Increasing Understanding Overcoming Learning Difficulties Based on Parenting Patterns through a Group Guidance Approach and in the Lecturer Review, to world group guidance given number as: A group guidance

Study Research Measures in Students Class VIII.1 State Junior High School 23 Kota Bekasi Province West Java Indonesia

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Abstract

Parenting patterns is very influential on the process of adjusting students in school. In fact there are still students who have difficulty in learning both at school and at home. From the data obtained 25% of students learn if present if there is a repeat course, 27% of students often do not do homework. This shows that the student is having difficulty in learning and there are 10% of students who are from family background that is not harmonious or victim of divorce of their parents. Providing appropriate counseling services is expected to improve the problem.

The aim of research to assess the effectiveness of the application of group counseling in an effort to increase understanding in overcoming learning difficulties based parenting patterns through group counseling approach. Group counseling in this study is one of guidance against individuals in a group to take advantage of the evolving dynamics in the group. Group dynamics here are group lively atmosphere characterized by a dynamic spirit of cooperation to achieve group goals. His research is class student VIII.1 State Students Junior High School 23 Bekasi Province West Java Indonesia, which is the action research method of guidance and counseling to the procedure used to cycle through the stages of planning, implementation, observation, and reflection.

The result of the research showed significant result of applying group guidance approach to increase the students understanding in overcoming the learning difficulties based on parenting patterns experience increased 4.8% after cycle l and experienced an increase of 8% after the implementation of cycle 2. Application of group guidance is very appropriate to be used and requires innovation from mentors.

Keyword: Parenting patterns, Learning Difficulties, Guidance Group

1. Introduction

Education is a fundamental aspect of life for the development of the nation State. Law No. 20 of 2003 on the National Education System states that the National Education function to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation. Education aims to develop the potential of learners to become human beings who believe and piety to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become citizens of democratic and responsibility. For educational purposes pie run to the need for activities that support that school as one of the institutions right formal education has a very important role in the effort to mature children and shaping it into human being useful to society. Schools have a great responsibility for achieving them.

Junior high school students who are classified as teenagers, experiencing the process of development and growth and have a tendency to be less stable psychically many have difficulty in motivating the way of learning, resulting in decreased learning activity and the achievement obtained less satisfactory.

Giving an understanding of the importance of learning goals is still very difficult to understand by students in general. And so we need services that can help students in solving the conflicts that exist in through group counseling. To solve the problem of students who have learning difficulties is not only the responsibility of teachers in school alone but the role of the parents also determine the success of student learning.

The family is the smallest organization of society. The family has a very important role in developing the child's personal. The role of loving parents and education about the values of life both religious and socio-cultural given is a conducive factor to prepare children to be a private or a healthy member of the community therefore the role of parents in parenting patterns is very influential on the future. Parenting patterns is to provide all the needs of children and directing children until ready lives in society, the role of parents is very important to help children live independently.

Parenting patterns is very influential on the process of adjustment of children in the school environment. In fact there are still students who have difficulty in learning both at school and at home. From the data obtained there are 25% of students who learn really if there is a test/replication alone is not a good habit, 27% of students still often do not do homework. This shows that students have difficulties in learning and there are 10% of students with family background that is less harmonious due to divorce of their parents.

The group guidance service is a relief effort to solve student problems by utilizing group dynamics. If group dynamics can be realized properly then group members will help each other, accept and empathize sincerely. So from the data can the authors conclude that the focus in this study effort to improve understanding in overcoming the difficulties of students teaching class VIII.1 based on parenting patterns through a group guidance approach in State Junior High School (SMP) 23 Bekasi Province West Java Indonesia? From the background of the above problem then the authors formulate the problem as follows:

a. Whether there is an increased understanding of overcoming the difficulties of learning based parenting patterns Approach Guidance Group VIII.1 State Junior High School (SMP) Province 23 Bekasi West Java, Indonesia?

b. How does the process of increasing understanding overcome learning difficulties based on parental parenting patterns using a group guidance approach?

c. How much does an understanding increase overcome learning difficulties based on parental parenting patterns after being applied to a group guidance approach?

2. Literature Review

Literature review is done by finding the source of literature related to research focus.

