

IS GROUP GUIDANCE WITH PROBLEM SOLVING TECHNIQUES EFFECTIVE TO INCREASE LEARNING INDEPENDENCE IN STUDENTS OF JUNIOR HIGH SCHOOL?

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ABSTRACT

This research aims to test the effectiveness of group guidance using problem solving techniques to increase student learning independence in junior high schools. The type of research used in this research is an experiment with a Pre-Experimental research design, using the One group pretest posttest design model. The sample was determined using simple random sampling with a total of ten students. The data collection tool used was a learning independence scale. Data analysis was used using the Paired Sample test with the T-Test formula. The results of this research show that group guidance using problem solving techniques is effective in increasing students' learning independence in all indicators. The results of this research can be used as a technical solution for guidance and counseling services for guidance and counseling teachers in an effort to increase student learning independence in junior high schools.

Keywords: learning independence, group guidance, problem solving techniques, students

INTRODUCTION

Students have various potentials that can be developed. Students are unique individuals with various characteristics, where these individuals also have different talents, potential, interests and creativity but are still developed towards the individual's independence (Simonton, D. K., 2000). So based on this explanation, apart from having potential that needs to be developed, what is no less important is the student's independence.

Independence is usually synonymous with actions that do not have to be completely determined by others or carried out based on the individual's initiative. (Ryan, R. M., & Deci, E. L., 2006). Students who have independence tend to have a desire to learn something using the abilities they have so they don't always ask for help from others. So that the independence possessed by students can be useful in order to grow self-confidence, apart from that, receiving learning material is easier to understand, and has an impact later related to the formation of the student's

character which leads to being better (Diniyah et al., 2018).

Independent learning is an activity that is based on students' desire to learn independently without being influenced by the surrounding environment or other people. This activity will encourage students' responsibility as students in facing learning challenges. Independence in learning is usually directly proportional to student learning outcomes. This is supported by research from (Sobri & Moerdiyanto, 2014) which states that independent learning has a positive influence of 21.2% on student learning outcomes. Apart from that, research conducted (Rijal & Bachtiar, 2015) shows that there is a contribution from students' learning independence to biological cognitive learning outcomes with a percentage of 33.5%. According to Knowles in (P. R. Amalia et al, 2021), students who have independence in learning are shown to be fully responsible, take the initiative in determining their learning needs, create their own goals, choose and apply effective and efficient learning strategies, and are able to evaluate or assess their learning outcomes. If low learning independence does not receive attention, especially from guidance and counseling teachers, it will affect learning activities. This is in line with the opinion of (Laia et al., 2022) which states that students who lack independence in their learning, when they want to solve their problems, they appear passive, embarrassed and afraid to express their opinions and they tend to depend on other people to solve their problems.

Group guidance is a service in the field of guidance and counseling that is very suitable to be applied to teenagers. Group guidance is a method that focuses on activities that use a group setting whose content is the provision of information or experience through organized planning (Majdi & Ekawati, 2020). Group tutoring with a variety of techniques has been proven to be effective in increasing students' learning independence (Adzkiyah et al, 2022; Emma Ahsani 2018; Fitriani, 2019; Hidayati, 2013). Yanda et al (2022), found that group guidance on problem solving techniques can improve students' academic

intelligence in junior high school students. Problem solving according to Suharman (in Rosidah, 2016) is a process carried out by individuals when facing a problem they are facing in life by searching for and finding a solution or way out. Based on this, this research aims to test the effectiveness of group guidance using problem solving techniques to increase students' learning independence in junior high schools. The results of this research can be used as a technical solution for guidance and counseling services for guidance and counseling teachers in an effort to increase student learning independence in junior high schools.

METHODOLOGY

The type of research used in this research is an experiment with a Pre-Experimental research design, using the One group pretest posttest design model. The sample was determined using simple random sampling with a total of ten students in the junior high schools of SMP Banguntapan 2. The data collection tool used was a learning independence scale. Data analysis was used using the Paired Sample test with the T-Test formula.

