DEVELOPMENT OF ADVENTURE-BASED GUIDANCE TO IMPROVE SELF-MANAGEMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

This development study aims to create adventure-based guidance services to enhance students' self-management and to determine the feasibility, practicality, and effectiveness of these services. The development model used is the 4-D model. The selection of subjects was conducted using a random sampling technique. The research subjects consisted of 36 students in the experimental group and 36 students in the control group. The data collection technique involved the use of a questionnaire. Data analysis to determine product effectiveness was conducted using a paired-sample t-test. The results of this study indicate that: (1) The feasibility of adventure-based guidance services, based on validation scores from material experts, falls into the "feasible" category, while validation from media experts falls into the "very feasible" category. (2) Practicality, based on user validation results, is categorized as "very feasible." (3) The effectiveness of adventure-based guidance services in improving high school students' self-management, as measured by pre-test and post-test results, showed an increase from 26.56 to 72.89. This demonstrates an improvement in student self-management, indicating that the developed services are effective. Guidance and counseling teachers can utilize the results of this study to help students enhance their self-management through adventure-based guidance.

Keywords: adventure-based guidance, group guidance, self management

INTRODUCTION

Guidance encompasses a variety of programs, activities, and services in schools designed to help students effectively plan and achieve their life goals while successfully adapting to various situations. It can be understood as a developmental process in which individuals are assisted in understanding, accepting, and utilizing their abilities, talents, interests, and attitudes to achieve their goals. As an integral part of education, guidance provides experiences that help students gain self-awareness, self-acceptance, and the ability to live effectively

within society (Okumu, 2017). Group guidance, in particular, is a process of providing support to individuals within a group setting, allowing each member to actively participate and share experiences with one another. Its primary objective is to develop insight, attitudes, and skills while also preventing potential problems and fostering personal growth. According to various experts, group guidance involves counselors assisting clients through group dynamics, enabling each member to engage actively and exchange experiences. This process ultimately helps individuals expand their knowledge, refine their attitudes, and develop the skills necessary for personal growth (Rismi et al., 2022).

The implementation of group guidance in schools can be carried out using various approaches. One of these is the preventive approach, which aims to anticipate common problems that individuals may encounter and prevent them from arising. In this context, counselors take proactive measures, such as providing information and developing students' skills, to help them avoid potential issues (Hartanti, 2022). Supporting this perspective, research conducted by Solkhanuddin et al. (2020) states that guidance and counseling teachers in schools offer services that can be categorized as preventive, therapeutic, and developmental services. Preventive services, in particular, focus on preventing behavioral deviations among students while also fostering their optimal personal development.

Optimal development does not only refer to the achievement of individuals with high intellectual abilities who master knowledge and skills, but also to those who are able to (1) recognize and understand themselves; (2) accept the reality of themselves objectively; (3) direct themselves according to their abilities, opportunities, and values; and (4) determine choices and make decisions with personal responsibility. These abilities are dynamic because they continue to develop along with changes in the environment in which the individual is located and the challenges they encounter in daily life (Masdudi, 2015).

From a student's perspective, achieving optimal development requires support through guidance and counseling, as well as strong self-management skills (Irod et al., 2017). This is further supported by research conducted by Ardini (2017), which emphasizes that without good self-management skills, individuals will struggle to achieve optimal development. Those who possess self-management abilities are better equipped to regulate themselves and withstand various challenges or pressures in any profession.

Similarly, research by Sinaga & Ritonga (2023) highlights that self-management involves regulating one's potential, controlling desires to achieve positive outcomes, and developing different aspects of personal life to maintain balance and order. Furthermore, Jazimah (2015) asserts that self-management is crucial, with its benefits being evident without the need for extensive explanation. Effective self-management enables individuals to motivate themselves, harness their personal potential, control their desires to achieve positive goals, and develop various aspects of their personal lives to attain optimal results.

