneurial Interest in Class XI ATPH 3 SMK Negeri H. Moenadi Ungaran".

METHOD

The approach in this study used a quantitative approach with an experimental research type. The experimental design used Pre-Experimental Design with a one group pretest-posttest research design, where the results of the treatment was more accurate. (William & Hita, 2019) explained that the advantages of this experimental design can compare the conditions before and after treatment on the same participants and the same measuring instruments. One of the one group pretest-posttest research design schemes can be seen in Table 1 as follows:

Table 1 One Group Pretest-Posttest Scheme

Class	Pretest	Treatment	Posttest
Experiment	O1	x	O2

Description:

O1 = Initial test (Pretest)

O2 = Final test (Posttest)

X = Treatment

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The research subjects were carried out in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran, totaling 10 students obtained from the entrepreneurial interest instrument with low category entrepreneurial interest criteria using a purposive sampling technique. Data collection was obtained from primary data sources, namely conducting preliminary studies in the field, conducting interviews with one of the Guidance and Counseling Teachers of SMK Negeri H. Moenadi Ungaran, and distributing questionnaires. Furthermore, secondary data collection comes from library books, previous theses, research journals, and other documents related to the research conducted. Data analysis techniques in this study used SPSS version 25.0 to test data normality, Paired Samples T-Test, and N-Gain test.

The research instrument was tested with validity and reliability tests using SPSS Version 25.0. The validity test is defined as the extent to which the test tool can measure what will be measured (Pramuaji & Loekmono, 2018). In the validity test, there are 32 statement items on the entrepreneurial interest instrument, 25 are said to be valid and 7 are invalid. Invalid items are dropped considering that each valid item already represents an indicator of entrepreneurial interest. The test was carried out at a significance level of 5% with a sample of 30 students or a significance level of 0.361. Furthermore, the reliability test obtained the following results:

Table 2 Reliability Test

Reliability Statistic	
Cronbach's	N of Items
Alpha	
.809	32

The reliability test is used to test something that is tested with a tool based on its function to ensure that from the first test onwards the results are consistent. (Machali, 2021). In table 2, it is known that the Cronbach's Alpha value is 0.809. The alpha value used as an indicator generally uses a significant level of 5% with a table "r" value of 0.361. Then $r \text{ results} > r \text{ table}$, namely $0.809 > 0.361$, so this entrepreneurial interest research instrument is reliable and can be used for research.

RESULTS

The discussion of the research results includes the findings of the implementation of live modeling techniques in group guidance services to increase entrepreneurial interest in students of class XI ATPH 3 SMK Negeri H. Moenadi Ungaran. The sample of this study was a student who has a low entrepreneurial interest. The information obtained from interviews with the counseling teacher said that the cause of students' low entrepreneurial interest is due to their limited knowledge, lack of business capital, having no place to exchange stories, and lack of support from parents. To anticipate the occurrence of sustainable problems, they need to be provided with material related to increasing entrepreneurial interest so that students can survive and success in the future

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Data on Pretest and Posttest Results of Entrepreneurial Interest

The results of research in the treatment group, namely the implementation of live modeling techniques in group guidance services, were successful in increasing students' entrepreneurial interest. This is indicated by the increase in the measurement score of entrepreneurial interest through the administration of the pre-test and post-test. The following is a recap of the pre-test and post-test results:

Table 3 Pretest and Posttest Result

No.	Pretest	Posttest
1	66	86
2	70	87
3	72	89
4	74	90
5	77	90
6	78	91
7	78	91
8	79	92
9	79	95
10	80	96
Average	75.30	90.70

The total average score of the treatment group members before being given the service (pre-test) was 75.30, after being given the treatment (post-test) has increased with an average score of 90.70 which means that initially it was in the low category, then after participating in a series of group guidance activities with live modeling techniques or doing the post-test, the total score of students has increased.

Normality Test of Pretest and Posttest Data

The test was carried out with the Shapiro-Wilk test with the help of the SPSS 25.0 application. The results of the normality test are as follows:

Table 4 Normality Test

Data	Statistic	Sig.	Distribution
<i>Pretest</i>	.874	.111	Normal
<i>Posttest</i>	.955	.733	Normal

Based on Table 3, the significant value in the pretest data is .111 and the posttest data is .733. Therefore, the basis for decision-making in the Shapiro-Wilk normality test is if sig. > 0.05 then the data is normally distributed. Based on the table above on pretest data .111 > 0.05, the data is normal. In the posttest data .733 > 0.05 it is concluded that the data is normally distributed.

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T-Test (Paired Sample T-Test)

Table 5 T-Test (Paired Sample Test)

		Paired Differences					t	df	Sig. (2 tailed)
Mean		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
Pair 1	Pretest - Posttest			Lower	Upper				
		-15.400	7.291	2.306	-20.616	-10.184	-6.680	9	.000

In Table 4, Decision Making is based on the comparison of probability values (Sig.) if the sig value > 0.05/2 = 0.025, then H₀ is accepted. Then if the sig value < 0.05/2 = 0.025 then H₀ is rejected. It is known that the sig value is 0.000 < 0.025, then H₀ is rejected. So it can be concluded that there is a significant difference before being given a pretest and posttest.

