The Identification of Students’ Problems in Junior High School Using AUM Umum (General Problem-Revealing Instrument)

Abstract— The success of counseling and guidance services is mainly dependent on teachers' guidance and counseling skills in facilitating and helping students to solve their problems. They are very important in the counseling process, where the provision of guidance and counseling services should be appropriate to the students’ problems and needs. However, Guidance and Counseling teachers have difficulties in identifying students’ difficulties. In this paper, we present the most problem experienced by 100 junior high school students. They are the first year students of junior high school in Yogyakarta. We analyze the student problems using survey methods with a problem-based guidance and counseling tool, namely Alat Ungkap Masalah (AUM) Umum/General Problem-Revealing Instrument. Junior high school students are in the early phase of teenagers who find many big changes in themselves that can cause problems. The result of this research shows that there are three problems found. The most common problem is Personality (26%), Social Relationship (25%), and Physical Health (22%).

Keywords—student problems, AUM, junior high school, guidance and counseling services

I. INTRODUCTION

Junior high school students are in the early adolescent phase, where changes and developments experienced make it at a time of great interest. [1] Adolescence as a developmental transition period that begins around the age of 10 to 12 years, and ends at the age of 18 to 22 years. Adolescence is an essential period because the changes experienced will have a direct impact and influence further development. Changes can occur in emotions and body, interests and roles, and in values held and the desire for freedom. [2] 14-year-olds are often irritable and easily stimulated. Also, their emotions tend to be unstable, and they do not try to control their feelings. Problems experienced by students will be interconnected with each other. [3] High school students with affective and cognitive involvements are positively correlated with behavioral engagement. Furthermore, affective and cognitive participations are positively associated with self-esteem and academic achievement, and negatively with school fatigue.

A junior high school student is described as a figure that needs the help of others to gain knowledge, experience growth and development, and to solve problems at school. The task of Guidance and Counseling teachers, in this case, helps and facilitates students in reducing problems and tries to develop their potential. [4] The purpose of guidance and counseling helps students make decisions and solve problems they face, react in the right way, and coordinate works inside and outside school. [5] Guidance and counseling play a vital role in student development. Problems experienced by students can be known in many ways, one of which uses tools such as guidance and counseling instruments. The instrument aims to obtain data on the students, which becomes further consideration for the counseling and guidance services. With this data, the guidance and counseling services will be more directed and appropriate to the students’ needs and problems. [6] The assessment through an instrument can help clarify the nature of students’ problems and ultimately strengthen overall communication and counseling relationships.

However, the process of providing counseling and guidance services will be complicated when the teachers experience barriers in identifying the problems of the students. [7] Teachers’ guidance and counseling competencies in South Sulawesi have not reached the minimum competency standards. It also needs to strengthen teachers’ capacity for the effectiveness and improvement of school counseling and guidance services. In addition, [8] the quality of teachers’ guidance and counseling performance at Yogyakarta schools and the quality of guidance and counseling programs can be said to be relatively low with some indications, i.e., non-comprehensive planning and learning with no needs analysis. Environmental circumstances can influence the lack of Guidance and Counseling teachers identifying student problems. [9] Some of the factors causing the
low ability of Guidance and Counseling teachers in the problem analysis are limited time, energy, and fund.

Based on these issues, it is necessary to identify the problems of junior high school students as the primary basis for the implementation of school guidance and counseling services. The researchers are interested in conducting related surveys on problem identification to first-year students. Students’ problems are identified through a problem-based guidance and counseling tool, namely Alat Ungkap Masalah (AUM) Umum/General Problem-Revealing Instrument. AUM is one of the most widely used instruments of guidance and counseling in Indonesia that has validity and reliability. AUM is used as a tool to express problems experienced by students, and it consists of ten problem areas, ranging from physical and health issues to problems during leisure time.

II. METHOD

The data was collected by spreading the “AUM format 2” instrument for junior high school students. AUM has been tested for its validity and reliability, which consists of 10 problem areas and 155 problem items. This instrument is given to 100 junior high school students in Yogyakarta.

