

The Role of Group Counseling Service Using Brainstorming Technique in Improving Students' Learning Independence

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Abstract— This research aimed to improve learning independence through group counseling service using brainstorming technique in the 8thC graders of SMP N 2 Gondangrejo. The methods of collecting data used were observation, interview, and documentation. The subjects of research were the 8thC graders of SMP N 2 Gondangrejo, consisting of 10 students. The result of early observation showed that students' learning independence was still low. Then, group counseling service was administered using brainstorming technique encompassing four stages: formation, transition, main activity, and concluding in six meetings. The students tended to be silent when the teacher gave them an opportunity of questioning during learning process, some students still made jokes with friends excessively during attending the learning in the class, and some students still cheated when the teacher assigned tasks and during examinations, and some students still made truancy and felt bored in the classroom. After group counseling service with brainstorming technique given to students, it could change the students' independence attitude into the better one. The students seemed to be more active, to learn independently in expressing opinion, to be open, to make decision appropriately, to improve and to develop conception on themselves, others, and their environment. Thus, group counseling service with brainstorming technique plays an important role in helping students improve their learning independence.

Keywords—*learning independence, group counseling*

I. INTRODUCTION

Every individual enters into education realm to be students, so it is required to implement learning methods that are different and better than those at the previous levels. The students are required to learn more independently. It is consistent with the objective of education, as included in Chapter II Article 3 of Law No.20 of 2003 reading "National Education functions to develop ability and to create character and civilization of a prestigious nation in the attempt at intellectualizing the nation, aiming to develop the students' potency to be human beings that believe in and are devout to the One and Only God, have noble characters, are healthy, smart, competent, creative,

and independent, as well as become democratic and responsible citizens." The objective of education indicates that the students' independence is expected to be created through education. The character of students' independence is reflected on self-regulated learning they have.

Everyone, mainly student, should have self-regulated learning in various activities conducted, particularly learning. It is because the presence of self-regulated learning will change an assumption that the factors determining an individual's success are not only self-potency and environment, but also the individual's capability of designing himself the strategy of improving potency and of managing conducive environment. So, in self-regulated learning, each individual is required to have high consciousness of the potency he/she has, and then to understand how to utilize the potency to achieve the objective.

Guidance and counseling, as an integral part of education system, plays a central part in improving self-regulated learning. The objective of guidance and counseling is included in the students' independence standard competency containing a variety of developmental aspects [1]. In this context, one strategy that can be done in students' learning is group counseling. Group counseling is guidance and counseling service enabling a number of students to obtain a variety of materials from group leaders or certain informants together through group dynamics and discuss together certain subject matters useful to support their understanding and daily lives, both as an individual and learner, and as a matter of consideration in decision making. Furthermore, the opportunity of expressing opinions, ideas, and reactions can be very valuable to students. It is a reciprocal opportunity that is a dynamic of group life benefiting its members [2].

Group counseling is intended to build and to develop responsibility, self-confidence and ability of directing and managing the self to learn effectively. Davis [3] added small groups to provide an opportunity of explicit discussion and reflection

promoting metacognition and self-regulation. Those small groups can be group counseling service that can be conducted to improve self-regulated learning. The elaboration above presupposes that group counseling is used as an intervention media to improve students' self-regulated learning.

Considering the phenomenon in the field, information obtained from a teacher shows that students have not had learning independence completely. It can be seen from the apparent problems faced by students in the class, (1) not being sure with their own abilities, (2) coming late, (3) having no sense of responsibility in doing the assignments, (4) not enjoying classes, (5) not being able to learn independently, (6) cheating from their friends' work during the assignments and the tests, as well as (7) wanting to end their learning activities quickly. The phenomena above represent that students' learning independence has not been visible and is still low. The results of the preliminary study in SMP N 2 Gondangrejo shows that the students' self-regulated learning level is still low. It can be seen from: (1) coming to school late, (2) not completing the school works with the excuse of being left at home, cheating during quiz, (4) utilizing inadequately the library facility as learning source, (5) and some students stating that learning at school will not affect their achievement, because of negative stigma about them out of school. Considering the result of interview with guidance and counseling teacher regarding self-regulated learning, the data of the 8th graders consisting of 120 students show: 30% of students with high, 45% with moderate, and 55% with low self-regulated learning.

