

EFFECTIVENESS PROBLEM-SOLVING TECHNIQUES THROUGH GROUP GUIDANCE SERVICES TO REDUCE SOCIAL LOAFING

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Abstract

This research aims to determine the effectiveness of group guidance services through problem-solving techniques to reduce students' social loafing. The research method used is quantitative, with a pre-experiment design of one group pretest-posttest. The source of data in research is the source From where the data can be obtained, namely MTs Islamiyah Hessa Air Genting, students who have Self-Injury Behavior. The primary and secondary data used in this research are primary and secondary. Secondary data was obtained from documentation, while primary data was obtained through a questionnaire with a Likert scale. The population of this study was 63 students at MTs Islamiyah Hessa Air Genting. Sample as many as eight people who had social loafing behavior. Samples were taken using a purposive sampling technique. Data was collected through a questionnaire with a Likert scale. Data was analyzed using the Wilcoxon Signed Ranks Test with the SPSS For Windows Versions 22.0 statistics program. The results show that the significant value of Asymp. Sig(2-tailed) < 0.05, namely 0.012. This means that group guidance services through problem-solving techniques effectively reduce social loafing in students.

Keywords

Group Guidance, Problem Solving, Social Loafing.



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INTRODUCTION

An educational institution is where the education or teaching and learning process occurs to achieve a predetermined goal. The role of schools is very important in achieving educational goals. The school educates and prepares students to adapt and solve problems. Education can develop abilities and shape the character of students. Educational institutions are places to improve developmental aspects so students can develop optimally from cognitive and social (Akimov et al., 2023).

Formal education institutions are schools that educate so that they can grow the capacity of students to become independent individuals with the desire to understand themselves and the social environment constructively. Human life requires social relationships because individuals need other people, such as family, society, and the *social environment*. Therefore, humans also need other individuals besides themselves who can help in various ways. Individuals can play, socialize, and work in groups to complete tasks (Chue et al., 2024).

Early adolescence is a transition period when students ask questions about their identity. Adolescence is a period where the social life of peers expands. Achieving a goal is easier if you do it together in a group. Group work carried out together will improve the quality of ideas better to achieve goals. Group assignments benefit distributing efforts among students based on the members' skills and abilities (Faizhan, 2020).

Nowadays, not all teenagers can easily overcome the impact of *social loafing*. *Social loafing* has detrimental impacts, including losing motivation to learn, hampering productivity, and losing opportunities to express opinions. In a group, some individuals will contribute less to achieving goals (Aulia & Saloom, 2019). Social Loafing is a problem often among students, especially when doing group work.

When students do group assignments, they can know which ones are contributing or not because the presence of other people makes students think that their group friends bear the responsibility for the assignment. Working together in a group causes individuals to be irresponsible (Peranginangin & Hadiyati, 2018). Situational factors influencing social loafing include unclear division of responsibility and no evaluation of group contributions (Stephanie & Ermida, 2015). Social causes loafing in individuals, namely decreased motivation, passive attitude, responsibility, free ride, and evaluation apprehension

The conclusion is that individuals in a group can experience social loafing, reducing motivation and effort when working in a group compared to when individuals work alone. *Social loafing* is a bad habit that relies on other people, which triggers individuals to be irresponsible and not contribute optimally to achieving a goal in a group compared to achieving goals individually.

Previous studies have investigated, among others, group counseling services utilizing problem-solving techniques, which have shown effectiveness in addressing various behavioral issues among students. These techniques have successfully reduced truant behavior (Fatchurahman et al., 2018) and online game addiction (Solving & Hosin, 2019). In the context of group projects, social loafing remains a significant challenge. Several strategies have been proposed to mitigate this issue, including identifying individuals with a high need for cognition, considering task difficulty, using performance measurement, emphasizing individual contributions, limiting group size, promoting group cohesiveness, and implementing peer evaluations (Rich Jr et al., 2014). The importance of group work in higher education is emphasized due to its role in developing communication, problem-solving, and leadership skills and meeting the demands of employers and accreditation agencies (Synnott, 2016). Neighborhood suggests growing socio-spatial inequalities and decreased participation and social (Nogueira-de-Almeida et al., 2024). The difference between this research and previous research is the development of problem-solving through group guidance services to reduce social loafing.

