Article

Development of Classical Guidance Service Based on Social and Emotional Learning (SEL) to Improve the Intrapersonal Aspects of Student's Learning

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A B S T R A C T

This study aims to: (1) identify students' needs for classical guidance services based on Social and Emotional Learning (SEL) in improving intrapersonal learning, (2) design the development of classical guidance services based on SEL, (3) test the effectiveness of these services in improving students' intrapersonal learning aspects at MAN 1 Tegal City. This study uses a research and development method with the ADDIE model from Dick and Carey. Data collection techniques include questionnaires, observations, validation sheets, interviews, literature studies, and documentation. The study population consisted of 482 class XI students of MAN 1 Tegal City, which were divided into control classes and experimental classes. Data analysis was carried out through normality tests, validity, reliability, t-tests, and media feasibility and effectiveness tests. The results of the study indicate that the classical guidance service module based on SEL has a significant effect on improving students' intrapersonal skills. Analysis of teacher and student needs includes media selection, format, compilation of questions and answers, and design of media applications. Validation from three experts showed that the material aspect scored 90.62%, while the media aspect reached 93.75%. The effectiveness of the module was proven by the increase in student learning outcomes, where the pre-test score of the experimental class increased from 13.89% to 83.34% in the post-test. These results confirm that the SEL-based classical guidance service module has a positive impact on students' intrapersonal skills in learning.

Keywords: Development, Classical Guidance, SEL, Intrapersonal.

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INTRODUCTION

In today's digital era, educators face many challenges, both teachers and students. The challenges of the 21st century require serious attention. Ideally, educational institutions act as a means to form superior and characterful students. However, in reality, many schools are not fully committed to implementing character education. Koesoma revealed three reasons why the implementation of character education is still difficult to do. First, the lack of conceptual understanding of what character education is. Second, this lack of understanding causes school policies to be off-target, so that the impact is not optimal. Third, the implementation of character education often faces problems in evaluation, including difficulties in the assessment process and determining appropriate criteria (Koesoma, 2017).

In the last twenty years, many criminal cases have emerged and are contrary to the noble values of the nation. Among these cases are extortion, corruption, defamation, and criminal acts such as murder and violence. In addition, among students, many are involved in brawls, promiscuity, and even drug abuse. As an educational institution, schools should be able to properly facilitate character education, because this is an important foundation for students to interact in society. Character education actually starts from the smallest

environment, namely the family. However, in practice, many parents and schools prioritize academic achievement (Kemenag, 2012).

Education focuses not only on improving academic aspects, but also on developing students' social and emotional skills. These skills play a vital role in students' success in school and in their daily lives. As the complexity of the social and emotional challenges faced by students in the school environment increases, the need for a comprehensive educational approach is increasingly pressing. Social and Emotional Learning (SEL) is one approach that has been proven effective in helping students develop the intrapersonal competencies needed to achieve optimal learning achievement. Social and Emotional Learning (SEL) is a systematic approach that aims to teach students social and emotional skills that help them manage their emotions, set positive goals, show empathy for others, and build healthy relationships and make responsible decisions. By integrating SEL into classical guidance services, students are expected to improve their self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

At MAN Kota Tegal, Guidance and Counseling services are still focused on academic aspects and have not fully utilized the SEL approach. In fact, many students face difficulties in intrapersonal aspects, such as learning motivation and emotional regulation. These challenges can affect students' overall learning process, both in classroom interactions and in their social lives outside the school environment.

It is very important to develop SEL-based classical guidance services that are structured and integrated into the school curriculum, in order to help students improve their intrapersonal aspects and those needed in learning. This study aims to design, implement, and evaluate SEL-based classical guidance services that are expected to improve students' abilities in managing emotions and social relationships, and have a positive impact on improving their learning achievement.

The development of SEL-based classical guidance services at the research location is expected to not only improve the quality of guidance and counseling in schools, but also have a long-term impact on students' social and emotional development. With this program, it is hoped that students can be better prepared to face the challenges of social and academic life with better skills in managing themselves and interacting with their social environment.

The integration of Social and Emotional Learning (SEL) in guidance services in schools is also very relevant to the development of the current educational paradigm. The curriculum designed not only aims to produce students who excel academically, but also develop other equally important competencies, such as the ability to adapt, think critically, and collaborate. Intrapersonal skills that are the focus of SEL are the main foundation in building student character that is able to play a positive role in a dynamic society. Research shows that students who have good social and emotional skills tend to be better able to cope with stress, have higher learning motivation, and are able to build more harmonious relationships with peers and teachers. On the other hand, a lack of these skills can result in low self-confidence, difficulties in social interaction, and the emergence of behavioral problems that have a negative impact on the teaching and learning process. In the context of the research location, several students showed symptoms that reflected low ability to manage emotions and social relationships, such as a tendency to withdraw from social interactions, difficulty working in groups, and impulsive behavior in class.