Average Improvement Test (N-Gain)

Table 6 N-Gain Test

<u>Descriptive Statistics</u>					
	N	Minim	Maxim	Mean	Std. Deviation
Ngain_score	10	.44	1.00	.7124	.19019
Gain_percent	10	44.44	100.00	71.2357	19.01869
Valid N (listwise)	10				

In Table 5, testing the average increase or N-Gain test based on the pre-test and post-test scores obtained a score of 0.7124 which is included in the high category, this means that there is an increase in the average results of students' entrepreneurial interest. So, it can be concluded that group guidance with live modeling techniques is effective for increasing the entrepreneurial interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

DISCUSSION

The research was conducted 6 times starting from January 12 to January 29, 2024, at SMK Negeri H. Moenadi Ungaran to provide treatment. The subjects in this study were 10 students in class XI ATPH 3 an experimental class that had low entrepreneurial interest. The experimental class is a study group that gets group guidance treatment with live modeling techniques. The purpose of the study was to determine the effectiveness of group guidance with live modeling techniques as an effort to increase the entrepreneurial interest of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

In connection with the occurrence of changes or an increase after conducting group guidance service activities with live modeling techniques, increasing entrepreneurial interest requires that students

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have the desire, interest, and encouragement to work hard and try their best to meet the needs of life by creating a new business or becoming an entrepreneur without fear of failure. (Vodă & Florea, 2019) said that there are several special characteristics in entrepreneurship including having self-confidence, taking risks, having high creativity, and the need for achievement.

(Burnette et al., 2020) in his research found the results that it is expected from lecturers, teachers, or students to provide more support for equal opportunities in career or entrepreneurship regardless of gender and previous experience. In this study, Guidance and Counseling teachers can provide services to support the success of students in entrepreneurship. Group guidance is guidance that is given to more than one person at the same time to assist individuals in self-development, get the latest information, and allow each member to actively participate in sharing experiences to develop individual insights, attitudes, and skills (Hariyadi, 2019).

According to (Hartanti, 2022) the purpose of group guidance is to enable students to jointly obtain various materials prepared by resource persons that are useful for everyday life. Through group guidance activities, students can practice expressing opinions to each other regarding the entrepreneurial interest material being discussed. The material presented will increase students' understanding of aspects related to entrepreneurship which have many benefits if applied in everyday life to achieve the desired life goals. The process of providing material through group dynamics will form group members' awareness of the importance of having and increasing entrepreneurial interest from an early age.

Providing group guidance services using live modeling techniques. Live modeling technique according to (Munir et al., 2021) is a technique that can have a direct effect on students by presenting an outside source as a living example for each group member to understand. In this study, a live model is presented as a role model for entrepreneurial development so that students understand the material provided.

Students are given direct space to explore various things related to entrepreneurship to live models. By utilizing group guidance live modeling techniques, this service will provide positive results in helping to increase students' interest in entrepreneurship. The fulfillment of these needs is expected so that students can grow and develop optimally by their potential.

The success of the increased entrepreneurial interest experienced by group members cannot be separated from the provision of group guidance services and live modeling techniques. In addition to gaining new understanding. The findings in the process of providing live modeling techniques are that students begin to show courage in expressing ideas and opinions from themselves. This happens because of the interest in entrepreneurial interest that will be planted in life in the future. This interest comes from seeing successful live models so that students can bring themselves to learn entrepreneurship.

Based on the explanation above, all group members show success in increasing entrepreneurial interest due to a certain motivation or drive to achieve the goals to be achieved. This is shown as students already have plans for the future by wanting to learn entrepreneurship because seen from the implementation process they look enthusiastic and become interested in entrepreneurship.

This is supported by research conducted by (Norhaliza, 2021). The purpose of this study was to analyze the effectiveness of modeling techniques in group guidance services to improve entrepreneurial

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character in class X IPS 1 student at SMAN 12 Banjarmasin. This research is a quantitative study using an experimental method with a one-group pretest-posttest design. The hypothesis of this study using the Paired Samples T-Test test shows a significance value of 0.010 then H₀ is rejected and H_a is accepted.

Research conducted by (Shofiah et al., 2020) aims to determine the effectiveness of group guidance on live modeling techniques to increase student learning motivation. Using the type of experimental research quasi-experimental design pretest-posttest control group design.

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Before being given group guidance services through live modeling techniques, the average score of students' entrepreneurial interest was in the low category. After being given group guidance services through live modeling techniques, the average score of students' entrepreneurial interest began to increase in the high category. The live modeling technique in group guidance services is effective for increasing entrepreneurial interest, which is indicated by an increase in the average score of students in class XI ATPH 3 SMK Negeri H. Moenadi Ungaran.

For further research can be used as a source of information and additional insight, for guidance and counseling teachers in schools can seek more complete information about the effectiveness of group guidance services and live modeling techniques to increase students' interest in entrepreneurship.

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