

Implementation of Spinning Wheel Moped Media to Increase Enthusiasm of Class XII Students at SMK Bhakti Praja Adiwerna

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Abstract

This study aims to understand the implementation of Spinning Wheel Moped media in increasing the enthusiasm of students of class XII TJKT 1 at SMK Bhakti Praja Adiwerna towards Guidance and Counseling services. The research method used is qualitative with a field research approach, where data is collected through in-depth interviews and participatory observation of 33 students involved in the Guidance and Counseling program. The results showed that the use of Spinning Wheel Moped media provided a more interesting and interactive learning experience for students. Students revealed that this media helped them feel more engaged and motivated to attend Guidance and Counseling sessions, as well as increased their understanding of the importance of self-development. Through more active interaction with the media, students were able to explore various themes of self-development in a fun way, so their enthusiasm in attending Guidance and Counseling services increased significantly. This study provides implications for counselors to consider using innovative media in Guidance and Counseling services to create a more creative and engaging learning environment. In addition, the results of this study can serve as a foundation for further research on innovations in education. As suggestions or recommendations from this study, counseling teachers are expected to carry out counseling services in a creative way to avoid boredom and improve communication between clients and counselors.

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INTRODUCTION

Education in Indonesia must always improve its quality, in order to realize the ideals of educating the nation's life and improving the quality of science as a top priority. In this case the world of education is required to always be dynamic and responsive to the changes that occur in Indonesia. With the rapid development of technology (IPTEK), the world of education is required to utilize IPTEK as a learning tool to develop student potential.

As educators, teachers must consider and plan learning in accordance with educational objectives to determine the quality and quantity of knowledge. Guidance and counseling is also an important part of achieving educational goals by providing services that shape adolescent character according to student needs. According to Permendikbud No. 111 article 1 of 2014, to achieve individual independence, guidance and counseling must be carried out systematically, logically, objectively, continuously and programmatically (Martunis et al., 2017).

In the current educational context, guidance and counseling teachers are very important in schools because they are responsible for developing students, especially in increasing self-

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confidence, so that students can explore their interests and talents (Herrin, 2019). The duties of guidance and counseling teachers in schools include motivating and assisting students in developing their potential, which can be done through classical services.

The phenomenon at the research location shows that students consider classical services to be similar to ordinary lessons in class, because the method used is only lecturing, making students only sit and listen to the counseling teacher. Many students complained because they did not understand the material taught, one of the causes was the uncomfortable and noisy classroom atmosphere. This was caused by students' lack of interest in participating in classical services, so they were more focused on their own activities. Students felt that the classical service seemed monotonous and boring, especially because the media used was only a blackboard and markers.

As a result of this problem, many students did not understand the information provided by the counseling teacher and were less interested in participating in the service. Students are more interested in other activities so that they do not focus on what is discussed, which results in the classical service objectives not being achieved. Actually, classical services are very important because one of its functions is to help students develop their potential and receive information that can be applied in their lives.

Seeing this phenomenon, counseling teachers need to use media that can help students understand and receive service topics better and foster interest in the material being taught (Kamelia et al., 2024). One way to overcome this problem is to change the teaching method in classical services to make it more interesting, so that the delivery of material can achieve its goals. The use of unique media can be one of the solutions, both media that already exist in schools and those made by teachers themselves. Previous research by Bastiah showed that the use of media in counseling services made students more focused and directed in participating in services than just listening to lectures from guidance and counseling teachers (Martunis et al., 2017).

Guidance and counseling media is everything that is used to convey messages from counselors to counselees that can stimulate thoughts, feelings, attention, and interests, so that the expected behavior changes can occur. Media selection must be in accordance with the topics discussed in classical services. BK teachers' skills in using media can also make the service atmosphere more interesting and increase students' interest in participating. By presenting the media in an interesting form, counseling teachers can create a more effective guidance situation (Munira, 2022).

One of the media that can be used by guidance and counseling teachers is the spinning wheel. This media is a wheel filled with questions or material to be taught. In its use, teachers can modify the media in a creative way, such as giving tasks that train communication skills between students in the classroom. That way, it is expected to create a classroom atmosphere that encourages students to actively express themselves during learning.

