



Implementation of Classical Guidance with the Problem Based Learning Method in Improving Student Learning Independence

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ABSTRACT

Purpose of the study: The purpose of this study was to determine the extent to which the implementation of classical guidance services with the Problem Based Learning (PBL) method can improve the learning independence of class IX students at State Junior High School 7 Palembang.

Methodology: This research is a guidance and counseling action research (PTBK) which is a research on an action carried out in a class with the aim of improving the quality of the guidance and counseling service process. The process of implementing PTBK is the same as implementing action research.

Main Findings: Data obtained from 36 students showed very positive results. Based on pretest data, the average score of student learning independence was 50 out of an ideal score of 100. After implementing PBL-based classical guidance services, the average posttest score increased to 88.6, indicating a significant increase.

Novelty/Originality of this study: With proper implementation, this approach is expected to significantly improve the learning independence of students of State Junior High School 7 Palembang. In addition, this approach can also help BK teachers design more creative and appropriate services for students' needs, as well as being an example for other schools in an effort to improve the quality of learning.

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1. INTRODUCTION

The goal of national education is for students to have the potential to become knowledgeable, capable, creative, independent, democratic, and responsible human beings [1]. The goal is for students to have the ability, form character, and be dignifiedly civilized to educate the nation's life. If the goals of education can be achieved, students will have high fighting power and competitiveness and have the abilities needed in the current era of globalization. Because the education system and process can be used to assess the progress and decline of a nation, educational outcomes are also important indicators of the nation's civilization [2]. One of the most important things that every educational institution can do is to ensure that students have high independence and awareness of learning.

Learning independence is one of the important competencies that must be possessed by students in the 21st century learning era. Explained that students who have learning independence are able to manage their learning process independently, find solutions to problems faced, and have intrinsic motivation to achieve their

learning goals without relying entirely on teacher assistance [3]. However, the facts on the ground show that many students at the junior high school level still have difficulty in developing learning independence. They tend to be passive, wait for teacher instructions, give up quickly when faced with difficulties, and lack the initiative to find other learning resources outside the material given in class.

In daily educational practice, many cases are found that show low learning independence of students. For example, cheating behavior during exams or doing assignments, lack of responsibility as a student in completing learning obligations, high laziness in learning, and lack of self-confidence when having to do questions or assignments without help from others. This phenomenon occurs not only in large schools in the city, but also in secondary schools such as State Junior High School 7 Palembang. Students often seem reluctant to study independently at home, preferring to rely on cheating from friends, or simply copying answers from the internet without understanding the material. This condition is certainly a serious concern because if not handled, it will hinder the development of academic and non-academic potential of students. Learning independence can be interpreted as the ability and willingness of an individual to actively organize, direct, and evaluate their own learning process without always relying on direction or encouragement from others [4]. In other words, learning independence is a condition where individuals can learn independently, manage themselves without any dependence on others.

Learning independence according to several experts has an important meaning. Said that learning independence is the ability and attitude of students to actively learn independently, utilize the knowledge and abilities they already have, and be driven by the desire to master new skills or knowledge [5]. According to Zimmerman, learning independence is the ability of students to set their own learning goals, monitor progress, and evaluate learning outcomes independently [6]. In stated that learning independence includes the drive for intrinsic motivation to learn, without having to rely on external pressure or coercion [7]. Meanwhile, Schunk 2022 defines learning independence as the ability of students to actively control behavioral, cognitive, and emotional aspects in their learning process [8]. Based on the views of experts, it can be concluded that learning independence is the ability and attitude of students to actively direct and regulate their own learning process, including setting goals, utilizing existing knowledge, monitoring progress, and evaluating learning outcomes independently. Learning independence is not just about studying alone, but includes aspects of responsibility, self-regulation, and motivation.

This independence not only covers cognitive aspects, but also involves behavioral and emotional control, and is driven primarily by intrinsic motivation without relying on external pressure. Thus, students who have learning independence are able to take full responsibility for their learning process and outcomes, so they are better prepared to master new skills and knowledge continuously.

The factors that influence students' learning independence are quite diverse. Internal factors include learning interest, self-confidence, time management skills, and self-motivation skills [9]. Meanwhile, external factors include family support, a supportive school environment, the role of teachers, and the availability of learning facilities. If one of these factors is weak, the development of students' learning independence can be hampered. For example, students who do not have emotional support from their families tend to be less confident in learning, or students who are used to being pampered by teachers are often unable to take their own initiative.

