



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

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Article history:	Abstract:
<p>Received: 26th August 2021 Accepted: 26th September 2021 Published: 3th November 2021</p>	<p>The background of this research is the low of resilience on student's Grade VIII at MTs Negeri 1 Kota Gorontalo. The research aims to determine the influence of task group guidance towards resilience on students. The research finding obtains that the students' resilience at Grade VIII commonly is in low category. This is quasi-experimental research by using "one group pretest and posttest" research design. This research consists of two variables, namely variable X (Task Group Guidance) and variable Y (Resilience) at Grade VIII of MTs Negeri 1 Kota Gorontalo. The population of this research amounts to 391 students. Additionally, this research is conducted with 8 treatments on the member of samples which amounted to 15 students. The sampling technique employs purposive sampling that is a sampling technique with certain considerations. The data collection technique uses a questionnaire technique regarding variable Y (Students' Resilience). The research finding obtains that the average, Value of pretest is 170.07, and the value of posttest is 197.73. The result of the hypothesis test obtains that $t_{\text{obtained}} > t_{\text{table}}$ Of $4.546 > 1.76$. In conclusion, there is an influence of task group guidance towards resilience on students Grade VIII at MTs Negeri 1 Kota Gorontalo.</p>

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 this transitional period.

Conflicts or problems faced by adolescents are quite diverse in their backgrounds, some are caused by family problems, economics, social life, health and others. This will greatly hinder effective daily life, self-potential development and achievement motivation if not resolved immediately. 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.

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 face obstacles and obstacles in life so that later they become resilient.

On the other hand, Suprihatin et al (2019: 284) resilience is the ability to remain stable in maintaining balance 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 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. 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 the trauma found in their lives, so that life can be lived in an effective way everyday, able to develop and explore the potential that exists within and be able to excel and compete in a healthy manner.

Based on the results of processed data obtained by researchers in the initial assessment before giving treatment or before doing treatment at MTs Negeri 1 Gorontalo City, namely by collecting data, namely distributing resilience questionnaires to class VIII students, totaling 30 students which showed that there were 15 people whose Resilience is still low, this is supported through observations and interviews with BK teachers who provide information in the form of symptoms that appear in students whose resilience is still low, namely students often feel anxious when facing exams, are not optimistic about their abilities, give up easily when faced with challenges. with tasks that are considered difficult so that they have difficulty in competing and excel in school, are not yet independent in dealing with problems, and are reluctant to ask for help from the BK teacher when they have problems.

Problems related to the resilience of students must of course get full attention, especially for guidance and counseling teachers, as Guidance and Counseling is an integral part of education which has a major role in increasing student resilience. One of the services that can be used by guidance and counseling teachers to improve the resilience of students in schools is the implementation of task topic group guidance services as one of the programs in schools. Some of the reasons for the selection of task topic group guidance to improve student resilience are (1) The topics of discussion given can be chosen directly by the group leader according to the problems experienced by students, (2) Topics discussed can include areas of personality development, relationships social, and so on.

In addition, the selection of 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) stated that the peer interaction of most school-age children occurs 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) suggests that guidance through group activities is more effective because in addition to a more active individual role, it also allows the exchange of thoughts, experiences, plans, and problem solving.

Furthermore, the task group guidance also includes discussion techniques, question and answer, 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.

RESEARCH METHODS

The method used in this study is an experimental research method (quasi-experimental). In this experimental study, treatment was given using task group guidance which was carried out for eight services to improve student resilience.

The place of this research is at MTs Negeri 1 Gorontalo City which is one of the educational institutions in Gorontalo City. This research was conducted from September to October 2019.

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 One-Group Pretest-Posttest Design, an experimental design that uses only one group of subjects (single case) and performs 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 on students before being given group assignment guidance

Q: Providing task group guidance services

X2 : Post-test of student resilience after being given task group guidance services

According to Sugiyono (2016: 39) independent variables are often referred to as stimulus variables, predictors, antecedents. 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

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

According to Sugiyono (2013: 117) the population is a generalization area consisting of: objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. In this study, the population was all class VIII MTs Negeri 1 Gorontalo City students in the 2019/2020 school year. According to Sugiyono (2013: 118) "the sample is part of the number and characteristics possessed by the population". So that the sample in this study was 30 students of class VIII 8, the sample taken was 6-15 people (using the minimum sample size for experimental research)

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 VIII 8. Then processing the data from the questionnaire and selecting the lowest percentage of 15 people. Thus, the total number of participants in the provision of task topic group guidance services is 15 people. In addition, in taking the sample, the researcher also uses purposive sampling, which is a sampling technique with certain considerations, in this case the researcher draws a sample with the help of guidance and counseling teachers at MTs Negeri 1 Gorontalo City. Determination of the sample from the results of distributing the questionnaire was strengthened by information from observations and interviews with guidance and counseling teachers at 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 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, a pre-test was conducted to collect data about the resilience of students before being given treatment using a questionnaire. Furthermore, post-test was conducted to collect data about student resilience after being given treatment.

