



Effectiveness of Group Guidance Using Problem Solving Technique to Improve Self-Adjustment in Adolescent Students

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Abstrak

Siswa yang melakukan penyesuaian diri terdapat rintangan atau hambatan yang dihadapi individu ditandai dengan sikap tidak menghargai guru dan teman, bertindak sesuka hati, tidak mengerjakan tugas, dan melakukan pelanggaran dilingkungan sekolah. Salah satu upaya yang dapat dilakukan yang untuk meningkatkan kemampuan penyesuaian diri dapat dilakukan dengan bimbingan kelompok menggunakan teknik problem solving. Tujuan penelitian ini untuk mengetahui efektivitas layanan bimbingan kelompok teknik problem solving untuk meningkatkan penyesuaian diri pada siswa SMA kelas X. Jenis penelitian ini adalah eksperimen dengan desain penelitian *Pretest-Posttest Control Group Design*. Populasi penelitian ini adalah siswa kelas X SMA Negeri 1 Jalaksana sebanyak 213 siswa, pengambilan sampel dilakukan dengan teknik Random Sampling. Sampel penelitian berjumlah 16 siswa yang terdiri dari 8 siswa kelompok kontrol dan 8 siswa kelompok eksperimen. Instrumen penelitian ini berupa skala penyesuaian diri yang diberikan saat pretest dan posttest. Analisis menggunakan rumus uji t dua sampel. Data terlebih dahulu diuji prasyarat analisis yaitu uji normalitas dan homogenitas. Hasil hipotesis menggunakan independent t-test menunjukkan sig. (2-tailed) sebesar $0,002 < 0,05$, jadi hasil penelitian menunjukkan bahwa terdapat perbedaan efektivitas dalam penggunaan layanan bimbingan kelompok teknik problem solving dan bimbingan kelompok teknik diskusi terhadap penyesuaian diri pada siswa.

Kata Kunci: penyesuaian diri, bimbingan kelompok, problem solving

Abstract

Students who are adjusting themselves have obstacles or barriers faced by individuals characterized by an attitude of not respecting teachers and friends, acting as they please, not doing assignments, and committing violations in the school environment. One effort that can be made to improve the ability to adjust can be done with group guidance using problem solving techniques. The purpose of this study was to determine the effectiveness of group guidance services using problem solving techniques to improve adjustment in high school students in grade X. This type of research is an experiment with a Pretest-Posttest Control Group Design research design. The population of this study was 213 students in grade X of SMA Negeri 1 Jalaksana, sampling was carried out using the Random Sampling technique. The research sample consisted of 16 students consisting of 8 students in the control group and 8 students in the experimental group. The research instrument was in the form of a scale of adjustment given during the pretest and posttest. The analysis used the two-sample t-test formula. The data was first tested for analysis prerequisites, namely normality and homogeneity tests. The results of the hypothesis using the independent t-test showed sig. (2-tailed) of $0.002 < 0.05$, so the research results show that there is a difference in the effectiveness of using group guidance services using problem solving techniques and group guidance services using discussion techniques on students' self-adjustment.

Keywords: self-adjustment, group guidance, problem solving

Introduction

Adolescence is a transitional period that does not demand the possibility that individuals will face increasingly complex and increasingly complicated problems to be solved by individuals. Various components involved in education are certainly able to influence educational activities. Formal education, which is an obligation that needs to be faced by every individual in an effort to develop their abilities, is required to be able to adjust to the environment where they go to school. In passing through each stage of development, of course, individuals face a transition period, and the transition period also occurs during their school years.

According to Saputro & Sugiarti (2021) School transition is the movement of students from the old school to a new school that is higher in level, starting from elementary school to junior high school, high school to college. Senior high school students (SMA) enter the stage of adolescence. Changes in adolescence will affect student behaviour towards the new environment. One of the abilities that must be developed by an individual in order to be accepted in the environment and be able to develop properly is the ability to adapt to their environment. (Widyastutik et al., 2019). According to Schneiders (1964) self-adjustment is a process that includes mental and behavioural responses. In this case the individual will try to overcome tensions, frustrations, needs, and conflicts that come from within himself properly and produce a degree of compatibility between the demands that come from within himself and the objective world in which the individual lives.

