

## The Effectiveness of Group Guidance with Problem Solving Technique to Improve Self-Efficacy and Task Value

Ahmad Muzamil<sup>1✉</sup>, Mungin Eddy Wibowo<sup>2</sup> & Edy Purwanto<sup>2</sup>

<sup>1</sup> Junior High School Islam Terpadu Al-Ma'ruf Mranggen, Demak, Jawa Tengah, Indonesia

<sup>2</sup> Universitas Negeri Semarang, Indonesia

### Article Info

#### History Articles

Received:  
September 2018  
Accepted:  
October 2018  
Published:  
June 2019

#### Keywords:

academic hardiness,  
cognitive behavior,  
consultation

#### DOI

<https://doi.org/10.15294/jubk.v8i1.26615>

### Abstract

This research aimed to determine the effectiveness of group guidance services with problem solving technique to improve the self-efficacy and task value of the students of Demak Al Ma'ruf Integrated Islamic Junior High School (SMP Islam Terpadu Al Ma'ruf Demak). In order to pursue such objective, the research used pre-test post-test control group research design. Meanwhile, to collect the data, the researchers used self-efficacy and task value scales. Those scales were given to the subjects in this research amounted to 20 students divided into experimental group totaling 10 students and control group of 10 students. Further, MANOVA results showed that there were some effects of group guidance with problem solving technique on the improvement of self-efficacy ( $F_{(1,18)} = 334.176, p > 0.01$ ) and task value ( $F_{(1,18)} = 309.121, p > 0.01$ ). Therefore, this research proves that the implementation of group guidance with problem solving technique is effective to improve the self-efficacy and task value of the students of SMP Islam Terpadu Al Ma'ruf Demak.

© 2019 Universitas Negeri Semarang

✉ Correspondence address:

Raya Candisari No.2, Mranggen, Demak, Jawa Tengah, 59567  
E-mail: [mouzaahmad88@gmail.com](mailto:mouzaahmad88@gmail.com)

[p-ISSN 2252-6889](https://doi.org/10.15294/jubk.v8i1.26615)

[e-ISSN 2502-4450](https://doi.org/10.15294/jubk.v8i1.26615)

## INTRODUCTION

Education is the basis for individuals' advancement and life survivability. Through education, individuals gather information and knowledge which are useful to develop themselves based on the availability of abilities and opportunities. Also, education is a milestone of human's personality and behavior. It is because education shapes and teaches humans based on the truths prevailing in this life.

Achievement in learning has a very strong attraction and is an admirable condition longed by every student. However, in pursuing learning achievement, not all students can maximize potentials they own since learning achievement is influenced by several factors, namely internal and external factors. External factor is a factor coming from the outside of students or students' environment, either social or non-social environment. Meanwhile, internal factor is a factor which comes within the students themselves such as self-efficacy and task value.

Self-efficacy is realized in form of self-assessment, covering whether one's performance is judged based on good or bad, right or wrong, capability or incapability in doing tasks based on what is required. Bandura (2009) states that self-efficacy is a confidence in one's ability to arrange and do something needed to manage situation.

In addition, Bandura (1997) also says that when the self-efficacy is high, we feel confident that we can do certain responses to obtain reinforcement. It means that students who have high self-efficacy have the confidence and ability to perform any tasks. Besides, they also have stability and commitment in achieving the desired goals and vice versa.

Beside self-efficacy, another thing that determines students' success rate is task value. Every component in task value can influence achievement behavior such as choice, persistency, and actual achievement (Schunk in Setiawan, 2015).

Based on Eccles et al (2000 in Cole 2008, in Delicia 2016), task value is commonly related to the performed behavior, perseverance, and efforts. In line with this, students who have high

task value will do any efforts needed to reach out the learning objectives. They will have good strategies such as using self-regulation strategies of learning to complete tasks, managing time efficiently, organizing physical and social environment in completing tasks, supervising learning activities, evaluating learning strategies and using the learning strategies to achieve the learning objectives and complete their tasks perfectly.