Research conducted by Amalia and Zulfiana, defines self-management as the ability to independently regulate various aspects of oneself effectively (Amaliasari & Zulfiana (2019). An individual consists of intellectual, emotional, spiritual, and physical aspects. High school students who recognize and understand their potential can make positive changes to these aspects. By managing themselves well, they create opportunities for further personal development.

On a global scale, awareness of the importance of self-management among students is increasing. Research shows that students with strong self-management skills can create structured study schedules, set priorities, and adjust learning strategies according to their needs. They can avoid procrastination, complete assignments on time, and allocate sufficient time for revision and exam preparation (Syahrabanu & Pranata, 2024). However, challenges in implementing self-management remain,

particularly due to disruptions from technology and social media. Therefore, it is essential for educational institutions worldwide to provide training and support that help students develop effective self-management skills. Despite these challenges, the importance of fostering self-management in students cannot be overstated. Global trends indicate a growing emphasis on self-management as a key factor in achieving academic and personal success (Setyawan & Mahmudah, 2022).

On a national level, research conducted by Astuty et al. (2023) highlights the significant role of self-management in students' learning processes. Studies have shown that self-management is one of the key factors influencing academic success. When students possess good self-management skills, their learning activities become more systematic, leading to improved academic achievement. Conversely, students with poor self-management tend to struggle with low academic performance. However, challenges remain, as some students exhibit disorganized behavior, low motivation, and a lack of interest in learning. This underscores the need for continuous efforts to improve self-management skills among students (Reksiana & Kamalia, 2020).

A preliminary study conducted by researchers through interviews with guidance and counseling teachers on September 20, 2023, at several high schools in Yogyakarta revealed that students require support in self-management. The lack of self-management skills impacts student behavior, leading to procrastination, truancy, mental blocks, and feelings of inferiority. Some students still require guidance to develop self-management. Supporting this, research by Ardini (2017) states that self-management is a key factor influencing procrastination behavior, emphasizing its importance for students.

Preventive measures must be taken to ensure students do not face obstacles in self-management. Developmental tasks need to be completed during adolescence to prevent unresolved issues from carrying over into adulthood. During this stage, students undergo significant developmental changes, such as identity exploration, independence, emotional maturity, and adaptation to increasingly complex academic and social demands. Therefore, it is crucial to develop skills that enhance self-management.

Further interviews conducted on October 4, 2023, indicated that the role of guidance and counseling in schools has not been fully utilized. Many guidance and counseling teachers are still focused on administrative tasks, leading to limited guidance services. Group guidance sessions are often incidental, provided only when problems arise, and mainly focus on problem-solving rather than prevention. These services are typically conducted at the end of the semester when time allows. Although guidance and counseling teachers recommend preventive services to strengthen self-management skills, implementation remains a challenge due to current conditions in schools. In response to these challenges, adventure-based guidance has emerged as an innovative approach to providing group guidance services. This method focuses on experience-based learning as both a source and medium for achieving positive personal development. Adventure-based guidance incorporates experiential learning, discussions, outdoor activities, and group guidance sessions to facilitate student growth. One form of adventure-based guidance that can be implemented in schools is camping, which is often included as part of the annual school agenda. According to Himmawan et al. (2022), group guidance services using experiential learning have been proven effective in helping students manage their emotions. Research by Ragam & Kartianti (2023) defines experiential learning as a process in which students develop knowledge, skills, and values through direct experience. Similarly, Romiaty & Rahimi (2020) states that experiential learning can help students manage emotions such as anger and aggression more effectively.

Azizah et al. (2020), describes experiential learning as a process where students actively build and develop their skills and values. This

approach emphasizes the importance of personal experiences in driving change and enhancing learning outcomes. According to Mugiarso & Haksasi (2017), experiential learning highlights the role of experience in student development, incorporating activities such as games, simulations, and group discussions.

Discussion, as a method in group guidance, allows participants to actively engage in conversations and exchange perspectives. According to Hartinah (2017), this technique encourages students to interact and express their opinions, promoting a deeper understanding. Research by Nisa & Muhid (2022), further supports this, stating that discussion-based group guidance provides students with opportunities to articulate their thoughts and explore alternative solutions to problems.

