

**THE EFFECTIVENESS OF GROUP GUIDANCE USING
PROBLEM SOLVING TECHNIQUE TO PREVENT LEARNING
SATURATION OF GRADE 8B STUDENTS IN SMP NEGERI 4
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Abstract: In this study, the objectives achieved by researchers reached the stage of knowing how effective the provision of group guidance services is problem solving techniques to reduce learning saturation. This type of research is quantitative with a pre-experimental method with a one group pretest-posttest design. The population taken in this study was class 8B students, then the research sample was 6 students. This research instrument uses a learning saturation scale that has been tested for validity and reliability. In addition to the scale, decision making in this study used the normality test and SPSS 26-assisted T test. Based on the results of the study, 6 students had medium and high categories with details of 2 students having high scores and 4 having moderate scores. After being given the service, the 6 students experienced a decrease in score. This can be shown by the pretest score which totaled 344 with a mean of 57.3 then after being given group guidance services the problem-solving technique decreased with a total score of 231 with a mean of 38.5. In addition, based on the results of the sample t test, it is known that the sig. (2 tailed) is 0.001 meaning that 0.001 is less than <0.05 , then H_a is accepted, and H_o is rejected. So, it can be concluded that group guidance services with problem solving techniques are effective in preventing student learning saturation.

Keywords: learning saturation, group guidance, problem solving

INTRODUCTION

Education is something that is always related to human life. One of the things that exist in education is learning, learning is a process to understand something. The success or failure of education will be seen from how the learning process is experienced by students. According to Ratna (2020) education is an important thing that everyone really needs. Judging from its goals, education aims to humanize

humans and make humans as whole individuals and able to be responsible for the decisions they have made. An education is said to be successful if the educational goals can be fully achieved, so that the role of teachers and students is indispensable in educational activities.

Learning is an important thing in an education, because by learning humans can process the process that is going through. Humans will be able to change their personality as evidenced by the increasing quality of attitudes, understanding, thinking, creativity and other abilities. Sugeng (in Azizah and Nugraha, 2021) student success in study is influenced by the way they learn. In this case learning will occur if a change or modification of behavior occurs, and the change will persist over the course of human life.

The process of teaching and learning at school often makes students feel pressured and this stress can occur because of the high expectations and demands from the school environment and from the family. Saturation of learning occurs because of the existence of demands for students to always comply with the rules of the tasks that are always carried out for students. This learning saturation will greatly impact students for the continuity of their education. The behavior shown by someone who is experiencing boredom is irritable, easily hurt, and easily frustrated (Yusuf, 2016).

In fact, the researcher had conducted interviews with several students who were there. The conclusion from some of the students interviewed was that there were some students who looked lazy in doing assignments, were less enthusiastic when there was service delivery, chatted or made noise in class, complained about the assignments given and felt bored. It is undeniable that there are different abilities between individuals who can accept the various tasks and pressures that exist and there are also those who are unable to live up to it. This is in line with the opinion of Nurmalasari (in Agustina, Bahri and Bakar, 2019) students who experience boredom show behaviors such as skipping school, worrying about undergoing tests, cheating, not caring about the material, not mastering the material, not feeling comfortable at school, afraid of facing teacher, unable to concentrate in class, wanting to move classes, anxious about difficult material, not confident, and will have an academic impact including low learning motivation and not mastering the material.

According to Wahyuni (2018) the most common cause of learning saturation is student fatigue which includes the senses, physical fatigue and student mental fatigue which includes anxiety, pressure (competition), demands that are always high and self-imposed. The learning process in the classroom is still often found by students who cannot focus or pay attention to the material presented. Then there are still many students who underestimate an assignment, this makes many students still not able to maximize their learning outcomes. Many parents increase their children's study hours at other educational institutions outside of school (tutoring), it can also make students depressed and then experience stress which in the end will only make these students

bored in learning.

Students who already feel learning burnout cannot work as expected when processing new information or new experiences, as if their learning progress is not producing results (Hanina, Faiz, and Yuningsih, 2021). In this case, if this learning saturation is not followed up, it will result in the learning efforts carried out by students being in vain because the reason is not optimal in receiving various information about the material as it should. Saturation of learning can hinder the effectiveness of learning and can also hinder the creativity of students so that they cannot develop themselves to the fullest. From there why the researcher intends to follow up on this to prevent students from experiencing boredom in learning.

To overcome the problems above regarding learning saturation, namely will use group guidance services with problem solving techniques. According to Gazda (in Puluhulawa, Rizki, and Rizal, 2017) group guidance is a type of service in guidance and counseling which is an activity of providing information to a group of students to help students plan the right decisions. Problem solving or problem solving is a process of seeking and finding a solution to a problem or a difficulty that is being experienced in one's life (Nurhidayati, 2016).

