THE URGENCY OF PROBLEM-SOLVING TRAINING FOR STUDENTS AT SMP N 10 TANJUNG BALAI USING GROUP COUNSELING SERVICES

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Abstract

This research aims to determine the urgency of problem-solving training for students in SMP N 10 Tanjung Balai School by using group counseling services. The research method used is a qualitative method with a descriptive approach. The research sample consists of 12 students, the homeroom teacher, and also the guidance counselor. The data analysis technique used is data reduction, which requires deep thinking insight. After reducing the data, the data is presented and then the researcher draws conclusions. The data validity test technique in this research uses triangulation by asking the same questions to different sources. In general, problem-solving training for students in school is very important because everyone faces problems frequently. From the research conducted, it can be concluded that problem-solving training is very important and has a positive impact on students. Therefore, the researcher wants to conduct research with the title "The urgency of problem-solving training for students in SMP N 10 Tanjung Balai school by using group counseling services".

Keywords: Training; Problem-Solving; Group Counseling Services.

INTRODUCTION

Problem-Solving is the ability to analyze problems and find effective solutions to solve them. This skill is very important in life. It is important for decision-making and problem-solving, both for expected and unexpected problems (Sulasmono, 2012). Having problem-solving skills is very important, especially for students, employees, and even leaders in a company. This ability is closely related to other skills, such as listening, research, creativity, analysis, communication, teamwork, and decision-making (Sukarno & Handarini, 2016).

Basically, problem-solving skills are a way to identify and find solutions to a problem. With this ability, you can identify the problems you are facing more accurately. Then, you can try to solve the problem more effectively (Nugraha et al., 2021). Problem-solving is also not done haphazardly. Instead, it uses existing data and facts to obtain the right solutions. From here, a person can know exactly what goals they want to achieve by solving the problem. So, by training problem-solving skills, it is very important from an early age for students to develop and create favorable conditions to solve the problems they face (Nurhidayati, 2016).

Finally, the researchers chose problem-solving training techniques for students by conducting group counseling services. In group counseling, teachers can explain and describe to students how important problem-solving is for each individual and provide reasons why problem-solving is essential for life. Because students in group counseling sessions can share any problems they are facing, Kurnanto (Fatchurahman et al., 2018) stated that group counseling is a counseling process that takes place in a group situation, where counselors interact with clients in a dynamic group to help solve their problems, so that the problems can be solved together as a group.

In addition, to make the group counseling sessions more effective, the researchers also used the problem-solving training technique to help students who were identified as having problems at school, so that they could reduce the problems they faced and understand how to apply problems-solving techniques. Elza (2017) concluded that problem-solving techniques are a way to provide understanding by stimulating students' attention, analyzing and thinking about a problem, and then training their cognitive abilities.

Problem Solving is an independent cognitive behavioral process in which an individual, couple, or group tries to identify or find an effective solution to a specific problem in daily life. Specifically, the cognitive-behavioral process involves generating many potentially effective solutions for a particular problem and increasing the likelihood of selecting the most effective solution from various alternatives (D'zurilla & Goldfried, 1971)

Research conducted by Sohrabi et al. (2013), Suparmanto (2014), and Rosidah (2016) concludes that the use of group counseling through problem-solving techniques has been proven effective in improving the performance and achievement of students, self-confidence in learning ability, and self-regulation of isolated students. From this, it is clear that the implementation of problem-solving training through group counseling services can reduce or alleviate student problems at school (Fatchurahman et al., 2018). Kurnanto dan Putriani, (2020) establish that group counseling has two functions: a curative service function that improves the problems faced by individuals and a preventive service function that prevents problems in individuals.

METHODOLOGY

The research used is qualitative with a descriptive approach. That is, collecting information as it is during the research. Data collection was carried out by interviewing guidance and counseling teachers and students at SMP N 10 Tanjung Balai, and observing how the development occurred after conducting this research, to describe, explain, or summarize various conditions, situations, and phenomena, studying according to the facts that is revealed that can be photographed, questioned, observed and possibly expressed through documentary materials.

Qualitative research is a scientific approach that reveals a specific social situation by describing reality accurately, formed with words based on relevant data collection techniques and analysis obtained from natural situations. (Sugiyono, 2010). The qualitative approach according to

Best quoted by Sukardi as "a research approach that describes and explains the object according to its nature" (Moleong, 2017:4).

