

The Effectiveness of Group Guidance with Problem Solving and Self-Management Techniques to Improve Self-Efficacy

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Abstract

This study was intended to obtain empirical data on the extent of group guidance with problem solving and self-management techniques to improve the self-efficacy of SMP Negeri 34 Semarang students. To do so, the researchers employed experimental method with pretest posttest design, and involved 27 students of SMP Negeri 34 Semarang selected using purposive sampling technique. The results showed that the group guidance with problem solving and self-management techniques were able to improve the self-efficacy of SMP Negeri 34 Semarang students. Further, the implication of the findings of this study are presented in the discussion chapter.

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INTRODUCTION

Self-efficacy is needed to face various problems in learning process. The SEA's program (2004) mentions that students who have low self-efficacy is indicated by lack of confidence, hesitant about their academic abilities, and giving up on achieving high scores. Self-efficacy also holds an important role in the success of students' confidence in their ability to do something for achieving optimal goals. It also equips individuals with different behavior among those who have the same ability because self-efficacy affects choices, goals, problem solving, and persistence.

Self-efficacy also affects individuals in thinking, feeling, doing self-motivation, and acting. Bandura (2003) explains that the right positive feelings about self-efficacy will improve achievement, confidence in self-abilities, develop internal motivation, and enable students to achieve challenging goals. Conversely, negative feelings on self-efficacy result in avoiding challenges, doing things weakly, focusing on obstacles, and preparing for least outcomes.

Baron and Byrne (2003:183) argue that self-efficacy is a trainable and teachable ability, and can be improved using certain techniques. Sukardi (2003:62) say that guidance services enable students to develop their good attitudes, and learning behavior.

One technique that can be used to improve self-efficacy is group guidance. According to Wibowo (2005: 17) group guidance is realized in group activities in which the leader of the group provides information and leads discussion to make his members be more social, and help them to achieve common goals. Through the intensive and dynamic social interactions during the services, the goals of the services are expected to be achieved better (Prayitno, 2004: 307).

Based on the results of an interview with a guidance and counseling teacher in one of public junior high school in Semarang City, the researchers found that the group guidance services have been managed well, but specifically the services have not been directed to

improve self-efficacy of students. In addition, the services were focused on the discussion aimed at improving communicative competencies, social competencies in getting along within a group, and continuing study. Besides, the teacher also revealed some indications of low self-efficacy by the eighth grade students, such as avoiding difficult tasks, having low self-confidence in learning, having no learning spirit, and being hesitant about self-abilities.

Some studies have found that there is a significant relationship between self-efficacy and students' academic performance indicated by the use of problem solving technique to improve self-efficacy. It was showed by the the difference in students' academic self-efficacy before (pretest), and after (posttest) the provision of treatments of 28.4% (Adiputra, 2015). Then, Noviawati, et. Al (2015) found that the implementation of guidance and counseling programs is effective to improve self-regulation, self-efficacy, and academic achievement. Other studies findings also indicate that there is a significant relationship between tasks scores, academic cheating, and academic tasks procrastination based on the level of students' self-efficacy (Jeesoo Leea, 2014)

In a group guidance service, there are several techniques used to improve self-efficacy. One of the appropriate techniques is problem solving. Previous studies found that the use of problem solving method in group guidance is able to improve students' learning motivation (Andriati & Rustam, 2018); communication and interpersonal skills in problems solving are significantly correlated to social self-efficacy and communication skills (Erozkan, 2013); and it was also found that problem-based learning is effective to improve mathematical problem solving, and students' self-efficacy. (Krismayanti, 2018)

Self-management also takes part in improving students' readiness to do academic tasks, and reduce unwanted behavior that can hinder the designated learning objectives. Previous studies about self-management were done by Moore, et. al (2013) found that self-

management method is effective to improve students' motivation to do academic tasks; Ambarsari (2018) found that self-management training is effective to improve learning skills, and self-regulation; and Pravesti (2015) revealed that self-management strategies are effective to improve students' learning habits/

This study concerned about improving students' self-efficacy. Moreover, the findings of this study were expected to clarify that problem solving technique facilitates individuals towards the creation of conducive environment by developing group dynamics as a place to improve students' self-efficacy. In relation to self-management, this study was expected to clarify possible strategies to achieve individuals' goals by directing their behavior correctly.