The observations at MTs Islamiyah Hessa Air Genting found that several students experienced social problems loafing while doing group work. Social loafing harms the individual and others. The impacts in groups hamper the achievement of goals within a group. In contrast, the impacts experienced by individuals include a lack of sense of responsibility, low academic achievement, reduced group cohesiveness, and envy. Group work has a negative impact because it makes individuals make lower contributions. After all, they rely on others to complete group work (Fitriana & Saloom, 2018).

The reality is that not every individual contributes to achieving common goals. It was found that students experienced a decrease in contribution in providing group work compared to those working as independent colleagues. Students who experience *social loafing* are caused by low motivation, which causes no interest in achieving the goals they want to achieve, have a passive and irresponsible personality, and the large number of group members results in taking advantage without participating in the group or relying on other people, achieving common goals.

Factors that cause *social loafing* are decreased motivation, passive attitude, responsibility, *free ride*, and evaluation apprehension (Myers, 2012). Group dynamics, group structure, group interaction, and incentives also play a role in social loafing factors (Zhu & Wang, 2015). Social loafing behavior within an individual causes problems in various aspects of the field, namely personal, social, learning, and career. Therefore, educational institutions can overcome problems experienced by students with guidance and counseling services.

The role of guidance and counseling teachers is very important in the development of students in various aspects, namely personal, social, learning, and career, which are carried out systematically in the counseling guidance program. One of the school guidance and counseling programs is group guidance services, which can help reduce social problems among students. Group guidance is a type of guidance and counseling that aims to help students develop according to their potential, abilities, interests, talents, and social norms and values applied in group activities (Alfarizi & Herdiansyah, 2024).

Group guidance uses group dynamics to convey information and assistance to group members through an expert (Counseling Guidance Teacher) (Syarqawi et al., 2022). Guidance group services are provided by guidance and counseling teachers to students so that students can discuss and exchange ideas with group members, which can increase self-understanding in making decisions can help students solve problems

Group tutoring has a preventive function, providing information to students, increasing their potential, and preventing problems from arising (Suranata, 2019). High levels of enthusiasm, cooperation, and trust among members characterize the dynamics of a group. Group activities, known as group guidance services, attempt to help group members become more social or achieve common goals by discussing and providing information (Syafaruddin & Syarqawi, 2019).

When implementing group guidance services, several techniques can be used to optimize support for the implementation of group guidance services to help resolve problems that want to be resolved to achieve service goals. In implementing group guidance services, several techniques can be implemented: information services, simulation games, creating family situations (homeroom), problem-solving, role-playing, and *field trip* group discussions). Of the various existing techniques, problem-solving techniques can support optimization in solving social loafing problems through group guidance services. Problem-solving techniques help individuals overcome problems by thinking positively (Septiana & Zaini, 2021). A problem-solving strategy is a delivery method by

setting goals such as paying attention, evaluating, and analyzing a problem so that it can be identified from the start so that it becomes an effort to avoid problems and get systematic training in cognitive skills (Nofarissa et al., 2023).

Based on the description above, efforts need to be made to reduce social loafing in social circles experienced by students through problem-solving techniques and group guidance services, where students give each other ideas for problems within the group and discuss them, and become more open to the problems they are experiencing so that problem solving can be created to reduce social loafing. The implementation of this research aims to reduce social loafing behavior and how effective problem-solving techniques in group guidance services are to reduce social loafing.

METHOD

This research uses quantitative techniques to provide treatment or actions to a group of participants or research subjects created and managed by the researcher. The research was conducted using a *pre-experimental approach*. A *pre-experimental design* is a design that is given pre-test and post-test only in one group or class. (Sugiyono, 2014). This research used a *group pretest-posttest pre-experiment design*. Design a *pretest* before the treatment is given, and a *posttest* after the treatment is given so that the treatment results can be known more accurately because they can be compared with the situation before the treatment is given (Sugiyono, 2017).

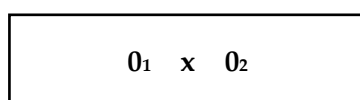


Figure 1. One Group Pretest - Posttest Design

Information:

O_1 : *Pretest Value (Before Treatment)*

X : *Treatment*

O_2 : *Posttest Score (After being given treatment)*

This research was conducted at MTs Islamiyah Hessa Air Genting. The population in this study was all 63 class VIII students. There are as many samples as eight people who have *social loafing behavior* at MTs Islamiyah Hesa Air Genting. Sampling uses a *purposive sampling technique*, namely determining the number of samples to be analyzed by considering certain factors based on specified criteria.

