Efforts to Increase Students Reading Interest on Educational Reference Through Classical Guidance and Counseling Experiential Learning Model

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Abstract. The objective of the research is improving students' reading interest on educational references through classical guidance and counseling experiential learning model. The research was carried out at STKIP Pacitan on the second semester in 2016/2017 academic year. The subject of the research was 20 fourth semester students of STKIP Pacitan. The method of the research was Classroom Action Research (CAR). The data was collected through 3 (three) stages namely: data reduction, data presentation, and data conclusion or verification. The research resulted that the use of classical guidance and counseling experiential learning model gave opportunity for students to deliver their ideas related with the problems in reading interest, and then, being solved together through critical thinking.

Keywords: Reading Interest; Educational References; Classical Guidance and Counselling; Experiential Learning Model

I. INTRODUCTION

Reading is a way to get information from something written by someone. With more and more reading, the more information can be obtained. It is even said that in the world of education, reading is one of the keys to improve the quality of education so that the human resources can also be increased.

The habit of reading is a skill that is acquired after a person is born, not an innate skill. Thus the reading habits can be cultivated, nurtured and developed. For the purpose of academic demands, reading is to meet the demands of the curriculum of the school or college. Books as a medium for transformation and dissemination of knowledge can penetrate the geographical boundaries of a country, so that science can be communicated and used quickly in different parts of the world. Therefore, the book said as the world's window.

Unfortunately, the level of reading habits among the younger generation is low [1]. Sindonews.com online media publication on September 19th, 2013 a study has revealed that the reading interest of Indonesian is very low and worrying. In accordance with the results of the national index, the index reading interest in Indonesia only reached 0.01. It is under the average index reading of developed countries that are between the numbers 0:45 to 0.62. Among the other countries in the Asian region, the reading spirit of Indonesian citizens is relatively minimal.

According to the Kompas daily, published on June 12th, 2009, nowadays students'interest to read is different with students earlier times. The paper states that a lot of literature and book publishers do not affect student interest in reading. In ancient times, when the facilities are still limited the students have the spirit and motivation to read. Library construction and the purchase of many references seem do not touch interest of students to read literature related to the courses taken.

The decrease of students reading activity, probably influenced by the information technology that is already very advanced. A wide variety of entertainment media that do not include books, it becomes more interesting, because reading requires special attention that can not be interspersed with other activities

The tendency to get information instantly or through conversation seems to be stronger than the received information from the text. In addition, today's young generation is more select, play games, or social media or take a walk compared to reading.

Reality and the same problems experienced by STKIP Pacitan students. As future teachers and educators, students of STKIP Pacitan ideally have a high interest towards educational reference books, either at home or in the library.

Based on the observations and the initial questionnaire, 30 fourth semester students of STKIP Pacitan, students who have a high interest in reading (grades 31-60) totaled 10 students (33.3%) and students who have low reading interest totaled 20 students (66.6%).

Low interest students of STKIP Pacitan in reading, especially reading educational reference effect on their mind skills (thinking skills). As a prospective teacher, the student must have sufficient mind skill. Yet, if the student is able to manage the mental skills, it will help the students to gain an understanding and facilitate learning practice later. Adequate mind skills obtained by reading mainly related to the field of science. Mind skills is a prerequisite for the learning process carried out by the teacher or educator can be an effective learning. In other words, it is not enough if the students only understand the theories of education, but it needs to be balanced with the skill of thinking (mind skills). The inability of the student to manage the mind skills culminate in unskill communication patterns resulting in ineffective learning [2].

The fact of low students interest in reading educational reference specifically encourages researchers to provide guidance and counseling services in the form of experiential learning. Guidance and counseling services provided to students in order to help students develop an interest in reading, especially in educational reference so it can develop their mind skill.

Reading interest was a strong incentive to someone to read which is characterized by showing an interest in a variety of symbols. Darmono [3] states that the reading interest is the tendency of the soul that drives someone to do something to reading. Reading interest is indicated by a strong desire to reading. This is because of reading is one of the important factors that would help children to be ready for reading.