There are several factors that influence individuals in self-adjustment according to Maghfur (2018) including physiological factors, psychological factors, development and maturity factors, and environmental factors. With these factors, individuals can adjust well, as said by Lestari et al (2017) a person is said to have good self-adjustment skills if they are able to make mature, efficient, satisfying, and healthy responses. Good self-adjustment is marked in individuals who have learned to react to themselves and their environment in mature, efficient, satisfying ways, and can overcome mental conflicts, frustrations, personal and social difficulties without developing symptomatic behaviour and psychosomatic disorders that

interfere with moral, social, religious, and occupational goals.

Whereas students who cannot adjust are characterised by forms of behaviour with the characteristics of a) irresponsibility, b) aggressive attitudes and very sure of themselves, c) feelings of insecurity that make adolescents obedient and follow group standards, d) feel like going home when away from an unfamiliar environment, e) feelings of surrender, f) too much fantasizing to compensate for the dissatisfaction obtained in everyday life, g) regressing to previous levels of behaviour in order to be liked and noticed, h) using defence mechanisms such as rationalisation, projection, and fantasizing (Seriwati, 2017).

Results of research conducted Huda (2023) showed significant self-adjustment problems in the environment of SMAN 10 Semarang, the problems identified such as many students who do not do assignments with various factors including laziness, and not understanding the material. In addition, research conducted by Ningsih & Habsy (2021) at SMPN 1 Kedungpring regarding attitudes that are difficult to adjust. The behaviour shown includes being aloof, always seeking attention, sleeping during class time, easily provoked by emotions, often late, and often skipping class.

Student failure in self-adjustment efforts in students with the school environment according to Jurmanisak & Fitriani (2020) can result in several problems for students including enjoying being alone, not wanting to respond to friends' opinions, being less active in class, skipping class, coming to school late, neglecting assignments, cheating, dressing not in accordance with school regulations, and fighting with friends.

Based on the results of interviews conducted with the Guidance and Counselling teacher at SMA Negeri 1 Jalaksana who revealed that the inability of self-adjustment is shown by disrespecting teachers and friends, acting on their own, not doing assignments, violating school rules, and acting aggressively. Based on these problems, it is necessary to have guidance and counselling efforts to improve students' self-adjustment to the school environment. If no effort is made to adjust to students, the goals of education will not be achieved.

In addition, based on the results of interviews, the process of assistance provided to students in improving self-adjustment skills in

students lacks special attention. So far, guidance and counselling services that are often implemented are only group counselling and individual counselling. The use of various services such as group guidance, and classical guidance and the application of methods such as *problem-solving*, role playing and so on in counselling guidance is needed.

Prevention of negative behaviour, increasing positive behaviour and obtaining various information from sources that are useful for students can be done with group guidance services. As said by A. Lestari & Paramitha (2020) group guidance services are guidance services that allow students to jointly obtain various materials from sources (teachers or mentors) and discuss them together through group dynamics. Group guidance is useful to support understanding and daily life and for their development both as individuals and groups, or students for consideration in making certain decisions or actions. According to Risal & Alam (2021) group guidance is a group activity carried out by a group of people by utilising group dynamics.

The group guidance service is present to explore the experiences of students as an effort to help handling in improving self-adjustment skills by using techniques that can be used, namely *problem-solving* techniques. By using *problem-solving* techniques, students can discuss with other individuals and can interact and exchange ideas. As said Rahma et al., (2022) explained that the *problem-solving* technique serves to make students think as broadly as possible to the maximum point of their capturing power. So that students are trained to think by using their thinking skills.

