

## THE CLASSICAL GUIDANCE SERVICE PROGRAM TO DEVELOP STUDENT ENGAGEMENT

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**Abstract:** Student engagement constitutes a critical aspect of the learning process, encompassing behavioural, emotional, and cognitive dimensions. These three components collectively determine the extent of students' active participation in educational activities and significantly influence their academic achievement. When student engagement is low, students are less likely to reach optimal learning outcomes. This study aims to investigate the effectiveness of classical guidance services in enhancing student engagement among 11th-grade students at SMA Al Ma'soem during the 2024/2025 academic year. This research employs a quantitative approach using a pre-experimental one-group pre-test post-test design. The sample consists of 31 students, selected through simple random sampling. The results revealed that classical guidance services did not produce a statistically significant improvement in student engagement, as indicated by a p-value of 0.747 and a t-value of -0.325. Thus, no significant difference was observed between the pre-test and post-test scores, leading to the acceptance of the null hypothesis ( $H_0$ ) and the rejection of the alternative hypothesis ( $H_1$ ). These findings suggest that the classical guidance program, in its current form, is not practical in fostering higher levels of student engagement. Therefore, alternative intervention strategies should be considered, such as incorporating more interactive and experiential learning methods, to better support and enhance student engagement in the learning process.

**Keywords:** Student Engagement; Classical Guidance; Pre-Experimental; Guidance and Counselling Program

### INTRODUCTION

High school plays a crucial role in preparing students for higher education or the workforce. In the face of the challenges presented by the Fourth Industrial Revolution and Society 5.0, as well as the rapid advancement of science and technology, students are required to develop various skills, including critical thinking, problem-solving, communication, creativity, and leadership (Ganda, 2023). These skills contribute to optimising learning potential and academic success. One key factor influencing successful learning is student

engagement. Hiver et al. (2021) emphasise that student engagement is a critical factor in the learning process. Without active engagement, achieving meaningful learning is challenging, as it necessitates a sustained commitment and effort throughout the learning process. Similarly, Boulton et al. (2019) assert that student engagement reflects deliberate effort across behavioural, emotional, and cognitive aspects of learning. However, research has shown that the level of student engagement in learning remains relatively low.

Risanatul and Junaidi (2022) found that out of 23 observed students, only 27.30% actively participated in the learning process, while the majority remained passive. Additionally, a study by Nurhayu (2021) revealed that students who were not directly addressed by the teacher were less likely to participate, either by asking or answering questions. Factors such as shyness, fear of making mistakes, lack of understanding of the material, and unfamiliarity with expressing opinions were identified as barriers to increasing student engagement. Research conducted by Rohman and Karimah (2018) also identified disengaged behaviours in the classroom, such as sleeping, not paying attention to the teacher's explanations, engaging in off-task conversations, and lacking initiative in asking or responding to questions.

This preliminary study indicates that low engagement in learning may hinder the achievement of optimal academic performance. Therefore, effective strategies are needed to increase student engagement in the learning process. In this regard, the role of Guidance and Counselling (G&C) services becomes essential in helping students overcome the various challenges they face. Basith (in Kardina et al., 2022) stated that Guidance and Counselling teachers play a vital role in providing professional services that help students resolve their issues, achieve developmental tasks, and meet their needs. One potential strategy that can be applied is classical guidance services, which are provided to a group of students through face-to-face interactions in the classroom. This service approach could be an effective way to improve student engagement and support success in the learning process.

Based on the background above, this study aims to develop and implement a classical guidance program to enhance student engagement among Grade XI at SMA Al Ma'soem in the 2024/2025 academic year. The program development follows the operational procedures of guidance and counselling services (GC Service Operational Procedures), consisting of four stages: (1) identifying student needs, (2) planning the guidance service, (3) implementing the service, and (4) evaluating and following up the service.