Everyone interest is also influenced by several factors, such as proposed by Crow and Crow in Supriyadi [4] that there are four factors that affect a person's interest in reading, they are:

First, the physical condition. The physical condition is becoming the main thing, because by good and healthy physical condition than the state of a person (student) will be stable. That will also affect the activity which he did, such as reading a book. If the physical condition is healthy, then he will feel happy and likes to read

Second, the mental condition. It is like physical condition, the mental condition of a person (student) also affects the daily activities. If someone is mentally "down" ("fall"), then the student will not respond well what he will do, such as reading a book. Conversely, if the student's mental is "good", then he will feel happy and likes to do reading

Third, emotional status. It is like the physical and mental condition, emotional status also affects the condition of each individual (student). If the condition is stable and good emotions, then he will be happy in doing business that he wanted, like reading a book. However, when emotions were unstable, then the students were also reluctant to do any activities, it includes reading.

Fourth, the social environment. The social environment of each individual (student) is certainly different. If the social environment in which individuals (students) live in a good neighborhood, in the sense of community that likes to read, then the students indirectly will begin to love reading, but he actually does not like reading. However, if the student neighborhood is not "healthy", in the sense of the condition of society "unorganized", then it will also be affected by a "shambles" and tend to or unwilling to carry out beneficial activities, such as reading.

From the four factors mentioned above, if it can be concluded that the physical, mental, emotional, and social environment affects the individual (student). With good and healthy the physical, mental, emotional, and social environment, then each individual (student) will be pleased to perform activities that are useful and also broaden their knowledge, such as reading and hence the students' reading interest will "grow".

Guidance and Counseling (BK) is composed of two words, they are guidance and counseling. Parson in Prayitno [5] defines guidance in the form of assistance given to the individual to choose, prepare, and assume a position, as well as progress in his chosen positions. Prayitno and Atmi [6] revealed that counseling is the process of providing assistance to those skilled people or individuals, both children, adolescents, and adults. Winkel [7] gives the definition of guidance is the attempt equip individuals with the knowledge, experience, and information about themselves. Djumhur and Surya [8] gives his views on the guidance as a process of giving assistance continuously and systematically to the individual to solve his problems. So, it can be concluded that the guidance is the assistance performed by an expert to individuals or people to provide additional knowledge to understand and solve the individual problems, with a continuous and systematic manner.

According to Prayitno and Atmi [6] counseling is the process of delivering assistance through an interview by an expert counseling to individuals who are experiencing problems that led to the solving problems faced by the individual. Winkel [7] argues that a counseling is series of the most basic activities of guidance in an effort to help the counselee in face to face manner with the aim that the client can take responsibility for their own various or special problems.

From both of the above opinion, it can be concluded that the definition of counseling is a series of activities conducted by counselors who conducted exclusively by means of face-to-face with counselees to resolve outstanding issues faced by the counselees.

So, the definition of Guidance and Counseling (BK) is a series of activities in the form of assistance carried out by an expert to counselees by face to face, either an individual or a few people to give additional knowledge to solve problems experienced by counselee, by continuously and systematically.

Experiential learning model of Kolb [9] is a learning model-based on experience reconstruction. Experiential Learning Model of has four stages, namely (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation, which can be done with a wide choice of activities. Learning activities that can be done, for example, discussion and dialogue, simulations, role playing, biblio-learning, and film telecast [10]. Experiential learning is a learning model that combines how a person absorbs and reconstruct the experience as the basis for learning [9].

Experiential learning model chosen as the strategy for the internalization of reading interest on educational reference refers to the study of McAuliffe [11], which states that nearly all the Pre-service education professionals including teachers, requiring experience-based learning model as basic learning. By using experiential learning, so students will get benefit, namely: (1) gain experience in the here and now (here and now experience). It is better if compared with just skimming or understand the concept, and (2) the reflection of any provision of student learning

experience, enable to make it as a basis for drawing conclusions in the learning process, so it will have a positive impact on future learning. In line with the nature of mental skills that require their reflection in continuous self-students to arrive at the highest stage of mastery of mind skills.

