

USE OF DART BOARD MEDIA IN CLASSICAL GUIDANCE SERVICES

Muhammad Arief Maulana^{1*}, Khamam Khosiin², Mutawakkil³, Rini Mastuti⁴, Efi Rokana⁵

¹Department of Guidance and Counseling, Faculty of Teacher Training and Education, Veteran Bangun Nusantara University

Jl. Letjen S. Humardani No1 Jombor Sukoharjo, Jawa Tengah. 57521 Indonesia²Poltekkes

²Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah (STITM) Tanjung Redeb, East Kalimantan - Indonesia

³Universitas Tadulako, Sulawesi Tengah – Indonesia

⁴Universitas Samudra, Aceh – Indonesia

⁵Universitas Islam Kadiri, Jawa Timur – Indonesia

*Corresponding Author: mariefmaulana@univetbantara.ac.id

Article history:

Received: April 2024

Revised: April 2024

Accepted: April 2024

ABSTRACT The use of media in classical guidance services is something that is important for BK teachers to do. In addition to providing convenience in providing information on problem prevention, it also provides a pleasant impression in following the classical guidance service. Students will be interested in participating in the service because of the use of interactive media and making the atmosphere not boring. This training activity uses *dart board media*, which is a game that uses a tool called an arrow. The arrow will be directed at the target in the form of a goalboard. In international games, there are special rules and certain counts to judge the success of the players, but this time this *dart board* game is aimed at training one's focus. This game is packaged with information about the social field that must be owned by students, including *bullying*, promiscuity and etiquette and manners. In addition to the social field, the field of study is related to study concentration and career planning. In addition to the ability to play the media, there is also assistance in preparing a plan for the implementation of the kasikal guidance service. This activity will produce additional skills in compiling RPL and using media in classical services. The output is in the form of a national journal of community service. This activity provides training for BK teachers in carrying out classical guidance services. Students are more targeted to take part in classical guidance services, with *this dart board game*. This game provides innovation in providing classical guidance services and also still attaches importance to understanding the theme of the service. The results of this training provide understanding and skills of BK teachers in practicing *dart board media*. It is hoped that these skills can be implemented by BK teachers in their respective schools. Based on the simulations that have been carried out, all participants already have the understanding and skills in operating the media and do not close the possibility to be developed according to the needs of students in their respective schools.

Keyword: *Media Dart Board, Classical Guidance Service*

1. INTRODUCTION

Learning is basically the process of interaction between students and educators by using learning resources in a learning environment. Learning is a form of assistance provided by educators so that there can be a process of transferring knowledge and knowledge, mastering skills and habits, as well as forming attitudes (morals) and trust in students. In other words, learning is a process to help students learn well.

Maximum learning will lead to the success of achieving learning targets. Afida (2018) the learning process will run optimally if it is supported by student learning motivation and teacher creativity. Teachers with high creativity will always try to make the learning process interesting for their students by using various methods, one of which is the use of learning media.

The use of learning media in the teaching and learning process can arouse new interests and desires, motivation and stimulation of learning activities, and even bring psychological influences to students. The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time so that the target of learning can be achieved optimally.

Guidance and Counseling Services at school are an effort to help students in the development of personal life, social life, learning activities as well as career planning and development. According to ABKIN (2013) guidance and counseling facilitate the development of students individually, in groups and/or classically according to their needs, potential, talents, interests, development, conditions, and opportunities. Guidance and counseling services also help overcome weaknesses and obstacles as well as problems faced by students, such as academic honesty problems.

With this, we adjust the existing needs at SMP Negeri 1 Sukoharjo by creating learning media with Counseling Guidance subjects. Anggraini (2015) Classical guidance services to increase students' activeness in participating in learning and students participating in learning with a sense of joy without any sense of coercion. The media we use is the Dart Board game with the theme of Stop Bullying, Free Association, and Manners.

The problem experienced by partners is the low level of student participation in participating in classical guidance services. The low interest of BK teachers in developing classical guidance service media. All partner problems will be assisted through training activities in using *dart board* media in classical guidance services.

The solution offered to this problem is to make improvements and analyze the service tools prepared by BK teachers. Involving BK Study Program lecturers and students to practice the media

drat board. The involvement of partners in the implementation of these service activities is, first, providing facilities and facilities for sustainability. Partners are also willing to be contact persons in contacting community service participants.