METHODS

This study used quasi experimental method with pretest posttest design and involved 27 students of SMP Negeri 34 Semarang selected using purposive sampling technique. These respondents were selected randomly by paying attention to the specific characteristic with the aim of being able to answer the study problems. The characteristic was the involvement of junior high school students aged 13-15 years old. Since the subjects were from SMP Negeri 34 Semarang, the samples were taken from this school.

Self-efficacy scale was used as the instrument to collect the data. This scale has 36 statement items, and is designed using likert scale with five answer choices.

In carrying out the study, the researchers followed the following procedures: (1) preparing the instrument of the study: using self-efficacy scale to determine the level of self-efficacy of the subjects at the research site; (2) providing pretest to the experimental group A, experimental group B, and control group; (3) group formation: one group consisted of 9 students of SMP Negeri 34 Semarang. (4) implementing treatments: eight meetings treatment with the time allotment of 40 minutes for each meeting; and (5) providing posttest: to

the experimental group A, experimental group B, and control group after the treatments.

The hypotheses of this study were tested using Kruskal-Wallis non-parametric statistical test. This technique was used to determine the existence of significant differences between two or more groups of dependent variable on independent variable with numeric data scale (interval/ratio) and ordinal scale.

RESULTS AND DISCUSSION

The improvement of self-efficacy was known from the differences in pretest and posttest results. The results of Kruskal Wallis test are presented in the following table 1.

Table 1. Data Description

	Learning Groups	N	Mean Rank
Self Efficacy (pretest)	Problem Solving	9	17.78
	Self Management	9	11.50
	Control	9	12.72
	Total	27	
Self Efficacy (Posttest)	Problem Solving	9	20.67
	Self Management	9	16.33
	Control	9	5.00
	Total	27	

Table 2. The Analysis Results of Kruskal-Wallis Test

	Chi-Square	Df	P
Self Efficacy (pretest)	3.19	2	0.20
Self Efficacy (Posttest)	18.75	2	0.000<0.01

By referring to the above table, the self-efficacy in the problem-solving group gained the mean rank of 17.78 for the pretest, and 20.67 for the posttest. There happened an increase of 2.89. On the other hand, the self-efficacy in the self-

management group gained mean rank of 11.50 for the pretest, and 16.33 for the posttest. Both scores showed that there was an increase of 4.83. For more, the self-efficacy in the control group gained mean rank of 12.72 for the pretest, and 5.00 for the posttest. These score showed that there was a reduction of 7.72.

The results of Kruskal-Wallis test on the self-efficacy level during the pretest gained chi square value $\chi^2(2)$ of 3.187 with the significance of $0.203 > 0.05$. It meant that H_0 is accepted if there were no differences in the pretest scores of the experimental groups. Meanwhile, the self-efficacy level during the posttest gained chi square value $\chi^2(2)$ of 18.75 with the significance of $0.0000 < 0.05$, meaning that H_0 was rejected.

To know the effectiveness of the group guidance with problem solving technique on the improvement of the self-efficacy of SMP Negeri 34 Semarang students, the researchers did a hypotheses test using Wilcoxon non-parametric statistical test to examine 2 paired sample differences.