Group Guidance

Group guidance is one of the types of counseling services held in schools. According to Prayitno (1995: 178) suggests that group guidance is an activity conducted in groups that utilize group dynamics. This means that all group members in group activities interact, freely express opinions, respond and give suggestions and others, what is discussed it is useful for the participants concerned themselves and for other participants. Stages of the implementation of group guidance are determined at the stages to be passed so that will be

directed, coherent, and right on target. The phase of implementation of group guidance according to Prayitno (1995: 40) there are four stages, namely: the stage of formation, intermediate stage, activity stage, termination stage.

A. *Parenting Patterns*

Parenting patterns is a system that is done by parents to guide and teach a behavior.

According to Diana Baumrind (2005: 199) there are three types of parenting patterns:

1. Parenting patterns authoritative children have social competence, appreciate the individuality of the child but also emphasizes the social constraints, this means that children are free to do an act but remain within the limits and supervision of a parent, the patterns of communication between children and parents so that the relationship children and parents harmoniously. This parenting patterns pattern creates an independent, self-confident and responsible personality.

2. Authoritarian Parenting Patterns: a style that limits and requires children to follow parental instructions, respect for work and effort, children are limited in expressing opinions, strict and firm to the child, associated with the child's social incompetence. The results of these parenting patterns will create a child who lacks the skills in communicating, as well as difficulty in socializing therefore children tend to be difficult to get along and have a higher level of aggression from his friends.

3. Permissive Parenting patterns Style: a parenting patterns style that is deeply involved in the lives of their children everyday but sets little limits or controls on them. Parents do not control and do not limit the child's behavior. This parenting pattern provides complete freedom to the child. So children tend to be immature and lack self-control and lack of exploration. The result of this care is that children tend to be less sociable with the environment, tend to do as they please and are less sensitive to the environment.

B. *Learning Difficulties*

According to Yuri Megaton (2006: 26) are barriers to learning difficulties that comes from within and from outside the student self.

1. Learning difficulties from within oneself: physical/ health potential, intellectual potential, talent potential, creative potential, emotional potential, fighting power, personality potential/self-concept / low motivation, spiritual potential/lack of awareness of the power of faith, has no variation in learning skills, lack of understanding of learning management / priority scale.

2. Learning difficulties from outside the self: learning facilities/facilities and lack of infrastructure, parenting patterns/the role of parents who do not support, teaching methods are not interesting, the character of friends or attitudes of friends who are not fun, curriculum and heavy learning load.

According to the book *The Process of Parenting patterns* (Brooks: 1981) learning difficulties seen as a lack in basic learning processes such as lack of motivation to learn from their parents and teachers or the environment.

C. *Research Method*

Research method used in this research is research method counseling guidance action. According Kemmis and Mc. Taggart (Mohammad Asrori,2008: 68) research counseling guidance action is essentially a series of

activities consisting of 4 stages consisting of: planning, action, observation, reflection. The subjects of this study are students of class VIII-1 State Junior High School (SMP) 23 Bekasi Province West Java Indonesia. The populations in the study were students in class VIII.1 amounted to 40 people. This study of counseling and counseling measures uses a cycle model.
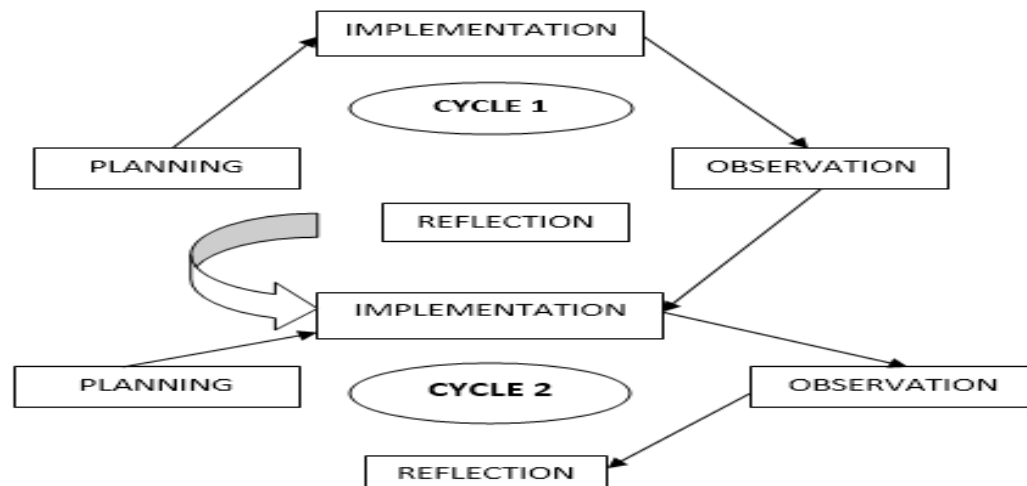

Figure 1.Cycle Action Research Counseling Model John Elliot (Muslihuddin, 2012: 2)

This counseling guidance study is conducted in two cycles, for six months that is from January to June 2017. The implementation of these guidelines includes:

Develop group counseling schedule, counseling guidance tools in the form of instrument or questionnaire, unit of group guidance services in each cycle.

