

THE EFFECT OF TASK GROUP COUNSELING ON STUDENT RESILIENCE

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ABSTRACT

This research is motivated by the symptoms that occur in MTS Negeri I Gorontalo City, namely the low resilience of grade V III students. The purpose of this study was carried out to determine the effect of task group guidance on student resilience. From the research results, it was found that generally the resilience of grade VIII students was in the low category. This research is a quasi-experimental research using the research design "one group pre-test and post-test design. This study consists of two variables, namely variable X (Task Group Guidance) and Variable Y (Resilience) class VIII MTS Negeri I Gorontalo City. The population in this study amounted to 391 students. This study was given for 8 treatments to a sample of 15 students. The sampling technique used was purposive sampling, which is a sampling technique with certain considerations. The data collection technique is in the form of a questionnaire technique about the variable Y (student resilience) . The results showed that the pre-test mean score was 170.07 and the post- test mean score was 197.73. The results of hypothesis testing obtained $t_{count} > t_{table}$, namely $4.546 > 1,76$. It can be concluded that the hypothesis in this study is that there is an effect of task group guidance on resilience in class VIII students at MTS Negeri I Gorontalo City .

Keywords: Task Group Guidance, Resilience

INTRODUCTION

Every individual has had problems, including teenagers. Adolescence is a transitional age from childhood to adulthood. Adolescence is considered as a stressful period that occurs due to hormonal changes in the adolescent body. Therefore, adolescence needs assistance in dealing with all forms of changes and developments it faces. Parents as first and foremost educators have an important role in directing their children to positive things. Parents as the closest people in adolescent life must be more active in establishing good communication and relationships with children who have started to enter during this transitional period. Conflicts or problems faced by adolescents have quite a variety of backgrounds, some are caused by family, social, economic life, health and other problems. This will greatly hinder the effective daily life, development of self- motivation and potential for achievement if not resolved immediately. Many teens who are experiencing various problems life because it is not able to handle the turmoil that emerged in the mind of teenagers and hard to bounce back from the problems encountered so that the impact caused can be very bad and lead's falling teen on things negative form of adolescents whether it is promiscuity, and to criminal acts committed by teenagers.

According to Grothberg (in Hendriani, 2018: 44) says that resilience is the ability to face, humans overcome, become strong when facing obstacles and obstacles. Resilience is not a miracle, it is not only found in a small number of humans and is not something that comes from an unclear source. Having every human being has the ability to be resilient, and everyone is capable of how to deal with learning obstacles and obstacles in his life so that later he will become resilient. On the other hand Suprehin et al (2019: 284) resilience is the ability to remain stable in a balance to maintain various after facing and adversity. Resilience difficulties are able to cultivate positive things in adolescents so that the problems they face can be resolved in a good and appropriate way without causing new problems. Resilience as the ability to survive and continue to adapt to conditions or situations when facing problems needs to be known, maintained and improved by everyone.

From the description above, it can be said that resilience is an important part of every individual, including students. Within the meaning of the resilience of the above it is expected that every learner has a resilience

that is high so that they are able to handle the problem premises in a positive way and is able to of trauma were found so that the life of the brand a life can be lived in a way that effectively everyday, able to develop and explore the potential that is within and able to achieve and compete in a healthy manner. Based on the results of data processing obtained by researchers in the initial assessment before giving treatment or before carrying out the treatment at MTS Negeri Gorontalo City, namely by collecting data, namely distributing resilience questionnaires to class VIII students, totaling 30 students, which showed that there were 15 people with resilience. This is still low, this is supported through observation and interviews with counseling teachers who provide information in the form of symptoms that are visible to students whose resilience is still low, namely students often feel anxious when facing exams, are not optimistic about their abilities, easily give up when faced with tasks that are considered difficult so that they experience difficulty in competing and achieving in school, are not yet independent in dealing with problems, and are reluctant to ask for help from the teacher when experiencing problems.