In this study, the researchers hold stages of guidance and counseling to students in classical by applying the experiential learning model as a strategy. Reinforced by Freitas research, et. al. [12], experiential learning needs to be done in higher education as one of the forms of learning innovation.

Traditional learning that emphasizes on unidirectional communication by teacher judged to be nonoptimal in providing the opportunity for students to acquire the learning experience. Traditional learning just spinning on the pattern of transfer knowledge and was only based on the existing text, so as if the students do not have opportunities to improve skills other than learning from books and lecturers explanation. Through experiential learning, learning modified more interesting and varied, so it implicated in increasing student learning outcomes and skills.

This study was conducted to solve the problems found in the field, such as low of students interest in reading educational reference, yet the inclusion of mind skills material as one of the skills that must be possessed by the teacher in the courses in STKIP Pacitan, and the lack of deep understanding of the mind skills by college student. By using classroom action research, the ultimate goal of this research is to improve the quality of mind skills in the education of prospective teachers through increasing reading interest on educational reference by guidance and counseling services experiential learning model.

Formulation of the problem in this research is how to implement the guidance and counseling experiential learning model to increase reading interest on student educational reference at STKIP Pacitan. In line with the study of phenomena and review of the literature, the hypothesis of the action in this study is a guidance and counseling of experiential learning model can increase reading interest on educational reference of STKIP Pacitan students.

II. RESEARCH METHOD

Researchers used Classroom Action Research (CAR), which is considered more detail in reporting service. Classroom Action Research is a form of study or inquiry through self-reflection is done by educational practitioners in social situations to improve the rationality and quality: (a) the performance of the practice their social education, (b) their understanding of these practices, (c) the context of a situation where work practices do [13].

This classroom action research conducted by researchers in collaborating with the lecturer of the course. Determination of the research design is based on the need for improving the quality of students mind skills. In this study, the researchers used a personal reflection interpretation undertaken by students, researchers reflection, and observation to determine how guidance and counseling of experiential learning model can be used as a strategy to increase the reading interest of students in educational reference. The subjects were 4th semester students of STKIP Pacitan totaled 30 students with the level of reading interest in the educational reference are different.

In this classroom action research, the data sources obtained from: (1) Data (process) is obtained from the researchers in delivering services, and student while they were attending the service and the situation at the time of service. (2) Data (results) were obtained from observations of the student in the form of the questionnaire against reading interest. This data is the result of observations with collaborators as outlined in the stage of reflection on each cycle.

The collection of data on the implementation of guidance and counseling services of experiential learning model gained through observation and questionnaires. The observations technique conducted by the observer companion to evaluate the guidance and counseling services of experiential learning model. Observations made by the observer escort guided using instruments that have been developed by the researchers, the instrument of observation on the performance of researchers. By using these guidelines, the observer can act objectively in observing and assessing the performance of researchers. The instrument of Researchers performance observation prepared using the grading scale and assessed quantitatively, for then withdrawn qualitatively.

This study uses qualitative data analysis that has contributed to the success of the study concluded. Data is collected using quantitative and qualitative methods, but the analysis is conducted qualitatively. Data were analyzed using data analysis model of Miles and Huberman [14]. Step-by-step model of Miles and Huberman include data reduction, data presentation, and making conclusions (depictions of research findings and verification). (1) data reduction, made to sort out and select the data and then classify them according to the research focus. The data that is irrelevant and does not comply with research focus is eliminated. (2) The presentation of the data, the process of presenting data in accordance with a research focus after data irrelevant eliminated. Presentation of data is a step that is carried out by researchers to present research data, which is the foundation for researchers to ultimately interpret the research undertaken. (3) Withdrawal conclusion consists of two activities, namely the depiction of the research findings and verification of data that lead to the withdrawal of the conclusion of the study. This stage, researchers found the results of research that is specific and ends on drawing conclusions.