Good learning independence has a positive impact on students, such as increased academic achievement, self-confidence, problem-solving skills, and readiness to face future challenges [10]. Conversely, low learning independence has a negative impact, such as low learning achievement, excessive dependence on help from others, dishonest behavior such as cheating, and the emergence of feelings of inferiority and giving up easily. Therefore, building learning independence is an important aspect that must be considered in the education process.

Based on data obtained from the Student Needs Analysis (AKPD) at State Junior High School 7 Palembang, it is known that most students still have a low level of learning independence. The results of the AKPD show that students are less able to manage their study schedules, often rely on friends or teachers when facing learning difficulties, and rarely take the initiative to find additional learning resources. This condition is exacerbated by the low awareness of students in avoiding cheating behavior when taking school tests and exams, with a percentage of 94% or 33 students. This finding is an important basis for making planned efforts through guidance and counseling programs.

One approach that can be used to improve learning independence is through classical guidance services. Classical guidance is one way in a guidance and counseling program that aims to prevent and overcome a problem. This service can help students gain understanding, attitudes, and skills that are useful for facing various challenges. Classical guidance can have a significant influence in improving students' learning independence [11]. Their research shows that after being given classical guidance services, students' learning independence increased by 23%. This is reinforced by the findings of Sutopo, et al., which stated that classical guidance can increase students' learning independence by an increase of 66.40% [12]. In addition, Safrianti also found that classical guidance services can increase students' learning independence from 35% in cycle I to 65% in cycle II [13].

To overcome the problem of low learning independence, one of the strategic steps that can be taken is through classical guidance services with the Problem Based Learning (PBL) method. Problem Based Learning (PBL) aims to improve the learning independence of students at State Junior High School 7 Palembang. PBL is a learning approach that emphasizes solving real problems, thus encouraging students to be actively involved in the learning process and develop critical thinking skills, independence and increase self-confidence [14]. In addition, a study by Wijanarko and Taofik found that the use of the PBL learning model can improve students' learning independence at the elementary school level, which shows the potential for applying this method at the secondary education level [15]. In classical guidance services, students are invited to discuss, work together, and find solutions together, so that they are gradually able to build an independent attitude in learning. With proper implementation, this approach is expected to help significantly improve students' learning independence at State Junior High School 7 Palembang. In addition, it is also expected to provide practical contributions for guidance and counseling (BK) teachers in designing services that are more innovative and responsive to student needs, as well as being a reference for other schools facing similar problems in improving the quality of learning.

Although the importance of independent learning has been widely voiced in various educational policies and academic studies, in reality the implementation and development of this competency in the school environment still faces various obstacles [16]. Many learning programs in secondary schools, including junior high schools, have not optimally instilled the values of independent learning in students [17], [18]. The learning approach that is still centered on the teacher and the minimal use of strategies that trigger active student involvement are the main causes of the lack of development of an independent attitude in learning [19]. This shows a gap between the ideal expectations in 21st century education policies and real practices in the field.

Low learning independence in students has a direct impact on the quality of the learning process and outcomes. Students who are not used to learning independently tend to have difficulty solving problems, lack self-confidence, and give up easily when facing academic challenges [20]. Therefore, appropriate and systematic interventions are needed to help students develop independent learning sustainably. One strategic effort that can be made is through classical guidance services that integrate the Problem Based Learning (PBL) approach, so that students become accustomed to facing real situations that require independence, initiative, and critical thinking.

Therefore, the author compiled a guidance and counseling action research (PTBK) on Implementation of Classical Guidance with Problem Based Learning Method in Improving Learning Independence. The purpose of this study was to determine the extent to which the implementation of classical guidance services with the Problem Based Learning (PBL) method can improve the learning independence of grade IX students at State Junior High School 7 Palembang.

2. RESEARCH METHOD

The research conducted is classroom action research. Classroom action research (CAR) is intended for efforts to improve the quality of the process and results of teaching and learning activities. Thus, CAR is directed at improving the quality of teacher actions in carrying out their duties and responsibilities as teachers, as well as the results achieved by students after participating in teaching and learning, problems discussed related to learning design and strategies, aids, media and learning resources, and learning evaluation.