2. METHOD

The method used is to assist the participants, namely BK teachers. The first assistance is by providing time to compile a classical guidance service kit. Assistance is carried out via email by sending a draft of classical service tools including Service Implementation Plans (RPL), Student Worksheets, Process Evaluation Forms, and Result Evaluation Forms. The duration of the collection time is given a grace period of one week.

The Service Team reviews and evaluates the draft of the device, and then provides input notes and suggestions to improve the device. Furthermore, an online meeting is scheduled through Google Meet to discuss the results of the review and input for BK teacher devices as service participants. The activity was also used to determine the agenda for dart board media training activities that would be carried out offline.

Dartboard media training activities are carried out by involving students to provide experience in scientific activities. This activity was carried out offline with a dart board game simulation agenda. So that BK teachers have the ability to practice media with students in their respective schools. The themes practiced in the social and learning fields. This activity was carried out in the workshop room at SMP N 1 Sukoharjo. The evaluation of the activity was carried out using an understanding questionnaire instrument about the implementation of the *dart board media*, which was given at the end of the service activity.

3. RESULT AND DISCUSSION

This community service activity was carried out on two occasions where the first meeting was carried out online via email and Zoom. The second meeting was held offline at SMP N 1 Sukoharjo with participants and all service members. The number of participants in the activity was 12 BK teachers who were BK teachers in various schools in the Sukoharjo, Wonogiri, and Klaten districts. Coming from Junior High School, Senior High School, Vocational High School, and Extraordinary School.

The initial activity was carried out on Friday, March 1, 2024, via online Zoom by reviewing the draft of the service device submitted. The initial activity was carried out through the MGBK

meeting network and the Study Program Alumni Meeting on February 5, 2024, then it was scheduled for online activities because the location of the participants was quite far away and at the same time as the activity in the month of Ramadan 1455 H. Communication through the network was agreed to send one set of classical guidance services to be consulted via email with a period of 1 week. The following are the results of the review of classical guidance service tools from various participants:

Table 1. Results of the Review of Classical Guidance Service Devices

Participant Name	Agency	Device Review Results
Agtriani Agustin, S. Pd.	SMK N 1 KLATEN	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • The implementation stage has not shown according to the chosen method
Rizkiyatunnisa', S.Pd.	SMK AL-ISHLAH BESUKI	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • Service materials sourced from valid documents
Retno Wahyu Rilliyah, S. Pd.	SMAN 1 SIDOHARJO	<ul style="list-style-type: none"> • The method used must make students actively think/reason critically • Coupled with LKPD
Dyah Dwi Setyorini, S.Psi	SMP Negeri 1 Sukoharjo	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • Process Evaluation Form created collectively
Novyan Trysna Witanto S.Pd	SMP N 2 BULUKERTO	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • The implementation stage has not shown according to the chosen method
Murtini, S.Psi.	SLB B - C YPAALB Langenharjo	<ul style="list-style-type: none"> • The purpose of the service is adjusted to the student's condition • Media made more engaging and simple
Asih Sulistyowati Sholihah, S.Pd.	SLB Mulatsarira Baturetno	<ul style="list-style-type: none"> • The purpose of the service is adjusted to the student's condition • Media made more engaging and simple
Ernaningsih,S.Sos.,S.Pd.	SMP Negeri 4 Nguter	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • Process Evaluation Form created collectively
Heri Kristanto.S.Pd.	SMP MUHAMMADIYAH GROGOL WERU	<ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • The implementation stage has not shown according to the chosen

Participant Name	Agency	Device Review Results
Agung Nugroho, S.PD.	SMP N 3 Purwantoro	method <ul style="list-style-type: none"> • Service objectives still do not indicate the function of the service • The method used must make students actively think/reason critically

The table above shows that several things need to be improved related to service devices. Almost most of the errors occur in the purpose of the service that has not shown the form of achievement of the service function or shown the ability of the element of high-level thinking. In addition, there is also a stage of service implementation that still does not require students to be active in participating in services.

Based on the results of the review, the service provider provides input to overcome these problems personally. So that this allows participants to improve the documents of the device. The results of this first activity provided improvements to classical guidance service devices, carried out online via Zoom.

The second activity was held on March 23, 2024, in the Workshop Room of SMP N 1 Sukoharjo. The agenda of the activity was an explanation of *dart board* media followed by a simulation of a *dart board* game. Explanation of *dart board media*, through a *PowerPoint* that contains an explanation of the importance of media in classical guidance services. This activity is to provide an understanding of the importance of media in classical services. Furthermore, it was simulated assisted by students, and practiced by several BK teacher participants. The hope is to provide skills for BK teachers to use *dart board* media. After being parked, they were given a guidebook and *dart board* media to be implemented in their respective schools.