III. RESULT AND DISCUSSION

Description of Classical Guidance and Counseling Services Results Cycle I

Based on the planning classical guidance and counseling services experiential learning method created by researchers with collaborators, performed classical guidance services to 20 troubled students in the lack of interest in reading the educational reference. Guidance and counseling

services performed by following classical stage - the stage of classical guidance as standardized. Based on the observation obtained data during the process are as follows:

On the 1st and 2nd activities of the guidance counselor classical conducted in the first cycle obtained data from guidelines observations as follow. Based on the assessment criteria classical action guidance services are grouped into three levels quality, namely:

a. Less good   = ≥ 20
b. Quite good   = $21 - 30$
c. Good   = $31 - 50$

Table I
Observations Result of the Counselors in The First Cycle

Guidance Stage Classical	Cycle 1 Action			Ideal Action Result
	LBK I	LBK II	Rata-rata	
Early stage	4	4	4	10
Core stage	12	13	12.5	25
Closing stage	6	7	6.5	15
Total	22	24	23	50
Average	23			
Services Quality (23) = Quite Good				

Based on observations table of the actions researcher in service Classical guidance Cycle I note that the implementation of the action researcher in classical guidance services included in the category of action quite well because the results of act service Guidance classical I and II reach the average 23. Based on the assessment criteria for service is quite good. To improve service quality in the next second cycle action – the action that has not been good at each stage in the cycle I need to know first.

Based on observations of student counseling services when undertaking activities classically obtained findings as follows.

Table II
Students Condition in Classical Guidance Services *Experiential Learning* Cycle 1

Subjek	Service Condition of LBK I		Average	Note
	LBK I	LBK II		
1	18	18	18	Less Good
2	19	19	19	Less Good
3	16	18	17	Less Good
4	16	18	17	Less Good
5	18	18	18	Less Good
6	20	24	22	Quite Good
7	19	21	20	Less Good
8	19	27	23	Quite Good
9	18	24	21	Quite Good
10	19	23	21	Quite Good
11	18	18	18	Less Good
12	21	23	22	Quite Good
13	17	19	18	Less Good
14	20	24	22	Quite Good
15	20	22	21	Quite Good
16	18	18	18	Less Good
17	19	19	19	Less Good
18	17	18	18	Less Good
19	16	18	17	Less Good
20	14	18	16	Less Good

From the above table it is known that seven students were in the level of good enough where students after the implementation of the classical guidance services can achieve the assessment criteria 21-30 in the level of the quality of students receiving tutoring services such classical achieve the level of quality is quite good, and 13 students were in poor condition. Where the student after the classical guidance services can reach less than 20 assessment criteria in the levels of quality that students achieve less good quality. From these results, students still need to hold classical guidance services to increase student interest in reading.

The results of the observation of the situation of the implementation of guidance and counseling services classical experiential learning method is as follows:

Table III
Situations Service Action Cycle I

Activity step LBK	Implementation of the situation and condition of LBK	
	LBK I	LBK II
Early Stage	The situation feels stiff when researchers explain about classical counseling services and preparation of material to be conveyed.	The situation is more conducive after tutor provide understandably explanation.
	It appears in the students there is doubt about activities which will be run. .	The situation is more fluid after members know the importance of the activities to be undertaken
Core Stage	Students appear to have little understanding of the whole material presented by researchers Mahasiswa	the material delivered by the researchers more understandable after the students given the opportunity to exploration
Closing Stage	It appears cheerful after the service activity classical guidance end	There is a reluctance for ending to the activities service in relation to the material being discussed.

The observation of reading interest in educational reference contained in the Table IV.

