



EFFECTIVENESS OF GROUP GUIDANCE DISCUSSION TECHNIQUE TO IMPROVING STUDENT'S ACADEMIC GRIT

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Abstract:

The problems that arise during the learning process are often not due to the students' cognitive inability, but rather the result of a lack of academic grit. Academic grit is important to make individuals work hard, have high standards, focus on fulfilling responsibilities, and continue to show effort despite failure, difficulties, and obstacles that always come in the way. This study aims to determine the effectiveness of discussion technique group guidance to improve students' academic grit. This study uses an experimental method with a pretest-posttest one-group design with as many as 9 students as the subject of the Islamic Education Guidance and Counseling Study Program, Raden Intan State Islamic University, Lampung, Indonesia. The data collection technique used an academic grit scale. Data analysis of the results of hypothesis testing based on the Wilcoxon test using SPSS V25 obtained the value asymp. sig (2 tailed) $0,007 < 0,05$ and from the results of the pretest-posttest from the mean of 62 to 70, it can be concluded that the discussion technique group guidance is effective in increasing students' academic grit. From the results obtained the researchers suggest to 1) Student academic supervisor, when providing consulting services to students, the guidance service would be better to do it in groups because groups research shows that it can increase students' academic grit, 2) Students of the Islamic Education Guidance and Counseling Study Program at the State Islamic University of Raden Intan Lampung Indonesia Batch of 2021 should participate in group guidance service activities with full commitment from the beginning to the end of the activity because with group guidance it can increase students' academic grit. 3) Then suggestions for future researchers, to increase academic grit, can be tried with group guidance using other techniques.

Keywords: group guidance, discussion techniques, academic grit

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1. Introduction

The development of an increasingly rapid era makes humans advanced in various fields, one of which is in the world of education. Education is a basic obligation for humans, education also provides opportunities for the nation's next generation to learn to prepare for a bright future, and can even change the life of the present to the future for the better. One of the places to get an education is in college. In college, a student has various kinds of academic tasks that he must do (M. Qauliyan As Syauqi, & Ivan Muhammad Agung, 2021). In the process of doing academic assignments, students cannot be separated from various problems, obstacles, and challenges (Stenly Christopher, 2021).

The problems that arise during the lecture process are often not due to the students' cognitive inability (Duckworth et al., 2007). However, it is more a result of a lack of academic grit. Academic grit is an encouragement that comes from within the individual in the form of persistence towards interests and maintaining the spirit to keep fighting to face challenges so that goals can be achieved and persist on tasks for a long time (Duckworth et al., 2007). High grit is important because it makes individuals work hard, have high standards, focus on fulfilling responsibilities, and continue to show effort despite failure, difficulties, and obstacles that always stand in their way (Duckworth and Eskreis-Winkler, 2015). Even those who have high grit have more positive attitudes and expectations about themselves, and life, believed to be a superior predictor of student IQ in determining success. It is proven that individuals who have high grit tend to have a high level of education, are easy in a career, and have a good GPA when compared to individuals who have a low grit level (Christopoulou et al., 2018).

One of the impacts of low grit is the expulsion of students from universities or what is known as dropouts and this has happened a lot in several universities in Indonesia. There is a study conducted by Imran, et al that identified the factors associated with college dropouts. They noted that in one batch there were 234 students with dropout status, while 130 students withdrew and, in his research, he revealed that the grades grade-point average (GPA) is very influential on the high number of students who drop out. A low GPA value can be caused by various things, one of which is student interest and persistence in the lecture process that is not good (Duckworth et al., 2007). A similar phenomenon also occurred at the Bandung Institute of Technology (ITB) Indonesia, ITB Senior Vice-Chancellor Prof. Adang Surahman said that on average about 10 percent of students at ITB equipment or two percent per year drop out, mostly due to academic problems (Harjono, 2008).

From the results of observations made by researchers, it was found that there are still many students of the Islamic Education Guidance and Counseling Study Program, Raden Intan State Islamic University, Lampung Indonesia who do not yet have the persistence to do their best in academics, do not have academic targets, have not given their best effort to complete their lecture assignments, even likes to complain about difficult college assignments. Thus, it is very important to improve the low academic grit of students of the Islamic Education Guidance and Counseling Study Program, Raden

Intan State Islamic University, Lampung Indonesia. Thus, high academic grit is needed by students in their academics. One of the services that can be used to help students with these problems is group guidance services with discussion techniques.