Develop action plans for improvement of motivation to learn with the assessment to be used in the next cycle based on the results of reflection and analysis of learning outcomes in the previous cycle.

This research was conducted in two cycles with each cycle 3 times meeting held in four stages. These stages are the planning, execution, observation and reflection phases.

1. Planning

In this stage the learning plan is prepared for the improvement of learning. At this stage -steps as follows:

a. Analyze the effectiveness of study time.
b. Make need assessment or research instrument.
c. Create a group counseling service.
d. Summarize the material given to the student that is the learning barrier
e. Develop an evaluation tool (assessment scale).
f. Prepare the observation sheet

2. Implementation of Action

Implementation of the action is the treatment conducted by researchers based on the planning that has been prepared. The stage of action implementation includes the steps as follows:

a.   The stage of formation is the effort of growing mutual interest in group guidance.
b.   The transitional stage, namely the process of interaction formation.
c.   Activity stage which is the core of group guidance process
d.   Phase termination, which is to make a conclusion

3. *Observation (observation)*

Observation is done to collect information about the learning process by the researchers in accordance with the actions that have been prepared. Through research observation can record various weaknesses and strengths that teachers do in implementing the action, so the results can be used as input when researchers do reflection for the preparation of re-plan entering the next cycle or cycle.

Observations are made by teachers who are assisted by peers or partner teachers during the process of group guidance activities.

The things observed include:

a.   Persistence in the task
b.   Ductile face difficulties.
c.   Showing interest in various problems
d.   Preferably working alone
e.   Quickly bored with routine tasks. Things are just repeating so that it is less creative.
f.   Can defend his opinion (if you are sure of something)
g.   It is not easy to let go of what is believed.
h.   Pleased to find and solve problem questions

4. *Reflection*

Reflection is the activity of looking at the various shortcomings that researchers undertake during an action. Reflection is done by conducting discussions with observers that are usually done by colleagues. After conducting the counseling guidance service process, there is still a lack of both researcher and researcher.

D. *Research Instruments*

The instruments used in this research are:

The forms of data presentation used in this research are:

a. Data in table form
b. Data in the form of a Diagram or Graph.

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E. Research Result and Discussion

1. Initial Identification

Provision of guidance and counseling services to students, especially students of class VIII.1 State Junior High School (SMP) 23 Bekasi West Java Province of Indonesia has not fully deliver results as expected. The type of service with the given approach has not been able to change the ability of all students in the field of learning, especially the improvement of understanding in overcoming learning difficulties based on parenting patterns.

The group guidance approach is the most appropriate service to use. From the data obtained by grouping students of class VIII.1, amounting to 40 students based on questionnaires parenting patterns parents as follows:

a. Authoritative Parenting patterns Pattern (59.8%) or 23 students
b. Authoritarian Authoritative Pattern (10.2%) or 5 Students
c. Permissive Care Pattern (30%) or 12 students

Based on the questionnaire of understanding overcome learning difficulties there are 20% of students who are still lacking in overcoming learning difficulties or 8 students and based on the results of questionnaires and interviews can be concluded that the factors that cause less understanding in overcoming learning difficulties based on parenting parents are:

a. Have not understood and found the shortcomings and the advantages of physical aspects in relation to learning motivation.

b. Do not understand and find the shortcomings and advantages of psychological aspects in relation to overcoming learning difficulties.

c. Has not been able to accept and direct the shortcomings and advantages of physical and psychological aspects in improving understanding overcome learning difficulties.

d. Have not understood the effects of parenting patterns so that how to overcome learning difficulties are low.

e. Do not yet have a strong belief in the benefits of learning supported by parenting patterns. Application of group guidance is one effort to improve students' understanding in overcoming learning difficulties based on parenting patterns.