Outbound activities also play a significant role in adventure-based guidance. Utami et al. (2024) emphasizes that outbound activities are effective only when designed with clear developmental objectives, rather than being mere recreational exercises. Muhammad (2019) describes outbound activities as enjoyable and challenging simulations of real-life situations, incorporating creative, recreational, and educational games for both individual and group development.

Based on preliminary studies, existing research, and recommendations from guidance and counseling teachers, this study aims to develop adventure-based guidance to improve high school students' self-management skills. This concept focuses on preventive measures to address potential challenges before they arise, ensuring students' optimal development. By implementing adventure-based guidance, students can enhance their self-management skills, leading to improved academic performance and personal growth.

METHODOLOGY

The product development model used in this study is Research and Development (R&D). This study follows the 4-D model (Four-D Model), which consists of four stages: define, design, develop, and disseminate.

At the define stage, an initial analysis is conducted, including student analysis, task analysis, concept analysis, and the formulation of learning objectives. The design stage involves preparing instruments, selecting teaching materials, determining formats, and creating the initial product design. The develop stage includes expert assessments and development trials to refine the product. Finally, the disseminate stage involves implementing the developed product on a broader scale, such as in different classes, schools, and with various teachers.

The instrument used in this study is a self-management scale. To determine the effectiveness of the product, the study involved 36 students in the experimental group and 36 students in the control group. Data analysis was conducted using a paired sample t-test, as the data were not normally distributed and lacked homogeneity.

RESULT AND DISCUSSION

The development of this adventure-based guidance service is based on an analysis conducted by researchers regarding the implementation of guidance and counseling services in schools. This study follows the 4-D model, which consists of four stages: define, design, develop, and disseminate.

The define stage involves analyzing guidance and counseling services in schools, as well as understanding student characteristics. The findings indicate that guidance and counseling teachers primarily focus on clinical interventions and administrative tasks. Additionally, the needs analysis reveals that students have not yet developed a clear understanding of self-management.

The design stage is based on the results of the previous analysis. At this stage, the structure of the adventure-based guidance service is determined, incorporating outbound activities, experiential learning, and discussions. The design is then compiled into a service guidebook, which can be used by guidance and counseling teachers for implementation. This guidebook outlines the concept of adventure-based guidance and provides step-by-step instructions for

improving high school students' self-management. The initial design of the guidebook is created using the Canva application to ensure it is visually appealing and easy to understand.

The develop stage involves a validation test to assess the feasibility of the adventure-based guidance service in terms of content, media, and user experience. Validation is conducted by six experts, who also provide feedback and recommendations for improvement. Once revised based on expert input, the finalized guidebook is tested on 36 high school students.

The results of expert and user validation yielded the following findings. First, material expert validation based on the validation scores from two material experts (94 from validator 1 and 90 from validator 2) indicated that the material on adventure-based guidance services falls into the "Feasible" category. The experts suggested adding concepts related to self-management to enhance the content. Overall, based on the material expert assessments, adventure-based guidance services aimed at improving high school students' self-management are classified as "very feasible."

Second, media expert validation revealed that the validation scores from two media experts were both 65, indicating that the adventure-based guidance services fall into the "very feasible" category. The media experts recommended improving the selection of color combinations in the guidebook for better readability and visual appeal. Based on their assessments, the adventure-based guidance services for enhancing self-management in high school students are considered "very feasible."

Third, user validation showed that the user validation scores were 55 from validator 1 and 58 from validator 2, classifying the adventure-based guidance services as "very feasible." Users suggested maintaining consistency in sentence structure throughout the comprehensive and well-structured guidebook. Based on the evaluation by guidance and counseling teachers as practitioners, the adventure-based guidance services for improving high school students' self-management are deemed "very feasible."

