



Implementing Classroom Guidance using the Problem-Solving Method to Enhance High School Students' Learning Responsibility through Group Games

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ABSTRACT

This study aimed to determine the effectiveness of implementing the problem-solving method through the "Battle of Brain" group game in enhancing students' learning responsibility at SMAN 2 Kediri. The research employed a Guidance and Counseling Action Research (GCAR) approach in two cycles. The research sample consisted of second-year students at SMAN 2 Kediri. The instruments used included a learning responsibility questionnaire and an observation guide. The results showed a significant improvement in students' learning responsibility, with an average increase of 48% in the first and 73% in the second cycles. The findings conclude that classical guidance using the problem-solving method through the "Battle of Brain" simulation game effectively enhances students' learning responsibility. The implication of this study serves as a foundation for developing classical guidance service programs in schools, particularly using problem-solving approaches and group games to improve students' sense of learning responsibility.

KATA KUNCI

Layanan Bimbingan Klasikal;
Metode Problem-Solving;
Tanggung Jawab Belajar;
Siswa SMA;
Permainan Kelompok

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas implementasi metode problem solving dengan permainan kelompok "Battle of Brain" dalam meningkatkan sikap tanggung jawab belajar siswa di SMAN 2 Kediri. Penelitian ini menggunakan pendekatan Penelitian Tindakan Bimbingan dan Konseling (PTBK) yang dilaksanakan dalam dua siklus. Sampel penelitian terdiri dari siswa kelas dua di SMAN 2 Kediri. Instrumen yang digunakan meliputi angket tanggung jawab belajar dan pedoman observasi. Hasil penelitian menunjukkan adanya peningkatan signifikan pada sikap tanggung jawab belajar siswa, dengan rata-rata peningkatan sebesar 48% pada siklus I dan 73% pada siklus II. Kesimpulan penelitian menunjukkan bahwa bimbingan klasikal dengan problem solving dengan permainan simulasi "Battle of Brain" efektif dalam meningkatkan tanggung jawab belajar siswa. Implikasi penelitian ini sebagai dasar pengembangan program layanan bimbingan klasikal di sekolah khususnya dengan pendekatan problem-solving dan permainan kelompok untuk meningkatkan tanggung jawab belajar siswa.

1. INTRODUCTION

The formation of the quality of human resources can be achieved by education. One important factor in determining students' success in implementing education is the ability to take responsibility for learning. Learning responsibility is students' awareness and commitment to carry out their obligations in the learning process with full seriousness and readiness to accept the consequences of their actions (Bariyyah et al., 2018). there are still students who do not have a good attitude of learning responsibility (Umeji, 20245).

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The phenomenon of lack of responsibility also occurs in students of SMAN 2 Kediri. In the observations that researchers have made, some students lack the attitude of learning responsibility. This can be seen from the behavior of procrastinating task completion, lack of motivation to learn, and delay in collecting assignments. This aligns with the results of the Learner Needs Questionnaire (AKPD) that has been launched, which shows that 5.05% of students admit that they still often procrastinate on school assignments or homework. Strengthened by the results of the pretest, students showed that 18% (6 students) were in the high category, 64% (21 students) were in the medium category, and 18% (6 students) were in the low category. This condition is important because it requires treatment and services to improve students' learning responsibility attitudes.

The problem-solving method can be used to develop students. This is supported by Nurjannah's research (2024), which states that problem-solving can help develop students' potential to identify, analyze, and solve problems effectively and efficiently. Another study stated that the problem-solving method could improve students' critical thinking and problem-solving skills (Afganiet al, 2021). Meanwhile, Hasanah et al. (2019) also found that this method can improve students' collaboration and communication skills in service delivery.

The attitude of learning responsibility must be developed as early as possible to develop optimally. In line with Iswantiningtyas & Wulansari's (2019), it is stated that the development of an attitude of responsibility in children must be instilled as early as possible with an approach by their developmental stages. Susanti et al. (2018) showed that the attitude of learning responsibility with academic achievement has a positive correlation for students. In line with this, other studies emphasize that the attitude of learning responsibility can be improved through a student-centered learning approach and considering their unique characteristics (Pratama et al., 2022).