According to (Nazir, 2009), he explained that "The purpose of descriptive research is to systematically describe factual and accurate facts, characteristics, and relationships among the phenomena being studied." According to Lexy (n.d), the data received by researchers can come from both direct and indirect sources. The subjects of this study are those who are aware, understand, support, and participate in learning and counseling activities at school, as well as those who provide information about the urgency of problem-solving training in schools using group counseling services. The information obtained by the researcher includes both information obtained directly by the researcher and information obtained by the researcher from previously used data sources. Students who participate in group counseling activities as informants, knowers, and understanders are the subjects of this study, about how problem-solving training is being conducted. (Margono, 2010)

The relevant sources for this study are: Primary data, which is obtained directly through interviews with students who participate in problem-solving training using group counseling, particularly in grade VIII (4), and guidance and counseling teachers as implementers of group counseling services at SMP N 10 Tanjung Balai school. Secondary data, which is obtained indirectly through archives, data, and documents that have a close relationship with the research problem under study. The validity of the data in this study uses source triangulation. According to Moleong, (2017), "Source triangulation is a data validity checking technique that utilizes another source for the purpose of checking or comparing the data.

RESULTS AND DISCUSSION

The application of problem solving in learning has broad benefits for student development. One of the main benefits is the ability of students to develop critical thinking skills. Through the process of solving problems, students not only increase their knowledge, but also involve sequential steps of thinking. First of all, students learn to collect data related to the problems they face. This involves their ability to find relevant information, observe existing facts, and explore sources that can support problem solving. In this process, students can also develop their ability to recognize and identify problems that may occur, as well as understand the context associated with the situation (Komariah, 2011).

Furthermore, students are faced with the stage of reading the data that has been collected. They must analyze existing information, identify patterns or trends, and relate this data to their understanding of the problem at hand. Through this process, students learn to see problems more comprehensively and develop their ability to explore the meaning of the information provided.

After going through the stages of data collection and analysis, students are then taught to choose the most appropriate alternative solution. They are invited to consider various relevant factors, compare possible solutions, and evaluate the consequences of each option. This ability assists students in developing decision intelligence, in which they learn to think critically, see problems from multiple perspectives, and make rational and objective decisions..

Students' ability to develop critical thinking skills is one of the important benefits of applying problem solving in learning. Critical thinking involves a more complex process than simply increasing knowledge. This thinking process involves successive steps, starting from data collection to implementing solutions that require ongoing practice and habituation. First of all, in developing critical thinking skills, students learn to collect data related to the problems they face. They are invited to seek relevant information, collect existing facts, and identify sources that can support problem solving. This process involves observational skills, analysis, and the ability to find accurate and relevant data (Rodiyah, 2023).

After the data is collected, students must read the data carefully. They are taught to analyze existing information, look for patterns or trends, and identify the implications of the data for the problems being faced. Through this step, students develop the ability to view problems holistically and critically analyze various related aspects. The next step in critical thinking is to choose the most

appropriate alternative solution. Students are invited to consider various possible options, compare the advantages and disadvantages of each alternative, and evaluate the possible consequences. This capability requires careful evaluation, judgment, and reasoning skills to be able to select the most effective and appropriate solution for the given context (Akhyak, 2016).

However, the critical thinking process does not stop at choosing a solution. Students also need to implement carefully selected solutions. It involves practical steps that require practice and practice. Students learn to implement the steps they have devised, test the chosen solution, and evaluate the results. In this process, students develop practical skills, exercise persistence, and gain experience in dealing with real challenges.

Thus, the development of critical thinking skills through problem solving involves a series of interrelated steps and requires ongoing practice. Through data collection, reading data, choosing alternative solutions, and implementing solutions, students develop critical thinking skills which include observation, analysis, evaluation, and implementation. This equips them with invaluable skills in dealing with complex challenges and making rational and effective decisions (Susanto, 2020).

The main purpose of using the problem-solving method, according to (Afifah et al., 2019) is to develop thinking skills, especially in identifying the cause and effect and purpose of a problem. It provides practical knowledge and skills that are valuable and useful for the daily lives of individuals, develops critical, logical, and analytical thinking skills, and develops students' ability to solve problems and make objective and rational decisions. (Utami & Wutsqa, 2017) Therefore, problem-solving training is very important for students or young children, because this training is very helpful for students in their lives, such as training them to think critically, maturely, and to make the right decisions for themselves (Syaodih et al., 2018).

Steps of Problem Solving in addressing problems require skills and energy to go through the thinking process, including concentration and focus. Here are the steps of problem solving according to (Lulu, 2021): Define the Problem. The first and foremost step is to define the problem that is occurring. Often, problems that are deemed simple and small, when analyzed, turn out to be complex. Hence, it is not surprising if it seems simple and trivial problems can bring down an organization/company due to neglect and the assumption that it is not significant.

Find Alternative Solutions. It cannot be denied that not every decision made runs smoothly. Many also fail. Therefore, it is crucial to make problem solving into several alternative options. So, when the first solution fails, the second, third, and so on can be used.

Evaluate Solutions. The step of problem solving can also be done by writing down a list of solutions as alternatives. Then choose based on priority. Once decided, before applying, an evaluation needs to be conducted by considering the impact and consequences that arise, whether negative or positive.

