The Effectiveness of Group Guidance with Experiential Learning Technique to Increase Students' Creativity and Leadership

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Article Info

Abstract

Innovation and leadership skills are important competencies in the 21st century and can benefit counselors or guidance and counseling teachers. This study attempted to examine the effectiveness of a group guidance service with experiential learning technique to increase students' creativity and leadership. This experimental study implemented control group pretest-posttest design and involved 20 students as the subjects divided into two groups. Creativity scale and leadership scales were employed to collect their data, these scales gained alpha coefficient of 0.98 and 0.83 respectively. Based on t-test results, the group guidance with experimental learning technique was effective to increase the creativity and leadership of the students of SMP Islam Nusantara in Plakat Tinggi Sub-district. Consequently, counselors are recommended to use experimental learning to increase the creativity and leadership of secondary school students in SMP or MTs.

INTRODUCTION

To improve the quality of education and produce the next leader of the nation, teachers need to make some efforts to increase students' leadership, such as improving self-confidence. This way will make students eager to be a leader, responsible what they do, and motivated to show their abilities.

According to Apriani (2014) Leadership is an interaction between those who lead and who are lead. Biplab (2015) the main function of leadership is generate a change and movement. In a leadership, a satisfaction, people needs, and a improvement in a quality of work life must be applied. And also leads to an improvement of positive group attitudes and behaviors.

Lavery (2007) states to be a leader, one must have the newest skills or innovations to develop groups they want to lead. Leader's skills are important to own by today's students because those will prepare their future with firmness, courage, and responsibility. Besides, having this leadership skills mean having extensive knowledge and being able to interact with other individuals or groups well.

Creativity becomes one of supporting skills for a good interaction process. This creative thinking is useful for introducing problems and designing an experiment, so it is truly needed by students. It is similar to what is stated by (Yuanita, et al., 2012) that a creative thinking skill is needed by students to prepare for their future. Skills are actions required to do task easily and thoroughly as a result of trainings and experiences. Skills can be in form of finding ideas either new or conventional.

Creativity is significant to be developed by students. It can be done through the stages of preparation, investigation, transformation, incubation, illumination, verification, and implementation (Scarborough, 2011). Taatila (2010) explains students learn through real experiences, come up with creative ideas to deal with problems, and form new knowledge from those experiences. Meanwhile, Zan, Toni, Fornasier, and Battistella (2015) argue learning not only takes place in classroom, but also everywhere, including experiences.

According to Siswono (2004) efforts to understand and plan solutions for a problem require proper creative thinking skills because this form is higher than the basic and critical ones. Thus, during learning process, ways to encourage students to understand problems and increase creative thinking need to be planned in advance.

Leadership skill is needed by everyone, including adolescent. It is in line with what Musaher (2014) who states self-leadership is the main step to achieve life success. Thus, an individual can manage himself, learn to be responsible, and perform self-motivation during the accomplishment of complex tasks.

Soegeng (2013) mentions eighteen character-building values possessed by leaders, namely honest, democratic, curiosity, responsibility, respect for achievement, tolerance, hard work, love for the homeland, social care, discipline, independence, emotional intelligence. , communicative, likes to read, national spirit, care for the environment, creative, religious.

By having a good leadership skill, someone will be able to lead himself and achieve his goals easily. It affect his self-confidence as well (Garger & Jacques, 2007). Corey (2009) explains, with good self-leadership, individuals will be proactive and initiative, active and more responsible for all their lives. Fundamentally, individuals who are able to have self-leadership can have an impact on the emergence of self-confidence, have good knowledge of themselves and have the ability to be reflected in the form of behavior.

Based on Soetopo (2010) leadership is a leader's effort to influence others thorough good communication in order to achieve goals, influence others to behave and change positively, and communicate to achieve common goals. A true leader is a person who leads with the aim that the person being led can lead himself. In this sense, the phenomenon of self-leadership is very important.