Guidance and counseling media serves as a tool to convey information so that it is easily understood by students. The use of media will encourage active student involvement in the guidance and counseling process. Developing media such as spinning wheels that contain material to be discussed can help students become more active because they have tasks to do while learning (Kamelia et al., 2024).

According to Nawangwulan, spinning wheel media is a game-shaped learning tool with a series of questions arranged in a rotating wheel. The development of this media is designed to increase students' enthusiasm, interest, and motivation in learning while playing. By using this media, students not only listen or pay attention to the teacher's explanation, but are also actively involved in the learning process. Students' participation in this game helps students to be more active in answering questions, discussing, and strengthening their understanding of the material that has been taught (Zainiyah et al., 2023).

The use of appropriate learning media can support teachers in delivering material, so that students can understand the material well and play an active role in the learning process. Many experts state that learning media has various benefits, one of which is increasing student learning activeness (Inayah & Prayogo, 2023). In line with the explanation from Sanjaya, the media not only helps teachers in delivering material but also makes it easier for students to understand what is being taught. In other words, the media is very influential for teachers to increase the effectiveness of learning carried out (Febrina Harahap et al., 2024).

Based on the discussion, the focus of this research is to explore the implementation of spinning wheel media in the implementation of classical guidance and its impact on the enthusiasm of class XII TJKT 1 students in participating in the guidance and counseling program at SMK Bhakti Praja Adiwerna. This research seeks to explore students' perceptions and experiences directly in participating in the guidance and counseling program by utilizing this media. It is expected that the results of this research can provide new insights for school counselors regarding the importance of innovation in classical guidance methods, as well as provide recommendations to increase the effectiveness of guidance and counseling services in schools. Thus, this research not only aims to improve the quality of guidance and counseling services but also to create a more interesting learning environment.

METHODS

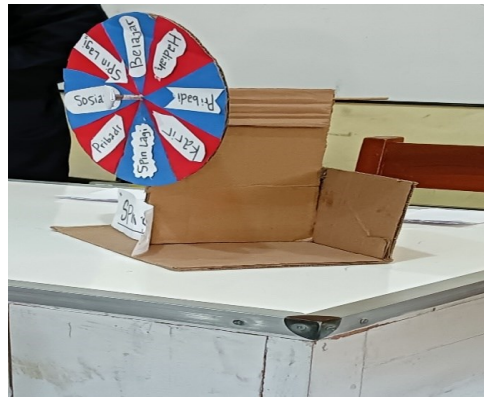
Based on the problems that have been stated, this research uses a field research design which is descriptive qualitative. The data used is qualitative data, namely all materials, data information, facts that are not measured mathematically, but only in the form of narratives in a collection of various relevant data to find out how the use of spinning wheel guidance and counseling media can increase student enthusiasm in receiving classical guidance services.

Data obtained from the field after conducting research will be studied and analyzed using research instruments such as observation and interviews, then the results obtained will be adjusted to the theories related to the research title. The research was conducted at SMK Bhakti Praja Adiwerna, especially in class XII TJKT 1. This class was chosen because it has characteristics that are in accordance with the research objectives and is the group that will get treatment using spinning wheel media. The research subjects consisted of 33 students of class XII TJKT 1 who were involved in the BK program, especially in the implementation of classical guidance services.

RESULTS AND DISCUSSION

Guidance and counseling media includes everything that is used to convey messages or information related to guidance and counseling, which can stimulate the thoughts, feelings, attention, and willingness of students or counselees to understand themselves, direct themselves, make decisions, and solve the problems they face. The function of guidance and counseling media is to improve the quality of services, serve as a means of entertainment that attracts students' attention, and create a more effective guidance and counseling atmosphere.

In the application of spinning wheel media, it is identical to the interaction that stimulates students' sense of sight to observe the information in the media. Spinning wheel is included in the three-dimensional media category in the form of a round board resembling a Ferris wheel replica, which is designed and demonstrated as a guidance and counseling media application to increase student enthusiasm during the implementation of classical guidance in the classroom. In using the spinning wheel media, all students are involved to interact with the tool which allows students to be more active and responsive so that the learning process becomes more enjoyable.