By referring to the above mentioned statements, it is known that the higher task value owned by students related to tasks accomplishment, the higher persistency and efforts to be done by the students to study and complete the tasks. Likewise, if the students' task value is low, it would decrease their persistency, efforts and spirit either in studying or completing tasks.

Group guidance with problem solving technique was chosen by the researchers to help students dealing with self-efficacy and task value problems. Roemlah (2006) argues that "problem solving technique is a creative process in which individuals assess changes which occur in themselves and environment and create new choices, decisions, and values of their lives".

By giving group guidance with problem solving technique, it is hoped that students would have good self-efficacy and task value in dealing with all things so that they can improve their learning achievement. Also, the researchers hope that this research can be beneficial in adding scientific thoughts contribution and be used as additional literature.

## METHODS

This research used the experimental design of pre-test post-test control group design (see figure 1). The treatment of group guidance with problem solving technique was done as many as 6 (six) meetings on each variable. Further, in every week, the treatment was given for at least two meetings with different materials.

To give details for the experiment done in this research, the researchers presented the

experimental research planning stages or research procedures:

First, giving pre-test by using Self-Efficacy scale and learning task value to examine the level of Self-Efficacy and task value before the group guidance was conducted. The pre-test was aimed at knowing students' self-efficacy and task value level before receiving the treatment of group guidance with problem solving technique. For more, the results of the pre-test would be comparison data in the post test.

Experimental Group	O <sub>1</sub>	X	O <sub>2</sub>
Control group	O <sub>3</sub>		O <sub>4</sub>

Figure 1. Design chart

Notes:

- O<sub>1</sub> : initial test before the treatment is given to the experimental class
- O<sub>2</sub> : final test after the treatment is given to the experimental class
- O<sub>3</sub> : pre-test in the control group
- O<sub>4</sub> : post-test in the control group

Second, the application of the treatment, namely in the form of group guidance. This group guidance was given using assignment topics given for 6 meetings in each variable with a duration of 90 minutes. Third, the giving of post-test related to self-efficacy and task value which further the results of pre-test and post-test were compared.

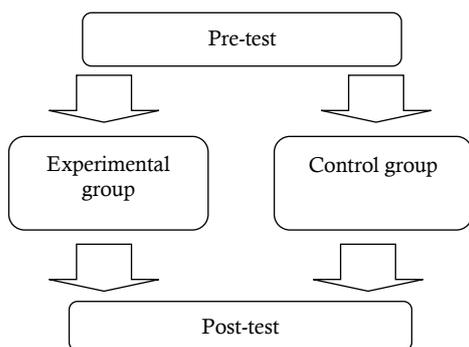


Figure 2. Research Procedures

The subjects in this research were as many as 20 students who had low total score of self-efficacy and task value. They were grouped into experimental group of 10 students, and control group of 10 students by using MANOVA test data analysis technique

Assessment techniques used were self-efficacy scale and task value scale. A total of 16 items of self-efficacy scale were considered valid by having alpha coefficient of 0.766. Similarly, the results were the same that the 15 items of task value scale were valid with an alpha coefficient of 0.848.

## RESULTS AND DISCUSSION

Table 1 shows the pretest results of self-efficacy and task value of the students of SMP Islam Terpadu Al Ma'ruf Demak. Based on the table, it is known that students who had self-efficacy in very high category of 2%, high category of 18%, fair category of 48%, and low category of 32%. On the one hand, the pretest results on the task value of students showed that there were as many as 8% in very high category, 34% in high category, 40% in medium category, and 18% in low category.

Table 1. The Condition of Students' Self-Efficacy and Task Value

Categories	Self-efficacy		Task value	
	f	%	f	%
Very high	1	2	4	8
High	9	18	17	34
Fair	24	48	20	40
Low	16	32	9	18
Very low	0	0	0	0
Total	50	100	50	100

The comparison of pretest and posttest in the control and experimental groups are presented in table 2. Based on table 2, the level of self-efficacy and task value in the experimental group experienced significant improvement compared to the control group after receiving group guidance with problem solving technique.