Actions in CAR are intended to improve the quality of the guidance and counseling service process and the results obtained by students after participating in counseling services. This research is a way to combine theory and practice into a unified idea in the practice carried out by counselors to obtain a broader perspective in order to develop the counseling profession towards a dignified profession.

This study is a guidance and counseling action research (PTBK) using the action research model from Kemmis and McTaggart [21]. This study focuses on the low learning independence of students. The actions taken are in the form of providing classical guidance services based on PBL. The research was carried out in two cycles, where each cycle has 4 stages, namely planning, implementation, observation, and reflection [22]. PTBK is a study of an action carried out in a class with the aim of improving the quality of the guidance and counseling service process. The process of implementing PTBK is the same as implementing classroom action research [23]. The difference lies in the field of work, namely in the problems or topics raised in guidance and counseling services [24].

The subjects of this study were students of class IX of State Junior High School 7 Palembang in the 2024-2025 academic year. The number of students was 36 people consisting of 11 male students and 25 female students. This study was conducted on students of class IX.6 of State Junior High School 7 Palembang. The location of the school is Jalan Jendral Ahmad Yani 9/8 Ulu, Seberang Ulu 1 District, Palembang City, South Sumatra.

This research was conducted at State Junior High School 7 Palembang, starting from February 13, 2025 to April 17, 2025. The first cycle was implemented on February 13, 2025, while the second cycle was implemented on April 17, 2025. Data collection was carried out using a test instrument in the form of a pretest

and posttest consisting of 10 multiple-choice questions related to learning independence. The data obtained were analyzed using the N-Gain Score technique to compare the results of the pretest and posttest of students' learning independence. Explained that the actions carried out in classroom action research are divided into 4 stages [25], namely:

- The first stage is planning, namely the preparation of an action plan that includes an explanation of what will be done, the reasons for its implementation, the time and place of implementation, the parties involved, and how the implementation steps are arranged in detail.
- The second stage is the implementation of the action, namely the stage where the plan that has been prepared is applied directly in the classroom through the implementation of learning activities according to what has been planned.
- The third stage is observation, namely the observation process carried out by observers to monitor the implementation of the action. Ideally, this observation activity takes place simultaneously with the implementation of the action, so that the data obtained is more accurate and contextual.
- The fourth stage is reflection, namely the stage to review the results of the implementation of the action, analyze what has happened, and identify the successes and obstacles that arise. Reflection is usually carried out after the teacher has finished implementing the action, as a basis for improvement for the next cycle.

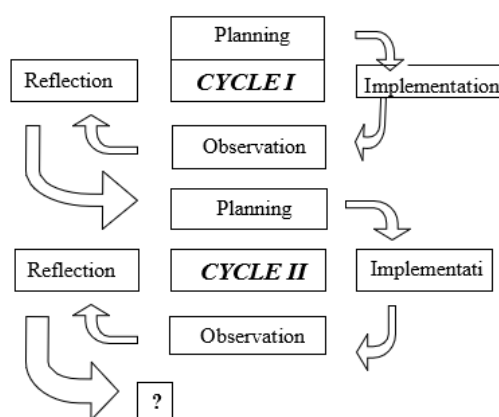


Figure 1. Kemmis & McTaggart's Action Research Model

3. RESULTS AND DISCUSSION

3.1. Results

This study was conducted to determine the extent to which the implementation of classical guidance services with the Problem Based Learning (PBL) method can improve the learning independence of class IX.6 students at State Junior High School 7 Palembang. Learning independence is one of the important abilities that students must have, because independent students will be able to organize, direct, and motivate themselves in the learning process, without always relying on the help of teachers or friends. However, in reality, many students are still less independent, give up easily when faced with difficulties, and are less active in seeking solutions to their learning problems.

In this study, students were given classical guidance services with the Problem Based Learning method. The PBL method emphasizes problem-based learning, where students are encouraged to solve real problems or simulated problems that are relevant to their lives. Thus, they not only hear theory, but are also directly involved in the process of critical thinking, discussing, and finding solutions. According to Rahmawati & Setiawan [9], the PBL approach is able to train students to be responsible for their tasks, take the initiative to seek information, and hone their decision-making skills, all of which are characteristics of independent learning.