RESULT AND DISCUSSION

Bagian ini menyajikan hasil penelitian, pembahasan, dan temuan. Hasil penelitian menyajikan data penelitian. Pembahasan penelitian menganalisis, membandingkan, mengkontraskan data dengan hasil penelitian yang relevan. Temuan menyajikan kebaruan dalam bentuk generalisasi, konsep, teori, rumusan, kaidah, dan postulat. Hasil pembahasan, dan temuan penelitian perlu diperkuat dengan ilustrasi dalam bentuk tabel, atau gambar (grafik, diagram, bagan, foto, contoh). [Arial, 10, normal]. Bagian hasil penelitian dan pembahasan ditulis minimal 70% dari keseluruhan artikel. The implementation of group guidance services using problem solving techniques to increase learning independence for ten eighth grade Banguntapan 2 Middle School students was carried out in six meetings. Each meeting consists of an opening stage, transition stage, core stage and closing stage. At each

meeting, focus on the core stage by implementing problem solving strategies, namely 1) There is a clear problem to be solved. 2) Look for data or information that can be used to solve the problem. 3) Determine a temporary answer to the problem. 4) Test the correctness of the temporary answer. 5) Draw conclusions. The topics of group guidance given at six meetings were 1) Discussion and examining the nature of independent learning, 2) Grow UP Yourself Confident." 3) To Be Independent Student, 4) "Use Your Time For Good Activity", 5) Responsible Student, 6) Using Another Reference".

To see the effectiveness of the group guidance services provided, student learning independence was measured before the services were provided and after the problem solving technique group guidance services were provided. Based on data analysis, it shows that there has been an increase in student learning independence scores with a pre-test mean difference of 131.6 which is in the medium category. After being given treatment the average score increased to 163 in the high category. The pretest and posttest scores can be seen in table 1.

Table 1
Differences in Student Learning Independence Scores Before and After Being Given Problem Solving Technique Group Tutoring Services

Name	Pretest	Posttest	Gain
RMA	104	159	55
RSL	131	177	46
DFNA	95	154	59
AJ	160	173	13
NSH	139	151	12
ADP	148	156	8
DAEK	98	151	53
NAA	145	171	26
YAJ	163	178	15
MRRA	133	160	27

Furthermore, based on data analysis on each aspect of student learning independence, it shows that each aspect of student learning independence shows improvement. In the self-confidence aspect, there was an increase in the average item of

0.58. In Working Alone, there was an increase in the average item of 0.67. In the aspect of Respecting Time, there was an increase in the average item of 0.64. In the Responsibility aspect, there was an increase in the average item of 0.57. Finally, in the aspect of Having a Desire to Compete Forward, there was an increase in the average item of 0.52. The data results show that the highest item mean in the pretest score for student learning independence is the responsibility aspect of 2.80 and the lowest is the work alone aspect of 2.26. Furthermore, the highest mean item in the posttest score for student learning independence is still in the same aspect, namely responsibility, at 3.11 and the lowest aspect is also still at the same aspect, namely the aspect of working alone, at 2.93. If you look at the change in the average item in each aspect, it shows that the highest item average gain has increased, namely in the Self-Working aspect with an item average gain of 0.67 and the lowest item average gain is in the Having the Desire to Compete Forward aspect of 0.52. The results of data analysis are presented in table 2.

Table 2
Difference in Mean of Student Learning Independence Items Before and After Being Given Problem Solving Technique Group Tutoring Services

No	Aspect	Mean Pretest	Mean Posttest	Gain
1	Self-confident	2,38	2,96	0,58
2	Work alone	2,26	2,93	0,67
3	Value Time	2,47	3,11	0,64
4	Responsibility	2,80	3,37	0,57
5	Have the desire to compete and advance	2,63	3,15	0,52

Furthermore, the results of the effectiveness test of group guidance services show a sig. (2 tailed) is 0.001, where the sig value is <0.05, then Ha is accepted and Ho is rejected, meaning there is a change in the pretest and posttest scores. So it can be concluded that "group guidance using

problem solving techniques is effective in increasing the learning independence of eighth grade students at SMP Negeri 2 Banguntapan". The results of the service effectiveness test are contained in table 3.

Table 3
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-31.400	19.940	6.306	-45.664	-17.136	-4.980	9	.001

Providing group guidance services using problem solving techniques is an effort to increase learning independence in terms of external factors or outside factors. This is in line with Basri's opinion in (Yasdar & Mulyadi, 2018) which states that learning independence can be influenced from an exogenous or external side.