The data collection technique used in this research is a research questionnaire with a *Likert scale*. The *Likert scale* is an assessment scale obtained from the respondents' overall opinions regarding statements related to indicators of a concept or variable being measured. Researchers analyzed research data using the *Wilcoxon Test Signed Rank Test* with software *SPSS statistics For Windows Versions 22.0*.

The primary and secondary data used in this research are primary and secondary. Secondary data was obtained from documentation, while primary data was obtained through a questionnaire with a *Likert scale*. The hypothesis in this research is as follows:

Ha: Problem-solving technique group guidance services have proven to be effective in reducing social laziness.

Ho: Problem-solving technique group guidance services are not effective in reducing social laziness

FINDINGS AND DISCUSSION

Findings

This research looks at the effectiveness of treatment *before* and after *treatment* group guidance services with *problem-solving techniques*. The higher the score obtained, the higher the *social loafing behavior*. Conversely, if you get a low score, the *social loafing behavior* will also be lower. The following is the frequency distribution data obtained before and after treatment.

Table 1. Frequency Distribution of Pretest and Posttest Social Loafing

Category	Score	Pretest		Posttest	
		Frequency	%	Frequency	%
Very high	102-124	0	0	0	0
Tall	78-101	8	100	0	0
Low	55-77	0	0	6	75
Very low	31-54	0	0	2	25
Amount		8	100	8	100

Based on the frequency table above results, there are changes in the *pretest* and *posttest social loafing* for students before and after being provided with *problem-solving technique group guidance services*. The *pretest* results showed that eight students had *social loafing problems* in the high category with a percentage of 100%. The *posttest* results above show that after being given treatment with *problem-solving technique group guidance services*, there were six students with a percentage of 75% in the low category and two students with a percentage of 25% in the very low category.

Group guidance services using *problem-solving techniques* were carried out in this research to reduce *social loafing* in students. The service is carried out in 4 meetings with the aim of students being able to solve the problems they face. After the students received *treatment* in the form of group guidance on *problem-solving techniques*, it was discovered that there was a decrease in social loafing. The following is the data on the dispute between the pretest and posttest results obtained:

Table 2. Dispute Data on Pretest-Posttest Results Social Loafing

No.	Name	Pretest Score	Information	Posttest Score	Information	Difference	
						Mark	%
1.	FMH	89	Tall	53	Very low	36	18
2.	HD	91	Tall	69	Currently	22	11
3.	MAS	90	Tall	67	Low	23	12
4.	MES	92	Tall	52	Very low	40	20
5.	MNJ	87	Tall	70	Currently	17	9
6.	MYT	88	Tall	68	Currently	20	10
7.	MAR	89	Tall	68	Currently	21	11
8.	R.A	88	Tall	72	Currently	21	11
Amount		714		519		200	100
Average		89.25	Tall	64,875	Low	25	12.5
Minimum		87		52		17	9
Maximum		92		72		40	20

The results in the table above decreased after being given group guidance service intervention with *problem-solving techniques*. Before being treated with *problem-solving technique group guidance services*, the average pretest score was 89.3%, which was in the high category. After being given treatment through group guidance services using *problem-solving techniques*, the average posttest score was 64.8%, which was in the low category. The difference in decreasing scores from the pretest and posttest results was an average difference of 12.5%. Data analysis used the Wilcoxon Signed Rank Test with the SPSS For Windows Versions 22.0 statistical program. The following are the statistical results carried out:

Table 3. Wilcoxon Signed Rank Test results

Test Statistics ^a

Posttest - Pretest	
Z	-2,521 ^b
Asymp. Sig. (2-tailed)	,012

Based on the table above, the *Asymp.sig probability figure is obtained. (2-tailed) social loafing* is 0.012 or smaller than the significance level of 0.05, so the hypothesis is accepted. Based on these results, it can be concluded that H_0 was rejected and H_a was accepted, namely that there was a significant change before and after being given treatment in which the *problem-solving technique group guidance service* effectively reduced *social loafing* in students.