Reed (2014) claims a leadership development model through experiential learning model can be implemented for various aspects of business, management, education, and community. It was the learning model designed by David Kolb in the beginning of 1980s (Fathurrohman, 2005; Widyaningtyas & Farid, 2014), where knowledge is created through concrete experience and abstract conceptualization, and is transformed through reflective observation and cyclically active experiments that aim to the end of the activity (Kolb, 1984; Hansen, 2012).

Guidance and counseling service is aimed at facilitating potential development. It is given by guidance and counseling teachers in a particular school with creativity and leadership spirit. Also, some techniques can be used depending on the needs for students' problems. One of which is group guidance.

To make the group guidance results truly attached to counselees, experimental learning can be applied. Experimental learning defines learning as a process of how knowledge is created through changes and transformation of experience into knowledge (Kolb, 1984).

In increasing leadership, the group guidance with experiential learning emphasizes real experience so that individuals get assisted in creating a perspective to comprehend others' thoughts and feelings. It concerns individuals' active participation to transform experience into the individuals in the real-life settings. In experiential learning, body, mind, feelings, and actions are involved.

Studies using experiential learning intervention on creativity and leadership through school counseling practice are few. Thus, the present study presents its novelty in its investigation of increasing creativity and leadership to enrich the literature on creativity and leadership issues among students

METHODS

Purposive sampling technique was used to choose 20 subjects of this study of 70 students of grade eight of SMP Islam Nusantara in Plakat

Tinggi Sub-district, while random assignment worked for dividing those 20 students into experimental and control groups by having 10 people for each.

Two scales, namely creativity and leadership scales were utilized to collect the data. The creativity scale has 27 items with 2 indicators. It was categorized into four answer choices, including strongly agree, agree, disagree, and strongly disagree. In terms of alpha coefficient, it gained 0.89.

The leadership scale has 25 items with 2 indicators. It was categorized into four answer choices, including strongly agree, agree, disagree, and strongly disagree. In terms of alpha coefficient, it gained 0.83.

Quantitative was the approach used in this study. Its design was control group pretest-posttest design by involving two groups of experimental and control groups.

Several steps were carried out. First, the researchers conducted pretest to determine the initial condition of students' creativity and leadership. Second, the intervention of experiential learning technique was given for six sessions to give understanding, analyze, and direct the group members. It lasted for 2-3 days with the time allotment of 2x45 minutes for each. On the other hand, the control group was given another treatment than experiential learning. Third, posttest was given to check any changes or increase in the students' creativity and leadership.

RESULTS AND DISCUSSION

The data description in this study indicated that the level of students' creativity level in the experimental group before the treatment was low (M = 41.5, SD = 8.3). Meanwhile, in the control group, before being given treatment, the students' creativity tended to be at a medium level (M = 66, SD = 2.9).

The mean of leadership in the pretest showed that the experimental group was (M=66, SD=2.9) in the high category. Whereas, the initial condition of the students in the control

group were in the low category. The details are available in Table 1.

Table 1. The Data on the Results of Pretest and Posttest Ccores and the Wilcoxon test

Dependent Variables	Groups	Pretest		Posttest		Gain Score		Z_1
		M	SD	M	SD	M	SD	
Creativity	Experimental	41.5	8.3	96.8	5.5	52.2	14.1	-2.81**
	Control	66	2.9	81.4	4.2	15.4	6.41	-2.81**
	Z_2					-3.78		
Leadership	Experimental	66	2.9	84	5.3	36.3	4.51	-2.81**
	Control	47.7	10.7	79.3	4.2	31.6	14.0	-2.81**
	Z_2					-1.37		

Table 1 presents the results of Wilcoxon test. Regarding this table, the students in the experimental group experienced increases in creativity ($Z = -2.805$, $p < 0.05$) and leadership ($Z = -2.807$, $p < 0.05$). Those in control group also experienced the same thing, but less significant, namely creativity of ($Z = -2.807$, $p > 0.05$) and leadership of ($Z = -2.805$, $p > 0.05$).