The development of SEL-based classical guidance services is also in line with the government's efforts to realize the Pancasila Student Profile, which emphasizes the importance of character formation for students who are faithful, pious, have noble character, are independent, think critically, are creative, and are able to work together with others. With guidance services integrated with SEL, it is hoped that students can become individuals who are not only academically superior, but also have adequate social and emotional intelligence to face future challenges.

Based on the problems and potentials that have been described, this research is very important to be carried out in order to develop an effective SEL-based classical guidance service model in improving students' intrapersonal aspects. Thus, this research not only contributes to improving the quality of guidance services, but also becomes a reference for other schools that want to implement the SEL approach in their guidance and counselling programs.

Intrapersonal skills are an important key in students' self-development. Intrapersonal skills relate to students' ability to recognize, understand, and manage their own emotions. This includes how students motivate themselves, manage stress, and face challenges. Meanwhile, intrapersonal skills relate to the ability to understand, manage, and develop themselves internally. This includes various aspects of self-awareness and self-regulation that are very important in personal and professional life.

In the context of learning, improving intrapersonal skills is very relevant. Good intrapersonal skills will help students build self-awareness, set clear learning goals, and face academic challenges with more confidence and optimism. For example, students who have good emotional management will be better able to overcome anxiety when facing exams, and be more diligent and consistent in studying, because they have motivation that comes from within themselves.

Intrapersonal skills are very important because they play a role in building personal resilience, self-confidence, and independence. These skills are also closely related to emotional intelligence, which helps a person to respond to situations more wisely and balanced. In a professional context, intrapersonal skills enable a person to work independently, set high standards for themselves, and continue to strive for progress.

Weaknesses in intrapersonal skills can have a significant impact on various aspects of an individual's life, especially in the context of education and self-development. Intrapersonal skills include the ability to understand and manage emotions, motivation, and self-awareness. Students who have weaknesses in intrapersonal skills also often face challenges in building self-resilience. They are more susceptible to social pressure and tend to have more difficulty in developing self-confidence. These skills are important because they affect how students respond to failure, accept feedback, and stay motivated despite challenges. Weaknesses in these areas often result in poor self-regulation, stress management, and goal-motivation. Weaknesses in students' intrapersonal skills can impact their emotional, academic, and social development. Many students do not fully understand their own feelings, strengths, and weaknesses, making it difficult for them to recognize their potential and areas for improvement.

Therefore, improving intrapersonal skills will help students in various aspects of life, both in academic and outside school environments. With better self-awareness, students will better understand their own strengths, weaknesses, values, and interests. This can help them make better decisions about the activities or fields they want to pursue. Overall, improving intrapersonal skills will equip students with abilities that support their success in various aspects, from academic achievement to social life. By having strong intrapersonal skills, students will be better prepared to face challenges, pursue their potential, and adapt in an ever-changing environment. By implementing classical guidance services based on Social and Emotional Learning (SEL), it is expected that there will be a significant increase in students' intrapersonal abilities. The SEL approach provides space for students to explore and understand themselves, so that they are able to develop better self-awareness and manage emotions effectively. In addition, SEL also encourages the development of social skills needed to interact with others in various contexts, both inside and outside the school environment.

In the context of the research location, where academic and social challenges are increasingly complex, the SEL approach in classical guidance services is believed to be an effective solution. This approach not only provides support to students who have difficulties

in the intrapersonal aspect, but also creates a more inclusive school environment, where each student feels supported in their emotional and social development.

Through this research, the development of SEL-based classical guidance services aims to improve students' intrapersonal skills. It is hoped that students who take part in this program will be able to understand and manage their emotions better, as well as have effective social interaction skills, which will ultimately have a positive impact on their learning achievement and the quality of social life in the school environment.

Students' learning aspects are greatly influenced by their ability to manage emotions and interact socially. Learning is not only about mastering academic material, but also how students respond to challenges, adapt to new situations, and collaborate with their friends. In this case, intrapersonal skills developed through Social and Emotional Learning (SEL) play an important role in improving the overall quality of student learning.

The intrapersonal aspect relates to how students manage themselves in the learning process. For example, a student's ability to motivate themselves, regulate their emotions, and face learning difficulties without giving up greatly influences their success. Students who have good intrapersonal skills are more likely to maintain focus, cope with anxiety, and persist in achieving learning goals. This is especially important in today's educational environment that requires students to be more independent and take responsibility for their own learning.

As in many other schools, there are challenges in ensuring that all students have good self-awareness and self-management in the learning process. Some students may struggle with academic pressure or struggle with low internal motivation, which ultimately impacts their learning outcomes. By integrating an SEL approach into classroom tutoring services, students will be guided to better understand and manage their emotions, and learn to set realistic and strategic goals in learning. This can have a direct impact on improving students' intrapersonal aspects of the learning process, such as increasing their ability to face difficulties and become more resilient. In addition, students' intrapersonal aspects also have a major influence on the learning process. Students do not learn in isolation; they learn in a social environment full of interactions, both with peers and with teachers. The ability to work together, communicate effectively, and empathize with others are essential skills that support collaborative and participatory learning. Students with strong intrapersonal skills are more likely to work in groups, participate in class discussions, and engage in learning activities that involve teamwork.