Problems related to student resilience, of course, must get full attention, especially for guidance and counseling teachers, as guidance and counseling are an integral part of education which has a big role in increasing student resilience. One of the services that can be used by teachers of guidance and counseling in order to increase the resilience of students in school is the implementation of the service group guidance task topic as one of the programs at the school. Some of the reasons for the selection of group guidance topics task resilience to improve learners are (1) the topic of discussion is given can be selected directly by the leadership of the corresponding group of problems experienced by learners, (2) the topics covered may include the areas of personality, the development of other and social, and relationship so on. In addition, the selection besides group guidance is also based on the characteristics possessed by adolescents as the subject of this study, namely students aged 13-15 years who are included in the adolescent category. According to Desmita (2014: 224) states that the peer interactions of most school age children occur in groups or groups, so this period is often called "group age". At this time, children are no longer satisfied playing alone at home or doing activities with family members. This is because children have a strong desire to be accepted as a member of the group, and feel dissatisfied when they are not with their friends. Furthermore, Nurihsan (2014: 24) argues that guidance through group activities is more effective because in addition to the role of the individual being more active, it also allows the exchange of thoughts and experiences, plans, and problem solving.

Furthermore, in the assignment group guidance, there are discussion techniques, question and answer, games and various other techniques. The use of various techniques in providing services according to needs will make students not easily bored and bored during service delivery.

RESEARCH METHODS

The method used in A method of this research is experimental research (experimental Semu). In this experimental research, it was given treatment using group guidance. Tasks were carried out for eight times of service to increase student resilience. This research is a place in the MTS School I Gorontalo Education in Gorontalo. The research was conducted during september until october 2019.

In this study, researchers use experimental methods Quasi which discusses And Describing the influence Guidance task group p resilience in students. This study uses the *One-Group Pretest-Posttest Design*, an experimental design that uses only one group of subjects (single case) and take measurements before dan after giving treatment to the subject. The difference between the two measurement results is considered a treatment effect. The research design can be described as follows:

Pre-test	Treatment	Post-test
X ₁	T	X ₂

Information:

X₁: *Pre-test* the resilience of the student before being given the guidance of the task group

Q: Providing task group guidance services

Post-test

X₂: *Post-test of* resilience after being provided with assignment group guidance services

Independent Variable (X)

According to Sugiyono (2016 : 9) independent variables are often referred to as stimulus, redictor, and antecedent variables . In the language Indonesia is often referred to as variabel free. The independent variable is the variable that affects or causes the change or the emergence of the dependent variable (dependent).

The independent variable (X) in this study is task group guidance with indicators of the stages in the task group guidance according to Hartinah (in Wicaksono et al, 2013: 69-70), namely:

- 1) 1) Formation Stage
- 2) Transitional Stage
- 3) Activity Stage
- 4) Termination Stage

Bound Variable (Y)

According to Sugiyono (2016: 39) the dependent variable is often referred to as the output variable, criteria, consequences. In Indonesian it is often referred to as the dependent variable . The dependent variable is the variable that is influenced or becomes the result, because of the independent variable.

So that the dependent variable (Y) in this study is Resilience with Indicators according to Reivich and Shatte (in Hendriani, 2018: 51-56), namely: Emotion Regulation , Impulse Control , Optimism , Causal Analysis , Empathy , Self-Reflection , Reaching Out.

According to Sugiyono (2013: 117) population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. In this study yan g Become the entire population are students of class VIII MTs I Kota Gorontalo Lessons Year 2019/2020. According Sugiyono (2013: 118) "sample is part of the number and characteristics d imiliki by the population". Thus, the samples in this study class VIII 8 totaling 30 samples taken 6-15 People (using the minimum limit of samples for research experiments)

In research it assigned 15 students of class VIII 8 obtained through the results of questionnaire to 30 students of class viii 8. Then perform data processing the questionnaire and have the number of percentage of the lowest 15 people so, the overall number of participants in service delivery group counseling the task topics besides that amounted to 15 people. In a sampling of researchers using *purposive sampling* , which is a technique of determining the consideration of samples specified, in this case the researchers draw a sample with the help of teacher guidance and counseling in MTS Negeri 1 Kota Gorontalo sampling of the results spread questionnaire information- reinforced by information from observations and interview with guidance and counseling teachers in MTS N 1 Gorontalo City. This is expected to represent the population in this study. To be able to obtain data that is in accordance with the interests of the researcher, the data collection technique used by the researcher is a questionnaire which is divided into *pre-test* and *post-test* . Researchers also used observation and interview techniques to complement the research data . The researcher made the instrument grid before compiling the questionnaire. Then compile statements based on the grid that has been made for further testing. The trial was conducted to determine the level of validity and reliability of the questionnaire that had been made. Furthermore, it was carried out for the pre-test to collect data about the resilience of Shiva before being given (treatment) with treatments using a questionnaire. Furthermore , a post-test is carried out for data on collecting student resilience after being given the treatment.