Table 1.
Results of the Experimental Group T-Test Significance

| | Paired Differences | | | | | | | |
| | Mean | Std. Deviation | Std Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
				Lower	Upper			
Pretest - Postest	-46.33	2.839	0.473	-47.294	-45.373	-97.939	35	0.000

Based on Table 1 in the paired sample test, the sig (2-tailed) value is 0.000, which is less than 0.05, indicating a significant difference between the pretest and posttest results after the treatment was administered. The average difference value is -46.33, demonstrating an increase in the posttest scores. This value reflects the difference between the pretest and posttest averages. Based on the results of the T-test, adventure-based guidance services are effective in improving the self-management skills of high school students, making them suitable for implementation in guidance and counseling services.

The dissemination stage involves distributing adventure-based guidance services for broader utilization. The results of this 4-D development model have led to services that are ready for practical application. These findings align with research conducted by Sabela (2020), which highlights that outbound techniques help individuals apply various scientific concepts through simulations and activities conducted in outdoor or indoor settings. These activities incorporate effective games that integrate intellectual, physical, and mental aspects. Similarly, Astuti (2019) found that group guidance services utilizing outbound techniques are effective for students.

Additionally, Zahro & Rahayu (2023) demonstrated that group guidance through outbound games significantly improves

students' self-adjustment skills, particularly among grade VI Elementary Madrasah Pejambo students. Research by Mulyani & Herdiani (2019) also supports this, showing that outbound-based group guidance models enhance students' interpersonal communication through direct experiences that promote cooperation, empathy, and openness in social interactions. The study reported significant improvements in students' confidence in speaking, active listening, teamwork, and empathetic communication. Therefore, outbound techniques are proven to be effective in developing students' interpersonal skills and should be widely applied in group guidance programs in schools, accompanied by teacher and facilitator training to optimize their benefits.

Furthermore, Hakima & Hidayati (2020) describes experiential learning as a holistic approach, where learning occurs through direct experiences, continuous reflection, and conflict resolution between various learning styles. This method connects students with their environment, integrating both social and personal knowledge.

In line with this, Sagitarini et al. (2020) found that experiential learning methods create a more engaging and interactive learning process, encouraging students to be more active participants. Similarly, Nisa & Muhid (2022) discovered that group guidance services using discussion techniques are effective for high school students, as they enable students to actively engage, feel comfortable, motivated, and supported.

Research by Fikriyani (2023) also confirms that discussion techniques within group guidance services are effective for students. Additionally, AlJurdi & Salloum (2024) found that experiential learning improves students' problem-solving and interaction skills as well as positive attitudes toward science. The study recommends teacher training and additional resources to further enhance the effectiveness of experiential learning.

Lastly, Hapsari & Mamahit (2023) demonstrated that group guidance services using the experiential learning method effectively improve Self-Regulated Learning (SRL) in grade VIII students at SMP Tarakanita Gading Serpong. This method allows students to learn through direct experience, reflection, and independent learning strategies. Consequently, the experiential learning method is highly recommended for broader implementation in group guidance programs, alongside training for guidance and counseling teachers and additional resources to further enhance students' learning experiences.

CONCLUSION

Research and Development (R&D) using a 4-D development model shows that adventure-based guidance services are effective in improving high school students' self-management. This is supported by the results of feasibility validation conducted by material expert lecturers, who provided scores of 94 and 90, categorizing the material as "Feasible." Meanwhile, validation by media experts resulted in a score of 65, which was classified as "Very Feasible." Additionally, the validation of practicality by guidance and counseling teachers showed scores of 55 and 58, also categorized as "Very Feasible."

In terms of effectiveness, the trial results demonstrated a significant improvement in student self-management within the experimental group, where the average pre-test score of 26.56 increased to 72.89 in the post-test. In contrast, the control group did not exhibit significant changes in scores. These findings confirm that the adventure-based guidance services developed are effective in enhancing high school students' self-management.

Based on the results of this study and development, it is recommended that future researchers coordinate with relevant schools when scheduling treatment implementation to ensure that each planned stage can be executed effectively.

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