Based on preliminary tests conducted at MAN Kota Tegal, it was found that out of 36 students observed, there were 14 students with low levels of intrapersonal skills. These results were obtained through direct observation and questionnaires that measured aspects such as self-awareness, emotional regulation, and intrinsic motivation. The low level of intrapersonal skills in these students is indicated by indicators such as lack of self-confidence, difficulty in managing stress, and low ability to motivate themselves in the learning process.

These findings indicate an urgent need for interventions that can improve students' intrapersonal aspects, so that they can achieve better learning outcomes. One relevant and effective approach to addressing this problem is through the development of classical guidance services based on Social and Emotional Learning (SEL). The SEL program is designed to help students develop self-awareness, self-management, social skills, empathy, and the ability to make responsible decisions. The implementation of classical guidance based on SEL is expected to be a solution to improve students' intrapersonal aspects at MAN Kota Tegal, so that students are more emotionally and mentally prepared to face learning challenges in the school environment.

The classical guidance program based on SEL is expected to create a more positive and supportive learning environment for students. By developing intrapersonal skills, students will be better prepared to face complex learning challenges and more able to actively

participate in the learning process. This development is not only important for academic achievement, but also to build student readiness in everyday life, both in and outside of school. Therefore, this study aims to explore how the development of SEL-based classical guidance services can improve students' learning aspects, especially in terms of their involvement, motivation, and social interaction in the classroom. It is hoped that this approach can be an effective model in improving the quality of student learning and creating a more inclusive and collaborative learning atmosphere. In this study, the type of development is with 3 stages of the development process: Analysis, Design, Development. With this development, researchers need to conduct research entitled "Development of Classical Guidance Services Based on Social and Emotional Learning (SEL) to Improve Intrapersonal Aspects of Student Learning at MAN Kota Tegal"

Development

Definition of Development

In the Great Dictionary of the Indonesian Language, development means a process, method, act of developing to meet certain needs. Ardhana in (Irfandi, 2015:64) defines development as the systematic use of scientific knowledge directed at the production process of materials, systems, or methods including the design of various prototypes. Asim through (Irfandi, 2015:64) said that development research in learning is a process used to develop and validate products used in the learning process. The National Science Board through (Putra, 2012:70) defines development as the systematic application of knowledge or understanding directed at the production of useful goods. According to Seels & Richey in (Prasetyo, 2014:7) development means the process of translating or describing design specifications into physical features. Development specifically means a process of producing learning materials. Meanwhile, according to Tessmer and Richey in (Prasetyo, 2014:7), development focuses its attention not only on needs analysis, but also on broad issues regarding start-end analysis, such as contextual analysis where development aims to produce products based on field test findings.

Sugiyono in (Sugiyono, 2015:5) stated that development means deepening and expanding existing knowledge. In essence, development is an educational effort, both formal and non-formal, which is carried out consciously, planned, directed, organized and responsible in order to introduce, grow, guide, develop a balanced, whole, harmonious personality base, knowledge, skills according to talents, desires and abilities, as provisions on one's own initiative to add, improve, develop oneself towards achieving optimal human dignity, quality and abilities and an independent person.

Development Model

ADDIE is one of the most commonly used development models in education and training. This model consists of five main stages: 1) Analysis: Identifying development needs, problems, and goals to be achieved. At this stage, an analysis of the needs of learners, the environment, and learning objectives is carried out. 2) Design: Designing a solution or program based on the results of the analysis. This stage includes designing materials, learning strategies, evaluation tools, and media to be used. 3) Development: Developing learning materials and resources designed at the design stage. At this stage, the material is tested on a limited basis to see its feasibility. 4) Implementation: Implementing the program or solution that has been developed. At this stage, learning is carried out and the concept is fully implemented.5) Evaluation: Evaluating the results of implementation, including the effectiveness of learning and achievement of goals. Evaluation can be done formatively (during the development process) and summatively (at the end of the program).

Classical Guidance

Understanding Classical Guidance

Classical guidance is the part that has the largest portion in Guidance and Counseling services, and is an efficient service, especially in dealing with the problem of the ratio of the number of clients and counselors. The scope of classical guidance services can include learning, personal, social, and career.

Classical guidance is one of the cores of a comprehensive school counseling program that contributes to the academic, emotional and social development of students. Classical guidance is an effective way for guidance and counseling teachers or counselors to provide information and/or orientation to students about service programs available at school, continuing education programs, learning skills, in addition classical guidance services can be used as preventive services.