The data collection tool used by researchers in this study was a resilience test (questionnaire) instrument that the researcher had developed based on theory. This questionnaire was intended to obtain an overview of the resilience of grade VIII students of MTs Negeri 1 Gorontalo City before and after treatment. validity of the test is testing the feasibility of a tool of measurement to measure what should be measured, as well as to determine the level late or validity of the instrument a study.

The data that has been collected is then analyzed to determine the validity of an instrument whether it is suitable for use or not by using the following product moment formula:

The results of data normality are used in determining the selection of test statistics to be used in testing the research hypothesis. The mean score after administration in the results of the treatments using the topic group guidance assignment was tested using the t test statistic . Hypothesis testing is done by using the SPSS version of the statistical application

23.0 with the statistical formula is as follows:

H_0 : = : there is no difference between pre-test and post-test, in that there is no effect

meaning: Guidance of Task Topic Group on Student Resilience at MTS Negeri I Gorontalo City .

H_0 : \neq : there is a difference between the pre-test and post-test, in the sense that: the effect of Task Topic Group Guidance on the Resilience I City of students in MTS Negeri Gorontalo.

RESEARCH RESULTS AND DISCUSSION

Based on the results of data analysis , it can be concluded that there are significant changes in the resilience of students after the implementation of the assignment group guidance activities . This looks at the difference in the score before treat (pre-test) and the score after (post-test) . Students before the resilience received the task group guidance treatment obtained an average score of 170.07 and a standard of 12,814, a number of deviation that indicates that resilience in students is assumed to be low. By giving treatment or treatment to students through task group guidance services for eight treatments with different problem topics and by using changing techniques , then it can be seen that the results of the post-test score have increased the average score to be 197.73 and standard 24,297. This means that after service guidance was given the task group towards resilience in class VII students of state 1 experienced a change in Gorontalo city compared to before the treatment or treatment.

This means that the hypothesis that the effect “reads that task group guidance on resilience in class VII students of State 1 Gorontalo City” can be accepted. The conclusion of the above hypothesis is based on a change in resilience occurring in students or respondents before and after the treatment for eight times using techniques that are in various group guidance. This is in accordance with the conditions encountered by researchers in the field, the results of data processed pre-test and the results of observations, the symptoms that arise from the initial observation by researchers for providing guidance appear on students who still low, students often feel anxious when facing exams, are not optimistic about their abilities, easily give up when faced with tasks that are considered difficult so that they experience difficulties in competing and excel at school, are not yet independent in handling problems, and are reluctant to ask for help from the teacher when experiencing problems .

During the research implementation, when the first treatment was given, there were still some students who were not very active in discussions, hesitated in expressing their opinions. To deal with this order is not sustainable to treatment subsequent researchers have been emphasizing the principles and objectives that exist in the counseling group for participants to better understand the meaning of the guidance of the group itself. At the time of treatment the researchers emphasize and convince the members to be more active in following the dynamics of the group because researchers still see there are some who still adjust to the dynamics of the group as it is still hesitant in expressing his opinion. In the third treatment, it appears that the members have started to be able to follow the course of treatment well, and are starting to be able to express their opinions and ask questions with confidence. It is progress in because students are already able to participate actively in the group. Up to treatment further by using techniques that vary with topics relating to issues of resilience experienced by members of the group to the treatment of the members of the group began enthusiastic to follow the guidance of group tasks, to some learners said that the time activities plus more .

Group guidance can facilitate students to more easily grasp the problems they face and ways to overcome them. Group guidance is one of the service strategies in guidance and counseling to provide assistance to students carried out teachers through group activities that can be useful for preventing the increase or development of problems faced by students, especially problems of interpersonal communication in schools. Guidance given to the tasks beneficial to increase the resilience of learners. Moreover, by using different techniques with materials that provoke enthusiasm of students in participating in activities to achieve the desired research objectives.

CONCLUSION

Based on the analysis of test data the hypothesis of the research that has been done, it can be concluded that the guidance task topic groups have influence significantly to the resilience of the student or group counseling

duties topic increases effective in the resilience of the MTS Foreign students I Gorontalo. It can be seen from the results of data analysis that the t count price is 4,546, while from the t distribution list at the 5% real level it is obtained $t_{0,95}(14) = 1.76$. Apparently the price t_{count} acquire other prices, or t_{count} has been in the outside area of the reception H_0 , so it can be concluded that H_0 rejected and accept H_1 .

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