

Conscious Based Guidance to Improve Student Life Skills to Overcome Life Problems

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ABSTRACT: The research on the conscience-based group guidance model to improve students' life skills in overcoming life's problems is based on preliminary studies showing that some student maladjustment behaviors in overcoming life's problems often prioritize their emotions. And conscience-based group guidance is still rarely done in universities. The research objectives were (1) to describe the empirical conditions of student life skills, and (2) to find out how the conscience-based group guidance model improves student life skills in overcoming life problems. This study uses a qualitative research model. Collecting data in research uses: Observation, Interviews, Focus Group Discussion (FGD), and Tests, which will be given in the form of performance tests to find out students' life skills. Data validity, increases the credibility of the data using extended observations, research persistence, triangulation, peer discussions, negative case analysis, and member checking. Data analysis includes the following stages: 1) data collection, 2) data reduction 3) data presentation, and 4) inference or verification. The research results show that the conscience-based group guidance model can improve students' life skills in overcoming life problems. The results of the research are expected to be useful for teachers in the Guidance and Counseling Study Program as references and guidelines for implementing guidance.

KEYWORDS: group guidance, conscience, student life skills.

I. INTRODUCTION

A. Background : Life skills are intrapersonal skills and interpersonal skills. In this study, the emphasis is on aspects: self-confidence, emotional awareness, utilizing diversity, empathy, leadership, and cooperation. These aspects are values in life skills that can be used as capital for students to live in society, thus students are expected to have them. However, the reality on the ground, especially in private tertiary institutions, is that some students still have low life skills (results of the Life Skills Education Model Through Character Value-Based Classical Guidance Services). Shows the existence of student behavior such as: not being confident, unable to control emotions, lack of empathy, less able to adapt, and inability to work together, all of which can be an obstacle in achieving student goals. The results of the February 2020 survey found that around 5% of Unisri students had difficulty working on their thesis because they could not concentrate. The above illustrates that life skills among students are not optimal, so they need improvement, especially in dealing with and solving life's problems. For the Guidance field, life skill improvement can be done with several techniques. However, for the guidance to be effective in achieving the goal, it is necessary to develop an appropriate theory. For this reason, this study aims to develop a theory of conscience-based guidance. The theory of conscience-based guidance that is practiced to improve students' life skills so that they are able to overcome their own problems and thus do not have to be counseled. Conscience plays a role as a light for its owner, which is conditional on values: honesty, wisdom, truth, justice, and patience. These values of conscience guide students in planning and implementing a program to solve their life's problems.

The results of the survey show the life problems that 3rd-semester BK FKIP Unisri students have as follows, personal problems by 25%, social problems 15%, academic/study problems 30%, and career problems by 10%. This conscience-based guidance service is given to students who are categorized as unable to overcome their life problems, manifested in the form of low academic achievement/low GPA, unable to adapt to their study environment so that their personal development is hampered, and hopeless. Students are members of society who are classified as intellectuals who are expected to become leaders of the nation in the future. Students must have a strong personality and mentality, and be able to overcome the problems of their life well. Students at Slamet Riyadi University in Surakarta, Tunas Pembangunan University in Surakarta, and Bantara Veteran University in Sukoharjo have different habits, but in dealing with life's problems they are almost the same, that is, they take shortcuts instantly, and want to get satisfying results, so they often leave values from their heart. his conscience. For this reason, efforts to provide conscience-based guidance are needed. This guidance is part of Guidance and Counseling which is focused on sharpening conscience. This is in line with the results of research

on the Development of a Comprehensive Intelligence-Based Adolescent Counseling Model to Improve Student Character (Hera, 2016), Improving Student Life Skills through Responsive Services Based on Religion (Hera, 2018), and the Role of Guidance and Counseling in Building Student Mental Hygiene (Hera, 2019).

This research has high urgency because conscience-based group counseling does not yet exist in universities. Thus it is necessary to arrange to improve the life skills of students in overcoming life problems in universities and society. For this reason, this research is focused on constructing a conscience-based group guidance model.