According to (Jill A. Geltner, and Mary Ann Clark, 2015) Classical Guidance (classroom guidance) is an important part of the guidance curriculum, which is around 25% to 35%. Classical guidance services are the most effective way to identify students who need extra attention. Classical Guidance based on the 2016 Operational Guidelines for Junior High School Guidance and Counseling of the Directorate General of Teachers and Education (GTKI) is a service activity provided to a number of students or counselees in one study group and is carried out in class in the form of face-to-face meetings between guidance and counseling teachers or counselors and students or counselees.

Things to pay attention to in implementing classical guidance

There are several things that a counselor needs to pay attention to when implementing classical guidance so that the classical guidance provided can take place effectively and can produce the goals that the counselor wants to achieve after the implementation of classical guidance services is carried out. 1) Determining Student Needs. 2) Methods for differentiation After determining student needs, the school counselor can then differentiate the classroom guidance plan based on the content, process, or product of the unit.

Steps for classical guidance services

Steps in implementing classical guidance and counseling can be done well by following To be able to implement classical guidance and counseling services well, Linda D Webb and Greg A Brigman (2017), argue that there are several steps that need to be considered in implementing classical guidance and counseling, including the following: 1) Implementing student understanding to be able to determine service classes, create student understanding instruments, collect data, analyze data, and formulate understanding. 2) Determining the need for classical guidance services for students based on the results of student understanding. 3) Choosing the appropriate methods and techniques to be used in providing classical guidance and counseling services, including techniques (discussion lectures, simulation-discussion lectures, and lectures-assignments-discussions). 4) The provision of classical guidance and counseling services can be prepared in writing to be used as evidence of activity administration, thus the service material that will be provided to students has been planned with the hope of achieving optimal results, because it is compiled based on needs and relevant literature. 5) In the preparation of classical guidance and counseling, it can be done by Guidance and Counseling Teachers or Counselors if they have shown readiness to be able to carry out activities that are known by the guidance and counseling coordinator and the principal. 6) Preparing tools to carry out the provision of classical guidance and counseling services according to service needs. 7) Evaluation of the implementation of classical guidance and counseling is important to assess the activities that have been carried out to determine how the process works, whether the services provided are appropriate, the development of attitudes and behavior, and the level of achievement of development tasks. In general, the program being implemented, the difficulties faced, the

influence on teaching and learning activities, and student responses, as well as student changes (development tasks) or learning, personal, social, and conversational growth.

Social and Emotional Learning (SEL)

Initially, the term social-emotional learning was used to refer to two different skills needed by students in this era, namely academic skills and non-academic skills. As stated in The American Enterprise Institute and The Broking Institution which recommends a holistic approach to education, by promoting academic skills and other skills such as working well with others, self-management, and being responsible for decisions taken, which are then commonly referred to as SEL. The concept of social emotional learning (SEL) was first put forward by Daniel Goleman in 1995. Goleman argued that a teacher should pay more attention to social emotional learning for his students. The idea of SEL is an elaboration of the concept of emotional intelligence. This intelligence is the ability to regulate and identify one's emotions in determining the right way to act towards others.

In recent years, the term SEL has become more widespread and shows an increasing trend in its use. A study showed that there were around 107 media outlets that mentioned the term SEL in 2010 which then increased to 1,500 in 2017 (Comer, 2018). The three words (social, emotional, learning) that seem simple actually represent a number of important competencies that must be learned by children and adolescents in realizing their dreams in the future. Social-emotional learning is often referred to as the missing piece by education experts. This means that SEL is an important dimension in building children's education, but is still underestimated. The phrase the missing piece also refers to its meaning in the current situation which states that SEL is part of education that contributes to school success, but has not been explicitly stated or given more attention until now.

Intrapersonal

Intrapersonal communication is communication that occurs within ourselves, it includes activities of talking to ourselves and activities of observing and giving meaning (intellectual and emotional) to our environment. It should be underlined that the definition of intrapersonal communication related to this study is someone's giving meaning to something or an event that occurs in front of them and in their environment. If simplified, it is how someone understands and interprets something.

Intrapersonal communication is communication that occurs with oneself. This is an internal dialogue and can even occur when together with other people. For example: when you are with someone, what you think is included in intrapersonal communication. Intrapersonal communication often studies the role of cognition in human behavior. In this context, it is usually done repeatedly than with other communications. Uniquely, intrapersonal communication includes where we can imagine, daydream, perceive and solve problems in our minds.

Relevant Research Review

Previous Research is a collection of research results conducted by previous researchers and is related to the research to be conducted. The results of previous research that support this research are intended to be able to compare with other research entitled: Research by Dewi Susanti (2019) entitled: "The Effect of Classical Guidance Services on Improving Students' Intrapersonal Skills at SMP Negeri 5 Bandung" This study aims to determine the effect of classical guidance services on students' intrapersonal skills, such as emotional management, self-awareness, and self-confidence. The results of the study showed that classical guidance services had a positive and significant effect on students' intrapersonal skills with a correlation value of 0.702 and an R_square of 0.492, which means that 49.2% of the variance in students' intrapersonal skills was influenced by classical guidance services, while 50.8% was influenced by other factors. 2. Research by Andi Prasetyo (2021) entitled:

"The Effectiveness of Classical Guidance Services to Improve Students' Emotional Intelligence at SMA Negeri 1 Malang" This study examines the effectiveness of classical guidance services in improving emotional intelligence which is included in students' intrapersonal aspects, such as self-awareness and emotional regulation. The results of the study showed that classical guidance services were able to improve students' emotional intelligence with a correlation coefficient of 0.685 and an R_square of 0.470, meaning that 47% of the increase in students' emotional intelligence was influenced by the service, while 53% was influenced by other factors.