Group guidance is one of the guidance services that seeks to help individuals to achieve optimal development by their skills, talents, interests, and values and is implemented in group situations. Through group guidance activities, individuals who are guided will learn to train themselves to develop themselves, especially development in social skills, and improve self-skills according to their talents, interests, and values (Lisdiana (2013). And one of the techniques used in this service is the discussion technique.

The group discussion technique is an orderly conversation process that involves a group of people in free and open face-to-face interactions to share information, and experiences, make decisions, or formulate problem-solving solutions together (Hasibuan, 1991: 84). Group discussion techniques, besides being able to produce good relationships among group members, good communication skills between individuals, and understanding of various situations, and environmental conditions, can also develop attitudes and concrete actions to achieve the desired things. The discussion also involves all group members being actively involved in achieving the possibility of solving problems by jointly expressing the problem, expressing ideas, expressing suggestions, and responding to each other to solve the problems at hand.

Based on the problems described above, it is deemed necessary to examine the effectiveness of group discussion techniques to improve students' academic grit.

2. Literature Review

2.1 Academic Grit

Academic grit is an encouragement that comes from within the individual in the form of persistence towards interests and maintaining the spirit to keep fighting to face challenges so that goals can be achieved and persist on assignments for a long time (Duckworth et al., 2007). Academic grit is a personality factor that describes differences in individual abilities in achieving academic success (Christopoulou et al., 2018). While grit in the research conducted by Kelly Kai Lam & M. Zhou that academic grit is also associated with high academic achievement and good learning performance (Kelly Kai Lam & M. Zhou, 2018).

Individuals who have a strong level of grit (perseverance of effort) will be able to take advantage of their abilities to strengthen their commitment to achieving their vision (Credé et al., 2017). So, they are less distracted by short-term goals and less afraid of possible failure. Students with higher grit show higher engagement, which then leads to higher academic productivity (Hodge, Wright & Bennet, 2017). Students who have high grit scores get higher academic scores than those with low grit scores (Mason, 2017). Thus, students who have a high grit score will be diligent and productive, also survive

in difficult times, can complete many challenging tasks, and more easily get through the obstacles in college.

Grit is important for individuals to work hard, have high standards, focus on fulfilling responsibilities, and continue to show effort despite failure, difficulties, and obstacles that always stand in their way (Duckworth and Eskreis-Winkler, 2015). They also have more positive attitudes and expectations about themselves, life, and the world (Machell, 2017). Grit is believed to be a superior predictor of student IQ in determining success. It is proven that individuals who have high grit tend to have a high level of education, are easy in a career, and have a good GPA when compared to individuals who have a low grit level (Christopoulou et al., 2018). Academic success can predict study success and cumulative GPA at the time of graduation (Chang, 2014).

Meanwhile, based on the description above, if the low academic grit of students is not immediately improved, then the impact of this is that it will disrupt the academic process of students and affect their development (Husnol Hotimah, & Budi Purwoko, 2013). Therefore, students need to have high academic grit themselves so that they can achieve their academic targets in college and get the maximum results (Hans Jonathan, & Alvin Hadiwono, 2020). Therefore, it is very necessary to help students deal with and solve their academic problems. One of the services that can be used to help students with these problems is group guidance services with discussion techniques.

2.2 Group Counseling

Group guidance is one of the guidance services that seeks to help individuals to achieve optimal development by their skills, talents, interests, and values and is implemented in group situations (Lisdiana, 2013). The reason for the selection is realized by the theoretical explanation. Ed E. Jacobs, et al., state that the use of a group approach as a treatment in helping to overcome adolescent problems because it is of the character of youth who are action-oriented. Several research results show that the group approach is effective in helping adolescents overcome their problems (Ed E. Jacobs, et al., 2012). Other studies too revealed that students who experienced behavioral adjustment problems showed that group intervention could be used in solving social problems and increasing students' independence in dealing with life (Dykeman, et al., 1996).