2. Implementation
A. Research Cycle 1

1) Action Planning

Planning prepared prior to implementation of group guidance action consists of:

a. Develop guidance and counseling programs in the field of tutoring with the subject matter of increasing learning motivation.

b. Establish a service unit in the field of study with the type of group guidance services.

c. Develop observational or observational guidelines to assess the progress of group guidance-giving processes.

d. Assessment tool in the form of a questionnaire. This tool is used to collect data from students about the changes that occur after the giving of guidance and counseling in cycle 1.

e. Create success criteria.

2) Implementation of Action

The first meeting

Organizing the guidance of the first group meeting in class VIII.1 the activities as follows:

a. The first stage is the formation, this stage of the counselor cultivate the interest of the client, explaining the meaning and purpose of group counseling and invitation to enter group guidance activities.

b. The second stage is the transition; at this stage is the period between the formation of groups to the main activities of monitoring expression, emotions and interactions within the group.

c. The third stage is the activity or activity, at this stage is the core activities of group counseling, the time required is very much because this is where the highly expected activity of group dynamics, each group explores, at the request of the counselor, the students convey the perceived situation with respect to motivation to learn.

d. The fourth stage of termination, in this stage is given the opportunity to the group to clarify the experience, consolidate the results of group guidance, make final decisions in the group or take conclusions that can be useful about understanding the effort to overcome learning difficulties based on parenting patterns parents so that it can be applied in daily life -day.

Second meeting

The second meeting was held in class VIII-1 Implementation of the action at the second meeting of cycle 1 is the counselor reveals the results of the provision of counseling guidance services with a group guidance approach on improving understanding in overcoming learning difficulties based on parenting patterns according to the results of the first meeting. Furthermore, each of the groups reiterated the results of the group guidance process as in the first meeting. Upon completion the counselor gives back a questionnaire about understanding in overcoming learning difficulties to see the developmental outcomes of the research process of guidance and counseling actions

3. Observation

1) Action Implementation Process

The result of observation on the implementation process of the action is done by the colleague good to the group guidance activity.

From the results of observation on the implementation of counseling guidance on cycle 1 conducted by colleagues depicted from the activities of the counselor on the aspects of digging the counselee statement in group guidance verbally and nonverbally very well.

2) Results of Giving Action

To see no change after cycle 1, the researchers distributed questionnaires to the students who were the subjects of the study. The results can be seen in the following table.

Table 1. Overview of Increasing Understanding Overcoming Learning Difficulties Based on the Parenting Patterns Pre Research Action Group Guidance (PTBK) and Cycle 1

No	Parenting patterns Parents	amount Student	Score	Percentage Pre PTBK	Percentage Cycle 1
1	Authoritative	23students or(58,9%)	75 - 84	23students or(58,9%)	24students or(63,7%)
2	Permissive	12students or(30%)	65 - 74	9students or(20,1%)	10students or (21, 3%)
3	Authoritarian	5students or(10,2%)	50 - 64	8students or(20%)	6students or(15%)

Based on Table 1, it can be explained that when not PTBK students who have less understanding in overcoming learning difficulties as many as 8 people or 20% of the number of students of class VIII-1. After the implementation of cycle 1 the number of students who have less understanding in overcoming learning difficulties is reduced to 6 people or 15% of the total number of students. This means there is an increase in student understanding in overcoming student learning difficulties seen from the average pre PTBK of 58.9%. After the implementation of PTBK through cycle 1 increased to 63.7% or an increase of 4.8%%.

Table 2. The Essential findings based on the observation in cycle 1

No	Activity of Researcher	Essential findings in cycle 1
1	Pre-activity	Students feel uncomfortable when the researcher enters the classroom with one observer
2	Apperception	Students have not been able to express the initial conception
3	Guidance Activities Group	There are still students who are less active in group formation, less active students, still not established a compact cooperation
4	Questionnaire results understand learning difficulties	The average score of 63.7% (medium category) was up 4.8% from the initial data 58.9%

Based on Table 2, the results of the analysis of research guidance and counseling action in improving understanding overcome difficulties based on parenting patterns has not achieved the expected results. For that need to proceed to activity cycle 2.

3) Reflection

Reflection is carried out after the observation or observation stage is done both to the process of implementation of action and result of giving action. The results of observations made either to the process of implementation of the action to be one of the analysis materials. In addition, the data obtained through questionnaires to see the changes that occur after the granting of action also become also a material analysis in reflection activities. Activities reflection carried out in space counseling guidance attended by mentors and peers.