The initial step in identifying student needs is conducting a pre-test using a questionnaire, which serves as a tool for the needs assessment process. The goal of the pre-test was to identify the engagement profile of Grade XI students and determine which dimensions required support. The questionnaire was designed to measure student engagement across three dimensions—behavioural, emotional, and cognitive—based on the framework proposed by Fredricks et al. (2004). Specifically, it assessed nine indicators: (a) compliance with class rules and norms; (b) persistence and effort; (c) participation in school activities; (d) emotional responses to teachers; (e) emotional responses to peers; (f) emotional responses to academic tasks; (g) engagement in learning; (h) desire for mastery; and (i) problem-solving ability.

Based on the results of this needs analysis, a classical guidance program was planned to address the areas of low engagement identified. The implementation phase consisted of six 45-minute sessions, delivered over a period of two weeks. Sessions were conducted during

class hours, in coordination with the school schedule. A variety of participatory methods were employed, including lectures, question-and-answer sessions, group discussions, role-playing, educational games, and snowball throwing, all designed to enhance student engagement.

Evaluation of the program was conducted through both process and outcome measures. Process evaluation involved observations and reflective journals maintained by the guidance counsellor, while outcome evaluation involved post-intervention student feedback and comparisons with the pre-test data. The follow-up stage included recommendations for continued monitoring and support by the school counsellor to ensure sustainability and further improvement of student engagement.

This program is designed to improve student engagement in behavioural, emotional, and cognitive aspects through activities that are engaging, participatory, and relevant. Behavioural engagement is reflected through participation in academic activities and adherence to school rules and regulations. Emotional engagement is reflected in students' affective responses to the learning environment, including their sense of belonging and the quality of their relationships with teachers and peers. Conversely, cognitive engagement pertains to students' mental investment in comprehending and mastering academic content at a deeper level. These three dimensions are interrelated and collectively contribute to a meaningful learning experience, positioning student engagement as a critical factor in fostering motivation, academic performance, and socio-emotional development.

Previous studies have shown a link between classical guidance services and improvements in student motivation (Kenanga, 2023; Diah Ayu Harumbina et al., 2022). However, research specifically examining the role of classical guidance services in enhancing student engagement at the high school level is still limited. This study aims to fill this gap by investigating how classical guidance can strengthen student engagement in the learning process. Unlike earlier studies, which primarily focused on student motivation, this research will emphasise student engagement, encompassing the behavioural, emotional, and cognitive aspects of students within the context of 11th-grade high school classrooms.

## METHOD

The type of research employed is quantitative, utilising a Pre-experimental Design with a One-Group Pretest-Posttest Design. This research was conducted at SMA Al Ma'soem, with a population of all grade XI students in the 2024/2025 academic year. The sample taken consists of 31 grade XI students. The sampling technique used in this study was simple random sampling, where each participant had an equal chance of being selected (Malhotra, 2009).

The data analysis techniques used include descriptive statistics and a paired sample t-test. The prerequisite tests for the paired sample t-test, such as normality and homogeneity tests, were conducted using SPSS.

The instruments used in this study were a questionnaire and an interview guide. The questionnaire measures student engagement, which was developed based on the work of Fredricks et al. (2004). The items in the questionnaire cover various aspects of student engagement, including behavioural, emotional, and cognitive engagement. The questionnaire was validated through expert review, and its reliability was assessed using Cronbach's Alpha,

yielding a value of 0.87, indicating a high level of reliability. The interview guide, developed based on the student engagement framework, was used to gather qualitative data to support the quantitative findings.

## RESULT AND DISCUSSION

Based on the analysis of the student engagement profile of the 11th-grade students at SMA Al Ma'soem for the 2024/2025 academic year, there is a difference in the overall level of student engagement between the pre-test and post-test results as follows:

Table 1. General Student Engagement Profile

Interval	Category	Pre-test Scores		Post-test Scores	
		Frequency	Percentage	Frequency	Percentage
$X < 180$	Low	0	0,00%	0	0,00%
$180 \leq X < 282$	Moderate	27	87,10%	27	87,10%
$282 \leq X$	High	4	12,90%	4	12,90%
Total		31	100%	31	100%