The *problem-solving* technique is a way of providing understanding by stimulating students with the aim of paying attention, examining and thinking about a problem so that it is identified, then analysing the problem as an effort to solve the problem and finally get systematic training of cognitive skills (Fatchurahman et al., 2018). This technique is effectively used because it has been researched by previous researchers. In research conducted by Yanda et al., (2022) Group guidance is presented using *problem-solving* techniques that can improve the ability of adversity quotient in students with test results that previously students have not been given treatment in the low category of 66%. After being given treatment,

students' adversity quotient continued to increase to a high category with an acquisition of 66%.

The advantages of *problem-solving* techniques according to Asna et al., (2022) is to make the new environment relevant, make the counselee accustomed to dealing with problems that occur and skilled in solving problems, and able to stimulate the counselee's mind objectively and thoroughly and can see from various points of view. The novelty of research from previous research is in the services and techniques used in an effort to improve self-adjustment skills in SMA Negeri 1 Jalaksana class X students, which is expected from the provision of group guidance with *problem-solving* techniques so that students can adjust themselves at school well of their own accord. Based on this exposure, it can be said that dealing with the problems of students who are lacking in self-adjustment at school can use group guidance with *problem-solving* techniques.

Methods

This research applies an experimental quantitative approach to determine the comparison of groups or the significance of the relationship between variables. This research uses a *true-experimental* design with a *pretest-posttest control group design* model. This research was conducted on two groups, namely the experimental group and the control group. The population in this study were grade X students with a total of 213 students. Sampling in this study was by *random sampling* technique, namely random sampling. The independent variables in this study were group guidance with *problem-solving* techniques (X1), and the control group using group guidance without *problem-solving* techniques (X2). The dependent variable in this study is self-adjustment. The data collection technique used used a self-adjustment scale. The scale contains statements containing aspects of self-adjustment. Data analysis uses normality test, homogeneity test and hypothesis testing using parametric analysis (*independent sample T-Test*).

Results and discussion

Results

Based on the results of the *pretest* filled out by the research population, namely 213

students of SMA Negeri 1 Jalaksana, in the very high category as many as 24 students with a percentage of 11%, in the high category as many as 96 students with a percentage of 45%, in the medium category as many as 79 students with a percentage of 37%, in the low category as many as 14 students with a percentage of 7%, and there are no students in the very low category. Based on the *pretest* results, the average *pretest* score in the experimental group was 60.1 with a moderate category and in the control group the average *pretest* score was 64.1 with a moderate category.

The research continued with the provision of group guidance services with *problem-solving* techniques in the experimental group, and group guidance without *problem-solving* techniques in the control group. Treatment is continued by carrying out the *posttest*. Based on the *posttest* results, the average score was 80.1 in the experimental group and the average score was 64.7 in the control group. There is a comparison between the average score of the *pretest* and *posttest* results, there is an increase in the experimental group from an average score of 60.1 to 80.1, and in the control group from an average score of 64.1 to 65.7. The *pretest* and *posttest* gain of the experimental group was 16, while the gain in the *pretest* and *posttest* control group was 1.3.

The next step is through hypothesis testing using independent sample t-test. With the results of the *posttest* normality test in the experimental group and control group with Asymp. Sig. (2-tailed) control *posttest* of $944 > 0.05$ and experimental *posttest* of $0.921 > 0.05$. The results of the homogeneity test in the experimental group and control group with a sig value of $0.182 > 0.05$. Based on this data, there is a significant difference between the results of the experimental group and the control group.

Discussion

The research was conducted at SMA Negeri 1 Jalaksana on class X students who had low self-adjustment skills. The initial procedure carried out by researchers to find students who have problems in self-adjustment is by distributing self-adjustment scales. Based on the results of the *pretest* and *posttest* of the self-adjustment scale given to class X students of SMA Negeri 1 Jalaksana, it shows that there are differences in results or scores. This study used two groups, namely the experimental group and

the control group, each of which was taken randomly.

The experimental group was given treatment in the form of group guidance services with *problem-solving* techniques, while the control group was only given group guidance conducted with ordinary discussions. In group guidance service activities carried out 6 times, each meeting discusses aspects of self-adjustment, and for 1 meeting is used to see the development of students.