B. Cycle 2 Research
1) Action Planning

In the second cycle of planning made before the implementation of group guidance actions are:

a. Developing a service unit in counseling guidance on learning barriers.

b. Arrange observation or observation guidelines assessing the progress of the process of giving the action of group guidance.

c. Develop assessment tool in the form of a questionnaire. This tool is used to collect data from students about the changes that occur after the guidance of groups in cycle II.

d. Set success criteria. Criteria of success in cycle II is the same as the criteria in cycle I that is students declared understand in overcoming learning difficulties if the percentage of answers reaches 65% or more.

2. Implementation of Action

The first meeting

This meeting took place in classrooms VIII-1State Junior High School (SMP) 23 Bekasi West Java Province of Indonesia with the following stages:

The first stage is the formation, at this stage the counselor cultivate the interest of the client, explaining the meaning and purpose of the group counseling and invitation to enter the group counseling activities that is the formation of the number of students 40 divided by 4 groups and at this stage the counselor began to explain the barriers in learning and how to cope with parenting patterns.

The second stage is the transition; at this stage is the period between the formation of groups to the main activities of monitoring expression, emotions and interactions within the group.

The third stage is the activity or activity, at this stage is the core activities of group counseling, the time required is very much because this is where the highly expected activity of group dynamics, each group explores, at the request of the counselor, students convey the perceived situation with respect to motivation to learn and clients or students are invited to give meaning to the problems encountered.

The fourth stage of termination, in this stage is given the opportunity to the group to clarify the experience, consolidate the results of group guidance, make final decisions in the group or take conclusions that can be useful about efforts to improve motivation to be applied so that it can be applied in everyday life, at this stage counselors provide the opportunity for each group by representatives put forward the results of group counseling. Terminated or closed group guidance counselor to give a final conclusion in overcoming learning difficulties based parenting patterns parents.

Second meeting
The second meeting in VIII-1 1 State Junior High School (SMP) 23 Bekasi West Java Province of Indonesia. Activity in the second meeting at the meeting 1. The stages of group counseling conducted namely the formation stage, intermediate stage, the stage of the main activities or core activities and termination phase.

3. Observation
1) Action Implementation Process
Peer observation results on the implementation of counseling guidance follows:

In this meeting the activities of counselor and counselee activity increased from the category enough to be good and at the meeting of the satisfaction of both counselor and counseling.

Table3.Essentialfindingsbased on the observation in cycle 2

No	Activity of Researcher	Essential findings in cycle 1
1	Pre-activity	Students feel comfortable and enthusiastic as the researcher enters the classroom with one observer
2	Apperception	Students have been able to put forward the initial conception
3	Guidance Activities Group	Students are active in the formation of groups, has established a compact cooperation leads to a common goal, the satisfaction of both students and teachers, students actively look at feelings and impressions
4	Questionnaire results understand learning difficulties	The average score of 71.7% (high category) when compared with the criteria that is 65% there is an increase of 8% from cycle I is 63,7%

2) Results of Giving Action
The positive impact of the provision of action through the application of group counseling to students' motivation, especially in mathematics, it can be of the data outcome questionnaire to students who are the subject of research. Data increase student motivation in mathematics in the second cycle.

Table 4. Overview of Increasing Understanding Overcoming Learning Difficulties

No	Parenting patterns Parents	amount Student	Score	Percentage Cycle 1	Percentage Cycle2
1	Authoritative	23students or(58,9%)	75 - 84	24students or(63,7%)	25students or(17,7%)
2	Permissive	12students or(30%)	65 - 74	10students or(21,3%)	10students or (21,3%)
3	Authoritarian	5students or(10,2%)	50 - 64	6students or(15%)	4students or(7%)

Based on Table 4 a show that is a significant increase in understanding students overcome learning difficulties based parenting patterns parents once held the second cycle that is an increase of 8%, in the first cycle of 63.7% and after the second cycle to 71.7%.

3) Reflection

Cycle 2 reflection activities in guidance and counseling room of State Junior High School (SMP) 23 Bekasi West Java Province of Indonesia and attended by colleagues.

After observing, reviewing and analyzing existing data, researchers and peers can be described as follows:

1. Teacher Activity Advisors and students in general achieve good category, and a high understanding with the increasing understanding of students in overcoming learning difficulties and a sense of satisfaction both students and teachers.

2. Implementation of action through group guidance has brought positive change in the improvement of understanding in overcoming learning difficulties based on parenting patterns parenting patterns. Research data of the second cycle of students 'understanding level in overcoming students' learning difficulties reaches 71,7% compared to result of research of cycle 1 is 8% increase where the average number of cycle I is 63,7%.

