

GROUP ACTIVITY IN COUNSELING TO REDUCE THE ELEMENTARY SCHOOL STUDENTS LEARNING DIFFICULTIES

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Abstract

Learning difficulties experienced by elementary school students the most important was the decline in achievement. Further indication of students' learning difficulties can be seen as slow in completing learning tasks, the results achieved are not in accordance with the businesses owned, suggesting that deviant behavior, suggesting that deviant emotional symptoms. In helping students to reduce the difficulty of learning, the counselor can provide guidance and counseling services. One of the models or techniques appropriate to be given to primary school students is to play therapy. Based on the characteristics of elementary school students who entered the group, then the game play is provided by the group. The goal of the game this group is to help students to identify learning difficulties experienced by sharing in the group. One of the group games that can be used to reduce learning difficulties is a game of "What Happens with Sarong?". The main objective in this game is to train students to be able to concentrate and perform quick tasks. Stages of counseling provided is (1) form a group, (2) describes the purpose of counseling, (3) doing the game, (4) discussion group, (5) the closing stages. Counseling process can be started from the first stage until the closing stages.

Keywords: group activity, learning difficulties, elementary school students

Introduction

Learning difficulties often experienced by students from both primary and secondary education to higher education. The difficulty is often indicated by a decrease in student achievement. Learning problems including learning difficulties are normal or common for students. The amount of competition both in the classroom, school and surroundings are demanding and students must always have a good achievement (get rank 1 with a satisfactory value).

Levels of learning difficulties experienced by students at every level of education show a difference because in terms of subject matter and developmental age. Learning difficulties of students at primary level needs to be addressed early on, due to the continuity of education at the next level. One indicator of primary school students who have learning difficulties indicated by a decrease in achievement, not willing to do the tasks of schooling, like the annoying friend during the process of learning in the classroom, and so on.

The results of research conducted by Purwanti (2009) showed that 43% percent of students at one elementary school in Central Java region experiencing learning difficulties. These difficulties for example a decrease in learning achievement, not paying attention (and out of the classroom, joking with friends, likes to make noise in the classroom). Based data acquisition from the complaints of parents and teachers as well as documentation of the results of test scores and grades.

Learning difficulties experienced by some students in these schools may not lead to the learning process is progressing well. Problems that already exist are yet to be addressed by teachers and the school in general. The main obstacle that caused it because of busy and tight schedule of teaching at the school. Based on the facts, then there is need for more specialized treatment to help students who have difficulty learning.

In guidance and counseling services primarily in the areas of tutoring, many methods and techniques that can be given to help students who have difficulty learning. One such method is to use a group approach in both the guidance and counseling group. Group approach is more appropriate than an individual approach, as based on the developmental age of students entering elementary school age groups. In accordance with the opinion of the psychologist (Marat, p.. 72) that gives

the term at this age by age group (gang age), children begin to try to become a member of the group, usually with the same sex.

The purpose of the provision of tutoring services is to improve learning achievement, discover the habits of good learning, and can face problems of learning (Joseph, 2005:10). At the age of elementary school students, tutoring services are given more priority on efforts to improve learning achievement. Based on this it is necessary to the various methods or techniques in providing tutoring services are appropriate for elementary school students who have difficulty learning.

In this paper tries to give an effort to help students who experience learning difficulties with the game group. Gaming group selected on the basis of the development factors of elementary school age students who entered the age groups. Group games that will be well adapted to the objectives to be achieved is to reduce the difficulty of learning, especially on indicators of learning difficulties.

Discussion

A. Overview of Elementary School Students Learning Difficulties

According to Grossman (2001) learning disabilities is a condition where learning achievement is not reached in accordance with criteria established standards. In line with this, Sugihartono, et al. (2007:149) explains that learning difficulties are a symptom that appears on learners characterized by a decrease achievement or below a predetermined norm.

Based on the opinions of experts can be concluded that students' learning difficulties is a condition characterized by a low learning achievement because it does not meet the achievement of in accordance with established criteria. Learning difficulties so that students can first be identified because of decrease achievement or not in accordance with established criteria.

Further according to Blassic & Jones (Sugihartono, et al., 2007:153) that the characteristics of children experiencing learning difficulties can be demonstrated in behavioral characteristics, physical, speech and language, as well as intellectual ability and learning achievement. The statement explained that the learning difficulties experienced by students not only because of low academic achievement but also can be demonstrated in behavioral characteristics, physical, speech and language.

