

THE EFFECT OF TASK GROUP GUIDANCE ON STUDENT RESILIENCE CLASS MTS NEGERI 1 GORONTALO CITY

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ABSTRACT

This research is motivated by the symptoms that occur in MTSN I Gorontalo City, namely about the low resilience of grade VIII students. The purpose of this study was to determine the effect of task group guidance on student resilience. This research is a quasi-experimental research using a one group pre-test and post-test design. This study consists of two variables, namely variable X (Assignment Group Guidance) and Variable Y (Resilience) class VIII MTSN 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, namely the sampling technique with certain considerations. The data collection technique was a questionnaire technique about the Y variable (Resilience). student).

The results of the study obtained an average pre-test value of 170.07 and an average post-test value of 197.73. The results of hypothesis testing obtained $t_{\text{count}} > t_{\text{table}}$, namely $4,546 > 1,76$. It can be concluded that there is an effect of task group guidance on resilience in class VIII students at MTSN I Gorontalo City.

Keywords: Task Group Guidance, Resilience.

INTRODUCTION

Every individual must have had problems, including teenagers. Adolescence is a transitional age from childhood to adulthood. Adolescence is considered a stressful period that occurs due to hormonal changes in the adolescent's 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 the lives of teenagers must of course be more active in establishing good communication and relationships with children who have started to enter the transition period, namely from elementary school students to junior high school students in this case MTs students. This needs full attention, especially for counseling guidance teachers. Guidance and counseling is an integral part of education which has a big role in increasing student resilience. One of the services that can be used by guidance and counseling teachers to increase resilience in students at school is the implementation of task topic group guidance services as one of the programs in schools.

Conflicts or problems faced by adolescents are quite diverse in their backgrounds, some are caused by family, social, economic life, health and other problems. This will greatly hinder effective daily life, development of self-motivation and potential for achievement if it is not immediately resolved. Many teenagers experience various problems in their lives because they are unable to handle the turmoil that arises in their minds and it is difficult to bounce back from the problems they face so that the impact can be very bad and lead to teenagers falling into negative things in the form of juvenile delinquency. whether it's promiscuity, and to the crimes

committed by teenagers. Various conflicts that occur in adolescents and even lead to negative things that are used as an escape compared to dealing with problems correctly caused by many aspects. For this reason, increasing resilience is very important in helping to reduce the pressure of every problem that a person faces.

The Nature of Resilience

According to Grothberg (in Hendriani, 2018: 44) says that resilience is the human ability to face, overcome, be 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 unknown source. Every human being has the ability to be resilient, and everyone is able to learn how to deal with obstacles and obstacles in his life so that later he becomes resilient. On the other hand, Suprihatin et al (2019: 284) resilience is the ability to remain stable in a balance to maintain after facing various difficulties and adversities. The ability of resilience is able to foster 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. Furthermore, Desmita (2015; 228) states that resilience is an ability that is needed by everyone.

From the definitions of some of these experts, it is concluded that resilience is an ability that is needed by everyone to face, overcome, be strong and remain stable in a balance to maintain obstacles and obstacles as well as difficulties and misery. In accordance with the meaning of resilience above, it is hoped that every student has high resilience so that they are able to handle problems in a positive way and are able to rise from difficulties and adversities that can be lived in an effective way on a daily basis, able to develop and explore the potential that exists in their life. and able to excel and compete in a healthy manner. Furthermore, the task group guidance also includes discussion techniques, questions and answers, games (games) and various other techniques. The use of varied techniques in providing services according to their needs will make students not easily bored and bored during service delivery.

Resilience Indicator

In living life, every individual needs to have good resilience because without resilience, individuals will tend to experience frustration and stress in their lives due to not being able to respond and deal with problems that arise. Therefore, increasing resilience can have a very positive impact on each individual. Here are 7 reliability indicators according to Reivich and Shatte (in Hendriani, 2018; 51-56):

- a. Emotion regulation is the ability to remain calm under stressful conditions. The results showed that individuals who are less able to regulate emotions will have difficulty in building and maintaining relationships with other people.
- b. Impulse control (impulse control) is the individual's ability to control the desires, urges, likes and pressures that arise from within.
- c. Optimism (optimism) Individuals who are resilient are optimistic individuals. The optimism that an individual has indicates that he believes that he has the ability to overcome adversity that may occur in the future.
- d. Causal analysis (causal analysis) This fourth factor refers to the individual's ability to accurately identify the cause of the problem at hand. Individuals who are not able to correctly identify the cause of the problem will continue to make the same mistakes.
- e. Empathy Empathy is closely related to an individual's ability to read and understand signs of other people's emotional and psychological conditions. Some individuals have abilities that are quite proficient in interpreting non-verbal languages shown by others such as facial expressions, voice intonation, body language, and are able to capture what other people think and feel.