The application of a classical guidance service model that focuses on developing students' social and emotional skills is the right approach as a guideline for BK teachers in planning services that can help students achieve their learning goals and can foster students' motivation and intrapersonal learning abilities. In this study, researchers applied the CASEL (Collaborative for Academic, Social, and Emotional Learning) model which emphasizes the importance of social and emotional education in schools as well as the latest research on effective guidance practices. In the study, a classical service model based on Social And Emotional Learning (SEL) was developed using the ADDIE development model, in 3 stages, namely Analysis, Design and Development.

In the first stage, researchers conducted Analysis (analysis) through two stages, namely performance analysis and student needs analysis. Performance analysis is carried out to determine and clarify whether the performance problems faced require solutions in the form of organizing classical guidance service programs or improving management. Needs analysis is carried out to determine the abilities or competencies that need to be learned by participants to improve students' intrapersonal. This can be done if the classical guidance service program is considered a solution to the problems faced by students.

The second step is Design (design). This step is the core of the classical guidance service analysis step, namely finding the steps of guidance services and then finding alternative solutions that have been successfully identified through the steps of analyzing student needs. After the material is arranged, the next step is to compile classical guidance devices equipped with a classical guidance service model. In the third step, Development is carried out which includes activities to select, determine methods, media and strategies for classical guidance services that are appropriate for use in delivering program material or substance. The results of the classical guidance service planning are tested for feasibility and then used as a guideline for classical guidance service activities in the development stage.

METHOD

Research Design

This research was conducted using the type of research and development or Research and Development. The development design in this study was adopted from the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). This model was chosen because it has. In the book Research and Development Methods R&D by Prof. Dr. Sugiyono (2021), he expressed his opinion about the research steps by Robert Maribe Branch who developed Instructional Design (Learning Design) with the ADDIE approach (1)Analysis, related to the analysis of work situations and the environment so that it can be found what products need to be developed.(2)Design, is the activity of designing products according to what is needed.(3)Development, is the activity of making and testing products.(4)Implementation, is the activity of using products.(5)Evaluation, is the activity of assessing each step of the activity and the products that have been made are in accordance with the specifications or not.

The research procedures in this study follow the ADDIE development model, beginning with the analysis stage, where researchers identify estimated needs, conduct literature reviews, and carry out small-scale studies. This phase includes initial data collection, proposal development, and preliminary research results. The primary focus is

analyzing the need for classical guidance services based on social and emotional learning (SEL) to enhance students' intrapersonal and interpersonal learning aspects at MAN Kota Tegal. The planning stage then involves designing the concept and content of the product in a structured manner. The product design remains conceptual at this phase, serving as a foundation for further development. A critical part of this stage is ensuring the proper assessment model is in place to address gaps in the knowledge and skills of guidance and counseling teachers. Additionally, a "monitoring line" is established to track progress throughout the ADDIE stages.

Following the planning phase, the development stage transforms the conceptual design into a tangible product. This includes creating non-cognitive diagnostic assessment item instruments based on prior designs, which are then validated by experts. Researchers refine theories and organize the instrument according to a predefined storyboard, ultimately shaping it into a functional assessment tool. Once structured and finalized, the instrument is published as a classical guidance service based on SEL, specifically designed to improve students' intrapersonal and interpersonal learning at MAN Kota Tegal. This stage ensures that the developed instrument aligns with research objectives and provides meaningful support for student development.

Subjects and Objects of Research

In research on enrichment books, the needs of the subjects and objects of research are very important to ensure the effectiveness and relevance of the materials developed. In addition, the needs of the research subjects include a deep understanding of students, such as their academic needs, diverse learning styles, and aspects that need to be strengthened in the learning materials. Teachers are also important subjects, where their needs for teaching skills and feedback related to the use of books in the classroom are key to developing better materials. The selection of the right subject is very important so that the research results can be relevant and valid. The subjects of this study were Guidance and Counseling teachers at the State Islamic Senior High School in Tegal City. The sample in this study used students at the school. Where the sampling was random from each class at MAN Tegal City.

Population, Sample, and Sampling Techniques

The population in this study consists of 482 students from class XI at MAN Kota Tegal, including 213 male and 269 female students. The population represents a generalization area consisting of subjects with specific qualities and characteristics relevant to the research. To determine the sample size, researchers can use methods such as the Slovin formula or the Krejcie-Morgan table. The Slovin formula calculates the sample size by considering the desired error margin, and with a 5% error rate, the recommended sample size for this study is approximately 218 students.