Sugihartono (2007:154) further describes the characteristics of children who have learning difficulties and this is an indicator of learning disabilities, are:

1. Learning achievements are low, characterized by the values obtained under established standards (below the value of 6) or get a final ranking in its class
2. The results obtained do not correspond to the work done, marked by frequent and additional lessons learned, or have facilities to complete but the results are not optimal
3. Slow in performing tasks and learning activities as well as late coming to school and its impact also on the slow task of collecting
4. Showing that deviant behavior, such as the likes skipping school, and out of class for no apparent reason when the course, like annoying friends when the learning process
5. Showing that deviant emotional symptoms, such as irritable, moody, screaming for no apparent reason when following lessons and so on.

Indicators of learning difficulties experienced by all the proficiency level learners including elementary school students. In low-grade elementary school students (grades 1, 2, 3) who have difficulty learning, often indicated by the slow in performing learning tasks. This is because that the low-grade elementary school students still require adjustment after they passed her education in kindergarten. As for high-grade elementary school students (grades 4, 5, 6) often indicate the presence of a low learning outcomes, suggesting that deviant behavior (not working on learning tasks, like a walk in the classroom, like ditching, like annoying friends).

Based on the description that has been presented in this paper the indicators of elementary school students who have learning difficulties indicated by the presence of a decrease achievement, the results achieved do not correspond to the work done, slow in doing school assignments, showing behavioral and emotional symptoms that deviate.

Students who have difficulty learning are influenced by factors derived from the self (internal) or from outside the self (external). Internal factors that influence learning difficulties in primary school children according to Dimiyati & Mudjiono (Sugihartono, et al., 2007:156) is a low learning motivation, attitude and lack of good study habits, studying concentrations are low, low intellectual ability, child's confidence is low. While external factors that affect the learning process in children,

among others: the lack of facilities and infrastructure support, the school curriculum, assessment policy, and social environment of students in school.

Elementary school students' learning difficulties can be identified apart from the indicators of learning difficulties that have been put forward but also need to be identified on the basis of these factors cause. The purpose of the identification of causal factors can be as one to make plans in providing guidance and counseling services to reduce students' learning difficulties.

Based on this, then the provision of guidance and counseling services to reduce the difficulty of learning is given by the method of group games that are tailored to the indicators and factors cause.

B. Overview of Gaming Group (Group Activity)

The gaming group is one method of providing guidance and counseling services. According to Geldard & Geldard (2011, 390) explains that the game is a fun and also helps children to develop physically, cognitively, emotionally and socially. In the game needs rules, operating procedures and a clear intention to make a game.

The use of games can be one way in helping the barriers experienced by students in particular learning difficulties. Geldard & Geldard (2011, 391) further explains the use of games for children can feel, experiment, and trained response to the tasks which include communication, social interaction, and problem resolution. The purpose of the use of games for the children in the counseling process, among others (Geldard & Geldard, 2011):

1. Provide opportunities for children to discover strengths and weaknesses of themselves, so they can develop motor skills and be able to look at the problems being experienced.
2. Giving children the opportunity to explore their ability to prepare, concentrate and persevere in the task.
3. Helping children to practice skills in problem solving and decision making.
4. Helping children to practice social skills to cooperate and collaborate in responding appropriately for any disappointment, setbacks, failures and successes.

The intended use of the game is at its core is to help counselors to create a harmonious relationship in counseling sessions, so the child can feel comfortable

and safe to tell about themselves and the problems being experienced (learning difficulties).

Selection of the group rather than individual game, cause based on the human need to always need other people and feel good if it can help others. According Romlah (2006, 20) asserts that the group is very large influence on the development of the individual, the way individuals learn, the ways how individuals develop patterns of behavior, and how individuals adjust.

Based on the description that has been said it can be concluded that more group games had a major influence in helping students who are having problems rather than individually. In addition, in the group, students can also develop excess itself so as to create a harmonious relationship between himself and counselor as well as with other group members.

C. Gaming Group (Group Activity) to Reduce Elementary School Students Learning Difficulties

Implementation of group games to reduce students' learning difficulties associated with the stages of group counseling. According Nurihsan (2005, 17) in group counseling requires adequate preparation and the process starts from the initial stages to the evaluation and follow-up. Can be described in greater detail the implementation process group counseling using the group games to reduce elementary school students' learning difficulties are:

1. The initial phase (group formation)

At this stage includes the formation of the group. The method used in forming a group with the observations and interviews in homeroom and teachers. The next step at this stage is an explanation of the existence of group counseling services for students, understanding, purpose and usefulness of the service.