3.1.1. Pre cycle

Before implementing cycle 1, the pre-cycle is the initial stage that must be carried out before any action is given to respondents. In the pre-cycle stage, researchers distribute pre-test sheets to determine the level of student learning independence.

3.1.2. Cycle 1

Cycle 1 was carried out on February 13, 2025, based on the research plan prepared by the researcher together with the supervising lecturer and supervising teacher, classical guidance services were carried out in the science laboratory which was attended by class IX.6 with a total of 36 students. In this first cycle, the researcher carried out classical guidance services following the classical guidance stages as standardized and applied the problem based learning method, the activity lasted 30 minutes. In this first cycle, the researcher provided 2

sheets of LKPD that could be worked on by students, on the first LKPD sheet based on cases or problems that students could see in the animated video displayed by the researcher on the LED screen. Furthermore, on the second LKPD sheet there were cases or problems that could be read and worked on directly by students and each group received different case script stories but the same topic regarding learning independence. These two LKPD sheets were worked on in groups consisting of 5-7 students. During the implementation of cycle 1, the researcher also observed the activity process, student involvement, student behavior, and student understanding of the material being discussed. Based on observations made by the researcher, it was seen that most students were involved, but there were still some who were passive, and also because students worked on two sheets of LKPD simultaneously, it became less effective because of the limited lesson time used. The researcher also prepared a quiz for students whose groups could complete the LKPD faster to increase students' enthusiasm for learning.

3.1.3. Cycle 2

Cycle 2 was implemented on April 17, 2025, different from the previous first cycle in cycle 2 the researcher tried to implement classical guidance services with the PBL method optimally and more structured preparation and only provided one LKPD sheet so that students could focus more on working on the LKPD. In cycle 2, students were seen to be actively involved in general, even very enthusiastic about participating in the classical guidance services provided by the researcher. In the implementation of classical guidance services, the researcher continued to pay attention to and follow the stages of classical guidance as standardized by implementing the problem based learning method, this activity lasted for 30 minutes. However, what was different in cycle 2 was that apart from only providing one LKPD sheet, there was already a story script of the same case or problem in each group. In this second cycle, the researcher prepared a puzzle game where the fastest group that could complete the LKPD could arrange the puzzle picture in groups. During the activity, students looked enthusiastic and could understand very well the material presented regarding independent learning and after the second cycle was implemented the researcher provided a posttest sheet, the results of which showed an increase with an average score of 88.6 from an ideal score of 100.

Table 1. Comparison of Pre-Test and Post-Test Scores for Learning Independence

Comparison of Pre-Test Scores with Post-Test Understanding of Material						
No Absentee	Student Name	Pre Test	Post Test	Maks Score	Actual Gain	Gain Ternormalisasi (N-Gain)
1	AR	40	60	100	20	0.33
2	AB	40	60	100	20	0.33
3	ARA	40	60	100	20	0.33
4	AM	40	60	100	20	0.33
5	AI	40	60	100	20	0.33
6	AN	40	70	100	30	0.50
7	AA	40	70	100	30	0.50
8	AU	40	70	100	30	0.50
9	AP	40	70	100	30	0.50
10	AS	40	70	100	30	0.50
11	ASY	40	100	100	60	1.00
12	AF	60	90	100	30	0.75
13	AFI	40	70	100	30	0.50
14	DA	60	90	100	30	0.75
15	DY	40	60	100	20	0.33
16	DI	40	60	100	20	0.33
17	DN	40	60	100	20	0.33
18	FZ	40	100	100	60	1.00
19	FA	40	90	100	50	0.83
20	FR	40	90	100	50	0.83
21	FF	40	90	100	50	0.83
22	HA	40	90	100	50	0.83
23	KH	40	60	100	20	0.33

24	MF	40	60	100	20	0.33
25	MK	40	60	100	20	0.33
26	MA	40	60	100	20	0.33
27	MR	40	100	100	60	1.00
28	MI	40	100	100	60	1.00
29	NS	40	60	100	20	0.33
30	NA	40	60	100	20	0.33
31	RF	40	90	100	50	0.83
32	RA	40	90	100	50	0.83
33	SH	40	70	100	30	0.50
34	SN	40	60	100	20	0.33
35	SA	40	60	100	20	0.33
36	TA	40	70	100	30	0.50
Amount		1.520	2.440	3.600	920	0.63 (average)

Data obtained from 36 students showed very positive results. Based on pretest data, the average score of student learning independence was 50 out of an ideal score of 100. After implementing PBL-based classical guidance services, the average posttest score increased to 88.6, indicating a significant increase. The average difference between pretest and posttest was 38.6 points. The average N-Gain calculation showed a value of 0.78 or equivalent to 77.78%, which is included in the "high" category, which means that this guidance is not only a little helpful, but really brings real changes to most students. In fact, as many as 9 students managed to achieve maximum improvement (N-Gain = 1.00 or 100%).