In terms of mann whitney test, the experimental group gained higher increase in the creativity than the control group ($Z2 = -3.78$ $p < 0.05$), but the leadership variable was just the same as the control group ($Z2 = -1.36$ $p > 0.05$).

The final decision of this study indicated that the experimental group taught using the group guidance with experiential learning received increases in creativity and leadership. Some studies of experiential learning support these findings. First, Beard & Wilson (2006) conclude that experiential learning utilizes new experiences and learning reaction on experience to establish understanding, knowledge transfer, skills, and attitudes. Kolb (1984) states that experiential learning is a process in which knowledge is attained from experience. By doing experience-based learning, students will be open in learning and can guide themselves better.

Experiential-based creativity can be seen from changes in students' behavior, including the aspects of conceptual skill, leadership skill, management skill, technical skill, social skill, selling skills, and creativity (Arnila & Hilmiyatun, 2020).

Supriani (2018) in her study found the learning outcomes of linear algebra on the subject of the matrix of students who participate in learning using experiential learning medium are higher than students who did not use experiential learning. Students' creative thinking ability is supported by observing creative thinking attitudes. Munandar (2009) mentions that creative thinking can be achieved not only by creative thinking, but also affective characteristics of creative thinking.

Lamb (2015) states experiential learning is a medium to deal with the gap between knowledge and practice held in various vocational orientations. In this way, students become more active in learning indicated by the increase in their participation and activeness in real life. It has been proved some learning theories can be applied in the real business world.

Gondim and Mutti (2011) explain students' activeness in learning can be established by transforming a learning process into an experience which can motivate those students to reflect what they are doing and then improving what they have done to achieve better results.

Ivantoro & Barus (2017) have proved that students' leadership has increased after receiving experiential learning approach in the classroom guidance service. In addition, Marhaningtyas (2016) argues higher leadiership will make individuals more initiative, proactive, and responsible in every aspect of life.

Neck & Houghton (2006) defines self-leadership as an individual's ability to influence, direct, monitor, and motivate himself. Meanwhile, Rosiman (2008) says the ability to

regulate indicates that a person has high self-leadership.

Based on Jackson (2004) self-leadership is a process of influencing and self-directing and self-motivating that is needed to act and behave in an appropriate way. Then argue low and not improved self-leadership can affect students' motivation and control.

Bennis & Burt Nanus (2006) state clear and certain understanding is what distinguishes leader and non-leader. More importantly, this understanding can differ whether a leader and an organization are effective or not. Leadership style is a behavioral norm used by a person when that person tries to influence the behavior of others (Thoha, 2004).

Daswati (2012) considers effective leader as the one who has skills to actively participate in carrying out a leadership role, including a role as a direction maker, change agent, spokesperson or trainer to improve performance or morale for employees/followers in an organization. These roles can be said as influential if the leader can apply his leadership style which can direct his followers to achieve the organization vision.

According to Rais (2012) Qur'an Surah An-Nisa verse 84 orders us to always struggle confidently and not burden ourselves.

Apart from the findings, this study has not found the effect of gender to see the effect of time on group guidance. The credibility of the self-report data will depend on the level of cognitive, emotional, and the situation in which participants provide answers. Therefore, it is hoped that in the future researchers can enrich and support what has been achieved by the quantitative approach.

CONCLUSION

Based on the data analysis of the students of SMP Islam Nusantara behavior starting from planning until implementation, it can be concluded that the students' creativity and leadership which were initially low have increased after receiving the treatment. Both variables increased from low to high level. It has proved that the group guidance with experiential learning is effective to increase students' creativity and leadership.

This study has implications for related parties. First, counselors can use this group guidance with experiential learning to increase students' creativity and leadership. Second, the future researchers are suggested to conduct the similar topic about experiential learning and expand the focus on the other developmental indicators of students.

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