



Problem Profile of Junior High School Students in Grade VII

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Abstract

This research aims to identify and understand various problems faced by seventh-grade junior high school students. The research used a quantitative descriptive approach with a sample size of 160 students from a total population of 320 grade VII students. The sampling technique used is random sampling, meaning each member of the population has the same chance of being selected as a sample. Data collection was conducted using an instrument in the form of a Problem Checklist. The results of the data analysis show that the most dominant problem is in the field of learning with a percentage of 29.27%, followed by the career field at 27.83%, the social field at 25.92%, and the personal field at 16.97%. These findings indicate that grade VII students tend to experience greater difficulties in academic aspects and career planning. Therefore, attention is needed for specialized and more intensive guidance approaches in the areas of learning and careers in order to support the development of academic potential and students' readiness to face future challenges. However, providing guidance services in the social and personal fields is still necessary to support character development, social interaction skills, and the psychological well-being of students.

Keywords: adolescent problems, junior high school student problems relationship; self-efficacy; creativity; implementation of learning innovations; teacher

1. Introduction

The National Education System is the basis for the implementation and reform of education as stipulated in the Law of the Republic of Indonesia Number 20 of 2003 discussing the vision, mission, functions, and objectives of national education, namely to realize education that has quality, and the process is relevant to the needs of each individual community and its realization can be competitive in facing life in this era of globalization. The main capital in following the current global competition is education, through this education the main goal is to form individuals who are competent in their fields, especially facing the development of information and communication technology will be realized (Juniartani, et al., 2017). The implementation of quality education is caused by the main factor that supports education, namely educators, teachers who are the main benchmark for the running of an education.

Guidance and Counseling is one of the main support systems in meeting the development needs of students as a whole, both in terms of personal, social, learning, and career aspects. The Minister of Education and Culture Regulation Number 111 of 2014 explains that Guidance and Counseling is a systematic, objective, logical, and sustainable effort and programmed activities carried out by counselors or BK teachers to facilitate student development in achieving independence in their lives (Alam et al., 2023). This statement aligns with Sukatin et al. (2022), which states that the provision of Guidance and Counseling aims to

help individuals find their personality so they can understand their advantages and disadvantages, accept and respond positively, and develop and actualize themselves further in social life.

Guidance and Counseling can be implemented optimally through several stages, including the initial stage, core or implementation stage, and final stage or evaluation. In the initial stage, the guidance and counseling teacher can create a problem mapping, as is the case with conducting observations and utilizing various instruments, namely surveys or questionnaires related to personal, social, learning, and career areas. Furthermore, analysis is carried out on the results obtained from the initial stage. This aims to be used as a reference in preparing the service plan that will be given to students. At the core stage, BK teachers can utilize various methods and media based on the problem topics experienced by students. After the service is given, the BK teacher can carry out an evaluation and reflection to ensure that the service is in accordance with its objectives and on target (Hidayah et al., 2023).

In this study, to ensure that the services provided are appropriate targets, researchers need to conduct a needs assessment first on the participants. One type of needs assessment that is considered able to determine the conditions and identify student problems is the Problem Checklist (Purwanto and Laras, 2022). The implementation of the Problem Checklist aims to assist the workforce educators, especially BK teachers, in revealing a problem that is being experienced or what students have experienced based on statements regarding personal, social, learning, and career areas (Divinubun and Mahaly, 2021).

Based on research conducted by Divinubun and Mahaly (2021), it was found that the use of the Problem Checklist application was very helpful for BK teachers to obtain information on students who have personal, social, learning, and other career problems. Another study by Damanik et al. (2024) stated that the use of the Problem Checklist helped researchers analyze problems related to personal and professional fields, as well as social experiences experienced by students. Furthermore, research from Arliani (2018) revealed that the Problem Checklist can help researchers know how and what are the causes of learning difficulties experienced by students at SMP Negeri 18 Banda Aceh. Then, research from Pribadi et al. (2024) stated that the Problem Checklist can identify high school students' problems related to several areas of life, namely health, economy, hobbies, beliefs, future, school, studying, exams, etc. Thus, the Problem Checklist has proven to be useful in assisting BK teachers in identifying and analyzing various problems experienced by students in various aspects of life.

Based on the statement above, the researcher will conduct research to analyze the problem areas of students at SMPN 20 Malang through the Problem Checklist. By knowing the problems that students often experience, the Guidance and Counseling Teacher, together with the school and other schools, can develop more comprehensive Guidance and Counseling service programs that are effective and on target. Therefore, it is very likely that these efforts will have an impact on improving students' psychological well-being and readiness to learn. Thus, it is hoped that this research can be a reference in analyzing the field of student problems and the provision of Guidance and Counseling in accordance with real conditions in the field.

2. Method

The method used is quantitative descriptive research with one of the methods. The use of data collection techniques in this method uses DCM. The population in this study was

grade VII students with a total of 160 students from 320 students. The sampling technique used was random sampling, where each member of the population has an equal chance to be selected as a sample. The results of the data analysis used in the findings then present the data in the form of a percentage table and then interpret it for a conclusion. The data collection techniques used in the findings began with the distribution of a DCM questionnaire covering four basic areas that had been developed by guidance and counseling teachers from the school. The instrument used in this finding identifies the problems experienced by seventh-grade students at SMP Negeri 20 Malang City.

3. Results and Discussion

3.1 Result

Table 1. Percentage of Student Problems

No.	Field	Frequency	Percentage
1.	Personal		16,97%
2.	Social		25,92%
3.	Study		29,27%
4.	Career		27,83%
Total		160	100%

Based on the results of the analysis in the table above, it states that there are two areas, the areas of study and career, that are considered urgent. The percentage of areas of study in the table reached 29.27%, where the most common problems are related to the lack of comfort when studying alone, feeling bored or even sleepy while studying, and only being aware of studying when the exam is approaching. Meanwhile, the percentage of career fields in the table reached 27.83%, where the most common problem is related to the emergence of anxiety and excessive worry about the future, for example, feeling afraid of not being accepted into school or further studies.

