

# Increasing the Problem Solving Skills on Career Issues through Creative Problem Solving Techniques Mediated Film in Junior High School

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**Abstract:-** Research aims to describe the implementation of creative problem solving to improve problem solving skills and describe career enhancement career problem solving skills with creative problem solving for students of classes IX-L in SMP Negeri 1 Sidoarjo Taman. Research conducted using the type of Action Research Counseling (PTBK) conducted cyclical. In each cycle consisting of planning, action, observation, and reflection. Data collection techniques used include: a questionnaire, a scale of assessments, teacher and student activity observation and interviews. Data analysis techniques used quantitative descriptive analysis. Subjects in this study amounted to 32 students consisting of 11 male students and 21 female students batteries. From the analysis of the problem solving skills scores career in the first cycle by 77% and by 81% in the second cycle. Score assessment scale scores career problem solving skills by 77% in the first cycle and 84% in the second cycle. Further comparison of skills mastery of the first cycle to the second cycle of 69% to 94%, showing an increase career problem solving skills by 25%. The results of observation activities of teachers and learners in implementing appropriate measures achieve mastery Service Implementation Plan  $\geq 80\%$ . The results of the interviews showed moderate improvement in the fun with the training, the instructions given, the course of training, the importance of the technique used and decreasing barriers in training to use creative problem solving techniques of media movies.

Related to the objectives, the results showed that the creative problem solving techniques to improve the skills of media movie career problem solving is done through the stages of understanding the problem, create ideas and plan completion / action. Career problem solving skills among students of class IX-L SMP Negeri 1 Sidoarjo Taman can be improved using the techniques of creative problem solving mediated movie.

**Keywords:-** Skills; Creative Problem Solving, Career, Troubleshooting

## I. INTRODUCTION

Career readiness and career insight is one aspect of development in SKKPD (Independence Competency Standards of Students). Success in meeting SKKPD would make happy, if it fails it will be disappointed and underestimated others. It can disrupt the optimum development of learners. Insights and career readiness junior learners in question include: 1) the introduction stage, expressing a variety of jobs, education and activity in relation to the ability of self; 2) phase of accommodation, realize the diversity of values and conditions and activities that require compliance with specific capabilities; 3) the stage of action, identify a variety of alternative employment, education and activities that contain relevance with the ability to self (Operation Operational Guidance Counseling Junior High School, 2016).

In fulfilling these SKKPD learners facing various problems career. Humans are faced with problems in everyday life that need to find a solution. Career problems faced by learners SMP need to be addressed. In addressing the complex problems they need solving skills career. Each learner can vary in response to the problems encountered. Someone responded something to rely on experience and learning. With the skills possessed, any problems encountered will be able to find a way out. In the end, the success of resolve to support their success in meeting SKKPD.

Researchers traced the problem perceived or realized in everyday implement guidance and counseling services, encountered when implementing guidance and counseling in schools classically precise time of service of career planning materials seem passive learners. Learners difficulty determining career choice. Teachers contemplate or do self reflection (self reflection) that the issue is becoming increasingly apparent.

Furthermore, researchers identify the problems encountered of learners complained of difficulty to the BK teachers that do not understand the real potential for yet understand talents and interests; do not know how to choose the study because of lack of attention to the information provided; learners choose a job deliberations unfounded because based on fantasy or prestige, following the trend; hesitant and confused determine further studies that suited him due to lack of lack of information on further

studies are available, further studies have not fit between the capabilities and the desire for differences in school choice and work with parents; choose a department that asked parents;

The problems must be found completion career. If left unchecked can lead to the psychological development that appears in behavior, such as less enthusiastic about learning and not confident. Incompatibility with potential career planning that will make the learners are not happy.

However, on the contrary if the problems can be solved career will assist learners in the process of study and career planning, take responsible decisions, choosing the right direction, choosing career goals, and so on. In resolving the problems of a complex career, learners should be skilled. Learners can be said to be skillful when using the thought process in accordance with the steps as follows: describe the problem, the suitability of the core issue, sharpness determine an approximate cause, sharpness determine problem solving alternatives, the suitability of the alternative with the support of these alternatives, the suitability of alternatives with obstacles alternatives and alternative options problem solving.

Of finding teachers to guidance and counseling services has done daily can be seen that the classical guidance given should be refined to improve the problem solving skills career. The problems faced by learners career SMP takes to get it done soon so it does not drag on, let alone influence the attitudes behavior and optimal development. Also, it can hinder the career planning and the choice of further studies on the level of high school. So, they need to have a career problem solving skills.

Empirical experience showed BK interviewed 10 teachers currently still reluctant to arrange a meeting MGBK PTBK with reason have difficulty in writing and reading. This literate culture still needs to be grown in line with the changing times growing. The bustle- bustle of teaching makes teachers feel less all the time to read. Master difficulty managing time and getting stuck in routine, less able to utilize his time well and protected from anything less than helpful; lack of understanding of its role and functions in addition to educating school needed a good example not only in words but also action; less creative and innovative. Another thing that many do not understand the teacher found is PTBK.