Then group guidance according to Tohirin (in Sartika and Yandri, 2019) group guidance is helping students in groups. In group guidance services, activities and group dynamics must be able to achieve various things that can be useful for solving or solving problems. The purpose of this group guidance is so that students can improve their social life and improve their ability to communicate with others and encourage thinking, feeling and insight in problem solving. There are several techniques in group counseling that can be used including: providing information, group discussions, problem solving, role playing, simulation games, field trips and creating a family atmosphere (home room). On this occasion the researcher will use problem solving techniques to prevent learning boredom in students. Pramono (2020) Problem solving is a technique in group guidance services that provides steps in solving problems in accordance with the objectives, processes and skills possessed, so that in practice students can convey steps when solving problems and dare to express opinions in discussions.

Problem solving is a creative process in which several individuals go through several changes in their environment and make several new choices, decisions that are aligned with Romlah's life goals (in Safitri, Kiswantoro, and Zamroni, 2020). According to Suherman (in Nafisah et al., 2021) problem solving or problem solving is a process of seeking and finding away out of a problem or difficulty that is being experienced in one's life. The use of group guidance services with problem solving techniques is hoped to be able to provide a deep understanding of students and provide enthusiasm for learning so that this can prevent learning boredom in students.

METHOD

This study uses quantitative research with the experimental method. This method is used because the researcher wants to conduct an experiment to find the effect of treatment on the dependent variable. In experimental method research, there are several forms and research designs. This time the researcher used the Pre-Experimental Design with a one group pretest-posttest design. The reason the researcher used the one group pretest-posttest design was that the researcher was able to obtain initial data before being given treatment in the form of group guidance with problem solving techniques to reduce learning saturation. Then the next reason is that researchers can find out the results after being given treatment to the respondents.

Then in this study the population that will be used is class 8B SMP Negeri 4 Yogyakarta. On this occasion the sample to be used was the Nonprobability Purposive Sampling technique, on this basis the researcher took a sample consisting of 6 students from class 8B who were included in the learning saturation level criteria. This research was conducted at SMP Negeri 4 Yogyakarta which is located at Jalan Hayam Wuruk Number 18, Bausasran, District Danurejan, Yogyakarta City, Yogyakarta Special Region. This study uses data collection techniques in the form of interviews and scales. Interviews were conducted with guidance and counseling teachers, using unstructured interviews. Unstructured interview means that the interview is not based on systematic interview guidelines.

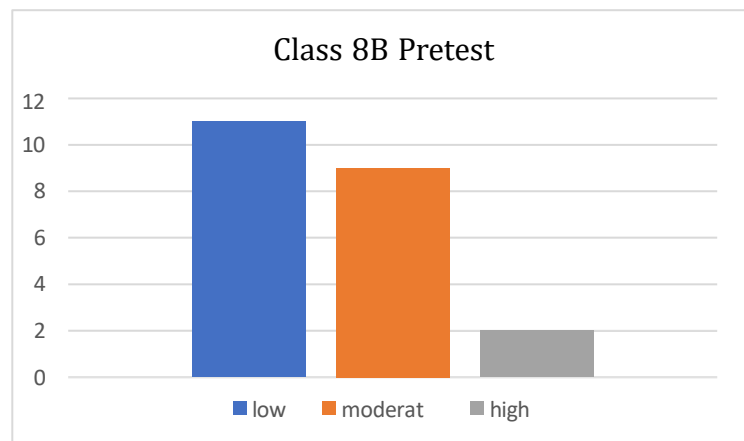
For the scale of techniques and data collection tools in this study will use the learning saturation scale. The phenomenon in this study that will be measured is learning saturation. Then before being given to students, the scale was first tested for validity and reliability. The trial scale consisted of 25 items and the respondents who filled out the trial scale were 8A grade students with a total of 30 respondents. After carrying out the scale trial, 3 items were declared invalid, and 22 items were declared valid with a reliability value of 0.890. So that the 22 question items are feasible to use for the pretest. Then proceed with the pretest test which is distributed to students. To determine the success of the experiment, there is a decrease in student learning saturation, the t test formula can be used to test the comparative hypothesis of two independent samples. This data analysis uses SPSS for windows version 26.