Table IV
Achievement of Students Reading Interest Cycle I

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	2	2	2	3	2	2	2	2	2	2	3	3	2	3	2	3	3	2	2	3	2,35
2	2	3	3	2	3	3	2	2	3	2	2	2	3	3	3	3	2	3	3	3	2,6
3	2	3	3	2	3	2	2	2	3	3	2	2	2	3	2	3	3	2	3	3	2,1
4	2	3	3	2	3	3	3	2	3	3	2	2	2	3	3	2	3	2	3	2	2,55
5	2	3	3	2	3	2	3	2	3	2	3	3	2	3	2	3	3	2	3	3	2,6
6	3	3	2	3	3	2	2	2	3	2	2	3	3	2	2	3	3	2	3	3	2,55
7	3	2	3	2	3	3	2	3	2	3	3	2	3	2	3	2	3	3	2	2	2,55
8	2	2	3	2	3	3	2	2	3	4	3	3	2	3	3	2	3	1	3	3	2,6
9	3	2	3	3	1	3	2	2	2	3	3	3	3	4	4	2	3	2	3	3	2,7
10	3	4	3	4	1	2	2	2	2	3	3	3	3	2	3	2	4	2	3	4	2,75
11	3	3	2	3	2	2	3	2	3	2	2	3	2	2	2	2	4	3	3	3	2,55
12	2	3	2	2	2	3	2	3	3	3	3	3	2	2	3	2	3	3	3	3	2,6
13	2	3	2	2	1	1	3	3	3	3	2	3	3	2	2	2	3	2	2	2	2,3
14	2	3	3	2	3	3	3	2	2	3	3	2	3	3	2	2	3	2	3	3	2,6
15	3	3	2	2	3	3	3	2	2	2	3	3	2	2	3	2	3	2	2	2	2,45
16	2	3	2	2	2	3	2	3	3	3	2	3	2	3	2	2	4	3	3	3	2,1
17	2	2	3	2	2	2	2	2	3	2	3	3	2	3	3	2	3	3	3	3	2,6
18	3	3	2	2	3	2	2	2	3	2	3	3	2	3	2	2	3	2	3	3	2,5
19	2	2	2	3	3	1	1	2	2	3	2	3	2	2	3	2	3	2	2	2	2,2
20	2	2	2	1	1	3	2	2	2	1	3	3	3	3	2	2	3	3	3	3	2,3

Note :
  1 : Very Low
  2 : Low
  3 : Enough
  4 : High

Description of Classical Guidance and Counseling Services Results Cycle II

Results of reflection in the first cycle were found a few things that can not be run by counselors in carrying out its role at every stage of the classical guidance services. Findings-The findings as a recommendation for the practitioner that can be run on the implementation of the classical guidance services in the second cycle.

Table V
Observations of The Counselors in Cycle II

Guidance Stage Classical	Cycle 1 Action			Ideal Action Result
	LBK I	LBK II	Rata-rata	
Early Stage	6	8	7	10
Core Stage	18	23	20.5	25
Closing Stage	10	13	12	15
Total	33	44	39.5	50
Average	39.5			
Service Quality (39.5) = Good				

The results of the implementation of the classical guidance services in the second cycle showed an increase in the quality of service to implementation activity guidance services at classical action I. The results were achieved despite not yet reached the stage of an ideal, but it has entered into either good category, as seen from the assessment criteria of the implementation guidance classical action I and II classical services and good level of quality.

Tabel VI
Student Condition in Classical Guidance Services in Experiential Learning Cycle II

Subjek	Service Condition of LBK I		Average	Note
	LBK I	LBK II		
1	28	32	30	Good
2	29	33	31	Good
3	29	33	31	Good
4	25	33	29	Quite Good
5	27	31	29	Quite Good
6	30	34	32	Good
7	31	35	33	Good
8	32	36	34	Good
9	31	35	33	Good
10	30	34	32	Good
11	26	30	28	Cukup Baik
12	32	32	32	Good
13	29	30	29.5	Quite Good
14	30	33	31.5	Good
15	29	35	32	Good
16	28	32	30	Good
17	27	31	29	Quite Good
18	25	33	29	Quite Good
19	28	32	30	Good
20	27	31	29	Quite Good

Based on the charts and graphs on the observation of students while following the classical guidance service activities in the second cycle, it gives an overview of the impact happens to students after attending classical counseling services they receive and to achieve reading interests in educational reference. In this second cycle, the average observation value of students achieving good quality.

Table VII
Situations Service Action Cycle II

Activity step LBK	Implementation of the situation and condition of LBK	
	LBK I	LBK II
Early Stage	Situations that initially feels a bit stiff increasingly thaw after researchers showed empathy when students express themselves.	Empathy aimed by researchers and the willingness to help makes students truly in response to the stimulation received.
	The readiness of the students appears from the questions related to the duties and responsibilities on the activities that will they do.	Giving the example of Researchers encourage students to find opinion.
Core Stage	Deeper discussion of the material by obtaining each student the opportunity to	Sharing experience in Facing and responding material among students makes

	talk		it possible to apply to himself.
Closing Stage	Students showed impression towards the implementation of the classical guidance services.		They proposed activities in discussing topic related to personal.

