

Group Guidance with Problem-Solving Techniques to Prevent Suicidal Ideation

¹Asep Solikin, ¹Tiara, ¹Karyanti 

[Universitas Muhammadiyah Palangkaraya, Kalimantan Tengah, Indonesia.](#)

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ABSTRACT

Aim: determine the differences in the level of suicidal ideation before and after the implementation of group guidance on students at Muhammadiyah Middle School, Palangkaraya, (2) determine the effectiveness of group guidance in preventing suicidal ideation in students at Muhammadiyah Middle School, Palangkaraya. *Method:* The population in this study were all students of class VIII of SMP Muhammadiyah Palangka Raya, Central Kalimantan, totaling 71 students. The sample of this study consisted of 9 students out of 21 students of class VIII-C. Sampling was determined by the purposive sampling technique. *Result and Discussions:* The results of the study showed that: (1) before being given group guidance services, most of the students in class VIII-C, namely 9 students, experienced suicidal ideation with a moderate category. After being given group guidance services with the Problem Solving technique, most of the students, namely 5 students with a low category, and 4 students with a moderate category. The total Pre-test score was 587 and the Post-test score was 437, the total score difference was 150. This means that many changes occurred after the provision of group guidance services by the researcher; (2) the results of the hypothesis test calculation using SPSS 25 software on the paired sample T-Test method showed that the significance value obtained was 0.001. This shows that the Sig value <0.05, which means that there is an influence of Problem-Solving to prevent suicidal ideation in class VIII.C students of SMP Muhammadiyah Palangka Raya.

Keywords: Bullying, Behavior, Peer Assistance.



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Corresponding Author:

Asep Solikin
Doctor of Guidance and Counseling
[Universitas Muhammadiyah Palangkaraya](#)
Street RTA. Milono KM 1.5 Palangka Raya
Email: asep.solikin@yahoo.com

Citation Information:

INTRODUCTION

Every 40 seconds, 1 life is lost due to suicide, every year the number of people recorded as committing suicide is 703,000 and many people still try to commit suicide. Suicide is the second leading cause of death in the world and is most common in the 15-29 age group, in low and middle-income countries where the suicide rate is 79%. And is the 18th leading cause of death in the world (WHO, 2021). Suicide is a serious public health problem, where someone tries to end their own life consciously (Aulia et al., 2019). Suicide and suicide attempts have a huge impact on family, friends, relatives, communities, and society. And has long-term effects on the people left behind (WHO, 2021).

Most victims use hanging (Mandasri Linda. 2020) Hanging is 60.9%, the second is drinking pesticides and chemicals, the other is taking high doses of drugs, and others (Ministry of Health of the Republic of Indonesia, 2019). According to Pratiwi & Undarwati, (2014) in their journal, the methods of suicide ideation used are drowning themselves, taking more drugs, jumping from a height, using sharp weapons,

crashing themselves on the road, hanging themselves, and stopping treatment.

According to Fortinash & Worret (2012), suicidal ideation is a plan to end one's life that can be expressed verbally or using notes that have a specific purpose or to show people around about the suicidal thoughts that one has. Suicidal ideation includes thoughts of killing oneself, making plans where, when, and how suicide will be carried out, and thoughts about how suicide affects others (Zulaikha & Febriyana, 2018).

According to Beck et al., (1979), suicidal ideation has three aspects, namely: a). Active suicidal ideation

This aspect includes having a desire to commit suicide, a desire to die, and having a reason for committing suicide. b). Preparation This component includes thoughts related to suicidal plans and the desire to make a suicide attempt. c). Passive suicidal ideation, This aspect includes having a desire to end one's life or attempting suicide, but there is no plan to do so and a tendency not to want other people to know about it.

Based on the explanation above, it can be concluded that there are aspects of suicidal ideation, namely active suicidal desire, secrecy, and passive suicidal desire.