Table 3. The Results of Wilcoxon Ranks Test on The Level of Self-Efficacy

Groups	z	p
Problem Solving Pre-Post	-2.67	0.008
Self Management Pre-Post	-2.67	0.008
Control Pre-Post	-1.90	0.06

The results of hypotheses analysis based on the above table were as follows: (1) the problem solving group gained Z count of -2.666 with the significance value of $0.008 < 0.05$, meaning that H_0 was rejected, and H_a was accepted. It showed that the group guidance service with problem solving technique was effective to improve self-efficacy, (2) the self-management group gained Z count of -2.670 with the significance value of $0.008 < 0.05$, meaning that H_0 was rejected, and H_a was accepted. It showed that the group guidance service with self-management technique was effective to improve self-efficacy, (3) the control group gained Z count of -1.897 with the significance value of $0.058 < 0.05$, meaning that

H_0 was rejected, and H_a was accepted. It showed that there were no changes in the level of students' self-efficacy in the control group.

Table 4. The Results of Mann Whitney Analysis

	z	p
PS-SM	-1.279	0.084
PS-Control	-3.580	0.000
SM-Control	3.582	0.000

The results of comparative tests among the groups using Mann Whitney formula are presented in the above table. The table shows that the results of PS group (problem solving) – SM (self-management) gained Z count of -1.279 with the significance value of 0.08, meaning that H_0 was accepted. It showed that there was no significant changes in PS and SM groups. Meanwhile, the results of PS group – control group gained Z count of -3.580 with the significance value of 0.000, meaning that H_0 was rejected. The last, the results of SM group – control group gained Z count of 3.582 with the significance value of 0.000, meaning that H_0 was also rejected.

According to the results of Wilcoxon test, and Kruskal-Wallis test, there was significant improvement in self-efficacy of the experimental group A that received problem solving technique treatment, and the experimental group B that received self-management technique treatment. Therefore, the group guidance with problem solving and self-management techniques was effective to improve students' self-efficacy.

Sanjaya (2010: 133) explains that problem solving method can improve students' critical thinking ability. It is because in this method, the students are required to solve the problems they are facing. In this method also, the learning process emphasizes mental process maximally. It not only requires students to listen and take notes, but also involves in thinking activities in order to gain knowledge. It is in line with Djamarah (2006: 92) who states that problem solving method is not just a teaching method, but also a thinking method because this

method can be combined with other methods starting from searching for data until conclusion drawing.

Furthermore, the improvement of self-efficacy with help of the group guidance with self-management was supported by students' participation, and activeness in joining the program enthusiastically. Though this, the group dynamics was expected to arise and assist the improvement of students' self-efficacy.

Merriam & Caffarella (in Knowles, 2003b: 48) define that self-management is a way done by individuals to make effective decisions in achieving goals through planning, attention, concentration, and evaluation.

This study proved that the provision of the group guidance with problem solving and self-management techniques was effective to improve the self-efficacy of SMP Negeri 34 Semarang students. These findings imply that to improve students' self-efficacy, there is a need to facilitate students in planning, improving critical thinking ability, training to solve various problems, making effective decisions, and performing evaluation so that the students experience thinking activities to achieve goals. Further, the findings of this study can be followed-up or developed in order to assist students to obtain optimal achievement..

CONCLUSION

Based on the implementation of the study on the effectiveness of the group guidance with problem solving and self-management techniques on self-efficacy, the researchers made some conclusions: (1) the group guidance service with problem solving technique is effective to improve the self-efficacy of SMP Negeri 34 Semarang students, (2) the group guidance service with self-management technique is effective to improve the self-efficacy of SMP Negeri 34 Semarang students, and (3) there are differences in the effectiveness of the group guidance service with problem solving and self-management techniques in improving the self-efficacy of SMP Negeri 34 Semarang students. In details, self-management technique is able to

control the learning outcomes, and provide learning motivation related to students' self-efficacy. Meanwhile, problem solving technique is able to find various alternative solutions to deal with any obstacles that can hinder academic self-efficacy achievement.

Guidance and Counseling teachers may utilize the group guidance service with problem solving and self-management techniques to improve students' self-efficacy in learning. For more, this study is expected to be a reference for the future studies, and as a basis to perfect the limitations of this study.

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