2.3 Discussion Techniques

One of the techniques used in group guidance is the discussion technique. The group discussion technique is an orderly conversation process that involves a group of people in free and open face-to-face interactions to share information, and experiences, make decisions or formulate problem-solving solutions together. (Hasibuan, 1991: 84). This technique provides an opportunity for students to study a problem topic together by utilizing group dynamics. In this regard, Prayitno emphasized the role of group dynamics, namely "*as the soul that animates the group*", so that discussion activities allow students to actively communicate with other group members and exchange ideas which

in the end students will have a good level of understanding of a problem being discussed (Prayitno, 1995).

The advantages of the discussion technique are that students can take lessons from the experiences of other participants in finding solutions, students can express problems and find solutions with group members, and students get suggestions and criticism from group members so that students can change their attitudes and behavior for the better. Another study also revealed that one of the benefits of group guidance with discussion techniques is to develop motivation to learn (Hasibuan and Moedjiono, 2004: 23). The encouragement of intrinsic motivation from the student's personality also greatly determines determination to get good academic achievement (Lee, 2005). So, besides being able to produce good relationships among group members, good communication skills between individuals, understanding of various situations, and environmental conditions can also develop attitudes and concrete actions to achieve the desired things.

Based on what has been said above, to look further into a service to improve student academic grit, it is deemed necessary to examine the effectiveness of group discussion techniques to improve student academic grit.

3. Materials and Methods

This study uses an experimental method with a pretest-posttest one-group design. This one-group pretest-posttest design consists of one predetermined group. In this design, the test was carried out twice, namely before being given a treatment called pre-test and after being given a treatment called post-test (Sugiyono, 2010: 111). The subjects of this study were students in the first semester (Class, 2021) of the Islamic Education Guidance and Counseling Study Program in Lampung Indonesia, totaling 9 people. Students who have low academic grit are then given treatment through group guidance with discussion techniques. To be able to determine the effectiveness of group guidance with discussion techniques, namely by comparing the results of the pretest and posttest to the experimental group.

There are 3 stages in the implementation of the treatment, namely the initial opening, the core activity, and the closing. The first is the opening, namely how to establish relationships with students and convey the purpose of the services and treatments provided, the second is the core activity, namely determining members in activities and division of tasks then discussion and evaluation, and finally closing the provision of advice and motivation. The technique used in this research is random sampling.

The instrument in this study was an academic grit questionnaire using a Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2017: 93). The instrument in this study was developed by the researcher himself referring to Angela Duckworth's theory, the instrument consists of 22 question items that have been tested internally by 3 experts. Empirically, Cronbach's Alpha was found to be 0.831. For the calculation of the results of

the academic grit Likert scale using the Wilcoxon data analysis test by calculating the difference in pretest and post-test scores on research subjects.

4. Result and Discussion

From the research data, the post-test results were then compared with the pre-test data on whether there were differences in student academic grit both before and after treatment. The comparison is intended to determine the effectiveness of discussion group guidance in improving students' academic grit. The results of the pretest and post-test scores are in table 1.

Table 1: Results of Differences in Student Pre-test and Post-test Scores

No	Pretest Results			Posttest Results			Score Improvement
	Name	Score	Information	Name	Score	Information	
1	MDY	64	Currently	MDY	72	Currently	8
2	YY	67	Currently	YY	74	Currently	7
3	INC	59	Low	INC	69	Currently	10
4	RA	62	Currently	RA	70	Currently	8
5	KN	58	Low	KN	68	Currently	10
6	FP	55	Low	FP	64	Currently	9
7	OL	74	Currently	OL	80	Tall	6
8	AN	58	Low	AN	65	Currently	7
9	LA	63	Currently	LA	71	Currently	8
Amount		560			633		73
Average amount		62	Currently		70	Currently	8

From Table 1 it can be seen that the results of the pre-test and post-test were calculated as a whole. Based on the results of the calculation of the achievement value (shown in the gain column) there are no negative or zero scores. The overall difference between the pre-test and post-test scores of 9 students showed a positive score. The average number of pre-test scores showed a value of 62, then experienced an increase in the average post-test score which showed a value of 70. From the change in scores, it can be seen that the average student has experienced a change in the level of academic grit ability with an average increase in score by 8. The results of the data in Table 1 also show that all students experienced various increases in scores.