Classical guidance services must be amended to increase career problem solving skills. One way that can be done is the application of creative problem solving techniques of media movies. Creative problem solving developed by Alex Osborn and Sydney Parnes (under Sukarno, 2016) emphasizes that in order to be able to find a variety of alternative ideas for creative problem solving is emphasized. Bermedia creative problem solving techniques can help learners films have a career problem solving skills are addressed.

From the explanations that have been outlined show that career problem solving skills are needed by learners in planning his career. Application of the techniques of creative problem solving mediated films need to be reviewed to address the problem solving skills of a career that is still lacking in this regard through the techniques of creative problem solving mediated films, can train students to observe and analyze the various problems that exist in the area and will help improve the skills of solving career , Therefore, it is very important to research based on problem-solving skills improve career with creative problem solving techniques of media films for students of class IX-L SMP Negeri 1 Sidoarjo Taman.

## II. METHOD

### A. Types of Research

Research conducted using the type of Action Research Counseling (PTBK) conducted cyclical. In each cycle consisting of planning, action, observation, and reflection.

### B. Research Subject

Subjects in the study of this class action is a student of class IX-L were 32 students in SMPN 1 Sidoarjo Taman consisting of 11 men and 21 women.

### C. The Research Instrument

The research instrument is applied to provide data collection tool contains a statement of the skills test is used to compare the results of troubleshooting skills possessed by the students' career.

### D. Problem Solving Skills Scale Level Jobs

Indicators of problem-solving skills by Sukarno (2016: 84) is as follows:

1. Translation of the problems encountered
2. Compliance is a core issue
3. Sharpness determine an approximate cause
4. Sharpness determine problem solving alternatives
5. Keseusaian alternative to support these alternatives.
6. Compliance is an alternative to such alternative barriers.
7. Alternative options problem-solving.

### E. Validity

Test the validity of this research using content validity with the help of professional judgment to obtain indicators and items as presented in the research instruments. This validity is used for instrument covers quite a topic that has been set as dimensions and elements that illustrate the concept. Professional assessment is used to see if the item in the research instrument in accordance with the objectives and measurements and write the principles of good scale and true. Input from experts is needed to determine the validity of the content in this study. experts, in this case, is a person who meets the following criteria: (a) being able to see the relevance of the definition of the dimensions of the items that have been made, (b) be able to see the criteria for writing the right stuff. Validation test which includes RPL,

**F. Data Collection**

The collection of data to answer the research problem formulation is as follows: scale of assessment, observation activities of teachers and students, as well as interviews.

**G. Data Analysis**

This study used a technique quantitative descriptive analysis. Analysis form a sentence that gives an explanation of the application of creative problem solving and troubleshooting keretampilan career enhancement. Here there are two indicators of success in the classroom action research that will be done.

- a. A study can be said to be successful in the learning process when the activity of  $\geq 80\%$  of students achieve success.
- b. Exhaustiveness value daklam students learn the results

apabila achieve  $\geq 75$  KKM. While the classical completeness is said to be achieved when it reaches at least 80% of all students surveyed.

**III. RESULTS AND DISCUSSION**

**A. Research Result**

Training creative problem solving to improve problem solving skills career in grade IX- L at SMPN 1 Taman was conducted in two cycles, each cycle of three sessions, each meeting has a purpose and a specific strategy. Improved problem solving skills careers that do implement the measures, among others; understand the problem, created the idea and planned completion / action. , Steps are internalized creative problem solving steps in the manufacture of mind mapping. So that the product of this training is a form of problem solving mapping.

No.	Meeting		Topics
1.	Meeting 1	<i>Front of the Class</i>	Use of Creative Problem Solving in accordance Imitates Teacher
2.	meeting 2	<i>Par Taare Zaamen</i>	Use of Creative Problem Solving
3.	meeting 3	-	Individual Planning .Praktek Career Decision Making

Table 1:- Topics Creative Problem Solving

Description of the results of the assessment scale career problem solving skills can be seen in Table 2.

No.	Spanning Criteria	Information	Cycle I (X1)		Cycle II (X2)	
			Number of Subjects	Percentage	Number of Subjects	Percentage
1.	82% -100%	Very good	8	25%	14	44%
2.	64% - 81%	Well	23	72%	18	56%
3.	45% - 63%	Enough	1	3%	0	0%
4.	31% - 44%	Less	0	0%	0	0%
The average value of Class			77%		82%	

Table 2:- Comparative Assessment Scale Problem Solving Skills Career

From table 2 known to the conversion of the problem solving skills assessment scales career average of 82% in both categories. Here are presented in table 4 of the comparative level career problem solving skills.