The researcher discusses the problem-solving method in basic services assisted by the "battle of brain" group game, which is attractively packaged in classical guidance services. Integrating problem-solving with group games is expected to attract and create a fun learning atmosphere so that students are more motivated to be actively involved in the service delivery process and can develop an attitude of learning responsibility. Group games encourage collaboration and positive interactions between students. This is reinforced by research by Astuti et al. (2019), which states that group games can increase student collaboration and interaction (Utomo, 2021).

Problem-solving is an intervention that emphasizes problem-solving and alternative problem-solving by using classical guidance services as one of the components of guidance and counseling. It is very relevant to increase the attitude of learning responsibility with the help of a group game, "Battle of Brains," where they are given questions, statements, or cases that must be discussed together. The use of this group game as a means to improve students' critical thinking and reflect on service delivery.

Although many studies have explored various counseling methods to improve students' learning responsibility, limited research specifically examines the problem-solving method integrated with group games, such as the "Battle of Brain," within classical guidance settings. Most existing studies focus on individual counseling or general group activities without incorporating structured interactive games that actively engage students in problem-solving processes. This gap highlights the need to investigate how combining problem-solving techniques with group games in classical guidance can effectively enhance students' attitudes toward learning responsibility.

This study offers a novel approach by applying the problem-solving method through an interactive group game, "Battle of Brain," within the context of classical guidance sessions. Unlike conventional counseling practices, this research integrates experiential learning via simulation games, making the guidance process more engaging and practical for students. This innovative method actively involves students in collaborative problem-solving, fostering their learning responsibility, social interaction, and motivation, which previous research has rarely combined in one intervention.

The primary objective of this study is to examine the effectiveness of implementing the problem-solving method combined with the "Battle of Brain" group game during classical guidance sessions to increase the learning responsibility of students at SMAN 2 Kediri. Specifically, the research aims to measure the improvement in students' attitudes towards learning responsibility through two intervention cycles and to identify how this method influences students' motivation and willingness to complete assignments on time.

2. METHOD

2.1 Research Design

This study employed the Guidance and Counseling Action Research (PTBK) approach, conducted over two cycles. The primary objective was to improve the learning responsibility attitudes of students at SMAN 2 Kediri. The intervention used classical guidance services implementing a problem-solving method combined with a group

game called "Battle of Brain." Each cycle involved four stages: planning, action, observation, and reflection, allowing iterative improvements throughout the study

2.2 Research Subjects

The research was carried out at SMAN 2 Kediri, located at Jl. Veteran No. 7, Mojoroto, Kec. Mojoroto, Kediri City, East Java. This school will serve as a field experience practice site for PPG Teacher Candidates in 2024. The study was conducted during the second semester of the 2024/2025 academic year. The population consisted of all students at SMAN 2 Kediri, with a sample of 33 students. The researcher selected the sample with a recommendation from the school counseling teacher. The Learner Needs Questionnaire (AKPD) supported the choice, which indicated that 5.05% of respondents often procrastinated on assignments. Additionally, a pretest based on a learning responsibility questionnaire adapted from Mahosadhi (2021) showed that 18% of students had low learning responsibility, 64% had moderate responsibility, and 18% had high responsibility. Therefore, this study aimed to enhance the learning responsibility attitudes, particularly in students with lower responsibility scores.

2.3 Data Collection

Data were collected using a learning responsibility questionnaire adapted from Mahosadhi's (2021) research. The classical guidance services intervention was chosen due to its weekly scheduled sessions and flexibility to adapt to the class's dynamics. The intervention consisted of problem-solving activities facilitated through the "Battle of Brain" group game, which engaged students actively in learning

2.4 Data Analysis

The effectiveness of the intervention was evaluated through a three-stage qualitative analysis process: data reduction, data presentation, and conclusion drawing. These steps enabled the identification of success indicators for the problem-solving method in improving learning responsibility attitudes. The success criterion was defined as increasing learning responsibility with a total percentage exceeding 70%. If the improvement was below 80%, the indicator was considered unmet, indicating a need for further cycles or intervention adjustments.