The results in table 2 show that there was an effect of group guidance with problem solving technique on the improvement of self-efficacy ( $F_{(1,18)} = 334.176$ ,  $p > 0.01$ ) and task value ( $F_{(1,18)} = 309.121$ ,  $p > 0.01$ ). Moreover, the improvement on pre-test and post-test also contained self-efficacy ( $t = -18.99$ ,  $p < 0.01$ ) and task value ( $t = -14.39$ ,  $p < 0.01$ ) improvement effect. These findings reveal that group guidance with problem solving technique was effective to improve students' self-efficacy and task value.

The findings are in line with the results of Romlah's research (2006) that group guidance is proven to be effective to improve students' self-efficacy. In addition, the findings also support the theory argued by Gazda (2006) that the purpose of group guidance is not just to solve problems, but indirectly aims to change students' attitudes, especially in terms of self-efficacy.

**Table 2.** The Comparison of pre-test and post-test

Variables	Pre-test		Post -test		t	p	
	Mean	SD	Mean	SD			
SE	KE	32.70	3.38	56.40	2.22	-18.99	< 0.01
	KK	32.80	3.05	32.80	3.43	0.00	> 0.05
	F	0.01		334.18			
	p	> 0.5		< 0.01			
TV	KE	35.30	3.80	52.60	0.84	-14.39	< 0.01
	KK	33.10	3.98	32.40	3.53	1.30	> 0.05
	F	1.60		309.12			
	p	> 0.5		< 0.01			

The results showed that there found some improvement in self-efficacy and task value after getting the treatment of group guidance with problem solving technique. The improvement of self-efficacy and task values jointly had a positive prediction of students' learning achievement. It means that the higher self-efficacy and task value students have, the more positive students' learning achievement would be. This statement is in line with the hypothesis proposed in this research that self-efficacy and task values jointly influence students' learning achievement.

Such findings are in line with a research conducted by Chemers, et al. (2001). The results of their research reveal that academic self-efficacy is related to learning achievement and self-adjustment. In addition, the results of Pietsch, Walkeer, & Chapman's research (2003) also found similar findings, namely there is a relationship between self-efficacy and learning achievement. Lane, et al. (2003) in his research also found that there is a significant relationship between self-efficacy and learning achievement. Accordingly, a research done by Sandrine Neuville et al also revealed that students who have high task value will use better cognitive and metacognitive strategies (McWhaw & Abrami, 2001; Pintrich, 1989, 1999; Pintrich & De Groot, 1990; Pokay & Blumenfeld, 1990; Schiefele, 1992 in Neuville, Frenay & Bourgeois, 2007).

## CONCLUSION

This research attempted to examine the effectiveness of group guidance with problem technique to improve self-efficacy and task value. Based on the results of the research, it is known that group guidance with problem solving technique has a positive impact on the improvement on the level of students' self-efficacy and task value.

According to the above conclusion, counselors are suggested to understand the concept of the implementation of group guidance with problem solving technique to improve self-efficacy and task value and apply it in school. Additionally, school counselors need to move more actively in understanding students so it will be easy to identify any problematic students. Alternatively, future researchers are expected to consider the results of this research as a basis for experimental studies on group guidance with problem solving technique to improve students' self-efficacy and task value as well as to investigate other interventions to improve self-efficacy and task values and examine this group guidance with problem solving technique on different problems.

## REFERENCES

- Bandura, A. (1997). *Social Foundations of Thought and Action: An Social Cognitive Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (2009). *Self-Efficacy: The Exercise of Control*. New York: W. H Freeman and Company.
- Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic Self-efficacy and First-Year College Student Performance and Adjustment. *Journal of Educational Psychology*, 93(1), 55-64. Retrieved from <http://www.ece.uvic.ca/~rexlei86/SPP/GoogleScholar/Academic%20self-efficacy%20and%20first%20year%20college%20student%20performance%20and%20adjustment.pdf>
- Eccles, J & Wigfield, A. (1995). In the Mind of the Actor: The Structure of Adolescents' Achievement Task Values and Expectancy-Related Beliefs. *Personality and Social Psychology Bulletin*, 21(3), 215-225. Retrieved from