Based on the table, the results show that in the pre-test, 27 students (87.10%) were categorised as moderate, while 4 students (12.90%) were classified as high. There were no students in the low category. The post-test results reveal that the distribution of scores remained the same, with 27 students (87.10%) in the moderate category and 4 students (12.90%) in the high category. This indicates that there was no change in the number of students in each category after the intervention or treatment. Furthermore, when analysed based on the average pre-test and post-test scores, there was a difference of 0.84. However, the t-test results indicate that this difference is not statistically significant. This can be seen in the following Table 2:

Table 2. Average Scores of Pre-test and Post-test Results

Pre-test	Post-test	Difference between Pre-test and Post- test	t-test Result	
			Sig.	t-value
261,13	261,97	0,84	0,000	-0,325

Based on the table above, although there is a slight increase in the average post-test score compared to the pre-test, the t-test result with a t-value of -0.325 and a significance value of 0.000 indicates that this change is not statistically significant. Moreover, the distribution of students' score categories before and after the intervention remained the same, which leads to the conclusion that no significant improvement was observed in the respondents' performance. The illustration of this change can be seen in Figure 1 below:

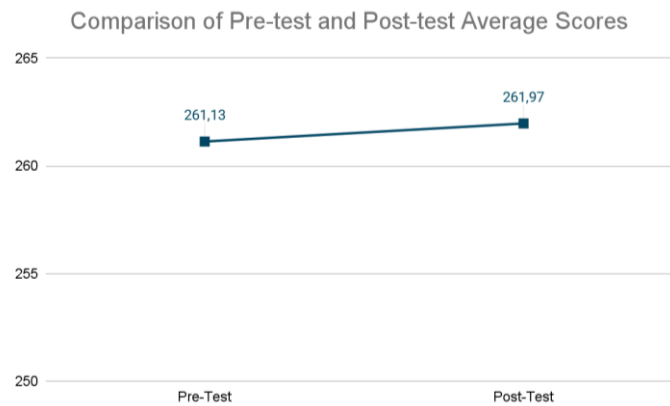


Figure 1. Comparison of Pre-test and Post-test Average Scores

Next, an analysis of the achievement profile was conducted based on the nine aspects of student engagement proposed by Fredricks et al. (2004), as follows:

Table 3. Student Engagement Profile by Aspect

Aspek	Interval	Category	Pre-test Score		Post-test Score	
			Frequency	Percentage	Frequency	Percentage
Aspect 1	$X < 19$	Low	0	0,00%	0	0,00%
	$19 \leq X < 29$	Moderate	4	12,90%	23	74,19%
	$29 \leq X$	High	27	87,10%	8	25,81%
Aspect 2	$X < 16$	Low	1	3,23%	0	0,00%
	$16 \leq X < 26$	Moderate	19	61,29%	15	48,39%
	$26 \leq X$	High	11	35,48%	16	51,61%
Aspect 3	$X < 26$	Low	1	3,23%	1	3,23%
	$26 \leq X < 40$	Moderate	21	67,74%	21	67,74%
	$40 \leq X$	High	9	29,03%	9	29,03%
Aspect 4	$X < 26$	Low	0	0,00%	0	0,00%
	$26 \leq X < 40$	Moderate	25	80,65%	23	74,19%
	$40 \leq X$	High	6	19,35%	8	25,81%
Aspect 5	$X < 26$	Low	0	0,00%	0	0,00%
	$26 \leq X < 40$	Moderate	17	54,84%	23	74,19%
	$40 \leq X$	High	14	45,16%	8	25,81%
Aspect 6	$X < 16$	Low	0	0,00%	0	0,00%
	$16 \leq X < 26$	Moderate	29	93,55%	23	74,19%
	$26 \leq X$	High	2	6,45%	8	25,81%
Aspect 7	$X < 19$	Low	1	3,23%	1	3,23%
	$19 \leq X < 29$	Moderate	22	70,97%	21	67,74%
	$29 \leq X$	High	8	25,81%	9	29,03%
Aspect 8	$X < 19$	Low	0	0,00%	0	0,00%
	$19 \leq X < 29$	Moderate	23	74,19%	14	45,16%
	$29 \leq X$	High	8	25,81%	17	54,84%