3. RESULTS AND DISCUSSION

3.1 Results

The data found was analyzed, and the level of success of each indicator to be achieved in classical guidance services using problem-solving methods with group games, "battle of brain with a sample subject of 34 students and carried out as many as two cycles, namely cycles I and II and described as follows:

Table 1. Pretest and posttest results

Pre-test	Post-test Cycle I	Post-test Cycle II	Changes
18%	48%	73%	55%

The first stage was the pre-cycle stage, which was carried out to determine students' learning responsibility level by giving a questionnaire on the attitude of learning responsibility to 33 students. The results are known at the pre-cycle stage, where still lack an attitude of learning responsibility, with the results of 6 (18%) students at a high level, 21 (64%) students at a medium level, and 6 (18%) students at a low level from a total of 33 students. This can be interpreted that students lack an attitude of responsibility for learning at school. These results are reinforced by observations that have been made that students appear to lack motivation to learn, some assignments are late in collecting, lazy to do assignments or procrastinate, and additional interviews with counseling teachers where students need more attention.

The final results of the cycle I after measurement and evaluation are successful and effective because there is an increase from the pre-test to the post-test I result carried out after cycle 1. The increase experienced is quite significant, as much as 30%. However, several things have not yet achieved the success indicators, so it still requires a second meeting or cycle to carry out classical guidance using problem-solving and the help of battle of brain group games with a simpler game flow and more detailed discussion sessions. This is expected to add insight to students regarding deeper learning responsibilities

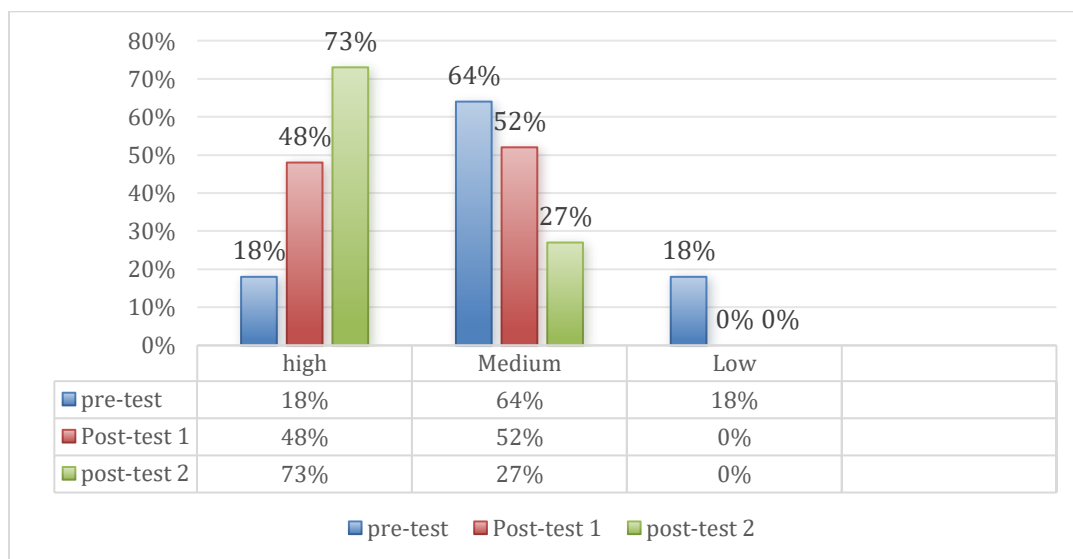


Chart 1. Pretest - Posttest I and Posttest II

The implementation of cycle II obtained significant results from the pre-test and post-test I results. In contrast, in post-test II, 73% of students had a high attitude toward learning responsibility. This is after classical guidance activities using problem-solving with group games, such as "Battle of the Brain," which are packaged more simply. Adding longer discussions can help students better understand and have an attitude of learning responsibility. This is added from the results of observations made by the author, where students look more enthusiastic about participating in classical guidance service activities; they feel more aware of the duties and responsibilities they have to do so that the implementation of cycle II by continuing to use the same method and group games that are packaged more simply makes it easier for students to understand the discussion process and topics discussed together with other groups.