Discussion

Social loafing among students can significantly impact themselves and their social environment, leading to inefficiencies in group work and requiring others to expend more energy to achieve group goals. Research identifies five key aspects of social loafing: decreased motivation, passivity, reduced sense of responsibility, free-riding behavior, and evaluation apprehension (Glas et al., 2019; King & Ganotice, 2015; Qiu & Li, 2024). These factors contribute to decreased productivity and effectiveness within group dynamics by influencing individual contributions and overall group cohesion. Addressing these issues is essential for promoting a more collaborative and productive group environment where each member feels motivated and accountable for their contributions to achieving collective objectives (Liu et al., 2024; Su & Guo, 2024).

Low motivation results in a lack of student will to achieve a goal. Students with low motivation will have low productivity, so the work given is not optimal (Ying et al., 2014). The greater the motivation, the better the student's learning activities; conversely, the lower the motivation, the less good the student's learning activities are (Putri et al., 2013). Students who have enthusiasm for learning and a sense of joy are influenced by motivation to learn.

Passive students who only choose to remain silent and tend to be listeners without contributing to the group. Passive behavior is shown by indirect communication and is often filled with feelings of inferiority and hopelessness, so it is better to remain silent and avoid other people (Aryani, 2022). Students with passive behavior will decrease enthusiasm for learning because they are not confident in themselves. In contrast, students who have assertive behavior can express their opinions with confidence but still respect other opinions so that there is encouragement to do better work in work the group (Anim-Sampong et al., 2022; Chen et al., 2023; Lee et al., 2023; Omura et al., 2017).

Students are not responsible and only depend on other people to participate in completing their responsibilities in the group. Students often delay starting or completing work (Nitami et al., 2015). Students who have low *social loafing* will be responsible for their obligations to complete work

with maximum effort and will be responsible for the actions they take in learning.

Free riding involves taking advantage of others by not contributing adequately shifting more work and responsibility onto others within the group (Massimi, 2024; Zakout, 2023). This behavior undermines teamwork and fairness, allowing some individuals to benefit without exerting effort. Addressing free riding is crucial in fostering equitable participation and ensuring that all members contribute effectively to achieve shared goals in group settings (Holmes, 2023; Morris et al., 2024). Individuals who experience *social loafing* tend to let other members complete more tasks than they do so that they get the same grade even though they do not contribute to group work. The increasing number of group members causes individuals to rely on others, so they contribute less during group work (Mi et al., 2024; Navon & Bar-Anan, 2023; Wu et al., 2024).

Evaluation apprehension is when individuals have concerns about evaluation from other people, causing a decrease in awareness of evaluation from teachers and group members when doing group work (Kuluşaklı & Genç, 2024; Paufler & Sloat, 2020). In group evaluation, improving self-quality and quality in the group is very useful so that individuals can find out whether the given participants are optimal or less than optimal. Individuals who cannot accept constructive criticism or praise from others tend not to accept it because they consider criticism given by others as a way to humiliate them (Czech et al., 2023; Hou et al., 2023; Melisa et al., 2017).

To overcome the problem of *social loafing* in students, researchers conducted a study by conducting a *treatment* to reduce *social loafing* by providing group guidance services using *problem-solving techniques* (Babar et al., 2018; França et al., 2014). The application of group guidance services through *problem-solving techniques* attempts to solve the problems students face. This technique can also stimulate students to think higher, from looking at *social loafing problems to alleviating them* so that students can take meaning from every activity they have carried out (Wigert & Sutton, 2023).

Students are free to express their opinions, so it is easy for them to interact with others through group guidance services. Group guidance services with *problem-solving techniques* can help students with high *social loafing* become low so that the service can be used to reduce students' *social loafing* (Ali et al., 2024; França et al., 2014; Vangrieken et al., 2015). Based on the data analysis that has been carried out, the research results show that there are significant changes before and after being treated with problem-solving technique group guidance services.

CONCLUSION

Social loafing decreases individual performance in group work because they rely on others to complete their tasks. According to research analysis, there was a significant change in reducing social loafing after receiving group guidance using problem-solving techniques for four meetings. The pretest data before treatment averaged 89.3% in the high category, while after treatment, the average posttest score was 66.8% in the low category. According to the data above, the Asymp value can be concluded. Sig (2-tailed) is $0.012 < 0.05$, then the hypothesis is declared accepted. In other words, *problem-solving techniques and group guidance services* have effectively reduced *social loafing*.

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