B. Research Problems

The problems to be solved in this research include:

1. What is the empirical condition of the life skills of the Guidance and Counseling study program students?
2. What is the role of the Conscience-based Classical Guidance model to improve students' life skills in overcoming life's problems?

II. RESEARCH METHODS

This research is qualitative. The research was conducted at the Guidance and Counseling Study Program, FKIP, Slamet Riyadi University, Surakarta. Research time 1 year. The research subjects are students who have low life skills. The research object is the role of conscience-based group guidance in improving students' life skills in overcoming life's problems.

Collection of Data and Instruments

There are several techniques used in collecting data, namely:

1. Observation, is a data collection technique that is carried out systematically and deliberately, through observing and recording the symptoms investigated (Gantina, 2011: 57). Observations in this study were conducted to collect data on students with low soft skills.
2. Interview, is a meeting of two or more people to gather information in the form of facts or someone's opinion for a particular purpose. (Lexy.J.Moleong, 2012: 135). This interview was conducted with students as informants, lecturers, and informants related to research.
3. Focus Group Discussion (FGD), is a method of group interviews, and the data obtained at the same time is already more solid because it has been discussed by many sources as members of group discussions. FGDs will be conducted between lecturers, researchers, and related subjects, to consolidate the data collected.
4. Test, is a tool or procedure used to find out or measure something in an atmosphere, in ways and rules that have been determined. The test that will be given is in the form of a performance test to find out student problems and a life skills questionnaire.

Data validity To increase the credibility of the data using extended observations, research persistence, triangulation, peer discussions, negative case analysis, and member checking (Emzir, 2010)

Data analysis

As previously stated, data analysis techniques were also carried out based on research stages, where each stage has its analysis model. The data analysis used in the first stage is an interactive analysis model as proposed by Miles and Huberman, which includes the following stages: 1) data collection, 2) data reduction to remove irrelevant data in the proto-model development process, 3) data presentation, in the form of classification, appearance, description, division and so on, and 4) conclusions or verification.

III. RESEARCH RESULTS AND DISCUSSION

A. Research Results

1. The empirical condition of the life skills of the Guidance and Counseling study program students.

The results of the student life skills questionnaire in overcoming life problems which consist of personal problems, social problems, academic problems, and vocational problems are as follows.

Semester II, IV students. And VI, which has low life skills, must be increased as shown in the following table.

TABLE I. LIST OF STUDENTS WITH LOW LIFE SKILLS.

No	Name	Gender	Personal	Social	Academic	Vocational	Total
1	Ry	Female	9	5	7	2	23
2	Drh	Female	8	4	7	1	20

3	Sa	Female	7	6	7	2	22
4	Nt	Male	7	6	8	2	23
5	FJP	Female	8	7	10	1	26
6	FNH	Female	10	8	6	2	26
7	LJR	Female	10	7	10	2	29
8	BR	Male	9	6	8	2	25
9	FHR	Male	8	9	6	2	25
10	LP	Female	6	6	9	2	23
11	NM	Male	7	8	9	2	26
12	ANR	Male	6	6	6	1	19
13	RK	Female	9	6	10	1	26
14	AS	Female	8	7	8	2	25
15	LSD	Female	8	6	9	2	25
16	EWf	Female	8	5	8	2	23
17	GBPS	Female	6	6	9	3	24
18	SNA	Female	6	4	7	1	18
19	SKB	Female	9	7	9	2	27
20	WSM	Female	7	7	9	4	27
21	ARGT	Female	8	7	9	2	26
22	ID	Female	7	7	7	2	23
23	ID	Female	7	7	7	2	23
24	ATF	Female	8	6	8	2	24
25	MW	Female	8	7	7	2	24
27	UA	Male	7	9	7	2	25

2. The role of the Conscience-based Classical Guidance model to improve students' life skills in overcoming life's problems.