Data Collection Techniques and Instruments

Data collection techniques can be explained as a way or method used by researchers to collect various information, data or other supporting facts that will be used for research purposes. When researchers determine a data collection technique or data collection process, the existence of research instruments is an integral part of the research to collect, investigate and analyze the problems being studied. Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, so that the data obtained is more accurate, complete and systematic so that it is easier to process.F.

Validity and Reliability of Instruments

Validity and reliability testing are crucial in research to ensure that measurement instruments produce accurate and consistent results. Validity testing determines whether an instrument truly measures what it is intended to measure. In this study, content validity was

tested by comparing the instrument's contents with the established design, particularly for assessing the effectiveness of the enrichment book model. Meanwhile, reliability testing assesses the consistency and stability of an instrument, ensuring that results remain dependable. There are two main types: internal reliability, which measures the consistency of items within the instrument, and external reliability, which evaluates the consistency of results over time.

Data Analysis Techniques

The data analysis technique used in this study is the N-gain test to determine whether or not there is an increase in students' soft skills and skills. The values obtained from the pretest and posttest results are then analyzed using the following formula to obtain the gain value. The results obtained are then classified according to the established criteria.

FINDINGS AND DISCUSSION

Research Results

The research results explained in this chapter include three things, namely (1) the results of the analysis of the needs of students and educators for soft skill enrichment books oriented towards hair treatment services; (2) the design of an effective enrichment book model for improving soft skills; (3) expert assessment of soft skill enrichment books oriented towards hair treatment services. The development process is carried out systematically and is easy to understand. ADDIE is a simple and systematically structured development model. The stages carried out include the ADD development steps which consist of three main stages, namely: 1) analysis, 2) design, and 3) development.

Analysis

The first stage in the ADD development model is to analyze the need for product development. In this study, the product developed is a learning media using the SEL-based guidance module to improve the Intrapersonal Learning Aspect of Class XI Students of MAN Kota Tegal.

Analysis of the need to develop a classical guidance guidebook based on Social and Emotional Learning (SEL) to improve students' intrapersonal skills at MAN shows an urgent need for a systematic and applicable guide for Guidance and Counseling (BK) teachers. Analysis of the learning process or curriculum underlying the development of a classical guidance guidebook based on Social and Emotional Learning (SEL) to improve students' intrapersonal aims to ensure the suitability of this guide to students' needs and educational goals at MAN.

Analysis of users of classical guidance guidebooks based on Social and Emotional Learning (SEL) to improve students' intrapersonal involves identifying the characteristics and main needs of the parties who will use this guide. The main users of this guidebook are guidance and counseling (BK) teachers at the State Islamic Senior High School (MAN) level, who have an important role in providing structured guidance services and focusing on the development of students' intrapersonal skills. BK teachers need practical, systematic, and relevant guidance to the context of adolescent student learning, who are generally in an important phase in building self-awareness, managing emotions, and developing internal motivation.

Design

Design activities in the ADDIE research and development model are a systematic process that begins with designing the concept and content of the product. The design is written for each product content. Instructions for implementing the design or making the

product are written clearly and in detail. At this stage, the product design is still conceptual and will underlie the development process in the next stage. This stage includes:

In a study entitled Development of Classical Guidance Services Based on Social and Emotional Learning (SEL) to Improve Intrapersonal Aspects of Student Learning at MAN Kota Tegal, the media selection stage in the design phase is an important step to ensure the achievement of learning objectives. The media chosen must be effective in delivering SEL material while being able to create learning experiences that support the improvement of students' intrapersonal abilities. At the stage of selecting the media format, it is an important step in ensuring that the media used can support learning effectively. The media format chosen must be in accordance with the characteristics of MAN Kota Tegal students who are in their teens and need an interesting, interactive, and relevant approach to their needs. In this context, the ideal media format includes a combination of print and digital media.

In compiling questions and answers in the guidance module, it is a crucial aspect in ensuring that the material presented can be understood well and can measure the achievement of learning objectives. In the design stage, questions and answers are compiled by considering the level of understanding and intrapersonal development of students, as well as cognitive and emotional aspects that are to be improved through SEL-based learning. After determining the questions to be used, the researcher then designs the guidance module. The design is the process of planning and developing tools or means used to convey certain information or messages effectively to the audience. In the context of education, media design aims to support the learning process in an interesting, interactive, and appropriate way to students' needs. In addition, media design aims to analyze, assess, improve and compile a system, both physical and non-physical systems that are optimal for the future by utilizing existing information.