The description above explains that group guidance is able to help prevent problems such as learning independence which can later disrupt the student's development process. This is in line with the opinion of Gibson and Mitchell in (Rosidah, 2016) that group guidance is an effort to help someone in a group atmosphere that focuses on providing information or experience through planned or organized group activities with the aim that someone can understand themselves, prevent problems, be able to improve oneself, and undergo optimal development.

Furthermore, the use of problem solving techniques in group guidance is able to help group members increase their learning independence, this is because in problem solving techniques there is analyzing a problem, stating solutions in dealing with a problem and being able to make decisions regarding the appropriate solution to use. . This is in accordance with the opinion of (Rosidah, 2016) that problem solving techniques are used with the aim of guiding students in the process of critical thinking, analytical thinking, reflective thinking, developing reasoning power in the process of

problem solving, and being able to make informed decisions. right for him.

The results of this research are also strengthened by the results of observations during group guidance services using problem solving techniques. The results of the observations were that from the first meeting to the sixth meeting, ten students who were members of the group guidance service experienced an increase in their average scores and were included in the active category. This shows that all group members participated in the service well from the initial stage to the final stage.

Apart from looking at the results of the comparison of pretest and posttest scores, researchers also tested the hypothesis by looking at the results of the significance values. The value obtained is 0.001, where the value of 0.001 is still below the significance value of 0.05, so it can be interpreted that there is rejection from H_0 and acceptance from H_a . So, the results of the research conducted by the researcher can be concluded that group guidance using problem solving techniques is effective in increasing the learning independence of class VIII students at SMP N 2 Banguntapan..

The results of the research have been carried out in line with previous research conducted by (Idayanti et al., 2022) that group guidance services using problem solving techniques can increase student learning motivation during the Covid-19 pandemic at SMP Negeri 2 Palembang, this was proven after conducting hypothesis testing with the Z test it is found that the Zcount value is 2.677 and Ztabel is 2.007, so that $Z_{count} \leq Z_{tabel}$ then $2.677 \leq 2.007$ which means H_a is accepted and H_0 is rejected, apart from that there is an increase between the pre-test and post-test scores. Meanwhile, in this research, problem solving techniques were used to increase students' learning motivation, while the research carried out by researchers was to increase learning independence. Apart from that, the hypothesis test carried out by Idayanti used the Wilcoxon Test while the researchers used the Paired Sample T-Test.

Furthermore, research from (Khoiruniisa, 2020) obtained results that group guidance

using problem solving techniques was proven to be effective in increasing the self-control of class IX students at MTs Mutaallimin Cadasari, Pandeglang. This was proven after testing using the Wilcoxon Signed Ranks Test, where the sig result obtained was 0.026 so that the sig was still < 0.05 , if the sig < 0.05 , then H_0 was rejected and H_a was accepted. Apart from that, there was also an increase in scores seen from the pretest of 28% and posttest results of 65%. However, the focus of this research is to increase self-control, while the research conducted by researchers is related to increasing learning independence.

Apart from that, there is research by (Rosidah, 2016), where the results of this research are group guidance services with effective problem solving techniques to improve the self-adjustment of isolated Pringsewu State Mts students, this is proven by the significance result of 0.001, where this result is still below $\alpha = 0.05$, then ($0.001 < 0.05$), so H_0 is rejected and H_a is accepted, apart from that there is a significant increase in the pretest and posttest scores, namely the average score between the experimental group and the control group. The results of the research conducted by Rosidah focused on increasing the adjustment of isolated students, while the researchers focused on increasing learning independence.

Based on several previous studies, it is stated that they have succeeded in proving the effectiveness of using group guidance which utilizes problem solving techniques in helping to provide action on a problem. Research conducted by researchers also proves that group guidance using problem solving techniques has proven effective in increasing student learning independence.

CONCLUSION

The results of this research show that group guidance using problem solving techniques is effective in increasing students' learning independence in all indicators. The results of this research can be used as a technical solution for guidance and counseling services for guidance and counseling teachers in an effort to increase student

learning independence in junior high schools. This research can be a trigger for future researchers in developing service strategies to increase student learning independence, specifically group guidance services using problem-solving techniques.

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