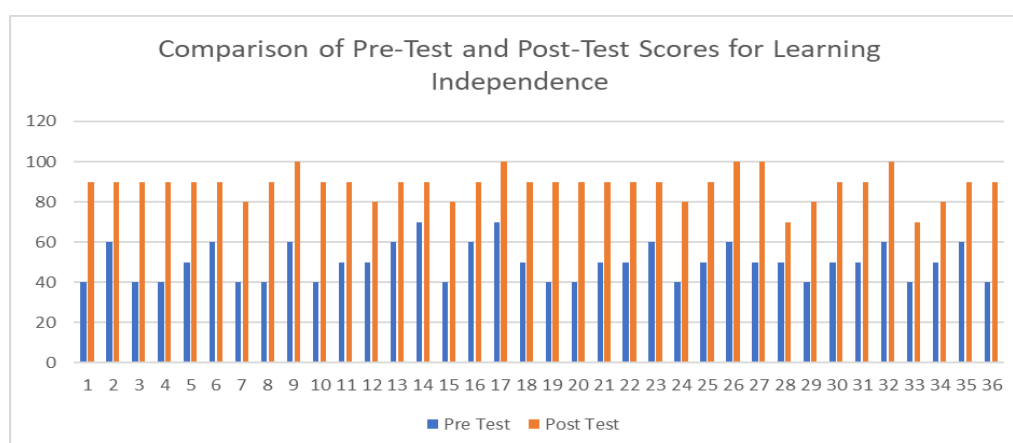


Figure 2. Graphic Diagram Of Pretest And Posttest Results Of Students Learning Independence

From a guidance and counseling perspective, the results of this study indicate the importance of innovation in classical guidance services. BK teachers need to continue to seek new approaches that are relevant to the needs of today's students.

3.2. Discussion

In the research conducted, the results showed that most students (more than 75%) obtained an N-Gain above 0.75, which shows that not only certain students were helped, but almost the entire class experienced improvement. This shows that the PBL method in classical guidance is able to reach students with various backgrounds of initial abilities. Which states that classical guidance services based on PBL can increase the active participation of students, both those with high achievement and those who previously lacked confidence in learning.

The results of this study support Huda's view that Problem Based Learning encourages students to actively solve real problems that are relevant to their experiences [26]. Through PBL-based classical guidance, students are not only passive listeners but are also trained to find their own ways to overcome learning difficulties. Group discussion activities, problem identification, and joint solution formulation provide opportunities for students to hone their independence and sense of responsibility for the learning process.

The results of the classroom action counseling guidance study conducted at State Junior High School 7 Palembang showed that the implementation of classical guidance with the problem-based learning (PBL) method

had a significant positive impact on increasing students' learning independence. Before the efforts were made, based on the results of the Student Needs Analysis and observations of BK teachers, it was known that the majority of students still showed non-independent learning behavior, such as often cheating, being reluctant to learn without teacher guidance, being less responsible in completing assignments, and having a lack of self-confidence when facing exams or independent assignments [9]. This is a serious obstacle to the academic and personal development of students, considering that learning independence is one of the main competencies in facing the challenges of 21st century education [27], [3].

The increase in learning independence can be seen from the pre-test and post-test that have been carried out, to see the difference, group guidance services are provided. A very significant difference between the pre-test and post-test, (if the score is between 61 and 80 in the moderate category) obtained the average score results in the pre-test of 65.25 so that it is in the moderate category, (if the score is between 81 and 100 in the high category), then the average score results in the post-test are 94.00 so that they are in the high category, meaning that before and after being given treatment or treatment with group guidance services with self-management techniques, the results were greatly improved [28].