In reality, guidance and counseling service contributes positively to students' learning independence at school. Hidayati's [4] study found that group counseling with control stimulus technique can improve students' learning independence. Group counseling service is used in improving self-regulated learning because it can serve to develop students' skill. This self-regulated learning is one of the learning skills and the development of individual learning attitude.

The behavior related to students' self-regulated learning can be identified as follows: students learn lazily because of less joyful learning and because they prefer doing other activities out of learning such as watching television, playing gadget, and interacting with their peers, have no certain learning schedule out of school, tend to learn when quiz will be held or when there is homework, make notes of the lessons lazily, have no initiative to ask question to teacher or peer when they do not understand the lesson, often learn at night and feel sleepy during learning.

Considering the problem identification above, the problem of research can be formulated as follows: What is the role of group counseling service in

improving learning independence in the 8th C graders of SMP N 2 Gondangrejo?

The attempt of helping individual improve learning independence requires the administration of group counseling service with brainstorming technique. Thompson and Poppen [5] suggest the form of group discussions such as class discussion, brainstorming, playing, description, and role playing. One of the techniques usable to improve self-regulated learning is brainstorming. Ayan [6] states that brainstorming is an efficacious strategy utilizing the strength of group. It is in line with Winkel and Hastuti [7] arguing that the objective of group counseling service is to support personal and social developments of individual group members. Meanwhile, the objective of current research is to find out the role of group counseling service with brainstorming technique in improving learning independence in the 8th C graders of SMP N 2 Gondangrejo. Considering the problem identification above, the problem limitation of research is as follows: The role of Group Counseling Service with Brainstorming Technique in Improving Learning Independence in the 8thC graders of SMP Negeri 2 Gondangrejo.

II. METHOD

A. Participants

This research took place in SMP N 2 Gondangrejo. This location was chosen based on the following criteria: (1) the data needed could be obtained easily in this location, and (2) communication could be established with the school management easily. The subjects of research were the students of SMP N 2 Gondangrejo. In this research, group counseling service was heterogeneous in nature, in which the students became the members of the group with different sex and characteristics, consisting of 8 boys and 2 girls. Meanwhile, the teacher acted as a collaboration partner in implementing group counseling service with brainstorming.

B. Procedure

This study was a descriptive qualitative research study. The data for the descriptive research is the one expressed in the form of words, chart, figure, and photographs. The data of research was collected from several sources: informants consisting of teachers and the 8thC graders of SMP N 2 Gondangrejo and the place where the activity of providing group counseling service was conducted with brainstorming technique.

Data validation was carried out using triangulation method. Triangulation variables used in this study consisted of technique and source triangulations. It was conducted because in this research the data was collected using brainstorming technique, documentation, and observation on the sources

including the Guidance and Counseling teacher and other students. Source triangulation was conducted by rechecking the data obtained from the two sources to draw a conclusion about the action result.

C. Data Analysis

Data analysis was conducted using descriptive qualitative data analysis technique, with Miles and Huberman's model. The illustration above can be explained as follows: (1) Data reduction is summarizing, sorting the basic points, focusing on important matters, thus the reduced data will give clearer representation to the author to collect further data, and find it if necessary. Data display provides logical arguments referring to internal conclusion drawing and the validity of analysis result is determined by a complete data display. (2) Data presentation stage is a descriptive information in the form of a complete narration to enable conclusion drawing. Data display is conducted based on the basic points existing in data reduction presented in understandable sentences and language taken logically and systematically. (3) Conclusion drawing and verification is the stage from which the conclusion of research can be expected along with the new finding that has never existed before. The finding can be a description of an object that is still vague previously and become clearer after the study, including causal or interactive relation, hypothesis or theory.