No.	Description	First Cycle	Cycle II	Sign	Directions Changes
		Percentage	Percentage		
1.	Complete	69%	94%	+	25%
2.	Unfinished	31%	6%		

Table 3:- Levels of Problem Solving Skills Career

From Table 3, Unknown assessment scale score experiencing a career problem solving skills with a positive sign changes by 25%. In the second cycle of 94% already meet the completeness criteria.

➤ **Implementation Measures**

Implementation of creative problem solving training was conducted in two cycles. Each cycle there are four stages of planning, implementation, observation and reflection. The first cycle is done in three meetings. The first cycle which is held from July 1 to July 3, 2019, and the second cycle began on July 4, 2019 until July 6, 2019.

The following descriptions are made at each meeting.

The first meeting was on July 1, 2019. This event is held in the classroom and lasts for 2 x 40 min. The first meeting begins with a greeting and motivate students with a sentence that makes excited. Delivered training purposes. To establish a good relationship with the students, given the ice breaking activities in the form of the game "Boom, Buzz, Dorr, Duerr". After doing ice breaking, given the initial material about creative problem solving to problem solving career. Furthermore, given the scale of the problem solving skills pemilaian career, then students are invited to

watch a movie *Front of the Class* calmly, reviewing the movie, then the teacher gives an example of the steps for using creative problem solving and imitated by students.

The second meeting was held on July 2, 2019 in the classroom. The meeting begins with say hello and build rapport. To establish a good relationship with the students, given the ice breaking activities in the form of the game "Tiger". After doing ice breaking, and then went on to explain the purpose of the activities at the meeting that day and asked the subject's readiness to implement the activities on that day. Then the students were invited to watch the film *Taare Zameen Par* calmly, reviewing the movie by reading a brief synopsis of the movie to be aired. After watching the movie, the research subjects were asked to make troubleshooting a career in films using the steps in the creative problem solving independently without the example of a teacher. Furthermore, students are asked to fill out a reflection sheet.

The third meeting was held on July 3rd, 2019 and implemented in the classroom. At the third meeting, the subject of research to practice individual planning in career decision making. The meeting consisted of three stages of introduction, contents and cover. At the preliminary stage begins with a greeting to the students and motivational phrases to be enthusiastic in following the activities, given the purpose of the activities, building a good relationship with the ice breaking light of "BK Says", an explanation of the measures of activities, tasks and responsibilities of learners, a description of the topic of planning practices individual career decision making, ask the readiness of learners carry out activities and launch into the core stage.

Entering the core stage that lasted 65 minutes, the students formed small groups of three people, to conduct discussions about individual planning, acts as a counselor, counselee and observers alternately. Teachers share sheet BK career decision making, problem solving skills assessment scales and questionnaires career. Small groups to complete a career decision making, problem solving skills assessment scales and questionnaires careers within 30 minutes. Furthermore, each member of the group take turns in small groups present the results of the planning is done on sheets of career decision making and in the assessment scale problem solving skills career. BK teachers around to observe each group discussion. After the discussion, students are invited to conclude the results of the meeting, deliver further reflection and hope. And was followed by interviews at the end of the cycle I. The meeting ended with a prayer and a greeting.

Implementation the second cycle, the same as the first cycle consisted of three meetings. However, different to the division of the group at the third meeting of the uneven determined by dividing the problem solving skills of students who have not completed his career with a group of students who pass.

### B. Discussion

In this study, according to the indicators of success that has been established, can be met in the second cycle. So that the study was discontinued in the second cycle. This is evident in the results of questionnaires and assessment scales that meet the indicators of success. Learners achieve success  $\geq 80\%$  classical completeness career problem solving skills of students of class IX-L SMP Negeri 1 Amusement obtained percentage 94%.

By examining the data from the comparison between the data collection cycle. Obtained their problem solving skills change careers. Direction of change shows no sign (+). From the data scale ratings of 25%, the activity of student activities 8%. So that these changes indicate an increase in the problem solving skills career. The final result problem solving skills possessed careers of learners class IX-L SMP Negeri 1 Amusement experienced positive changes that students who completed at 94%.

## IV. CONCLUSION

Based on the results of research and discussion of the results dapat concluded that the techniques of creative problem solving mediated film can be used to improve problem solving skills through the stages of his career to understand the problem, created the idea and planned completion / action. Results of action data showed that the career problem solving skills obtained showed positive signs. Thus, career problem solving skills can be improved using the techniques of creative problem solving mediated movie.

## SUGGESTION

### 1. For schools and teachers BK

Guidance officer or school can apply these techniques.

### 2. For learners

Learners are expected to be able to use techniques *creative problem solving* earnestly in order to feel the benefits and expected to be able to use it independently without the need to be guided by the teacher BK.

### 3. For researchers

For advanced researchers should pay attention to aspects of the allocation of time given in the implementation process in order to maximize results. In addition there is need for a strong coordination between subjects with researchers in order to achieve a more optimal benefits.

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