Development

After all the materials to develop learning media are collected, the researcher then compiles the script with the application program that has been prepared. This stage is the media production stage where the media creation process is adjusted to the previously created script. Development is the stage of realizing what has been created in the design stage to become a product. The final result of this stage is a product that will be tested. This stage begins with preparing the equipment and materials used in making the Guidance Module learning media. Hardware in the form of a laptop and mouse; software in the form of Blender 3D software, Unity, Vuforia, Pancasila and Citizenship Education textbooks for grade XI, and images. After completing the preparation of the equipment and materials needed, the next stage is the process of making learning media. The first step taken at this production stage is to create an image model from the predetermined theme.

The next stage is a trial process involving material experts and learning media experts. After that, an evaluation is carried out on the feasibility of the Guidance Module learning media that has been developed. The evaluation is carried out through several stages of trials with students, including individual trials, small group trials, and field trials. The results of this series of trials are used to refine the final product of interactive learning media by taking into account input and revisions from material experts, learning media experts, and students. After the product has gone through the product trial stage and based on comments and suggestions from the validator, the researcher revised the product. The purpose of the product revision is to correct product deficiencies so that it can be tested on students. Product revision is the process of improving or adjusting a product that has been developed based on the results of evaluation and trials. Product revision is carried out to ensure that the guidance module produced is truly in accordance with needs, valid in content and psychometrics, and effective in achieving development goals.

The Effectiveness of Guidance Module Development
Analysis of Question Instrument Test
Normality Test

Before conducting the T-test, the researcher first conducted a Normality test on the validation results. The normality test is a statistical test used to test whether the observed data has a normal distribution or not. The basis for making decisions in the Normality test is as follows: (a) if the value (sig > 0.05), then the data is normally distributed, (2) if the value (sig < 0.05), then the data is not normally distributed.

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
N	0,327	3		0,869	3	0.542

Based on the table above Table 1, it can be explained that the significance value in Shapiro-Wilk is 0.781. Therefore, based on the Normality test on the validation of the development of normally distributed guidance guidelines because the Sign value (0.781) is greater than 0.05.

Item Validation Analysis

The validity test of the question items is said to be valid if the calculated r value is greater than the table r value. Based on the trial of 20 multiple-choice questions, the results of the item validity test were obtained with 15 valid category questions including questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 19 and 20. There are 2 questions with invalid criteria including questions number 14 and 16. Based on the validity criteria, the questions used are questions with valid criteria. Complete results are in the appendix.

Table 2. Summary of Expert Validation Results for Content, Construct and Content

No	Assessment Aspects	Number of Criteria	Score Achieved	Maximum Score	Presentation (%)	Category
1	Content Validity	9	33	36	91,67%	Very Worth It
2	Psychometric Validity	8	29	32	90,62%	Very Worth It
3	Validity of Content	8	30	32	93,75%	Very Worth It

Analysis of Question Reliability Test

The reliability test of the question items conducted on 20 valid questions obtained a reliability statistics value of 0.772, which is included in the criteria for high reliability questions.

Experimental Class

The pre-test questions were given to determine the initial abilities of students. Then the learning process was carried out by implementing the guidance process that refers to the guidance guide module that has been developed by the researcher. Furthermore, the post-test questions were given to students when the learning process was complete. The post-test was carried out with the aim of determining the extent of students' ability to master the learning material after the guidance process using the Guidance Guide module development media. The results of the pre-test and post-test of the experimental class can be presented in table above as follows.

The data in table above shows that out of 36 students who took the pre-test, only 5 students were in the completion criteria with an average score of 57.22 and a learning completion percentage of 13.89%, with the number of students who had not completed as

many as 31 students and a percentage of incompleteness of 86.11%. Meanwhile, out of 36 students who took the post-test, there were 30 students who were in the completion criteria with an average score of 74.16 and a learning completion percentage of 83.34% with the number of students who had not completed as many as 6 students and a percentage of incompleteness of 16.66%. So, it can be seen that the learning outcomes of students for the post-test are better than the learning outcomes of students for the pre-test with the percentage of completeness increasing by 69.45%.

Control Class

The control class has an important role in understanding the impact and effectiveness of the guidance process by referring to the guidance guide module developed by the researcher. The control class in development research acts as a point of comparison that allows researchers to assess the real effects of innovations or changes implemented in the experimental class. In the context of this study, the control class is a group that does not receive the treatment or intervention being tested. The results of the pre-test and post-test of the experimental class can be presented in table 4.8 as follows.

The data in table 4.11 above shows that out of 36 students who took the pre-test, only 4 students were in the completion criteria with an average score of 55.83 and a learning completion percentage of 11.11%, with 32 students who had not completed the course and a percentage of incompleteness of 88.89%. Meanwhile, out of 36 students who took the post-test, 24 students were in the completion criteria with an average score of 68.05 and a learning completion percentage of 66.67% with 7 students who had not completed the course and a percentage of incompleteness of 33.33%. So, it can be seen that the learning outcomes of students for the post-test are better than the learning outcomes of students for the pre-test with a percentage of completeness increasing by 55.56%.