III. RESULTS

This research studies the improvement of learning independence through group counseling with brainstorming technique in the 8th C of SMP Negeri 2 Gondangrejo. During the research, the problems found were: students were not sure with their own abilities, students often came late, students did not have a sense of responsibility in doing the assignments, students did not like to stay in the class, could not learn independently, students often cheated from their friends' work during the assignments and the tests, and the students always wanted to end their learning activity quickly. The problems above arose because the students got inadequate knowledge on good learning independence.

The data obtained from the Guidance and Counseling teacher and subject teacher indicate that the learning independence is still low in some students in the 8th C grade of SMP N 2 Gondangrejo. Therefore, the author and Guidance and Counseling teacher selected 10 students with low levels of learning independence as the members of the group in providing group counseling service using brainstorming technique. It is intended to enable the students to improve their learning independence through this particular counseling service.

From the result of interviews with both guidance and counseling and subject teachers, it was found that the students had low learning independence, as

indicated with their attitudes during attending the learning in the class. Some students tended to be silent and to ask for explanation reluctantly when they did not understand the material delivered and even made jokes excessively. When neglected, it would impact on the students' development because they had good and fair academic achievement. Therefore, the author would provide group counseling service with brainstorming technique to lead the problematic students to the better development, particularly in improving their learning independence.

The group counseling service with brainstorming technique was conducted from January 15 to February 28, 2018. The treatment given was group counseling service with brainstorming technique. The objective of treatment was to improve the students' learning independence value. The treatment was conducted in six meetings, each of which was in 45-minute duration with the following materials: how to improve learning independency, conception in self identification, how to learn effectively and efficiently, how to manage the time, the importance of learning discipline, learning motivation, and self confidence. Every meeting in group counseling service with brainstorming technique involves four stages: formation, transition, activity, and concluding.

In details, the stages are explained as follows:

1. Formation
In this stage, the guidance and counseling teacher exchanged greetings, led prayer before attending the service, asked the condition of participants, introduced and revealed the identity of group members.
2. Transition
In this stage, teacher delivered the basic regulation of brainstorming implementation, delivered the objective of service and explained a little about the topic or material to be discussed.
3. Activity
In this stage, the guidance and counseling teacher opened the question session if there was something unclear, the students discussed the material delivered in small groups established previously, and then each group was assigned to describe the development of material discussed and to present the result of group discussion before the class in turns, while other groups responded to the presentation, and evaluated the strength and weakness of ideas discussed.
4. Concluding
In this stage, the group chose the solution considered as the best one and consistent with the material discussed and reflected the result, every student wrote on the prepared papers, and the guidance and counseling teacher drew a conclusion about the material and made a contract for the next meeting.

TABLE I. RESULT OF GROUP COUNSELING SERVICE WITH BRAINSTORMING TECHNIQUE

Name of Students	Before group counseling	After group counseling
BR	a. Students feel bored during the learning process b. Students do not work on the assignments frequently c. Students cheat frequently	Students begin to be calm and to feel comfortable during learning process and try to be responsible for doing assignments including homework and quiz
DI	In the learning, the students are originally passive in the class, and when the teacher asks them some question, they cannot answer it.	Students have begun to be active and vigorous in the learning process in the class.
DR	Students always make noise in the class and pay less attention to teacher's direction	Students have been able to sit down calmly in the class and begun to ask question
DS	Students are often truant and do not work on the school work	Students begin to be interested in and willing to work on any assignment
YP	Students focus their concentration difficultly and feel bored during the learning.	Students begin to be interested in any learning, as indicated with the students who are willing to ask questions and to give input
R	Students have no self-confidence in working on the assignments and exam problems thereby they cheat others' work	Students begin to be confident in their own work
SDF	Students make a note lazily and rarely read book at home	Students have begun to note important matters delivered by teacher during the learning process.
EN	Students are passive and not willing to ask question and to express opinion when the teacher tells them to do so	Students begin to be active and to ask question and to give input, despite imperfection
RGP	Students feel bored during learning process and are truant frequently.	Students begin to enjoy the learning process and to attend the learning actively.
SA	Students work on the assignment rarely, understand the lesson difficultly, and come late frequently.	Students have begun to be interested in learning and working on their assignment independently.