The other side, the other two fields, such as the social field and the personal field, included lower levels. The percentage of social fields in the table reached 25.92%, where the most common problems were related to a lack of courage when speaking in public, the emergence of doubts in expressing opinions, and it takes a long time to adjust to a new environment or place. Meanwhile, the percentage of personal fields in the table reached 16.97%, where the most common problems were related to difficulty interacting with the opposite sex, lack of trust in other people, and easily feeling pessimistic and insecure. Basically, all four fields are necessary to support the progress of each student. However, the situation on

the ground shows that students' needs are greater focus on improving learning abilities and career planning.

Table 2. Dominant Student Problems

No.	Interpretation	Permasalahan Dominan	Frequency	Percentage
1.	Career	Concerns about not being accepted into the dreamed-of further studies	113	70,62%
2.	Learning	Awareness to study only when approaching exams	86	53,75%
3.	Career	Anxiety in thinking about the future	85	53,12%
4.	Social	Feeling nervous when meeting strangers	78	48,75%
5.	Learning	Feeling bored and sleepy during selfstudy	74	46,25%
Total			160	100%

Based on the data in the table above, it shows that there are 113 students who admitted to feeling worried if they were not accepted at the level of education they wanted to pursue. This indicates that there is considerable pressure regarding the future. Then, as many as 86 students felt motivated to learn only when approaching the exam, indicating that study habits have not yet been formed properly. In addition, 85 students felt anxious when thinking about the future, proving that there is uncertainty in planning life after graduation. Furthermore, 78 students felt nervous when they had to interact with strangers,

which can be an obstacle for them in socializing in a new environment. On the other hand, 74 students easily felt bored and sleepy while studying independently, which of course has an impact on the effectiveness of their learning. Several conditions stated that there are various challenges from an emotional and social perspective, as well as academic problems experienced by students, so that special attention and handling are required to support their development more holistically.

Discussion

Analysis of the results of learning problems in grade VII students shows that most students experience a lack of comfort when studying alone, easily feeling bored or even sleepy while studying, as well as learning awareness only when approaching the exam, with a percentage reaching 29.7%, which is the highest level compared to the other three aspects. The possibility that triggers the emergence of the cause of the problem can be divided into two factors: intrinsic and extrinsic factors. Intrinsic factors include a lack of motivation to learn and psychological conditions such as low self-esteem in students, which can influence the causes of difficulties in learning. Meanwhile, extrinsic factors are related to the conditions of the learning environment, such as an uncondusive family, school, and community environments that can also influence concentration and trigger a decrease in students' learning motivation. Therefore, efforts that can be made by BK teachers to identify learning difficulties in students is through individual counseling. The use of behavioral counseling is believed to provide positive reinforcement and significant changes for students who experience learning difficulties. Behavioral counseling focuses on the behavior (actions) carried out by the client, deciding on the form of rewards to encourage clients to take action, and giving consequences to prevent the client from carrying out undesired actions.

Based on the learning difficulties experienced by grade VII students in this research, modeling and positive reinforcement techniques can be focused on as an effort to increase the desire to make changes in students. In modeling techniques, this indicates a change in the learning process through observing others, and change can occur through imitation. There are three types of models in modeling techniques that can be used for increasing self-change, one of which is the symbolic model. This model is presented through written materials, audio, video, film, or presentation slides. In addition to modeling techniques, techniques from Behavioral Counseling that can also be used to improve student self-change include positive reinforcement techniques, which increase pleasant reinforcement after the behavior. In addition to the application of behavioral counseling techniques to overcome student difficulties in learning, guidance and counseling teachers must also establish cooperation with related parties in the school environment, such as class guardians, subject teachers, and students

themselves, so that the implementation of guidance and counseling can run smoothly and is expected to prevent and handle study difficulties.

Furthermore, in the results of the career field analysis, the problems experienced by students include the emergence of excessive anxiety and worry about the future. The percentage of career fields shows 27.83%, indicating the second highest ranking. Factors that cause this problem include academic pressure, such as competition for grades between students, changes in physical conditions such as experiencing puberty, and the influence of the family and social environment. The use of individual counseling by implementing cognitive counseling using a cognitive-behavioral therapy (CBT) approach has been found to be effective in addressing a variety of psychological problems experienced by humans, including anxiety and excessive worry about the future.

Eventually, the results of the analysis show that social and personal aspects occupy the lowest ranking compared to the other two aspects. The percentage of problems in the social aspect reached 25.92%, while the personal aspect was 16.97%. However, both aspects still require guidance services to support emotional development and strengthen self-identity and students' social skills. Therefore, Guidance and Counseling in schools need to be designed systematically and structured to help students develop optimally, both in personal aspects and in facing academic challenges.

4. Conclusion

Based on the explanation above, it can be concluded that grade VII students at SMPN 20 Malang City experienced difficulties in the fields of learning and careers, especially related to anxiety about facing the future and lack of motivation to learn. The cognitive behavioral counseling (CBT) approach is considered effective in helping students recognize and change irrational thought patterns to become more rational and adaptive. Modeling techniques and positive reinforcement can also be applied to increase positive behavior and student learning motivation through providing real examples and awards or appreciation. On the other hand, although the personal and social areas show a lower percentage of need, attention is still needed to support emotional development and students' social skills. Therefore, Guidance and Counseling at schools need to be structured to help students develop effectively and optimally in facing academic challenges.

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