RESULT AND DISCUSSION

Before students are given group guidance services with problem solving techniques, students first carry out a pretest. The pretest aims to get a research sample and find out the initial picture of student learning saturation conditions. The pretest was taken using a learning saturation scale instrument that had been tested for validity and reliability. The researcher carried out the pretest to 8B grade students at SMP Negeri 4 Yogyakarta with a total of 22 students. Based on the results of the

pretest, the following categorization data can be generated:

Figure 1. Results of Class 8B Students' Learning Saturation Pretest Scores



Based on the table above, it is known that of the 22 students who did the pretest, 11 students had a low score category, 9 students had a medium score category, and 2 students had a high score category. In the process of group guidance is necessary pay attention to several things according to Latipun (in Purwanti, 2015) that is:

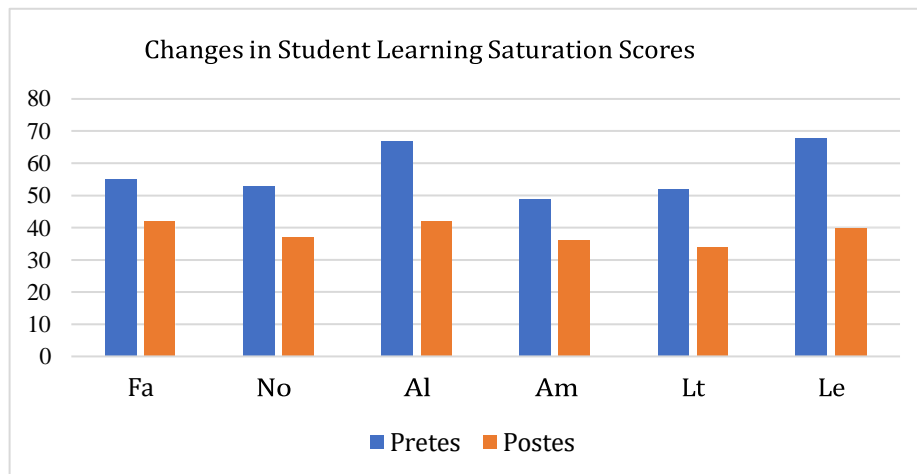
- a. The number of group members is between 4-12 people.
- b. Group homogeneity can be based on gender, type problem, and by age group.
- c. The nature of the group can be open, that is, it can accept new members and may close if it is not possible to accept new members.
- d. Execution time is highly dependent on complex problems faced by the group. In general, short term group guidance counseling) between 8 to 20 meetings. Then got concluded from several definitions above group guidance is a service performed by an individual competent in the form of a group that aims to do prevention of a problem and can also help increase social sensitivity.

Referring to this category, the researcher determined 6 students who would take part in group guidance services with problem solving techniques to prevent learning burnout. The researcher provided group guidance services with problem solving techniques in 3 meetings. Before students were given services, the researcher first gave a pretest to students totaling 22 students. Furthermore, students are given group guidance services with problem solving techniques to prevent learning saturation. Then proceed with the delivery of services. The process of providing group guidance services with problem solving techniques is as follows:

1. Form several people in one group.
2. Ask the readiness of students to take part in the service.
3. Entering the core stages of discussing existing topics using problem solving techniques.
4. Ask students to conclude the results obtained.
5. After it is felt that it is enough, the activity can be ended.

After being given the related treatment, the researcher gave another test in the form of a posttest to see the level of saturation of student learning after being given the service. Group guidance services on problem solving techniques have been provided. And the following results of the pretest and posttest calculations show that there is a decrease in student learning saturation scores:

Figure 2. Results of changes in student learning saturation scores



Based on the table above, 6 students have been given group guidance services using problem solving techniques. The 6 students experienced a decrease in score of 113 points with an average score of 18.8. The decrease in the score can be seen from the pretest score which totaled 344 with a mean of 57.3 then after being given group guidance services the problem-solving technique decreased with a total score of 231 with a mean of 38.5. The highest scoregain was achieved by Le with 28 points and the lowest score gain was achieved by Am andFa with 13 points.

In this study, researchers tested the hypothesis using the paired sample t test through software 26. The paired sample t test is a parametric statistical test. The researcher used the paired sample t test because the paired sample t test aims to test two paired samples from the same population, meaning to test the pretest and posttest scores of group guidance services problem solving techniques to prevent learning saturation. And the paired sample t test was carried out because the data was normally distributed. The following are the results of the paired sample t tests that have been carried out:

Table 1. *Paired Samples Test*

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	18.833	6.306	2.574	12.216	25.451	7.315	5	.001

Guidelines for decision making in the paired sample t test is based on the sig. (2 tailed).

The following is the basis for making the decision:

- a. If the sig. (2 tailed) smaller < 0.05 then the value of H_a accepted H_0 is rejected.
- b. If the sig. (2 tailed) greater than 0.05 , then the value of H_a is rejected, H_0 is accepted.

