



Identification of Student Problems in Class X SMA Negeri 53 Central Maluku

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Abstract:

The complexity of the problems experienced by every human being is different from one another as well as students in schools as individuals can certainly have problems. The problems experienced by students include individual development, individual differences in terms of intelligence, skills, learning outcomes, individual needs in terms of affection, gaining self-esteem, self-adjustment and behavioral disorders as well as learning problems for that teachers need to help students identify problems what is experienced by students at school and outside school. The purpose of this study is to help teachers, especially guidance and counseling teachers, to identify and overcome problems experienced by students. This type of research is a descriptive study with a sample of 30 students of class X SMA Negeri 53 Central Maluku. The method of determining the sample using saturated sampling. Based on the results of the research, the most dominant problems experienced by students were personal problems with a total of 772 problems with an average presentation of 36.76%.

Keywords: Identification, Problems, Students

INTRODUCTION

Education is essentially a conscious effort that aims to develop personality and potentials in individuals regarding interests, talents and abilities that last a lifetime. The educational process can be pursued through various techniques and methods according to the needs of students. To meet the needs of students, learning activities are carried out which usually develop learning activities, so that students can achieve good and useful learning outcomes. (Mahaly Sawal, 2021)

In the teaching and learning process the teacher has a very decisive position. In Law No. 14 of 2005 concerning Teachers and Lecturers it is explained that the position of teachers and lecturers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable,

capable, creative, independent, and become a democratic and responsible citizen. (Sudirman et al., 2013)

The main task and responsibility of teachers as educators is to educate as well as teach, namely helping students to reach maturity. In the learning process, the teacher's task is not only as a teacher but also as a supervisor. To carry out this task effectively, teachers should understand all personal aspects of students both physically and psychologically. Teachers should recognize and understand the level of student development which includes needs, personality, skills, mental health, and so on. Wise treatment will appear if the teacher really understands all aspects of the personality of his students. (Tohirin, 2011)

Oemar Hamalik stated that in any educational system and process, the teacher still plays an important role. It is impossible for students to learn on their own without the guidance of a teacher who is able to develop their duties properly, in other words, students will only learn well if the teacher has prepared a positive environment for them to learn. Therefore, the teacher also needs to know and understand the problems experienced by students both inside and outside the classroom. class and outside of class. (Anas Salahudin, 2010)

Students in schools as humans can certainly have problems but the complexity of the problems experienced by one individual to another is certainly different. The problems experienced by students include individual development, individual differences in terms of intelligence, skills, learning outcomes, individual needs in terms of affection, gain self-esteem, self-adjustment and behavioral disorders as well as learning problems. Meanwhile, M. Hamdan Bakran Adz-Dzaky classified individual problems, among others, first, individual problems related to God, second individual problems related to himself, third individual problems related to the family environment, four individual problems related to the work environment, and the fifth individual problems related to with the social environment. (Tohirin, 2011)

In line with this, the results of Andi Riswandi Buana Putra's research explained that all the problems of these students will not be able to be solved only by the teacher in the field of study who takes care of them. Specialists who are given the task of working on these problem areas, so that the potential of students can develop optimally and obtain good learning achievements. Services in this field are none other than Guidance and Counseling services provided by special personnel, namely teachers, counseling guidance teachers or school counselors. (Andi Riswandi Buana Putra, 2015)

In general, Zainal Aqib explained that "guidance is carried out with the aim of providing assistance to individuals. In order to achieve this goal, every individual who receives guidance services should have the following opportunities: 1) recognize and implement his life goals and formulate a life plan based on that goal, 2) recognize and understand his needs, 3) recognize and overcome difficulties they face, 4) recognize and develop their abilities optimally, 5) use their abilities for their personal interests and the public interest in common life, 6) adapt to conditions and demands in the environment, 7) develop everything they have in a proper and orderly manner, in accordance with the task of development as the optimal limit. Thus it can be interpreted that the role of guidance and counseling teachers is needed in schools to help students understand their abilities. While the purpose of guidance in schools is seen from the perspective of students who receive guidance, the formulation of the objectives is so that students with their abilities can; 1) overcoming difficulties in understanding themselves, 2) understanding difficulties in understanding their environment, namely the school, family and community environment, 3) overcoming difficulties in identifying and solving problems, 4) overcoming difficulties in channeling their abilities, interests, talents, in education and work , 5) obtain appropriate

assistance from parties outside the school to overcome unsolvable difficulties at school". (Mahaly, 2021)

RESEARCH METHODOLOGY

This type of research is quantitative research, while the design of this research using a descriptive approach is intended to describe the problems experienced by students of class X SMA Negeri 53 Central Maluku. The population of this study were all students of class X SMA Negeri 53 Central Maluku totaling 30 people. Based on a relatively small population (less than 100), the sample of this study was determined by the total population, namely the researcher took the entire population of 30 students as the research sample. Sampling in this study used *a saturated sampling technique*. Meanwhile, the instrument used using the DCM (*Problem Checklist*) application was developed by Mastur and Akhmad Rifa'i.