- f. Self-efficacy (self-efficacy) Self-efficacy interprets a belief that individuals are able to solve problems experienced and achieve self-efficacy success. is one of the cognitive factors that determine a person's attitude and behavior in a problem.
- g. Reaching out (reaching) Resilience is not just how an individual has the ability to overcome adversity and rise but adversity, it is also an individual's ability to achieve positive aspects of life after adversity befalls.

Characteristics and Characteristics of Resilience

Resilience (flexibility) is the ability that exists within an individual in dealing with and overcoming adversity experienced. Apart from that, individuals who have good resilience skills will be able to take positive aspects after experiencing problems even though traumatic events. According to Bernard (in Desmita, 2014; 201-202), a resilient person usually has four general traits, namely: (1) social competence (social competence), (2) Problem-solving skills/metacognition (problem-solving skills/metacognitive) , (3) Autonomy (autonomy), (4) A sense of purpose and future (awareness of goals and future). Meanwhile, Wollins (in Desmita, 2014:202-203), proposes seven internal characteristics as a type of resilient person, namely: (1) Initiative (initiative), (2) Independence (independent), (3) Insight (insightful), (4) Relationship (relationship), (5) Humor (humor), (6) Creativity (creativity), (8) Morality (morality). Furthermore, according to Henderson (in Desmita, 2014; 203) mentions 12 internal characteristics of resilience, namely a) self-willingness to serve others, b) using life skills including decision-making skills well, decisively, skills controlling in-pluses and problems. solving. c) sociability the ability to be a friend, the ability to form positive relationships, d) have a sense of humor, e) internal locus of control, f) autonomy, independence, g) have a positive outlook on the future, h) flexibility, i) Have the capacity to keep learning, j) self-motivated, k) personal competence, l) have self-respect and self-confidence.

From some of these expert opinions, it can be concluded that the traits and characteristics of a resilient person are having the ability to build positive relationships with others, having control over oneself, being able to take a role in acting independently, diligently, creatively, having good morals. , flexible and have self-esteem and believe in their own abilities.

The Benefits and Importance of Resilience for Students

Resilience that is built from an early age can certainly provide many benefits for himself in the form of success in achieving in school as well as optimal self-development as well as benefits in terms of social relations in the environment around where he lives. For those who are resilient, resilience makes their life strong, meaning that resilience will make a person successful in adjusting to life.

RESEARCH METHODS

The method used in this study is an experimental research method (quasi-experimental). In this experimental study, treatment was given. In this study, the researcher used a quasi-experimental method which discussed and described the effect of task group guidance on student resilience. This study uses a One-Group Pretest-Posttest Design, an experimental design that uses only one group of subjects (single case) and takes measurements before and after giving treatment to the subject. The difference between the two measurement results is considered as 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 of resilience to guidance students before being given group guidance

Q: Providing task group guidance services

X₂: Post-test of resilience after being given a task group guidance service.

Research variable

Independent Variable (X)

According to Sugiyono (2016: 9) independent variables are often referred to as stimulus, redictor, and antecedent variables. In Indonesian it is often referred to as the independent variable. The independent variable is a variable that affects or is the cause of the change or the emergence of the dependent (bound) variable.

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

- 1) Formation Stage
- 2) Transition 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, and consequences. In Indonesian it is often referred to as the dependent variable. The dependent variable is the variable that is affected or 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:

- 1) 1) Emotion Regulation
- 2) Impulse Control
- 3) Optimism
- 4) Causal Analysis
- 5) Empathy
- 6) Self Efficacy
- 7) Reaching Out.