According to the table on the situation of implementation, the classical guidance services obtained information about the state created during the classical guidance service activities underway and it provides an overview of conduciveness activities that take place.

Table VIII
Achievement of Students Reading Interest Cycle II

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	2	4	2	3	4	4	4	4	4	3	4	3	2	4	4	3	3	4	4	4	3.60
2	4	3	3	3	4	4	4	3	4	3	4	4	3	4	3	3	4	2	3	4	3.60
3	2	3	4	3	2	3	4	3	4	4	4	3	3	3	3	4	4	3	2	4	3.25
4	3	4	3	4	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	3.65
5	3	4	3	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3.65
6	3	4	3	2	2	3	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3.20
7	4	3	3	3	3	2	4	3	3	4	4	3	3	4	4	3	3	4	2	3	3.25
8	3	3	3	2	4	4	4	3	3	3	3	3	3	3	4	4	4	4	3	2	3.20
9	3	3	3	4	4	4	4	4	4	2	2	2	2	3	3	3	3	4	3	3	3.20
10	3	4	3	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3.65
11	2	4	2	3	4	4	4	4	3	4	3	2	4	4	3	3	4	4	4		3.60
12	3	4	3	2	2	3	3	4	4	3	3	3	3	3	4	4	3	3	3	3	3.20
13	3	3	3	4	4	4	4	4	4	2	2	2	2	3	3	3	3	4	3	3	3.20
14	2	3	4	3	2	3	4	3	4	4	4	3	3	3	3	4	4	3	2	4	3.60
15	3	4	3	4	3	3	4	4	4	4	4	3	3	4	3	4	3	4	4	4	3.25
16	3	4	3	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3.65
17	3	3	3	2	4	4	4	3	3	3	3	3	3	2	4	4	4	4	3	2	3.20
18	3	3	3	4	4	4	4	4	4	2	2	2	2	3	3	3	3	4	3	3	3.20
19	3	4	3	4	3	3	4	4	4	4	4	3	3	4	3	4	4	4	4	4	3.65
20	2	4	2	3	4	4	4	4	4	3	4	3	2	4	4	3	3	4	4	4	3.60

From table observation conditions of the students after attending classical counseling services in the second cycle provides an overview of the actualization of the students understanding of the material discussed in the classical guidance services in concrete form. Less attainment in reading interest on educational reference is still going to be seen wiser again to determine the need for classical guidance services implemented at a later stage, and/or replaced with another approach that is more appropriate.

In the second cycle, the researchers conducted repairs on the strategies used for experiential learning model. The strategy is problem solving, writing journals, group discussions, and simulation. This strategy selected by the researchers to be an effective strategy to increase student interest in reading.

Using this strategy, the researchers were able to improve processes and results of the research simultaneously. As the repair process, the researchers focused on student services, so it only acts as a facilitator and a confirmation, so that all students are active and involved in the service process. Meanwhile, as the improvement of results, students are able to improve the level of interest in reading.

Kolb [10] states that experiential learning is a new innovation in the learning that has widespread use in various fields of life. In learning, experiential learning is defined as a learning process based on experience. Thus, the experience possessed by each individual can be used as learning materials for themselves. Departing from the perspective of Kolb [9], experiential learning seeks to help people "learn how to learn". By consciously following the learning process in accordance with the existing stages, namely, experience, reflect, think, and behave, students as learners can improve their learning ability.

IV. CONCLUSIONS

In accordance with the purpose of study based on data analysis of the observations, it can be concluded as follow: (1) The use of classical counseling services of experiential learning model gives the place and opportunity to the students to brainstorm/idea related to the problems they face with safe and comfortable. 2) The use of classic counseling services l of experiential learning model can be used to increase reading interest on student educational reference in the search for alternative solutions to the problems faced by individuals and groups. (3) Counselors can improve the quality of guidance services process as a form of implementation and responsibilities as professional educators.

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