Picture 1. MOPED Spinning Wheel Media

The steps in applying the spinning wheel media include: (1) First, students or practitioners show the media that will be used in the learning process; (2) Students or practitioners explain how to use the spinning wheel to students; (3) They then call one of the students to experiment with the spinning wheel media for the first time; (4) Students or practitioners ask other students to pay attention to how the media works; (5) Students are then asked to spin the wheel they are holding and see where the wheel stops; (6) After obtaining information from the spinning wheel, students or practitioners ask students to choose the paper that matches the information obtained from the wheel; (7) Next, students are asked to explain the paper they chose; (8) After the process is complete, students or practitioners give appreciation to students by clapping together and giving small gifts to them.



Picture 2. Application of Spinning Wheel MOPED Media in Class XII TJKT 1

The use of MOPED spinning wheel media in the implementation of guidance and counseling services in a classical service setting shows a significant effect. The results of researcher observations in class XII TJKT 1 showed a positive change in interaction. With this media, students are more actively involved in receiving material, especially regarding self-development motivation. The application of this media also encourages students to express themselves more during learning activities in class.

After applying spinning wheel media in classical guidance, the researcher concluded various impacts experienced by students based on direct observation and interviews with several students including (1) Increased Student Enthusiasm. After the use of spinning wheel media, there was an increase in student enthusiasm which was shown by the higher interest of students to attend classical guidance, which could be seen from the attendance and active participation of students. (2) Positive Response to the Material. Students responded positively to the use of this media, they felt that this media made the learning process more fun and interactive, seen from their comments that they were more eager to learn when using this media. (3) Increased Self-Motivation. (4) This media also contributes to increasing students' motivation to develop themselves, so they are more motivated to hone skills and knowledge that previously went unnoticed. (5) Engagement in Discussion. There is an increase in students' involvement in group discussions because this media encourages them to be more active in participating and sharing their opinions, in contrast to previously who tended to be passive.

The application of MOPED spinning wheel media in classical guidance showed positive results in increasing students' enthusiasm during the process of receiving service materials. Innovative and interactive learning methods play an important role in attracting students' attention, especially in learning situations that are often considered monotonous. The increased interaction between students and teachers shows that this media not only facilitates the learning process, but also creates a more interesting and interactive environment. This is in line with constructivism theory which emphasizes the importance of students' active participation in learning.

Overall, the application of media such as the MOPED spinning wheel in classical guidance can arouse curiosity and enthusiasm for learning that may be lacking with conventional methods. Students felt more motivated to develop themselves, as evidenced by their positive reactions during classical guidance in class XII TJKT 1, especially when the material about counseling guidance was delivered. Students also felt more free to express themselves through the learning process as the use of this media encouraged active involvement when demonstrating the material learned.

Thus, this research proves that innovation in learning methods, such as the use of MOPED spinning wheel media, can significantly increase students' enthusiasm and motivation in participating in classical guidance at Vocational High Schools, especially in class XII TJKT 1 of SMK Bhakti Praja Adiwerna. Engaging and interactive learning not only enriches students' learning experience, but also prepares them to face increasingly complex life challenges.

CONCLUSION

The application of spinning wheel media aims to encourage whole class and individual participation. This form of participation in the classroom allows students to be actively involved in learning. With this spinning wheel media, students who were previously reluctant to participate can be actively involved in the learning process. The use of media to convey material makes it easier for students to understand the information conveyed by the teacher because they receive the material more happily without feeling pressured. Hopefully, students can learn about guidance and counseling in a more enjoyable way and participate more actively during the implementation of guidance and counseling services. This research shows that the application of MOPED spinning wheel media can significantly increase students' enthusiasm and motivation in participating in classical guidance. This media not only functions as a learning tool, but also has a positive impact on students' self-development. More attention is needed to the challenges that may arise during implementation to ensure the effectiveness of the learning process in the future. In addition, the results of this study can serve as a foundation for further research on innovations in education. As suggestions or recommendations from this study, counseling teachers are expected to carry out counseling services in a creative way to avoid boredom and

improve communication between clients and counselors. A counselor or counseling teacher should use various media that can stimulate student activeness, so that communication between teachers and students remains smooth during the teaching and learning process, and create an active, conducive, creative, and effective learning atmosphere, with the aim of achieving optimal learning outcomes.

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AUTHOR CONTRIBUTION STATEMENT

All research teams were directly involved in this research, from preparing the research plan to searching for data to preparing the complete manuscript. All authors has reviewed and approved the manuscript's final version.

COMPETING OF INTEREST

The authors declare no competing interest.

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