The results of post-test II are described in which 33 students were given classical guidance services and measured by a questionnaire of learning responsibility attitudes; there were 24 students in the high category, nine in the medium category, and no in the low category. Then, for the results of the process evaluation sheet for the cycle I, six students did not understand the attitude of learning responsibility. In cycle II, there were no students in the low category. It can be concluded that applying the problem-solving method with the group game "Battle of the Brain" can improve the attitude of learning responsibility.

The results of research conducted with II cycles at SMAN 2 Kediri showed a significant change in the results of the provision of classical guidance services using problem-solving methods with group games, "battle of the brain" to improve the attitude of learning the responsibility of students at SMAN 2 Kediri. This can be proven by an increase in the results of the implementation of Cycle I and Cycle II, where initially there were six students in the high category, and in Cycle I increased to 16 students, and in Cycle II increased to 24 students. This category was measured using a questionnaire on the attitude of student learning responsibility. This measurement showed an increase of 55% from pre-cycle to cycle II.

3.2. Discussion

Classical guidance services provided to students were carried out in two cycles, each meeting lasting 45 minutes. Each intervention is carried out by the stages of the problem-solving method of guidance and counseling to improve the attitude of learning responsibility of students. Problem-solving that is applied can develop the potential of students who can identify, analyze, and solve problems effectively and efficiently to have a better impact (Nurjanah, Dkk, 2024). It can also help to increase the learning responsibility of students. Suwardi explains in (Bariyyah, 2018) that learning responsibility is an obligation owned by students to carry out their duties, namely learning, which is an effort process based on certain practices or experiences to gain new skills or behavior by accepting all consequences with full awareness and willingness. Using problem-solving methods to increase learning responsibilities can help students understand and analyze the learning responsibilities of students more deeply.

Implementing the problem-solving method in classical guidance at SMAN 2 Kediri had visible impacts, such as creating a more active and efficient learning atmosphere. Students actively participated in service delivery activities because they listened to the theory delivered, actively discussed it, and sought a way out of the case given. Another skill that emerges in this activity is thinking critically and efficiently. In line with research (Nugraha et al., 2017), problem-solving methods can improve students' critical thinking skills. Sutirna (2019) found that classical problem-solving guidance improved critical thinking, such as analyzing, evaluating, and making decisions.

The use of the problem-solving method with the group game "battle of brains," which was carried out in the first cycle, showed that students were actively participating in activities, indicators of achievement such as students can answer cases that have been given regarding timely completion of assignments, awareness in improving learning outcomes, being able to give and maintain learning commitments. This is reinforced by the research results by Rahmawati et al. (2020), where implementing problem-solving methods in classical guidance can increase students' willingness to take responsibility for their academic success and failure. In addition, Puspitasari & Hidayati's research (2019) found a significant increase in completing assignments on time, preparing for exams, and consistency in learning after students attended a classical guidance program with a problem-solving approach.

However, some things are still lacking in cycle I, such as the discussion carried out at the first meeting, which is still considered less detailed, and some students are still confused about the case being discussed. Therefore, the author conducted cycle II, which further strengthened the discussion process with the problem-solving method and the use of the group game "Battle of Brains." Improvements occur often based on the results of observations, evaluations, and follow-ups from the first cycle. The results showed that cycle II students met the criteria for the set indicators. These results are supported by Nurihsan's research (2019), showing that problem-solving-based classical guidance effectively improves indicators of learning responsibility, such as timeliness in collecting assignments, independence in examinations, and seriousness in participating in learning. Another study also stated that the attitude toward learning responsibility increased by 32.5% in the experimental group compared to the control group (Saputra et al., 2020).