METHOD

The research method used is the pre-experimental method, the research design used in this study is the pre-test and post-test one-group design. The selection of this research design is based on the following considerations: 1) This design is the most appropriate among other types of experiments and can be applied in research in the fields of education and psychology. 2) This research design is an appropriate design for testing the hypothesis because it can provide adequate control so that the independent variables can be assessed appropriately. In experimental research there is treatment, the research method is used to find the effect of one treatment on another under controlled conditions. The type of experimental method in this study is pre-experimental design using one group pre-test and post-test design. The study was conducted on one group only without a comparison group. In this study, observations were conducted 2 times, namely before the experiment and after the experiment. Arikunto's (Rahmi, 2018:27) observation before the experiment (01) is called a pre-test, and after the experiment (02) is called a post-test. First, measurements are taken (pre-test) on students, then treatment is given (post-test), (post-test) to see whether or not there is an influence of guidance services based on problem-solving techniques.

RESULTS AND DISCUSSION

Results

The research results that can be reported are about the description of suicidal thoughts before being given group guidance, and the description of suicidal thoughts of class VIII.C students at SMP Muhammadiyah Palangka Raya before and after being given group guidance.

Table I. Suicidal ideation scale score categories

SCORE	CATEGORY
24-48	Low
49-72	Currently
73-96	Tall

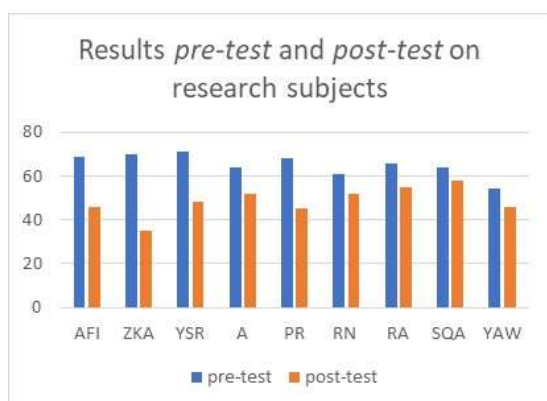


Figure I. Pretest Posttest Graph

Discussion

Pre-test and post-test results. During the pre-test, the research subjects showed that all students consisting of 9 students identified as having suicidal ideation were in a low category with a score range of 24 to 48, none. The moderate category with a score range of 49 to 72, amounted to 9 people. Group guidance intervention was carried out in 5 meetings. After the intervention was given, there was a change in the level of suicidal ideation shown by the members of the research subjects, indicating a change that all students consisting of the 9 students who were identified as suicidal ideation were in a low category with a score range of 24 to 48, totaling 5 people. The moderate category with a score range of 49 to 72, totaling 4 people. The high category with a score range of 73 to 96, none. Changes in the level of suicidal ideation can be known through measurements carried out using the suicidal ideation scale and carried out after the intervention process (post-test).

Table II. Tests of Normality

	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
PRE_TEST	.187	9	.200*	.906	9	.290
POST_TEST	.188	9	.200*	.944	9	.624

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After conducting a normality test using the Shapiro-Wilk formula, the sig value to determine whether it is normal or not is as follows:

- 1) If the sig value > 0.05 then it is said to be normal.
 - 2) Meanwhile, if the sig value < 0.05 it is said to be abnormal.
- Based on the table above, it can be seen that the pre-test and post-test data are > 0.05 . So it can be concluded that the research data before and after group guidance is stated as normal. Therefore, the data in this study can be continued to be tested using the paired sample t-test method. The researcher concluded from the calculation results in the table above that the Sig value (2-tailed) is 0.001. This shows that the Sig value (2-tailed) $<$ real level real level ($\alpha/2=0.05$), which is $0.001 < 0.05$ indicates that H_0 is rejected and H_a is accepted which means that there is an influence of problem-solving to prevent student suicidal ideation.

CONCLUSION

Based on the results of data analysis and discussion in this study, group guidance with problem-solving techniques to prevent suicidal ideation in students. This is based on the results of the pre-test and post-test tests which show the results of the Sig value (2-tailed) is 0.001. Because the Sig value (2-tailed) $<$ real level ($\alpha/2=0.05$) then H_0 is rejected and H_a is accepted. So it can be concluded that group guidance with problem-solving techniques to prevent suicidal ideation of students can be overcome with problem-solving techniques. The results of the analysis show that students of class VIII.C SMP Muhammadiyah Palangkaraya experienced a decrease in

scores before receiving services (pre-test) and after receiving services (post-test).

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