All participants were given the opportunity to fill out a questionnaire on understanding the use of *dart board media*. The following are the results of the questionnaire that has been filled out by the participants:

Table 2. Results of the Questionnaire on Understanding the Use of Dart Board Media

NO	PARTICIPANT NAME	SCORE RESULT (%)
1.	Agtriani Agustin, S. Pd.	90
2.	Rizkiyatunnisa', S.Pd.	84
3.	Retno Wahyu Rilliyani, S. Pd.	90
4.	Dyah Dwi Setyorini, S.Psi	90
5.	Novyan Trysna Witanto S.Pd	84
6.	Murtini, S.Psi.	90
7.	Asih Sulistyowati Sholihah, S.Pd.	78
8.	Ernaningsih, S.Sos., S.Pd.	90

NO	PARTICIPANT NAME	SCORE RESULT (%)
9.	Heri Kristanto.S.Pd.	90
10.	Agung Nugroho, S.Pd.	88
Average Score		87,4

Overall, participants have high scores despite having diverse scores. However, from the results of the questionnaire analysis, it can be concluded that the participant's understanding of the media *dart board* is good. So that it is ensured that participants understand and are able to implement *the dart board* media in classical guidance services. Moreover, a dart board media guidebook is also given to make it easier for BK teachers to implement it in their respective schools. The following is a photo document of the simulation activity:



Figure 1. documentation of training activities at SMP N 1 Sukoharjo: (a) *Media Dart Board Simulation*; (b) *Explanation of Media Dart Board*

The assistance activity for the preparation of classical guidance service tools aims to provide an absolute understanding of BK teachers in planning classical guidance services. This classical service plan will be implemented by BK teachers in the implementation of services in accordance with the BK program. BK Teachers must understand the characteristics of the students who will be given services to develop a classical guidance service tool. Things that need to be considered in identifying and formulating needs. First, to assess the real needs of students in the field. Second, to assess the expectations of schools and communities towards students ideally (environmental assessment) (Sutoyo, 2019). The purpose of guidance and counseling services is the direction that is intended or intended to be achieved from the implementation of guidance and counseling that has been planned.

The determination of these goals is very important in compiling service tools, especially classical guidance. Because the purpose of the service will lead to the development of media and methods in delivery. Therefore, participants are obliged to know and know how to formulate service goals and student needs. The Attachment to the Regulation of the Minister of Education and Culture 380 | *Journal homepage: <https://journal.lsmsharing.com/ijcch>*

Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education states that in designing or formulating the objectives of the guidance and counseling service program to be achieved, it is arranged in the form of behavior that must be mastered by students. This means that these behaviors are expected to be mastered and applied by students in their daily lives both at school, in the family environment, and in the community.

Media use training activities *dart board*, by being simulated by participants providing innovations in the provision of classical services. This classical guidance service is important to provide the implementation of service media. Classroom guidance (classical) is also understood as a program designed by counselors to make direct contact with students in the classroom (Slamet, 2016). The opportunity to interact with many students directly is certainly an opportunity to give an interesting and enthusiastic impression in participating in the service through the media that will be used.

The current generation of students will easily get bored when following classical guidance services from teachers with the same methods and media. So it requires innovation and creativity from BK teachers in developing service media. There are many opportunities in classical guidance services to provide lyanana information to students so this media is a means to make it easier for students to understand the message (information) that they want to convey as an effort to understand, prevent, and develop. The development of this media makes students feel enthusiastic and interested in participating in classical guidance services. According to Coffey in (Nur'Aini, 2018) Game Based learning itself is a learning model that combines learning materials into education so that students are involved with each other.

This service activity develops game media that is included in the type of multimedia. According to Mayer (Sunawan, 2019) Specifically, multimedia can be defined as a combination of various media formats, ranging from images, sounds, and animations that aim to communicate information. Multimedia and hypermedia have several advantages in the form of: a) increasing student motivation in learning, b) providing flexibility for students to learn because students can access hypermedia topics according to their needs, and c) developing critical, metacognitive, and creative thinking skills.

Game *dart board* This provides many opportunities for students to be actively involved in service activities. Students are more creative and active in participating in services and content to invite students to think critically because after the game there is an in-depth discussion of the topics discussed. According to (Sunawan, 2019), the criteria for developing or using this media include, *first* The navigation is easy. *Second*, the content and materials in the game are based on clear knowledge. *Third*, the medium must be artistic and aesthetic. *Fourth*, integrated media with skills

and knowledge are the goals of guidance and counseling services. *Fifth*, the game meets the needs of students to learn.