Aspek	Interval	Category	Pre-test Score		Post-test Score	
			Frequency	Percentage	Frequency	Percentage
Aspect 9	$X < 14$	Low	0	0,00%	0	0,00%
	$14 \leq X < 22$	Moderate	21	67,74%	23	74,19%
	$22 \leq X$	High	10	32,26%	8	25,81%

Based on the table above, it can be observed that there was a decline in three aspects of student engagement, namely compliance with classroom rules and norms, emotional reactions toward peers, and problem-solving ability. In the element of compliance with classroom rules and standards, the number of students in the high category decreased from 27 students in the pre-test to 8 students in the post-test. A similar decline was observed in the aspect of emotional reactions toward peers, where the number of students in the high category decreased from 14 to 8 students between the pre-test and post-test. Likewise, in terms of problem-solving ability, the number of students in the high category declined from 10 to 8 students between the pre-test and post-test.

Conversely, several aspects showed an increase in the number of students categorised as high achievers. In terms of perseverance and effort, the number of students in the high category increased from 11 to 16 students between the pre-test and post-test. An increase was also observed in the aspect of emotional reactions toward teachers, where the number of students in the high category rose from 6 to 8 students between the pre-test and post-test. A similar trend was found in the aspect of emotional reactions toward academics, with the number of students in the high category increasing from 2 students in the pre-test to 8 students in the post-test. Furthermore, the aspect of engagement in learning activities also showed improvement, with the number of students in the high category rising from 7 to 8 students between the pre-test and post-test. A more significant increase was observed in the aspect of the desire to master learning material, where the number of students in the high category increased from 8 to 17 students between the pre-test and post-test. Meanwhile, the aspect of engagement in school activities showed no change in the number of students categorised as high, indicating that this aspect remained stagnant between the pre-test and post-test.

To determine the effectiveness of classical guidance in efforts to develop student engagement among 11th-grade students at SMA Al Ma'soem in the 2024/2025 academic year, a t-test or paired sample t-test was conducted. Therefore, the research hypotheses in this study were formulated as follows:

- $H_0$  There is no difference in the level of student engagement among 11th-grade students at SMA Al Ma'soem in the 2024/2025 academic year, before and after the provision of classical guidance services.
- $H_1$  There is a difference in the level of student engagement among 11th-grade students at SMA Al Ma'soem in the 2024/2025 academic year, before and after the provision of classical guidance services.

To determine whether the formulated hypotheses are accepted or rejected, a paired sample t-test will be used. The hypothesis testing analysis aims to assess the extent to which

the research hypotheses can be accepted based on the collected research data (Gorard, 2003). Hypothesis testing analysis is not intended to verify the truth of the research hypotheses, but rather to determine whether the research hypotheses can be accepted or rejected (Gulo, 2002). The decision-making criteria for determining the acceptance of  $H_0$  are as follows:

- 1) If  $t_{value} > t_{table}$  and the significance level  $< 0.05$ , then  $H_1$  is accepted and  $H_0$  is rejected.
- 2) If  $t_{value} < t_{table}$  and the significance level  $> 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected.

Table 4. Paired Sample Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test - Post-test	-.839	14,353	2,578	-6,103	4,426	-.325	30	,747

Based on the table above, the obtained t-value is -0.325 with a significance level of 0.747 ( $0.747 > 0.05$ ). Therefore,  $H_0$  is accepted and  $H_1$  is rejected, meaning that there is no significant difference in the level of student engagement among Grade XI students of SMA Al Ma'soem in the 2024/2025 academic year before and after receiving classical guidance services.