2. Planning activities

This stage involves the determination of material services, objectives, target activities, materials or source material for the group games, assessment plans, and the time and place of group games.

3. Implementation of activities

In the implementation phase of this activity is a stage of pre-planned activities. At this stage, starting with introducing themselves to each other, tell

each other about the disclosure or learning difficulties are experienced according to indicators of learning difficulties. The next stage is to implement social play with the theme "What Happens with Sarong". Prior to the implementation of the group games started, first given rules and procedures for implementing the game. In the process of implementing a game of this group, the task of the counselor is a facilitator and observer students in the group. The things that need attention in observing among other things that raised student behavior, student participation in the following game, the emotional symptoms that appear and the enthusiasm of the students in following the game.

4. Group discussion phase

This phase is carried out after the game progresses, students are asked to sit in a circle together with a counselor. Topics to be discussed related to the implementation of group games, the aim to reveal what and how you feel every student when following the game. At this stage, each student can begin to talk about the learning difficulties experienced and the counselor's task to facilitate this. Counselors provide every student in the group the opportunity to give opinions or advice on how to solve problems expressed by the members of the group. That way, it can obtain information about any learning difficulties experienced by students and some things that need to be done so that learning difficulties can be helped. This becomes an agreement between the counselor and each student in the group to try to make changes to do with solving the problems.

5. The closing phase (evaluation and analysis of follow-up activities)

This stage is an evaluation of the activities of social play and analysis of follow-up activities. Evaluation of the implementation of the evaluation group games are more "in process" that can be done through observation. Observations made when the process of group games and group discussions, including the disclosure contain the students' understanding of the material has been discussed.

The results of the assessment group game activities need to be analyzed, in order to find out more about student progress and implementation of group games. The interesting thing in the analysis is the analysis of the possibility of the resumption of the discussion topics or issues that have been discussed previously. While actions can be implemented through the next group game or

activity is considered adequate and ends, so that follow-up efforts are considered separately is not required.

The use of group games to reduce elementary school students' learning difficulties can be said to succeed or in other words can help students reduce the learning difficulties they experienced. This can be evidenced from the results of research conducted by Purwanti (2009) that the use of social play can be effective to reduce the learning difficulties of students with comparative results of the pretest and post test scores decline. Further in the study, explained that students are given game action groups showed major changes with the increase learning achievement and can reduce the habit of slow in doing the task than students who were denied social play.

Conclusion

Based on the descriptions that have been raised can be concluded that the use of social play in reducing the learning difficulties of students can help students to improve learning achievement, and shows the changes in accordance with the indicators of learning difficulties. The use of social play is based on the stage of elementary school age students and the existence of basic human needs are always in need of others and feel happy if it can help others.

Implementation game of this group include (1) the initial stages of group formation based on the similarity of the problems of students who have difficulty learning, (2) planning activities which contain an explanation of goals, objectives, activities, and preparing materials and infrastructure required in social play, (3) the implementation of social play with the theme of the game "What Happens with Sarong", (4) discussion group as a phase to find and identify the learning difficulties experienced by students and provide students the opportunity to be able to find ways to reduce learning difficulties, (5) closing phase is the evaluation and follow-up analysis of the implementation of that group game.

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“What Happens with Sarong (SARUNG)”

Time : 20-30 minutes

Location : the classroom or yard

Game Procedures

1. Counselors invite all students to form one large circle and then explained the game.
2. Counselors provide examples to form something of a sarong. Then throw the sarong to the student counselor wants.
3. Students who get the first turn must quickly form a sheath and may not form a sheath with a previous form. Then the student was thrown back holster to other students.
4. Activity continues to repeat until all students get a turn. This game can be repeated again until the second round.
5. Activity ends after all the students get a turn.
6. Students who can not form a sheath or scabbard shape similar to the previous form will be punished.

Objectives to be achieved

1. Build confidence level with the results already obtained.
2. Creating a passion for continued learning.
3. Creating a climate for mutual help to friends in need.
4. Familiarize responsible behavior
5. Familiarize faster in performing the tasks

Discussion

In this game, counselor to create something from the glove to give examples and samples are then not be formed by all students. The main objective of the game is that results are achieved in accordance with the work done, reduce deviant behavior, familiarize depart in that task and improve learning achievement. Students are expected to be able to think quickly and precisely and then also trained to help each other friends who have difficulty in performing tasks and learning activities. Indirectly, this game also requires students to think creatively.