The *dart board* media in the classical guidance service has met the criteria mentioned above. This media is embedded in interactive multimedia by providing opportunities for all components to interact and relate to each other. According to Lindstrom's research (in Fia Jannatur 2013: 111) shows that people remember 20% of what they see, 40% of what they see and hear, yet about 75% of what they see, hear, and do simultaneously, and interactive multimedia is capable of presenting it all. Interactive multimedia helps students understand and obtain information more easily, practically, and interestingly.

According to Satrio Fajar (2018) states that, *educational game* namely games intended for education in which it is ensured that the content of the game is for learning purposes. *Media dart board* This is included in educational games because after this game it contains the theme content needed by students and there is an opportunity for students to discuss with the theme. This game in the classical guidance service provides an opportunity for all students to contribute to the game and there is a dynamic interaction between students and BK teachers. This condition makes the provision of classical guidance services fun and interesting. Especially for junior high school students in the transition period between the child stage to the adolescent stage.

4. CONCLUSION

The conclusion of this community service activity is to provide assistance and training to BK teachers in compiling devices and applying *dart board media* in classical guidance services. This activity provides an increase in understanding the understanding of the preparation of service tools and the importance of media in classical services. Media training provides skills in operating *media dart boards* in classical services. It is hoped that the frequency of BK teachers using interactive media (*dart boards*) is often implemented, making students more interested and not quickly saturated with classical guidance services. The results of the questionnaire of BK teachers have begun to understand the use of media and have practiced through the simulation of *dart board* games. The preparation of service tools is also given a format in the Independent Curriculum which is often used in high schools.

ACKNOWLEDGMENT

We would like to thank the entire service team and students of several 8th semester students who helped carry out the activity. Thank you to the principal and coordinator of guidance and counseling teachers at SMP N 1 Sukoharjo who have provided the opportunity to be the location of the training and equipment. The Institute for Research and Community Service (LPPM) Univet Bantara gave permission to carry out.

REFERENCES

- CREW. (2013). *General Guidelines for Guidance and Counseling Services*. Jakarta: ABKIN
- Afida. (2018). Learning Concentration Reviewed from Classroom Management and Learning Time of Basic Accounting Subjects in Class X Students of Accounting SMK Negeri 1 Salatiga Academic Year 2017/2018. *Thesis*. University of Muhammadiyah Surakarta.
- Anggraini. (2015). Development of classical service media based on picture stories in the social-personal field with social solidarity material in grade IV of SD Megeri 179 Palembang. *Skripsi*. Faculty of Teacher Training, Sriwijaya University.
- Anwar, Sutoyo, et al. (2019). Module I Assessment of Student and School Needs: KB 4 Formulation of Guidance and Counseling Service Objectives. *Ministry of Education and Culture*.
- Nur'Aini, Firosa. (2018). "The Effect of Game-Based Learning on Interest and Learning Outcomes in Economics Subjects of Class XI Social Sciences Students". *JUPE*. 6(3):249-255.
- Riyono, Mastur, (2014), Classical Service Materials for Guidance and Counseling in the Social Sector of Yogyakarta, *Paramitra Publishing*
- Ruslia Isnawati. (2020). *Creative Ways in the Belajar.CV Process*. Jakad Media Publishing
- Rahmah, Fia Jannatur and Joni Susilowibowo. (2016). Development of Interactive Learning Media on Basic Competencies Journal Adjustment of Class X Trading Companies <http://www.e-jurnal.com/2016/03/pengembangan-mediapembelajaran.html>, accessed October 5, 2016.
- Satrio, Fajar. (2017). Development of Digital Game Based Learning "Duel Chemical Elements" as a Fulfillment of Media Stock Needs of Central Java Smart Portal. Department of Curriculum and Educational Technology. Faculty of Education. Semarang State University.
- Sunawan, (2019). Module 2 Material in the field of Guidance and Counseling Services: KB 4 Development of Guidance and Counseling Service Media. Ministry of Education and Culture.
- Slamet, et al., (2016). Guidance and Counseling Classical Service Materials for 10th grade SMK-MAK. Yogyakarta, Paramitra Publishing Attachment to the Regulation of the Minister of Education and Culture Number 111 of 2014 concerning Guidance and Counseling in Primary and Secondary Education