Implement Solutions. After the analysis is done, the right problem solving will be identified. Unfortunately, implementing this solution choice requires several stages, including building an action plan for the chosen solution. So that the results can be seen and evaluated again, it needs to be separated to be objectively assessed and measured.

Monitoring. The next step ofS problem solving is to monitor the progress. Is the solution that has been applied effective and appropriate? Or is there no significant impact? Well, here is where you are required to get feedback and be prepared to fix any problems that arise until there are no more problems. These are the actual steps of problem solving that you can try to solve problems on your own.

Allah gives wisdom (wisdom) to whom He wills. This wisdom includes a deep understanding of knowledge and the ability to apply it in everyday life. Learning problem solving in this context is important because it reflects the values recognized by the Al-Quran. Students who are able to work on or solve problems given by the teacher show that they have mastered the subject well. Their ability to strategize, gather relevant information, analyze critically, and evaluate results is a manifestation of effective problem solving skills.

One of the objectives of problem solving learning, as stated by (Fatchurahman et al., 2018), is for students to become skilled in selecting and analyzing relevant information. This process involves the ability to sort out important information, filter relevant data, and organize it in a systematic way. Then, through careful analysis, students can gain in-depth understanding and review the results to ensure their appropriateness and accuracy. In addition, learning problem solving can also provide intrinsic intellectual satisfaction for students.

When students successfully solve a problem or find an innovative solution, they will feel satisfaction that comes from within themselves. This achievement will increase students' motivation and interest in learning and develop their intellectual potential. Furthermore, learning problem solving also contributes to increasing the intellectual potential of students. In the problem solving process, students are invited to think critically, think logically, and think creatively. This ability will expand students' intellectual capacity, enrich their way of thinking, and help them develop more complex and abstract problem solving in the future.

Apart from reflecting the values of the Koran, learning problem solving is also related to important messages in the Koran about seeking knowledge and applying it in everyday life. In Surah Al-Baqarah, verse 269:

يُؤْتِى الْحِكْمَةَ مَنْ يَّشَآءُ ۚ وَمَنْ يُّؤْتَ الْحِكْمَةَ فَقَدْ اُوْتِيَ خَيْرًا كَثِيْرًا ۗ وَمَا يَذَّكَّرُ اِلَّآ اُولُوا الْاَلْبَابِ

"He gives wisdom to whom He wills, and whoever has been given wisdom has certainly been given much good. And none will understand except those of understanding." (https://quran.kemenag.go.id/, n.d.)

This verse states that Allah gives wisdom and goodness to those who give alms sincerely, and that alms is a way to get closer to Allah.

Understanding and using daily self-interest related to this verse can be related to the way we think and act with money and possessions that we have This is the essence of understanding and using for the benefit of oneself and society.

Based on preliminary observations made by researchers at SMP N 10 Tanjung Balai, it was found that some students face educational challenges, especially in terms of school discipline. Some students are seen sleeping in class during learning activities because they don't like a certain teacher's way of teaching. In addition, some students are victims of bullying, which has a negative impact on their emotional well-being. Another problem that some students face is a strained relationship with their parents, where parents often get angry and give orders without deeply understanding the child's needs and problems. Some of the factors that cause this problem are the lack of interest in learning, students' lack of understanding of good social skills, as well as their desire for freedom without paying attention to their responsibilities towards homework.

However, at the beginning of the interview process with students, they were less open and did not feel comfortable sharing the problems they faced. However, as time went on and through a continuous interview process, some students began to feel more open and able to share the problems they were experiencing. One of the students who had attended the problem solving training revealed, "I feel calmer after sharing what I've been keeping to myself."

The results of the problem solving training given to students who often experience problems show that they feel motivated to learn, with a dependence on the teacher's way of teaching. It is important to remember that if the teaching style applied by the teacher is too monotonous, students tend to feel bored and want to leave class immediately. Therefore, it is expected that teachers can interact actively with students, creating a relaxed atmosphere through the use of appropriate jokes. This aims to reduce tension that may arise due to problems faced by students, because basically students do not like teachers who teach in a boring way as previously described. One of the consequences that can arise from an unattractive teaching style is sleeping in class, where students feel they lose interest and are trapped in boredom.

Furthermore, after the problem solving training was carried out involving group counseling for students who faced problems, the researchers continued by consulting the Guidance and Counseling (BK) teacher and homeroom teacher. In this consultation stage, researchers share

complaints and problems that have been experienced by these students, with the aim of gaining a deeper understanding of the problems faced by students and finding appropriate solutions to overcome these problems. Through dialogue and collaboration between researchers, counseling teachers, and homeroom teachers, it is hoped that effective approaches can be found in solving problems faced by students.