Conscience-based classical tutoring service. to improve student life skills to solve life problems include:

IMPLEMENTATION PLAN OF CONSCIOUS-BASED CLASSIC GUIDANCE SERVICES.

A	Service Components	Basic Services
B	Service Sector	Social Sector
C	Service functions	Understanding, preventive, development, and maintenance.
D	Objectives	Improving student life skills in solving life problems
E	Topics	Independence in Solving Personal, Social, Academic, and Career Problems
F	Service Goals	Student Semester 2, 4, 6 FKIP UNISRI
G	Methods and Techniques	Solution Focused Discussion
H	Time	2 x 45 Minutes
I	Media / Tools	PowerPoint, Video on self-reliance in life
J	Execution date	
K	Reading resources	Books, scientific articles, articles on dealing with life's problems
L	Description of Classical Guidance Activities	
	1. Initial Stage	
	a. Statement of Purpose	1. The counselor greets students with sentences that make students excited. 2. The counselor conveys the purpose of classical guidance activities "Improving student life skills in solving life problems" which includes aspects of: a. Cognitive: Students realize the importance of life skills b. Affective: Students can identify and assess the life

		skills they have c. Psychomotor: Students are skilled at solving life problems they face
	b. Explanation of group steps (Formation of Groups)	1. The counselor explains in general the process of classical guidance activities using the Discussion method.
	c. Directing activities (consolidation)	1. The counselor provides an explanation on the topic of Independence in Solving Personal, Social, and Academic Career Problems in general which consists of the benefits that will be obtained after participating in this activity 2. The counselor asks the participants the hopes and benefits they will receive after participating in this activity
	d. Transition Stage The counselor asks about the readiness of students to carry out activities and starts the main stage.	The counselor asks if there are students who don't understand and gives an explanation (Storming). The counselor asks about the group's readiness to carry out the task b. The counselor allows asking each group about tasks they don't understand c. The counselor explains again briefly the duties and responsibilities of the participants in carrying out the activity. d. The counselor provides ice-breaking to increase enthusiasm before entering the core stage
	Counselors prepare students to make commitments about the activities they will carry out (Norming)	a. The counselor asked about the readiness of the participants to carry out the task. b. After all participants stated that they were ready, the counselor started to enter the work stage
	2. Core Activity Stage	
	Processes/activities experienced by students in a guidance activity based on certain techniques (Experimentation)	Discussion Preparation Step 1. Preparation Stage a. The counselor guides the preparation of the discussion b. The counselor determines the problem discussed, namely about the danger if the individual does not have good character in life c. The counselor explained in general the material related to Improving student life skills in solving life problems. d. The counselor asks all participants to watch the video together. The counselor sets specific topics for discussion 2. Implementation Stage a. Students respond and provide ideas or ideas related to Independence in Solving Personal, Social, Academic, and Career Problems b. Students ask each other about the experiences of other participants. c. The counselor controls and guides the course of the discussion so that it is well directed 3. Closing Stage a. Students formulate points to be used as conclusions from discussion activities