Level of achievement of research result of cycle 2 which reaches the average score of 71, 7% percent means has reached the expected result, where the number has exceeded the success criteria of 65%. Therefore, guidance and counseling action research in an effort to improve students' understanding in overcoming learning difficulties based on parenting patterns is considered sufficient and does not need to proceed to the next cycle.

Based on research that has been done, there are still four students (10%) who have not achieve the expected results, this is where the importance of the counselor to give individual counseling services and group counseling in the hope that the student can be more developed in accordance with his ability, based on the results of research and interviews to students have a parenting patterns background pattern of authoritarian parents where they have a broken home family background and raised by his grandmother so difficult in learning and lack of supervision from parents. Therefore parental parenting patterns are very significant effect on the ability of students to overcome difficulties in learning.

F. Discussion

Application of group guidance in research guidance and counseling action is an effort to help students in solving problems related to improving students understanding of learning difficulties based on parenting patterns is very appropriate to use. From the data obtained grouping based on parenting patterns class parents VIII-1 is based on a questionnaire parents' parenting patterns is as follows:

1. Authoritative Parenting patterns Pattern (59.8%) or 23 students
2. Authoritarian Authoritative Pattern (10.2%) or 5 Students
3. Permissive Parenting patterns (30%) or 12 students.

Based on the description of activities and analysis that has been done shows that there is increasing understanding of students over learning difficulties based on parenting patterns This is reflected in the understanding, the activity and the improvement of the motivation test result before the counseling guidance

study as the initial data of 58.9%. After the first cycle increased its average to 63, 7%. This proves an increase of 4, 8%.

The implementation of group guidance in cycle 2 on student learning motivation in mathematics subjects showed a significant improvement, in cycle 1 the average figure obtained 63.7% after the average cycle 2 obtained to 71.7% means an increase of 8 %. This has exceeded the criteria of 65%, which means that there is an increased understanding of learning difficulties based on parenting patterns significantly improved through effective group guidance and the understanding of students in overcoming learning difficulties is still low by 58.9%. The process of improving understanding over learning difficulties is seen from the parenting patterns pattern after implementing group guidance after the first cycle average to 63.7% or an increase of 4.8%. And after the second cycle average to 71.7% or an 8% increase.

G. Conclusions and Recommendations

1. Conclusion

Based on the results of the action research guidance and counseling to the students of class VIII.1 State Junior High School (SMP) 23 Bekasi West Java Province of Indonesia year are described in the previous description it could be concluded as follows:

Application of group counseling in guidance and counseling activities can help improve the understanding of the students overcome learning difficulties based parenting patterns parents. In the first cycle with the application of the guidance of the group was found to enhance students' understanding in overcoming learning difficulties based parenting patterns parents by 4.8% from 58.9% in the Pre PTBK be 63.7% in the first cycle. Then research the second cycle increased again by 8% from 63.7% in Cycle 1 to 71.7% in Cycle 2.

The application of group guidance has an influence on the students' learning outcomes from the preliminary data, the average daily test score of 59.8%. After the first cycle of Cycle I, the average daily score increased to 72.3%, an increase of 12.5%. And after the second cycle again, the average daily repeat value increased to 76.1%, an increase of 3.2%.

Group guidance activities are helpful and can improve understanding of overcoming learning difficulties based on old parenting patterns efforts to improve learning achievement, this strategy is very effective to achieve an expected goal.

2. Recommendation

Based on the theoretical study and the results, there was some suggestion of researchers as follows:

1. In order for the delivery of counseling and guidance program to achieve optimal results needed innovation and continuous improvisation in accordance with the needs and development of the era.

2. In conducting counseling services should be teachers and counselors know the characteristics of students' needs, different stages of learning or counseling services, the initial concept of students, as well as a tool or medium used according to need.

3. In any event counseling service teachers should actively engage students and make the activities of the group dynamics as undertakings in solving the problems faced by students.

4. Teachers and counselors should be willing to try to find a technique or method of learning and counseling services are creative, innovative and unconventional.

5. Every teacher should substantially increase both the pedagogic competence, personality, social or professional.

6. Tutor and subject teachers should understand the background of the students and the parents' parenting patterns in order to be assisted in accordance with the circumstances.

2. Schools should provide support to teachers for development.

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