This consultation process also provides an opportunity for researchers to gain broader insights about the student learning environment, as well as a better understanding of the dynamics of the relationship between students and teachers. With the collaboration between researchers, counseling teachers, and homeroom teachers, solutions can be found that suit the needs and characteristics of students who experience problems. In this consultation, researchers take on the role of mediator and facilitator to achieve a deeper understanding of the problems faced by students, as well as design appropriate resolution strategies.

Through problem solving training and group counseling, it is hoped that students who experience problems can experience positive changes in their school life. The consultation process with the guidance counselor and homeroom teacher is also an important step in providing support and joint efforts in dealing with problems faced by students. Thus, collaboration between researchers, teachers, and other related parties becomes an important asset in creating a better learning environment and supporting students' holistic development.

Based on this understanding, the researcher decided to carry out problem solving training activities for students who faced these problems. The purpose of this training is to help students overcome the problems they face through group counseling services. This activity is specifically aimed at class VIII (4) students at SMP N 10 Tanjung Balai. In problem solving training, students will be taught useful skills for identifying and solving problems in an effective and constructive way. Through this activity, it is hoped that students will be able to increase their understanding of themselves, develop social skills, and find better ways to deal with the challenges they face in the school and family environment.

After carrying out problem solving training with group guidance services for students who face problems, cooperation between the school counselor and homeroom teacher becomes important in achieving positive results (Ariadi Nugraha, 2017). Through the consultation process, counselors and homeroom teachers become intermediaries between researchers and students, convey complaints experienced by students, and discuss to find the most appropriate solution to overcome the problems they face. In these consultations, the researcher acts as a facilitator, helping to build a deep understanding of the problems faced by students and designing effective strategies to help them.

After making several observations, the researchers saw a significant development in student behavior after attending problem solving training using group counseling services. Students who previously experienced problems and felt anxious about bullying now feel positive changes in themselves. They become more confident, have the courage to face challenging situations, and are able to manage their emotions better.

One of the factors contributing to this change is the existence of a safe space created through group counseling services. These students can share experiences, listen to stories from classmates who are going through similar things, and get emotional support from peers and facilitators. In this supportive environment, students feel heard, understood, and get constructive solutions to the problems they face.

Not only that, problem solving training also provides students with concrete skills and strategies to deal with everyday challenges. They learn how to analyze problems, identify available options, and choose the solution that best fits the situation at hand. With this understanding and skill, students become more prepared and competent in dealing with problems that may arise in their daily lives.

In the results of observations made, researchers also saw the positive impact of problem solving training on students' social interactions. As their self-confidence and communication skills increase, these students begin to actively engage in group activities, collaborate with classmates,

and form more positive relationships with those around them. They learn how to build healthy and supportive relationships, and recognize the importance of empathy and understanding for others.

CONCLUSION

In conclusion, problem solving training with group counseling services has a significant impact on student development. Through this training, students can solve problems, develop social and emotional skills, and increase their learning motivation. This training and counseling helps students in formulating problems, gathering relevant information, analyzing situations, and generating effective solutions. In addition, through group counseling, students can also share experiences, learn from other people's perspectives, and improve communication and collaboration skills.

The positive impact of this training is not only visible in improving students' skills and knowledge, but also in changing their attitudes and behavior. Students become more proactive, independent, and responsible. They are able to find alternative solutions, evaluate the consequences of actions, and make wise decisions. In addition, students can also manage emotions more effectively, reduce stress, and improve mental well-being.

This positive impact has a broad impact on students' lives in school and outside of school. At school, students who attend this training are more involved in academic and social activities. They are active in study groups, participate in class discussions, and forge healthy relationships with peers and teachers. Outside of school, they are also able to apply problem-solving skills in everyday life, strengthen interpersonal relationships, and overcome challenges with confidence.

Overall, problem solving training with group counseling provides clear benefits for students in improving their quality of life. With the support of counselors and teachers, students can overcome problems, develop their potential, and become strong individuals who are ready to face future challenges.

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Based on the research findings, the researchers provide some supporting recommendations that can be considered and hopefully useful, namely: The school principal is expected to continue to work with guidance and counseling teachers and other teaching staff to enhance students' learning motivation by using teaching methods that make learning more interesting and to provide guidance and counseling to teachers and other teachers. The guidance and counseling teachers should continue to guide the students until the students realize the importance of learning. They should maintain good collaboration with the school principal and other teachers to enhance students' learning interests, making it easy and enjoyable for students to absorb the lessons. The teachers should also be innovative and creative in designing programs and actively participating in the programs. For the students, they should apply what has been taught by the guidance and counseling teachers at SMP N 10 Tanjung Balai. For other researchers who wish to conduct research on the same issue, they may use this journal as an additional reference and make further improvements in their research implementation.

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