From the data above, it shows that the percentage of learning completion of experimental class students who implemented the guidance module in learning has increased, as evidenced by the percentage of completion in the pre-test of 13.89%, an increase in the percentage of completion in the post-test reached 83.34%. Therefore, it can be concluded that there is an increase in learning outcomes by using the guidance module development media that has been developed. Based on the percentage of student learning completion after the product was implemented in learning (post-test) of 83.34% ≥ 80%, the quality of the guidance module development media, the results of the development reviewed from the results of the analysis of student learning outcomes, is in the effective criteria used to increase student learning motivation, as evidenced by the value or learning outcomes obtained by students have increased.

Meanwhile, the data on the learning outcomes of the control class showed that the percentage of learning completion of students who did not use the guidance module development media also increased, from the percentage of completion in the pre-test of 11.11%, there was an increase in the percentage of completion in the post-test reaching 66.67%. It can be concluded that there was an increase in learning outcomes even though the guidance module development media was not used. Although there was an increase, the increase obtained by the control class was smaller when compared to the experimental class, so it can be concluded that the use of guidance module development media in the learning process is more effective when compared to the learning process that applies conventional methods that do not use guidance module development media.

Analysis of Student Competency Improvement

The implementation of the guidance module based on Social and Emotional Learning (SEL) to improve students' intrapersonal aspects at MAN Kota Tegal showed significant results on student competence. After the implementation of the module through classical guidance services, there was an increase in students' ability to recognize themselves, manage

emotions, and increase self-confidence. The results of the pre-test and post-test conducted showed an increase in the average score on each intrapersonal indicator measured, such as self-awareness, self-management, and responsible decision-making. This reflects that the guidance module successfully facilitated students to understand their strengths and weaknesses, and motivated them to behave positively.

Students who previously lacked confidence in expressing opinions or facing challenges, after the intervention, began to show courage to speak in public, actively participate in group discussions, and complete assignments independently. In addition, the results of observations by guidance teachers and facilitators during the module implementation process showed that students were able to demonstrate better emotional management when facing pressure, such as exams or conflicts between friends. For example, students used problem-solving strategies more often than reacting emotionally.

This module also helps improve students' interpersonal relationships because the developing intrapersonal becomes a strong foundation for social skills. Students who are more aware of their emotions can show empathy to friends and work together in groups. Thus, SEL-based learning designed in this module not only improves the intrapersonal aspect, but also has a positive impact on students' social environment in the classroom.The development of an SEL-based guidance module has proven effective in improving students' intrapersonal competence at MAN Kota Tegal. This module provides a holistic impact by supporting the development of students' character, emotional skills, and academics. With this success, similar modules can be used as a reference to improve the quality of guidance in other schools, as well as a reference to prepare students to face the challenges of life in the future with more mature skills.

The implementation of the Social and Emotional Learning (SEL)-based guidance module for students at MAN Kota Tegal has had a significant impact on improving their intrapersonal competence. This module is designed to help students recognize and develop their intrapersonal potential, including self-awareness, self-management, and responsible decision-making. Based on the results of the pre-test and post-test conducted, there was an increase in the average score in all intrapersonal aspects. This improvement shows that students are able to better recognize their emotions, understand their personal strengths and weaknesses, and utilize their potential to overcome various challenges they face both in learning and in everyday life. During the implementation process, students showed positive changes in their attitudes and behaviours. Before the module was implemented, many students felt less confident in expressing their opinions in front of the class or facing situations that required independent decision-making. After attending a series of guidance sessions using this module, students became more confident and courageous. They were also able to manage their emotions better, for example when facing study pressure or in conflict with friends. Some students who were initially passive began to show initiative to engage in group discussions, take leadership roles, and complete assignments more independently.

In conclusion, the development of SEL-based guidance module has proven to provide a holistic impact on students at MAN Kota Tegal. This module has succeeded in improving students' intrapersonal competencies, which include the ability to recognize oneself, manage emotions, and make wise decisions. Moreover, this module also contributes to improving the classroom atmosphere to be more harmonious and supports the overall success of student learning. The successful implementation of this module is evidence that the SEL approach can be an effective tool in supporting students' emotional, social, and academic development, as well as being a model to be applied in various other educational contexts.

CONCLUSIONS

The analysis of teacher and student needs for the development of classical guidance services based on Social and Emotional Learning (SEL) to enhance students' intrapersonal learning aspects includes three key components: student needs analysis, user analysis, and

analysis of facilities and infrastructure. The design of classical guidance service media development involves media selection, format selection, question-and-answer preparation, and application media design. The feasibility of developing learning media for classical guidance service modules based on SEL is supported by validation results, with content validation at 91.67%, psychometric validation at 90.62%, and content validation aspects at 93.75%. The effectiveness of using these learning media is demonstrated by an increase in students' learning outcomes, with pre-test and post-test results in the experimental class rising from 13.89% to 83.34%. Additionally, observations show that students' intrapersonal skills improved significantly, indicating the positive impact of the developed guidance service modules.

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