- [https://www.researchgate.net/publication/43119264\\_In\\_the\\_Mind\\_of\\_the\\_Actor\\_The\\_Structure\\_of\\_Adolescents'\\_Achievement\\_Task\\_Values\\_and\\_Expectancy-Related\\_Beliefs](https://www.researchgate.net/publication/43119264_In_the_Mind_of_the_Actor_The_Structure_of_Adolescents'_Achievement_Task_Values_and_Expectancy-Related_Beliefs)
- Eccles, J. & Wigfield, A. (2002). Motivational Beliefs, Value and Goals. *Annual Review of Psychology*, 53, 109-132. Retrieved from <https://www.annualreviews.org/doi/full/10.1146/annurev.psych.53.100901.135153>
- Gazda, G. M. (1984). *Group Counseling Developmental Approach*. Boston: Allyn and Baron. Inc.
- Lane, J., Lane, A., & Cockerton, T. (2003). Prediction of Postgraduate Performance from Self-efficacy, Class of Degree and Cognitive Ability Test Scores. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 2(1), 113-118. Retrieved from [https://www.researchgate.net/publication/26396329\\_Prediction\\_of\\_Postgraduate\\_Performance\\_from\\_Self-Efficacy\\_Class\\_of\\_Degree\\_and\\_Cognitive\\_Ability\\_Test\\_Scores](https://www.researchgate.net/publication/26396329_Prediction_of_Postgraduate_Performance_from_Self-Efficacy_Class_of_Degree_and_Cognitive_Ability_Test_Scores)
- Neuville, S., Frenay, M., & Bourgeois, E. (2007). Task Value, Self-Efficacy and Goal Orientations: Impact on Self-regulation of Learning, Choice and Performance among University Students. *Psychologica Belgica*, 47(1-2), 95-117. Retrieved from <https://www.psychologicabelgica.com/articles/abstract/10.5334/pb-47-1-95>
- Pietsch, J., Walker, R., & Chapman, E. (2003). Relationship among Self-concept, Self-efficacy, and Performance in Mathematics during Secondary School. *Journal of Educational Psychology*, 95(3), 589-603. Retrieved from <http://psycnet.apa.org/record/2003-99913-015>
- Pintrich, P. R. (2002). *Motivation in Education: Theory, Research & Application, 2<sup>nd</sup> Edition*, New Jersey: Merrill-Prentice Hall.
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and Self-regulated Learning Component of Classroom Academic Performance. *Journal of Educational Psychology*, 82(1), 33-40. Retrieved from <http://rhartshorne.com/fall-2012/eme6507-rh/cdisturco/eme6507-eportfolio/documents/pintrich%20and%20degroodt%201990.pdf>
- Pintrich, P. & Schunk, D. (1996). *The Role of Expectancy and Self-Efficacy Beliefs Motivation in Education: Theory, Research & Applications*. Prentice-Hall.
- Romlah, T. (2006). *Teori dan Praktik Bimbingan Kelompok*. Malang; Universitas Negeri Malang.
- Schunk, D. H. (1981). Modeling and Attributional Effect on Children's Achievement: A Self-efficacy Analysis. *Journal of Educational Psychology*, 73, 93-105. Retrieved from <https://libres.uncg.edu/ir/uncg/listing.aspx?id=5276>
- Schunk, D. H., Pintrich, P. R., & Meece J. L. (2012). *Motivasi dalam Pendidikan: Teori, Penelitian dan Aplikasi*. Jakarta: PT. Indeks.
- Setiawan, M. A. (2015). Model Konseling Kelompok dengan Teknik *Problem Solving* untuk Meningkatkan *Self-efficacy* Akademik Siswa. *Jurnal Bimbingan dan Konseling*, 4(1), 8-14. Retrieved from <https://journal.unnes.ac.id/sju/index.php/jubk/article/view/6869>