Based on the results of the *pretest* filled out by the research population, namely 213 students of SMA Negeri 1 Jalaksana, in the very high category as many as 24 students with a percentage of 11%, in the high category as many as 96 students with a percentage of 45%, in the medium category as many as 79 students with a percentage of 37%, in the low category as many as 14 students with a percentage of 7%, and there are no students in the very low category. Based on the *pretest* results, the researcher chose 8 students as research subjects in the experimental group who would later be given treatment, and 8 students as a control group who were not given treatment.

Based on the *pretest* results, the average *pretest* score in the experimental group was 60.1 with a moderate category and in the control group the average *pretest* score was 64.1 with a moderate category. The moderate category indicates that the level of individual adjustment is between the low category (less able to adjust and high (able to adjust well). Individuals in the moderate category may use a variety of coping mechanisms through problem focused coping and emotion focused coping. The use of these mechanisms is often not fully effective or consistent (Lazarus & Folkman, 1984). Moderate adjustment has factors that influence it, including (1) internal factors, such as moderate emotion regulation, a sufficient level of emotional intelligence and stable self-esteem but not yet optimally used; (2) external factors, such as social support from family and friends that are quite helpful but may not always be available in crisis situations (Santrock, 2005). Improved coping skills and more strategic management of stress can be utilised by individuals through intervention approaches appropriate for this group (Corey, 2013).

The next stage, the research continued with the provision of group guidance services with *problem-solving* techniques in the

experimental group, and group guidance without *problem-solving* techniques in the control group. Treatment is continued by carrying out a *posttest* using the same scale, namely the self-adjustment scale. The purpose of the *posttest* is to determine whether or not there is an increase in self-adjustment abilities when before and after the service is carried out.

Based on the *posttest* results, the average score was 80.1 in the experimental group and the average score was 65.7 in the control group. There is a comparison between the average score of the pretest and *posttest* results, the score value rises in the experimental group from an average score of 60.1 to 80.1, and in the control group from an average score of 64.1 to 65.7. From the *posttest* results between the experimental group and the control group, there was a significant difference, the experimental group was in the very high category while the control group was in the medium category.

The results showed that group guidance services with *problem-solving* techniques were effective in improving self-adjustment in class X students of SMA Negeri 1 Jalaksana, so that this service can be an alternative assistance that can be used by BK teachers to improve self-adjustment skills in students. This is reinforced by the results of hypothesis testing using independent sample t-test. With the results of the *posttest* normality test in the experimental group and control group with a value of Asymp. Sig. (2-tailed) control *posttest* of $944 > 0.05$ and experimental *posttest* of $0.921 > 0.05$. The results of the homogeneity test in the experimental group and control group with a sig value of $0.182 > 0.05$. Hypothesis testing proves that group guidance *problem-solving* techniques are effective for improving self-adjustment in class X students of SMA Negeri 1 Jalaksana, as evidenced by the results of the *independent sample t-test* test between the experimental and control groups, namely the sig value. (2-tailed) of $0.005 < 0.05$, so it can be concluded that group guidance services with *problem-solving* techniques are effective in improving self-adjustment in class X students of SMA Negeri 1 Jalaksana.

Conclusions

Based on the research and analysis that have been conducted, the study results can be concluded that the use of group guidance services with *problem-solving* techniques can

effectively improve the ability to adjust students in class X of SMA Negeri 1 Jalaksana. Group guidance with *problem-solving* techniques helps teenagers identify and analyze the problems they face systematically. Students can improve their ability to adjust to various social, academic, and emotional situations through this technique. In fact, in the realm of group guidance students interact with peers who face similar challenges. This can allow them to share experiences and *problem-solving* strategies, which will later help develop the interpersonal skills needed for better adjustment.

Group guidance with *problem-solving* techniques also helps increase students' self-confidence because they feel more capable of overcoming the problems they face. With increased self-control, students are better able to deal with external pressure so that their adjustment becomes more optimal.

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