Student engagement refers to the active participation of students in the learning process, encompassing behavioural, emotional, and cognitive aspects. Behavioural engagement is reflected through involvement in academic activities and adherence to school regulations. Emotional engagement is reflected in students' affective responses to the learning environment, including their sense of belonging and the quality of their relationships with teachers and peers. Conversely, cognitive engagement pertains to students' mental investment in comprehending and mastering academic content at a deeper level. These three dimensions are interrelated and collectively contribute to a meaningful learning experience, positioning student engagement as a critical factor in fostering motivation, academic performance, and socio-emotional development.

In the present study, the data indicated that Grade XI students at SMA Al Ma'soem demonstrated a moderate level of student engagement, as evidenced by the results of both the pre-test and post-test, which showed the majority of students falling within the mild category. This level suggests that while student engagement was developing, it had not yet reached an optimal state. It was characterised by relatively consistent participation but uneven overall engagement. Students in this category typically complied with classroom rules and occasionally participated in discussions; however, they still required additional encouragement to engage more actively in the learning process.

The analysis of the mean scores from the pre-test and post-test revealed a difference of 0.84 points. However, the t-test results indicated that this difference was not statistically significant. Although there was a slight increase in the mean post-test score compared to the pre-test, the t-value (-0.325) was smaller than the critical t-value (2.0452) from the t-table. The significance level (0.747) was greater than 0.05 ( $\alpha > 0.05$ ), indicating no significant difference in student engagement before and after the classical guidance intervention. It is possible that

the preventive and informative nature of classical guidance services, which primarily focus on raising awareness rather than training practical skills, limited their impact on students' behavioural changes.

Further analysis of each dimension of student engagement revealed that several factors influenced the effectiveness of the intervention. First, some questionnaire items were not fully aligned with school policies or existing conditions, which may have affected the validity of the collected data. Second, the limited duration of the intervention, in which each dimension was addressed only once, hindered the depth of development, particularly for aspects requiring gradual habituation. As a result, there were declines observed in factors such as compliance with class norms, emotional reactions toward peers, and problem-solving abilities. Since the intervention was conducted within a relatively short period, its impact may not have been strong enough to produce long-term changes, especially in dimensions that require the development of self-regulation. Darmayanti et al. (2011) highlighted that short-term psychological interventions are generally more effective at maintaining existing abilities rather than stimulating profound behavioural or attitudinal changes, which explains the declines observed in the post-test scores. Therefore, more comprehensive and sustained interventions may be needed to achieve significant improvements.

Third, the intervention approach might have placed greater emphasis on raising awareness rather than direct practice, thereby limiting observable behavioural changes. A single intervention session is generally insufficient to produce significant change, as behavioural transformation requires a complex process involving stages of awareness, interest, evaluation, trial, and adoption (Pedrova & Asmawati, 2024). According to Bandura's Social Learning Theory (1977), learning and behavioural changes occur through observational learning, which involves four stages: attention, retention, reproduction, and motivation. However, for attitude changes to be fully internalised, it is crucial to have direct practice and reinforcement from the environment. Without sufficient real-world experiences and reinforcement, changes in attitudes are likely to remain superficial or conceptual without leading to consistent behavioural shifts.

## CONCLUSION

The average post-test score increased by 0.84 compared to the pre-test score. However, this increase was not substantial enough to be categorised as a significant change in the level of student engagement among Grade XI students at SMA Al Ma'soem for the academic year 2024/2025. Based on the results of the t-test analysis, a p-value of 0.747 was obtained ( $0.747 > 0.05$ ), indicating that there is no statistically significant difference in student engagement levels before and after the provision of classical guidance services.

Although the classical guidance services were designed to enhance student engagement, the research results suggest that the program did not have a significant impact on increasing student engagement in the learning process. Therefore, the classical guidance program in this study requires further development to become more effective.

To make guidance and counselling services more effective in enhancing student engagement, it is recommended that a more interactive and collaborative approach be

adopted, such as group guidance or methods based on direct experiences, like simulations or role-playing. Additionally, teachers, school staff, and parents should optimise their roles in creating a learning environment that is more supportive, adaptive, and aligned with students' needs.

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