This study used a survey method, [10] using questionnaires as a research instrument conducted on large and small populations. [11] The survey research process includes the development of surveys, sample selection and survey administration, and data analysis and reporting. The respondents in this study were 100 junior high school students. They used AUM to identify problems experienced. The Guidance and Counseling teacher then analyzes the answers made by students. The results of the analysis show the most problems experienced by junior high school students and serve as the basis for the guidance and counseling services. The flow of the research can be seen in Figure 1 below.

![Flowchart](image)

Fig. 1. The flow of research in identifying the problems of junior high school students.

III. RESULTS AND DISCUSSION

The data on AUM Umum results show the most and least common problems experienced by junior high school students in Yogyakarta based on the problem areas. These problems can then be used as a foundation for providing guidance and counseling services to students.

Table 1 shows that in the overall problem, the most problem is in the area of personality with 654 problems or 26% in which each student has seven problems in the field. Meanwhile, the least problem is in the area of economic and financial problems with 88 problems or 9% in which each student has problems in the field.

The result of the group data of junior high school students, in general, is presented in Table 1 below.

| Field Issues                  | Amount | Percentage (%) | Average (Student) |
|-------------------------------|--------|----------------|-------------------|
| Physical Health               | 224    | 22             | 3                 |
| Personality                   | 654    | 26             | 7                 |
| Social Relationship           | 616    | 25             | 6                 |
| Career and Work               | 88     | 18             | 1                 |
| Economy and Finance           | 88     | 9              | 1                 |
| Education and Lessons         | 166    | 11             | 2                 |
| Religion, Values, and Morals  | 131    | 13             | 1                 |
| Relationship of Young People  | 100    | 20             | 1                 |
| Circumstances and Relationships Within the Family | 181 | 7 | 2 |
| Leisure Time                  | 109    | 22             | 1                 |

Based on the results of the above group data, the detail of the three most common problems experienced by the junior high school students in Yogyakarta is presented in Table 2 below.

| Overall Problems              | Field Issues                  | Amount | Percentage (%) | Average (Student) |
|-------------------------------|-------------------------------|--------|----------------|-------------------|
| Personality                   | 654                           | 26     | 7              |
| Social Relationship           | 616                           | 25     | 6              |
| Physical Health               | 224                           | 22     | 3              |

The highest common problems experienced by junior high school students can be seen in Table 2 above. Firstly, the most common problem is personality; it is 654 or 26% where in this context, the students experience seven problems. Secondly, the most common problem is Social relationship (616 or 25%) where every student has six problems. The third
common problem is Physical Health (224 or 22%); the students have three problems on it. Overall, it can be inferred that most students have a problem with personality.

The junior high school students start facing a problem when they are in their teenage phase. [12] Adolescence is a developmental transition involving physical, cognitive, psychosocial changes, from childhood to adulthood. These problems can be handled well if the learner can control himself. However, not a few see that junior high school students have problems affecting behavior by ways of socializing with others. It is not easy to overcome the problems experienced in this phase because many learners come from various societies and socioeconomic levels.

[13] One of the cognitive changes that occur during the transition from childhood to adolescence is an improvement in abstract, idealistic, and logical thinking. [14] Student’s mindset as a teenager can also affect his/her academic achievement. Misconduct in thinking can lead to other problems related to emotional maturity to influence behavior. [15] In average, the junior high school students who commit an offense is seen from the school attendance aspect (61.39%), in the moderate category, and the learning time aspect (62.54%), in the high category. [16] High school students in general who have a problem on emotional maturity are 57.40%, which is in the low category. [17] In the United States, South American high school students, over 37%, are reported being bullied face-to-face or online, with fewer than 31% reporting bullying incidents to adults. This needs guidance from a Guidance and Counseling teacher so that students can solve the problem optimally.

These problems can be handled well if the student can control himself. Adaptation problems also have a major impact on students. [18] Adjustment of junior secondary students affects the achievement (8.4%), and social adjustment affects the students' academic performance (17.5%). In addition, in Bogor City [19] junior high school students, in general, are in the category of problems (57.65%). All three indicators have the highest percentage of problems; they are: obtaining career information, improving learning skills, and creating academic self-concept.