Emphasized that classical guidance services facilitate the formation of positive social interactions between students, which strengthen their social skills and courage in expressing opinions and making decisions [29]. That problem-based learning strategies are effective in forming an attitude of independence because students are actively involved from the stage of formulating problems to finding solutions. Based on the N-Gain data obtained, it can be concluded that classical guidance services with the PBL method have succeeded in significantly increasing students' learning independence. This provides important recommendations for guidance and counseling (BK) teachers to continue to utilize active, collaborative, and problem-based approaches in guidance services to help students develop not only academically, but also personally [30].

Why is this method so effective? One reason is because PBL places students as active subjects in learning. They are not only passively receiving material from the teacher, but are instead invited to be fully involved in solving problems. Problems solving that are relevant to everyday life, students feel that their learning process is more meaningful, so that their intrinsic motivation and self-confidence increase [31]. As a result, they become more independent, more prepared to face challenges, and better able to manage their own learning process.

An innovative guidance approach based on 21st century skills will greatly assist students in building cognitive, social, and emotional competencies, including learning independence. Thus, the results of this study are not only relevant to State Junior High School 7 Palembang, but can also be a reference for other schools that want to improve the effectiveness of their guidance services. Critically, despite the positive results, this study has several important caveats. First, the short duration of the guidance implementation may not be enough to see long-term impacts. Will this increase in learning independence persist in the next few months? This needs to be studied further. Second, this study only used one method (PBL) in classical guidance; it would be interesting if in the future a comparison was made with other methods such as project-based learning or inquiry learning. Finally, other factors such as family support, school environment, and the readiness of the guidance teacher are also important to note, because all of these influence the success of the guidance program.

Through the implementation of PBL-based classical guidance services, students are encouraged to actively participate in solving real problems, develop critical thinking skills, and learn to rely on themselves in the learning process. The measurement results showed a significant increase, with an average pre-test score of 50.00 increasing to 88.6 in the post-test. The average N-Gain value of 0.78 or equivalent to 77.78% is included in the high increase category [14]. This is in line which states that the use of the PBL method in classical guidance services can encourage students to be more independent, creative, and confident in completing learning tasks. This increase not only has an impact on academic aspects, but also on the development of social skills, emotional management, and independent decision-making abilities [32].

Thus, this study confirms that classical guidance with the problem-based learning method can be a strategic alternative to improve students' learning independence in secondary schools. The success of this program is certainly inseparable from the role of guidance and counseling teachers who design services according to students' needs, create a conducive discussion atmosphere, and facilitate students' self-reflection process after the guidance session [33]. For sustainability, schools need to expand the implementation of this program on an ongoing basis, involving collaboration between subject teachers, parents, and guidance and counseling staff. With the right support, students will not only grow into independent learners, but also be ready to face learning challenges at the next level of education and in everyday life [34].

Many things affect the quantity and quality of student learning which will ultimately affect their learning outcomes. The level of student success, whether changes in knowledge, skills or attitudes, can be seen from their learning outcomes [35], [36]. In the learning process, each student has different characteristics. There are students who can follow teaching and learning activities well and there are also students who have difficulty in following learning activities. With the differences in characteristics, one solution to overcome this is with the right learning method to increase students' enthusiasm for learning.

4. CONCLUSION

Based on the results of the study, it can be concluded that the implementation of group guidance services in an effort to improve students' learning independence is characterized by students' attitudes of self-confidence, being able to work alone, being able to value time, being able to be responsible, having a competitive desire to progress, and being brave in making decisions. Based on the results of the discussion, there is already a match between theory, relevant studies and research hypotheses that classical guidance services can improve students' learning independence. This is strongly related to theory and facts found in the field where facts in the field show that students who have independence in learning can direct their own learning methods, find effective learning and can decide on their actions in learning. This can be proven by the results of questionnaires, observation results and interviews. In addition, during the process of implementing the classical guidance teacher service, it has referred to the theory in an effort to form students' learning independence.

Based on the conclusions of the research results above, a suggestion is made, namely that Counselors can use the influence of classical guidance services based on PBL (Problem Based Learning) as a form of service to increase students' self-confidence, the influence of classical guidance services based on PBL (Problem Based Learning) can be developed into counseling action research by applying it to different problems. The results of this study are expected to be used as a consideration for the school as a personal guidance model in solving every problem that arises at SMPN 7 Palembang, especially in improving students' learning independence.

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