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.

Test validity test is testing the feasibility of measuring tools 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:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Arikunto, 2010 :213})$$

Information :

r : correlation coefficient

X : total score of X items

Y : total score of 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, 2,3,4, 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 the number of items in the questionnaire is too many. So that the overall statement items used are 61 for the actual research in accordance with the results of the validity test.

This reliability test uses the alpha method (Riduwan, 2004:115) by calculating the reliability value of 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
 si : sum of the variance scores for each item
 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
 ΣSt = 11496,9
 Σsi = 366,86
 Maka :

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

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

$$r = \left[\frac{61}{(60)} \right] [1 - (0.031)]$$

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

$$= 0.9842576406 = 0.98425 \text{ (sangat tinggi)}$$

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 test criteria that:

If $L_0 < L_{list}$, then the data is normally distributed

If $L_0 > L_{list}$, then the data is not normally distributed

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 = mean of the second sample

S = combined variance

n1 = number of first samples

n2 = number of second samples

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

H0 is accepted if $t_{count} < t_{table}$, Ha is rejected, meaning that the result is not significant.

H0 is rejected if $t_{count} > t_{table}$, Ha 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.b. = n -1

The test results from the normality of the data are used in determining the selection of test statistics to be used in testing the research hypothesis. The average score in the results after giving treatment using group guidance the topic of the task was tested using t-test statistics. Hypothesis testing was carried out using the SPSS version 23.0 statistical application with the statistical formula as follows:

Ho : 1 = 2 : there is no difference between pre-test and post-test, in the sense: there is no effect of Task Topic Group Guidance on student resilience in MTs Negeri 1 Gorontalo City.

H0 : 1 ≠ 2 : there is a difference between pre-test and post-test, in terms of: the effect of Task Topic Group Guidance on student resilience in MTs Negeri 1 Gorontalo City.

RESEARCH RESULTS AND DISCUSSION

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 scores before treatment (pre-test) and scores after treatment (post-test).

The resilience of students before receiving the task group guidance treatment obtained an average score of 170.07 and a standard deviation of 12.814, these numbers indicate that the resilience of 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, it can then be seen that the post-test score results increased the average

score to 197.73 and a standard deviation of 24,297. This means that after being given the task group guidance service on resilience in class VIII MTs Negeri 1 Gorontalo City, there was a change compared to before the treatment.

This means that the hypothesis which reads "there is an effect of task group guidance on resilience in class VIII MTs Negeri 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 are symptoms that appear in students whose resilience is still low, namely: students often feel anxious when facing exams, are not optimistic about their abilities, give up easily 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 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.

a. Impulse control

Impulse control is an individual's ability to control desires, urges, likes and pressures that arise from within.

b. Optimism (Optimism)

A resilient individual is an optimistic individual. Optimism that is owned by an individual indicates that he believes that he has the ability to overcome adversity that may occur in the future.

a. 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.

b. Empathy (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 quite proficient abilities 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.

c. Self efficacy

Self-efficacy interprets a belief that individuals are able to solve problems experienced and achieve success. Self-efficacy is one of the cognitive factors that determine a person's attitude and behavior in a problem.

d. Reaching out

Resilience is not just how an individual has the ability to overcome adversity and rise from adversity, but is also an individual's ability to achieve positive aspects of life after adversity befalls.

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 researchers 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 group dynamics 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 groups. Until the next treatment continued using techniques that varied 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.

The task group guidance services provided can be useful for increasing 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 the data analysis of hypothesis testing from the research that has been done, it can be concluded that the task topic group guidance has a significant influence on student resilience or the task topic group guidance is effective in increasing resilience in students at MTs Negeri 1 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 gets another price, or tcount is already outside the area of H_0 acceptance, so it can be concluded that H_0 is rejected and H_1 is accepted.

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