In this study, the population was all students of class VIII MTs Negeri I Gorontalo City. So that the sample in this study was 30 students of class VIII 8, the sample taken was 6-15 people (using the minimum number of sample members for experimental research)

Sample.

According to Sugiyono (2013: 118) "the sample is part of the number and characteristics possessed by the population".

In this study, 15 students of class VIII 8 were determined which were obtained through the results of distributing questionnaires to 30 students of class VII 8. Then processed the data from the questionnaire and selected the lowest percentage of 15 people so that, the total number of participants in the provision of topic group guidance services other duties amounted to 15 people. In taking the sample, the researcher used purposive sampling, which is a determination technique with consideration of a certain sample, in this case the researcher drew a sample with the help of guidance and counseling teachers at MTS Negeri 1 Gorontalo

City. interviews with guidance and counseling teachers at MTS N 1 Gorontalo City. This is expected to represent the population in this study.

Data collection technique

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 complete the research data.

The researcher made a grid of instruments before compiling the questionnaire. Then compose 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, the pre-test was carried out to collect data about Shiva's resilience before being given (treatment) with treatment using a questionnaire. Next, a post-test was conducted for data on collecting student resilience after being given treatment.

Data Collection Tool

The data collection tool used by researchers in this study is a resilience test instrument (questionnaire) which has been developed by researchers based on theory. This questionnaire is intended to obtain an overview of the resilience of class VIII students at MTs Negeri 1 Gorontalo City before and after the treatment.

Research Instrument Analysis

Validity test

Testing the validity of the test is testing the feasibility of a measurement tool to measure what should be measured, as well as to determine the level of validity or validity of a research instrument.

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

$$r_{xy} = \frac{n(\sum xy) - \sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2(n \sum y^2 - (\sum y)^2)\}}}$$

(Arikunto, 2010 :213)

Information :

r : correlation coefficient

x : total score of item X

y total Score item Y

xy : total score (all items)

n : number of respondents

With criteria:

If, r count > r table, then the item is considered valid

If, r count < r table then the item is considered invalid

Based on the results of the validity test, 61 items of valid statements were obtained from the 70 statement items that were tested, namely 1, 5, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69. While the invalid items are 9 items namely 6, 14, 24, 25, 29, 52, 58, 67, 70. Invalid items are discarded, this aims to reduce student boredom in filling out the questionnaire if there are too many items. So that the overall statement items used are 61 for the actual research in accordance with the results of the validity test.

Reliability Test

The reliability test using this method is alpha (Riduwan, 2004: 1 15) by means of the reliability value of calculating the instrument with the following formula:

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum si}{\sum st} \right]$$

Information:

- r : instrument reliability value
 k : number of valid items
 $\sum si$: total variance score each=each item
 $\sum St$: Total variance

Reliabilitas	Kriteria
0,80-1,00	Sangat tinggi
0,60-0,80	Tinggi
0,40-0,60	Sedang
0,20-0,40	Rendah
0,00-0,20	Sangat Rendah

Based on the reliability test in excel, the following data were obtained:

- K = 61
 $\sum st$ = 11496,9
 $\sum si$ = 366,86

So

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum si}{\sum st} \right]$$

$$r = \left[\frac{61}{61-1} \right] \left[1 - \frac{366.86}{11496.9} \right]$$

$$r = \left[\frac{61}{60} \right] [1 - 00.31]$$

$$r = (1.0167)(0.9680905288)$$

$$= 0.9842576406$$

$$= 0.98425$$

(sangat tinggi)

Data analysis technique

Data Normality Test

The normality test of the data was conducted to determine whether the data obtained by the researcher was normally distributed or not. To test the normality of the data, the Liliefors test was used (Sudjana, 2005: 466).

With the Testing criteria that:

If $Lo < LList$, then the data is normally distributed

If $Lo > L List$, then the data is not normally distributed

Hypothesis testing

The hypothesis test used is the t-test (Sudjana, 2005:239), with the following formula:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Information:

- X1 = first sample mean
- X2 = second sample mean
- S = combined variance
- n1 = first number of samples
- n2 = second number of samples

The hypothesis test used is the t-test with the following criteria:

H₀ is accepted if t_{count} ≤ t_{table} H_a is rejected, meaning that the result is not significant.