RESULTS AND DISCUSSION

In general, the problems that occur in class X students of SMA Negeri 53 Central Maluku include personal problems, the highest score on the health indicator with a total of 252 problems with a presentation of 32.64% and the lowest number of problems on the religious and moral indicators with a total of 110 with the presentation of 14.25%, the highest score for social problems on the indicator of social and organizational life with the number of problems 217 with a presentation of 42.95% and the lowest number of problems on the indicator for adolescent problems with the number of problems 101 with a presentation of 19.57, learning problems with the highest number of problems on the indicator of study habits with the number of 258 problems with a presentation of 41% and the lowest number of problems on the adjustment indicator to schools with a total of 182 problems with a presentation of 28.89%. while on career problems the number of problems is 183 with a presentation of 30.33%.

Thus, the number of problems students experienced the most was in the personal field with a total of 772 problems with a problem presentation of 36.76%. These results can help teachers, especially teachers of counseling and homeroom teachers to help students to overcome the problems experienced by students. However, from the results of research conducted by Rahim stated that "Guidance and counseling teachers/Counselors nowadays often get the spotlight from various parties, especially from education actors. Related to performance and various problems that arise in schools. Everything is addressed to the school counselor. Overcoming this problem requires a counselor who is creative, capable of lifelong learning, and is not shackled to certain techniques that are considered effective in helping each counselee's problems. "(Pratama & Kadafi, 2018)

In line with this, guidance and counseling teachers are expected to be able to explain His duties and responsibilities are in accordance with Dewa Ketut Sukardi's statement, including: a.) Implementing guidance and counseling services, b.) Promoting guidance and counseling, c.) Planning guidance and counseling programs, d.) Implementing all guidance and counseling services, e.) Evaluating the process and results of the implementation of the guidance and counseling service program, f.) Carrying out follow-up actions based on the evaluation results of the guidance and counseling service program, g.) Administering the guidance and counseling service activities, h.) Accountability for their duties and activities in the guidance service, and counseling to the guidance and counseling coordinator. (Divinubun et al., 2021) From this statement, it can be interpreted that the role of guidance and counseling teachers in schools is very important to be able to identify and overcome problems experienced by students, both personal, social, learning and career problems so that students feel safe and can develop their talents.

The duties and burdens of BK Teachers according to Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 54 point 6 states that: "The workload of guidance and counseling teachers or counselors who receive professional allowances and additional benefits is to provide at least 150 (one hundred and fifty) students per year in one or more educational units. And it is explained again through Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers Article 54 point 6 that: What is meant by "providing guidance and counseling services" is the provision of attention, direction, control, and supervision to at least 150 (one hundred and fifty) participants students, which can be implemented in the form of scheduled face-to-face services in class and individual or group services for those who need and those who need it. (Hadicahyono et al., 2020)

Meanwhile, Abdul Rahman's research explains that the success of implementing guidance and counseling in schools cannot be separated from of the roles of various parties in the school. In addition to Guidance Counseling Teachers or Counselors as the main implementers of Guidance and Counseling in schools, it is also necessary to involve school principals, homeroom teachers and subject teachers. (Abdul Rahman, 2015)

The results of the summary of the problems of class X students at SMA Negeri 53 Central Maluku can be seen in the following table:

Table 1. Problem Analysis of Class X Students

No	Indicator	Sub Indicator	Number of Problems	%
1	Personal	Health	252	36.76
		Economic Situation	136	
		Family Life	122	
		Religion & Morals	110	
		Recreation & Hoby	152	
2	Social	Personal Relations	198	24.57
		Social &	217	
		Adolescent Problems	101	
3	Learning	Adjustment to School	182	30
		Adjustment to Curriculum	190	
		Study Habits	258	
4	Career	Future	183	8.67

Based on the results of data processing, it can be seen that the most dominant problems in class X students are personal problems with an average presentation of 36.76%, social problems with an average presentation of 24.57%, 30% learning problems and 8.67% career problems. This illustrates that the level of problems experienced by students of class X SMA Negeri 53 Central Maluku is a personal problem on the health indicators with a total of 252 problems with a presentation of 32.64%.

These results are very important for teachers in schools, especially homeroom teachers and counseling guidance teachers to find out the problems experienced by their foster children to be able to help them overcome the problems experienced in order to develop optimally.

CONCLUSION

Based on the results of data processing, it can be concluded that: the problems experienced by class X students of SMA Negeri 53 Maluku Tengah are personal problems with a total of 772 problems with an average presentation of 36.76%. While the lowest

problems experienced by students are career problems with a total of 182 problems with an average performance of 8.67%.

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