IV. DISCUSSION

The improvement of learning independence in the 8th C graders of SMP N 2 Gondangrejo in attending group counseling service with brainstorming technique has been implemented as planned. The group counseling service that was implemented in six meetings produced a variety of data about the actual condition of group members' activities that is elaborated in the process of group counseling activity

with brainstorming technique. The data becomes the parameter of successful research.

The data obtained through a variety of data collection techniques produced varying but consistent data. Actually, improving learning independence in the students through this group counseling service with brainstorming technique was not easy. Originally, the members considered that this group counseling service was strange because the members had not attended any group counseling activity with brainstorming technique.

Group counseling service with brainstorming technique that was implemented in six meeting with topics considered as capable of improving the students' learning independence made the members of group happy and interested. It could be seen from the members' readiness in attending the group counseling activity and the group members attended the group activity so enthusiastically due to the administration of group counseling service using brainstorming technique. This made the members more solid, active, joyful, interested in the activity and alive. In addition, the guidance and counseling teacher and author also obtained personal satisfaction by seeing the group members asking questions and expressing opinions well through focus group discussion in group counseling service with brainstorming technique. The members of group felt benefiting from the group counseling.

The group members' interests in attending guidance and counseling service should be initiated with the feeling of liking the group counseling. The attractive group counseling service with brainstorming technique has become an important foundation to make the members more enthusiastic, open, and active in attending the group counseling service. When the group members' interest in attending the group counseling service with brainstorming technique is high, they will improve their learning independence more easily. In addition, the group counseling service with brainstorming technique initiated with a game will seem to be more alive in the presence of different circumstances. The members' enthusiasm, activeness and openness in attending the group counseling service activity with brainstorming technique will lead to the successful achievement of group counseling service implementation's objective.

If the group members' interest in attending group counseling service is high, they will be automatically encouraged to do some supporting activities in group counseling. Those activities include paying attention, participating actively, asking question, being open and etc. It encourages the growth and development of group members, group members do not do any activity inhibiting them and their interest. Thus, the benefit and objective of group counseling service will be achieved and felt by the members of the group. Overall, this

study's finding contributes ideas to the progress of guidance and counseling particularly in group counseling service with brainstorming technique. It removes an assumption that group counseling is boring to group members or students. Thus, it will indirectly help the development of group members' personality optimally, particularly regarding their learning independence, because of their enthusiasm in attending the group counseling service with brainstorming technique.

V. CONCLUSION

From the results of research conducted with data collection through observations, interviews and documentation, it can be concluded that in the 8th C grade group counseling service, the students have begun to have learning independence. The problems were that the students tended to be silent when teacher gave them an opportunity of questioning during learning process, some students still made jokes with friends excessively during attending the learning in the class, and some students still cheated when the teacher assigned tasks and during examinations, and some students still made truancy and felt bored in the classroom. After group counseling service with brainstorming technique was given to students, the students' independence attitude changed into the better one. The students seemed to express their opinions more actively and they began to be responsible for working on their assignments and obligations as students, through the group counseling service with brainstorming encompassing four stages: formation, transition, activity, and concluding.

From the explanation above, the group counseling service can be used to improve the students' learning independence. The assumption is that group counseling with brainstorming technique can teach the students to participate in group discussions, to learn expressing opinions independently, to show openness, to have a warm relationship, and to acquire information useful in order to organize plan, make appropriate decision, improve, and develop conception on themselves, others, and their environment in supporting the creation of positive behaviors more effectively. It is the attempt to develop students' independence. Thus, it can be seen clearly that group counseling service with brainstorming technique plays an important role in helping the students improve the learning independence.

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