		<p>b. Students provide conclusions regarding the discussions that have been carried out</p> <p>c. The counselor reviews the course of the discussion and asks for feedback from each participant regarding the course of the discussion</p>
	<p>Disclosure of feelings, thoughts, and experiences about what happened in the guidance activity (reflection).</p>	<p>1. Reflection Identification The counselor gives a reflection sheet in the form of a reflection question that is about the experience gained while participating in the activity.</p> <p>2. Reflection Analysis d. The counselor gives questions in the form of invitations to participants to analyze and think about the reasons why they took actions that are not by Independence in Solving Personal, Social, Academic, and Career Problems and plans to be carried out after classical guidance activities</p> <p>3. Generalization Reflection The counselor invites participants to make plans after participating in this activity in the form of:</p> <p>a. What are the plans</p> <p>b. What behavior will be changed</p> <p>c. When will it start</p> <p>d. What is the closest step to be taken to achieve the plan</p>
	<p>3. Termination/termination stage</p>	
	<p>Closing activities and follow-up</p>	<p>1. The counselor provides strengthening of the aspects found in group participants during the activity</p> <p>2. Plan follow-up, namely developing aspects of cooperation between students and counselors to monitor changes in behavior</p> <p>3. Close the group guidance activity with joy</p>
M	<p>Evaluation</p>	
	<p>a. Process Evaluation</p>	<p>This evaluation is carried out by the Counselor by looking at the processes that occur in group guidance activities, including:</p> <p>1. The counselor is involved in growing the enthusiasm of the participants in participating in the activity.</p> <p>2. The counselor builds group dynamics</p> <p>3. The counselor reinforces students making the steps they will take</p>
	<p>b. Evaluation Results</p>	<p>Evaluation after following classical guidance, including:</p> <p>1. Asking questions to reveal participants' experiences in classical guidance</p> <p>2. Observing changes in participants' behavior after classical guidance.</p> <p>3. Participants fill out an assessment instrument from the Counselor</p>

IMPLEMENTATION OF CONSCIOUS-BASED CLASSIC GUIDANCE SERVICES

Conscience-based classical guidance services are held in four meetings.

In the first meeting, classical guidance was not running smoothly, this was due to the situation and class conditions that were not yet conducive to providing services so the results were not as expected.

The second meeting, the classical guidance went well, it's just that satisfactory results have not been achieved because the participants' activeness was not optimal. In the third meeting, the guidance goes smoothly and achieves good results, most of the students have actively participated in the course of classical guidance, and they conveyed the problems they faced to each other. In the fourth meeting, classical guidance ran smoothly and achieved satisfactory results, the participants actively responded to each other's problems and used classical service media to the fullest.

After completing the four classical services, the participating students were given another questionnaire to fill in the results as follows.

TABLE II. STUDENT LIST AFTER GIVING CLASSIC GUIDANCE SERVICES

No	Name	Gender	Personal	Social	Academic	Vocational	Total
1	Ry	Female	9	10	9	3	31
2	Drh	Female	8	11	9	1	29
3	Sa	Female	10	10	10	2	32
4	Nt	Male	10	9	8	2	29
5	FJP	Female	8	9	10	1	28
6	FNH	Female	10	8	6	2	26
7	LJR	Female	10	7	10	2	29
8	BR	Male	9	9	8	2	28
9	FHR	Male	8	9	6	2	25
10	LP	Female	9	9	9	2	29
11	NM	Male	7	8	9	2	26
12	ANR	Male	10	9	9	1	29
13	RK	Female	9	6	10	1	26
14	AS	Female	8	10	8	2	28
15	LSD	Female	8	10	9	2	29
16	EWf	Female	8	5	8	2	23
17	GBPS	Female	10	9	9	3	31
18	SNA	Female	9	8	7	1	25
19	SKB	Female	9	7	9	2	27
20	WSM	Female	7	10	9	4	30
21	ARGT	Female	8	7	9	2	26
22	ID	Female	9	9	9	2	29
23	ID	Female	9	9	7	2	27
24	ATF	Female	8	9	8	2	27
25	MW	Female	8	7	9	2	26
27	UA	Male	9	9	8	2	28

IV. DISCUSSION

1. The empirical condition of the life skills of the Guidance and Counseling study program students. The life skills items in the questionnaire done by students are as follows. This is by the Ministry of National Education, DBE3 Program (2007: 35) regarding life skills items.

Personal Proficiency Include:

1. I like to carry out worship according to the specified time
2. I must know right and wrong
3. I don't need to know what I like and what I don't like
4. I need to have the courage to say no to things that are not in my heart
5. I enjoy learning to acquire the knowledge and skills I need.
6. I need to speculate on something uncertain.
7. I am not sure about my strengths
8. I have to work as hard as I can
9. I must be able to control myself from useless desires
10. I have to maintain my physical health so that I can always be healthy and productive

In answering the questionnaire above, some students were serious and some were less serious. This can be seen from the results, the number of students who were personally good at answering personal aspects was low.

