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].

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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 to 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 counselee to resolve outstanding issues faced by the counselee.

So, the definition of Guidance and Counseling (BK) is a series of activities in the form of assistance carried out by an expert to counselee 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 conducted. 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 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 = $\geq 20$

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 |
| Early stage | LBK I | LBK II | Rata-rata | |
| 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 Condition of LBK I | LBK II | AVERAGE | NOTE |
| Early stage | 18 | 18 | 18 | Less Good |
| Core stage | 19 | 19 | 19 | Less Good |
| Closing stage | 16 | 18 | 17 | Less Good |
| Total | 6 | 20 | 24 | 22 | Quite Good |
| Average | 19 | 21 | 20 | Less Good |
| Services Quality (23) = Quite 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 |
| Early Stage | The situation feels stiff when researchers explain about classical counseling services and preparation of material to be conveyed. |
| Core Stage | There is a reluctance for ending to the activities service in relation to the material being discussed. |
| Closing Stage | The situation is more fluid after members know the importance of the activities to be undertaken. |

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 3 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 | 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 |
| 2 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 |
| 3 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 5 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 |
| 4 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 6 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 |
| 5 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 7 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 |
| 6 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 8 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 |
| 7 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 9 3 2 3 3 1 3 2 2 2 2 3 3 3 3 3 3 4 4 2 3 2 3 |
| 8 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 10 3 4 3 4 1 2 2 2 2 3 3 3 3 2 3 2 4 2 3 4 2 7,5 |
| 9 3 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 | 11 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 2,5 |
| 10 3 4 3 4 1 2 2 2 2 3 3 3 3 2 3 2 4 2 3 4 2 7,5 | 12 2 3 2 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 2,5 |
| 11 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 | 13 2 3 2 2 1 1 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 2,3 |
| 12 2 3 2 2 1 1 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 | 14 2 3 2 2 1 1 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 2,6 |
| 13 2 3 2 2 1 1 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 | 15 3 3 2 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 2,6 |
| 14 2 3 2 2 1 1 3 3 3 3 2 3 2 3 2 3 2 3 2 3 2 3 | 16 3 3 2 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 2,6 |
| 15 3 3 2 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 | 17 2 2 2 2 2 2 2 2 2 2 3 3 2 3 2 3 2 3 2 3 2 2,45 |
| 16 2 3 2 2 2 3 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 | 18 3 3 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2 3 2,5 |
| 17 2 3 2 2 2 2 2 2 2 2 3 3 2 3 2 3 2 3 2 3 2 3 | 19 2 2 2 3 3 1 1 2 2 3 2 3 2 3 2 3 2 3 2 2 2 2,2 |
| 18 2 2 2 3 3 1 1 2 2 3 2 3 2 3 2 3 2 3 2 3 2 3 | 20 2 2 2 1 1 3 2 2 2 1 3 3 3 3 2 3 2 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 I Action | Ideal Action | Ideal 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

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

| Subjek | Service Condition of LBK I | Average | Note |
|--------|----------------------------|---------|------|
| LBK I  | 28                         | 32      | Good |
| LBK II | 30                         | 31      | Good |

Table VII
Situations Service Action Cycle II

| Activity step | Implementation of the situation and condition of LBK |
|---------------|-------------------------------------------------------|
| LBK I         | Empathy aimed by researchers and the willingness to help makes students truly in response to the stimulation received. |
| LBK II        | The readiness of the students appears from the questions related to the duties and responsibilities on the activities that will they do. |

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 VIII
Activities Service Action Cycle II

| Situation Service Action | Early Stage |
|--------------------------|-------------|
| Situation                | “Initially feels a bit stiff”. Increasingly thaw after researchers showed empathy when students express themselves. The readiness of the students appears from the questions related to the duties and responsibilities on the activities that will they do.” |

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.
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 understanding of the material discussed in the classical guidance services process as a form of quality of guidance services process as a form of implementation and responsibilities as professional educators.

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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