All the problems that students face include personality, social, learning, and career areas. [20] The challenge of guidance and counseling in junior high schools is focused on the physical, intellectual, emotional, and social development that comes in the early teens. The most competent parties in education to help facilitate students to solve problems are Guidance and Counseling teachers. Guidance and Counseling teachers provide services to students regardless the gender, race, or ethnicity. [21] Khartoum Counseling and Guidance teachers demonstrate a positive attitude toward counseling and guidance services, and no discrimination is provided. Guidance and counseling services are expected to provide students with solutions to their problems. [22] The positive self-efficacy that teachers have for guidance and counseling is beneficial for students' social, academic, and career development. [23] Junior high school students can get help in areas such as career planning, high school education opportunities, community engagement, and recreation. [24] The guidance and counseling services offered in schools includes academic, health, moral, and spiritual issues. [25] Guidance and Counseling teachers support students in their academic processes to foster, develop interpersonal competence, and improve academic achievement.

A Guidance and Counseling teacher has a vital role in educating learners to achieve optimal development. One of the Guidance and Counseling teachers’ roles to do is to identify problems experienced by students. Guidance and counseling in Indonesia have a variety of instruments to determine the learners’ needs, which are able to reveal the problems experienced by the learners. The instrument used in the research is *AUM Umum*. This instrument is commonly used by Guidance and Counseling teachers in Indonesia to find out the problems experienced by learners. [26] *AUM Umum* as a means of uncovering problems is a relatively simple and easy-to-use instrument to express the problems faced by learners. This is adapted from the Money Problem Check List (MPCL) developed by Ross L. Mooney and then developed by Prof. Prayitno in accordance with the conditions of students in Indonesia.

The counseling and guidance services will be useful if they are based on accurate data. The actual data will only be found if it is collected using the right instrument tool. [27] Analyzing the needs of students in guidance and counseling should employ an adequate range of instruments, both test and non-test. Student needs can be identified using an assessment. [28] In the evaluation, a counseling process is useful as it provides information for Guidance and Counseling teachers so that they can understand and respond to the student concerns.

The *AUM Umum* instrument was used by the Guidance and Counseling teachers to identify the problems of junior high school students in Padang in 2015. [29] The results show the most common problem experienced by students is in the area of personality. In 2016, AUM Umum was used in Kupang to find out the difficulties experienced by junior high school students. [30] The results show that the most common problem is in the area of Social Relation issues. It shows that every year, there is a possibility that junior high school students have some different problems. Guidance and Counseling teachers should be able to identify students’ problems so that the process of providing guidance and counseling...
services meet the needs and problems of the students. The following section presents the research question.

Based on the research conducted at junior high school in Yogyakarta, there are three most common problems experienced by the first-grade students. The problems are highlighted because the percentage of the students is visible; those who have the problems are quite a lot. These problems include areas of personality. Approximately, the students have seven problems in this field, whereas in the field of Social Relations, they have six problems, and in the field of Physical Health issues, the students have three problems in average. This is the evidence from the three areas of the problems. Therefore, the researchers see that junior high school students need helps of the Guidance and Counseling teachers to facilitate them in solving problems experienced. Hence, high school students can develop their potential optimally.

IV. CONCLUSION

Junior high school students experience various problems that can change their mindset to their behavior if the problems cannot be adequately handled. This is why the counseling and guidance services should be provided as needed. The problems experienced by junior high school students are identified by the problem-based instruments commonly used by the Guidance and Counseling teachers in Indonesia. This instrument is Alat Ungkap Masalah Umum (AUM) Umum Format 2/Format 2 General Problem-Revealing Instrument. It is proposed for junior high school students, and it has validity and reliability as a problem-based instrument.

This study identifies that the three most common problems faced by junior high school students in Yogyakarta include personality (26%), social relationship (25%), and physical health (22%). This shows that first-year students are still in the phase of change from childhood into adolescence, which generates many problems in certain areas. These problems will not be separated from the supervision and handling of Guidance and Counseling teachers in providing guidance and counseling services according to the problems and needs experienced by the students. However, all of the problems of junior high school students at each level are not identified. The identification of problems of the first-year students will significantly help Guidance and Counseling teachers to facilitate them until the problems they face can be resolved.

ACKNOWLEDGMENT

This research is supported by Yogyakarta State University.

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