Social Skills Include:

1. I like to work with friends whose character is not good
2. I like to organize positively useful for life
3. I do not dare to accept the consequences of my actions.
4. I like to socialize with my friends and parents
5. I am fond of any art in the area
6. I don't dare to admit mistakes because it tastes bitter
7. I am not used to using my time properly according to the task
8. I like to cooperate with anyone in terms of goodness
9. I am used to eating and resting regularly
10. I like to use polite body language and speech

In answering the questionnaire above, some students were serious and some were less serious. This can be seen from the results, the number of students who were socially good at answering social aspects was low.

Academic Proficiency

1. I am good at several counseling approaches
2. I like to criticize an event in learning
3. I like to interfere which is not my problem
4. I like to consider several things to make an opinion
5. I like learning activities regardless of age
6. Electronic media does not help me in studying
7. Making choices need not be based on common sense and personal needs
8. I must have the courage to choose an activity and its consequences
9. I must have the courage to face overcome and accept the results of problem-solving
10. In my opinion, research is an interesting activity.

In answering the questionnaire above, some students were serious and some were less serious. This can be seen from the results, the number of students who were academically good in answering academic aspects was low.

Vocational Skills Include:

1. I have not mastered all the skills involved in counseling
2. I like a job that challenges my mind
3. I have never been on time to do my homework.
4. I like to find new things that are useful for myself and others.

In answering the questionnaire above, some students were serious and some were less serious. This can be seen from the results. The number of students whose psychomotor skills were good in answering vocational aspects was low.

For this reason, data collection is complemented by interviews and observations, the results of which are as follows.

The majority of second-semester students are more concerned with studying, they pay less attention to other aspects that they think are less important such as organizing on campus and off campus.

Most fourth-semester students concentrate more on working on assignments in groups and independently. Meanwhile, semester VI students can manage time to attend lectures, do assignments, and be active in organizations.

The observation results show that students who are good at solving problems personal, social, academic, and career/vocational are students who are active in organizations.

2. The role of the Conscience-based Classical Guidance model is to improve students' life skills in overcoming life's problems.

Seeing the results of the questionnaire after being given classical guidance services four times showed a moderate increase in scores. This is relevant to the opinion that three things are covered in conscience:

1) Intellect is an ability that shapes decisions about right and wrong individual actions. 2) The thought process through which the intellect reaches such a decision. 3) The decision itself is the conclusion of the thought process. Conscience only says the latter but contains other things above.

<https://pastime-net.blogspot.com/2014/01/makalah-about-concept-hati-nurani.html>

The results above are not only determined by the provision of services but are also influenced by internal factors and external factors of students, such as motivation, infrastructure, and time.

Based on the description above, it means that the role of classical guidance services is not maximized to improve students' life skills in overcoming life's problems. For this reason, there needs to be a change in strategy in classical guidance services and an increase in the frequency of providing classical guidance services.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusion : The empirical condition of the life skills of students of the Guidance and Counseling study program in each semester is different. Semester II has the largest percentage of difficulties overcoming social and vocational problems, semester IV has the largest percentage of difficulties overcoming social problems, while semester VI has the largest percentage overcoming vocational problems, This is because semester VI is approaching thesis and graduation, so they are psychologically tense. The role of the Conscience-based Classical Guidance model in improving students' life skills in overcoming life's problems has not been maximized. This is influenced by several factors, namely the interest of students in participating in classical guidance services, the strategies applied in providing classical guidance services, the timing is not right, and the frequency of service delivery is still limited.

Recommendations

Based on the conclusions above, it can be suggested the following:

1. Students should be able to properly accept the programs provided by the study program, including the provision of classical guidance services.
2. Lecturers should be able to properly complement the deficiencies in the implementation of programs including the implementation of classical guidance.
3. It is better for the BK Study Program Institute to update the existing equipment in the Laboratory.

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