H₀ is rejected if t_{count} > t_{table} H_a is accepted, meaning the results are convincing or significant. With the test criteria:

The hypothesis was tested with a significance level of 5% and d.f. = n - 1

The results of data normality are used in determining the selection of test statistics to be used in testing the research hypothesis. The average score after administration in the treatment results using group guidance, the topic of the task was tested using t-test statistics. Hypothesis testing was carried out with the SPSS version of the statistical application

23.0 with the statistical formula as follows:

H₀ : μ₁ = μ₂ : there is no difference between pre-test and post-test, in that there is no effect meaning: Guidance of Task Topic Groups on Student Resilience at MTS Negeri I Gorontalo City.

H_a : μ₁ ≠ μ₂ : there is a difference between pre-test and post-test, in the sense of: the effect of Task Topic Group Guidance on Student City Resilience I at MTS Negeri Gorontalo.

RESEARCH RESULT

Based on the results of data analysis, it can be concluded that there are significant changes in student resilience after the implementation of task group guidance activities. This can be seen in the difference in the results of the scores before treatment (pre-test) and the results of scores after the treatment (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 figure of deviation that indicates that the resilience of students is assumed to be low. By being given treatment or treatment to students through task group guidance services for eight treatments with different problem topics and by using changing techniques, it can then be seen that the post-test score results increased the average score to 197.73 and standard 24,297. This means that after the service guidance was given, the task group on resilience in grade VIII MTs Negeri 1 students experienced a change in the city of Gorontalo compared to before the treatment.

This means that the hypothesis that the influence of "there is a reading of task group guidance on resilience in grade VIII students of State Mts 1 Gorontalo City" can be accepted. The conclusion of the hypothesis above is based on changes in resilience that occur in students or respondents before and after treatment for eight times using various techniques in group guidance. This is in accordance with the conditions encountered by researchers in the field, from the results of pre-test data processing and observation results, the symptoms that arise from initial observations by researchers while providing group guidance services appear to students whose resilience is still low, namely students often feel anxious when facing exams, not optimistic about their

abilities, easily give up when faced with tasks that are considered difficult so that they have difficulty competing and excel in school, are not independent in dealing with problems, and are reluctant to ask for help from the BK teacher when experiencing problems. In line with according to Reivich and Shatte (in Hendriani, 2018: 51-56): Emotion regulation (emotion regulation), Impulse control (impulse control), Optimism (optimism), Causal analysis (causal analysis), Empathy (empathy), Self efficacy (self-efficacy), Reaching out (reach).

During the implementation of the research, when the first treatment was given, there were still some students who were not very active in the discussion, and were hesitant to express their opinions. To handle this so that it does not continue to the next treatment, the researcher always emphasizes the principles and objectives contained in group guidance so that participants better understand the meaning of group guidance itself. At the time of the second treatment, the researcher emphasized and convinced the members to be more active in following the group dynamics because the researchers still saw that there were some who still had difficulty adjusting to the dynamics of the group because they were still hesitant in expressing their opinions. In the third treatment, it appears that 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. This is progress in the group because students are able to actively participate in the group. Until the next treatment continued by using changing techniques with topics related to the problems of resilience experienced by group members until the eighth treatment group members began to be enthusiastic to follow the task group guidance, until some students said that the time for activities was added again.

Group guidance can facilitate students to more easily grasp the problems they face and how to overcome them. Group guidance is one of the service strategies in guidance and counseling to provide assistance to students carried out by BK teachers through group activities that can be useful for preventing the increase or development of problems faced by students, especially interpersonal communication problems at school. Group guidance services provided can be a useful task to increase resilience in students. Moreover, by using different techniques with material that provokes the enthusiasm of students in participating in activities, they can achieve the desired research objectives.

CONCLUSION

Based on the results of data analysis of hypothesis testing from the research that has been done, it can be concluded that group guidance on task topics has a significant influence on student resilience or group guidance on task topics increases effectiveness in resilience in students at MTS Negeri I Gorontalo City. It can be seen from the results of data analysis that the tcount value is 4,546 while from the t distribution list at the 5% significance level, it is obtained $t_{0.95}(14) = 1.76$. It turns out that the price of tcount has obtained another price, or tcount has been outside the area of acceptance of H_0 , so it can be concluded that H_0 is rejected and accepts H_1 .

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