Table 2: SPSS V25 - Ranks Analysis Results

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	9 ^b	5.00	45.00
	Ties	0 ^c		
	Total	9		
a. Post-Test < Pre-Test b. Post-Test > Pre-Test c. Post-Test = Pre-Test				

Table 3: SPSS V25 - Statistical Test Results

Test Statistics	
	Post-Test - Pre-Test
Z	-2,680b
asymp. Sig. (2-tailed)	,007
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

It can be seen from the table above that the results of hypothesis testing based on the Wilcoxon difference test using SPSS V.25 obtained a value of $Z = -2.680$ and a value of $\text{asymp.sig} (0.007 < 0.05)$. As in Table 2 and Table 3. Judging from this, H_0 is rejected and H_1 is accepted, which means it can be concluded that using group guidance, and discussion techniques have been proven effective in increasing students' academic grit. From the results of the research by the researcher, it can be concluded that there was a significant change in academic grit in all research subjects. Students who initially have low academic grit, after being given treatment, can be better in their academic grit.

Research on the effectiveness of group guidance discussion techniques conducted by researchers is in line with research from Nindia Harnes Prima Aidha, & Titin Indah Pratiwi (2013) which states that group guidance with discussion techniques can increase students' learning motivation. This can be seen from the results of the analysis using non-parametric statistics with a sign test. After conducting the analysis using the sign test, it can be seen that $p = 0.004$ is smaller than $5\% = 0.05$. So it can be concluded that there are differences in learning motivation before and after the application of group guidance with group discussion techniques. Besides, the results of similar research are found in Hardiyansyah Masya, & Arifin Efendi (2015) stating that group guidance with discussion techniques is effective in increasing student interest in learning. It can be seen from the analysis of the results that there is an increase in interest in learning both from the experimental group and the control group. There is 34.77% to 73.44% thus explaining that in the experimental group there was an increase in interest in learning as much as 38.67% and in the control group from 48.82% to 59.85% this shows that there is an increase in the control group as much as 11 0.03%.

Similar research is found in Lailatul Mufidah, & Mochamad Nursalim (2009) which states that group guidance with discussion techniques is effective in increasing

student interest in learning. This can be seen from the analysis using the Wilcoxon-signed test. Calculation data obtained T count = 0, while T table for N = 10 and 5% significance level of 8. So, T count is smaller than T table. This means that the research hypothesis which reads "the use of group guidance with group discussion techniques to increase students' interest in learning mathematics" can be accepted. Also, research from Dinny Suryani, et al (2019) with the results that the discussion technique group guidance service proved effective to improve self-regulation in student learning with the results Zcount = $-2.805 < Z_{table} = 1.645$, then H_0 is rejected and H_a is accepted. From the various research results that have been carried out by these researchers, it can be concluded that the discussion technique group guidance is a service with techniques that have been proven effective in helping solve student problems, especially in improving learning problems that are closely related to their academic field and it is also very influential on academic grit.

With group guidance, discussion techniques can involve all group members being actively involved in achieving problem-solving possibilities by jointly expressing problems, expressing ideas, expressing suggestions, and responding to one another to solve the problems at hand. With the discussion, it will be more helpful for all students in group guidance to find solutions to the problems and topics to be discussed, with the discussion will be more helpful to both understand and increase academic grit in students.

5. Recommendations

Suggestions from the results of this study are:

- 1) For student academic advisors: when providing consulting services to students, such the guidance service it would be better to do it in groups because groups research shows that can increase students' academic grit,
- 2) Students of the Islamic Education Guidance and Counseling Study Program at the State Islamic University of Raden Intan Lampung Indonesia Class of 2021 should participate in group guidance services with full commitment from the beginning to the end of the activity and make group guidance activities because group guidance it is possible to increase academic grit.
- 3) Suggestions for future researchers: to increase academic grit, it can be tried with group guidance using other techniques.

6. Conclusion

Based on the research that has been done, it was found that the group guidance of discussion techniques was proven to be effective in increasing students' academic grit. Based on the results of the t-survey and literature study, with group guidance, discussion techniques can involve all group members to be actively involved in the topics to be discussed, both expressing problems, expressing ideas, expressing suggestions,

responding to one another to achieve the possibility of solving problems together, and it will be more helpful to both understand and improve academic grit in students.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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