Based on the "paired sample t test" table above, it is known that the sig. (2 tailed) is 0.001 meaning that 0.001 is less than < 0.05 , then H_a is accepted, and H_0 is rejected. So, it can be concluded that there were changes in values before and after being given a group guidance service with problem solving techniques. So that group guidance services with problem solving techniques are effective in preventing boredom in class 8 B students at SMP Negeri 4 Yogyakarta.

Based on research conducted by Rosalia Dewi and Laelatul Arofah (2018) regarding the effectiveness of problem solving to reduce learning saturation for class XI IPS students at SMA Negeri 1 Kandat. Based on the results of data analysis, the results show that t count = 6.799 and t table = 2.306 with $df = 8$. This means that t count $>$ t table, $6.799 > 2.306$, then H_0 is rejected, and H_a is accepted. Based on the results of the study it can be concluded that problem solving techniques are effective for reducing student learning boredom. The comparison is that the results of this study are in line with the results of research that has been carried out by the author with the title the effectiveness of group guidance problem solving techniques to prevent burnout in class 8B students of SMP Negeri 4 Yogyakarta, namely based on paired test results until the t test is known to have a sig value. (2 tailed) is 0.001 meaning that 0.001 is less than < 0.05 , then H_a is accepted, and H_0 is rejected. So that problem solving techniques are effective for reducing learning boredom in students both at junior high and high school levels.

The results of Naeila's research in 2016 entitled the effectiveness of self-

regulation learning techniques in reducing the level of student learning saturation at SMA Insan Cendekia Sekarkemuning Cirebon. In this study, there were 14 students who experienced learning saturation in the high category or 41.17% of the 34 research respondents. Then students who fall into the category of moderate learning saturation are 9 people or 26.47% of the 34 research respondents. Then students who fall into the lowest learning saturation category are 11 people or as much as 32.36% of the 34 research respondents. So that means that most students at SMA Insan Cendekia Sekarkemuning Cirebon are experiencing study burnout. Then the results of this study state that the Self Regulation Learning technique is effective in reducing the level of learning saturation. The comparison results of these studies are slightly different from the results of research that has been done by the author. The author conducted a pretest to class 8B students with a total of 22 students. Based on the pretest that was carried out on 22 students, there were 11 students in the low category, 9 students in the medium category and 2 students in the high category. Then from these results are taken the medium and high categories to be provided with services. After being given the service, the results of this study stated that problem solving technical group guidance was effective in reducing the level of student learning saturation. Then from the comparison of the two studies it can be concluded that group guidance on problem solving techniques is in line with group guidance on the Self Regulation Learning Technique which both can reduce student learning saturation.

The research conducted by Muhammad Teguh aims to find out the use of group discussion technique guidance to reduce learning saturation in grade 8 students at SMP N 16 Surabaya. The results of the analysis show that the value of $p = 0.001$ is smaller than $\alpha = 0.05$. based on this result then H_0 is rejected, and H_a is accepted. From the calculation results it is known that the pre-test average is 81.9 and the post-test average is 60.2. So, it can be concluded that the application of group guidance discussion techniques reduces the learning saturation of class VIII students of SMPN 16 Surabaya. Comparison with the results of the author's research, namely in this study the researcher tested the hypothesis using the paired sample t test, the result of which was known to be the sig value. (2 tailed) is 0.001 meaning that 0.001 is less than <0.05 , then H_a is accepted, and H_0 is rejected. So, it can be concluded that there were changes in values before and after being given a group guidance service with problem solving techniques. So that group guidance services with problem solving techniques are effective in preventing student learning saturation. Then from the comparison of the two studies it can be concluded that in fact group guidance on problem solving techniques is in line with group guidance on discussion techniques which both can reduce student learning saturation.

CONCLUSION

Based on the results of a study entitled the effectiveness of group guidance problem solving techniques to prevent learning saturation in class 8B students at SMP Negeri 4 Yogyakarta. This research was started by giving a pretest to 8B graders with a total of 22 students. Then, from the results of the pretest, there were 6 students who had medium and high levels of learning saturation. Group guidance services with problem solving techniques were provided to the 6 students. By using group guidance services with problem solving techniques students can find solutions to the problems they are experiencing.

Then after being given group guidance services with problem solving techniques, students were given a posttest to see the level of saturation of student learning after being given the service. The result of the 6 students who had been given the service experienced a decrease in the level of learning saturation starting from the medium to low category and the high to medium category. In addition, based on the results of the sample t test, it is known that the sig. (2 tailed) is 0.001 meaning that 0.001 is less than <0.05 , then H_a is accepted, and H_o is rejected. So, it can be concluded that group guidance services with problem solving techniques are effective in preventing student learning saturation.

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