When reflection is carried out, the attitude of students that they show is an attitude that already understands the attitude of learning responsibility that they must have. This can be seen from the observations, evaluation of the process, and results where students can solve problems, discuss and understand the attitude of learning responsibility well. The success of this study, which uses the problem-solving method with the group game "Battle of the Brain," provides a systematic framework for understanding and solving problems regarding the attitude of learning responsibility. The "battle of brain" group game provides opportunities for students to think creatively and critically about the problems given to find problem-solving and alternative solutions to the lack of an attitude of learning responsibility, which includes cognitive, affective, and psychomotor aspects in a balanced manner. This is in line with what the author did, namely conducting two cycles in which there are stages of reflection, evaluation, and follow-up, which contribute significantly to increasing the attitude of learning responsibility.

The problem-solving method is a learning approach that emphasizes developing students' critical and analytical thinking skills in facing and resolving problems. In classical guidance, this method helps students become more responsible for their learning process and outcomes through systematic steps such as identifying problems, selecting strategies, and evaluating solutions (Astuti, Sunarno, & Sudarisman, 2019). Problem-solving also enhances students' ability to manage time and resources effectively, which fosters learning responsibility (Rahmawati, Mulawarman, & Purwanto, 2020).

Using group games as a medium in classical guidance provides a more interactive and enjoyable learning experience, increasing students' motivation and engagement. Group games like "Battle of Brain" stimulate cooperation, communication, and collective decision-making, supporting learning responsibility attitudes (Widayati & Nur, 2021). Additionally, this method allows students to directly experience the consequences of the decisions they make within the group, strengthening their awareness of the importance of participation and responsibility in learning (Susanti, Wibowo, & Mulawarman, 2020).

In implementing classical guidance, integrating the problem-solving method with group games is carried out through planning, action, observation, and reflection cycles, allowing guidance counselors to monitor and evaluate the continuous development of students' responsibility attitudes (Nurihsan, 2019). The reflection and feedback provided during this process are crucial for helping students understand their strengths and weaknesses and encourage positive behavioral changes (Mahosadhi, Suarni, & Dharsana, 2021). With this approach, classical guidance becomes a means of delivering material and a medium for student character development and life skills enhancement.

4. RESEARCH IMPLICATIONS

This research implies that the attitude of learning responsibility of students is important to be owned and developed by every student in the school environment. Developing the attitude of learning responsibility requires the right method in its implementation. This research can benefit developing the scientific field of guidance and counseling, especially classical guidance services with problem-solving methods using group games to increase students' learning responsibilities. This is a safe novelty that the use of problem-solving methods with group games is new and combines fun learning to suit the needs of students and is easily accepted by students. So, the methods and group games implemented are effective for increasing understanding of students' learning responsibility attitudes.

5. CONCLUSION

Based on the research results described above, the attitude of learning responsibility students has increased significantly from the pre-test, which states that there are still students in the low category and only a few students in the high category. Meanwhile, the results of post-test I and post-test II stated that the results of the provision of classical guidance services using the problem-solving method with group games experienced a significant increase; this was reinforced by the results of observations and interviews conducted by researchers with students, counseling teachers (Pamong teachers) and homeroom teachers where students were felt to have improved from increased learning outcomes, motivation to do assignments, and homework that was on time in its collection.

Therefore, several things become suggestions to be considered by various related parties. Namely, the researcher provides suggestions: (1) guidance and counseling teachers provide classical guidance services according to what is needed by students and the use of media or games that make students interested in participating in services; (2) for schools, it is hoped that this research can be input and reading material to develop kinds of services and methods and techniques used for the problem of lack of attitude of learning responsibility. (3) for further researchers, this research can be an additional reference, reading material, and comparison in implementing problem-solving methods in classical guidance to improve students' attitudes toward learning responsibility.

Based on the findings of this study, it is recommended that future research explore the long-term effects of the problem-solving method combined with group games like "Battle of Brain" on students' learning responsibility across different grade levels and school settings. Additionally, further studies could compare this approach with other interactive or counseling techniques to identify the most effective strategies for enhancing students' motivation and responsibility. Investigating factors influencing individual differences in response to this method, such as student background and learning styles, would also provide valuable insights to tailor interventions effectively.

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AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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