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Problem checklist to identify problems with students in Islamic boarding schools

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Abstract

Purpose - This article aims to analyze the use of DCM (Problem Checklist) to identify student problems in Islamic boarding schools. Second, develop a guidance and counseling service program for Islamic boarding school students' issues.

Method - This type of research uses descriptive quantitative analysis. The data collection technique uses the Problem Checklist (DCM) instrument. Data was obtained from 18 students from class XII at the El-Syarief Islamic Boarding School. Data was processed using MS Excel and analyzed using a quantitative description.

Result - The research results show that students are very problematic in social and organizational elements, with a percentage of 60%, and personal aspects, with a percentage of 100%. Some guidance and counseling services that can be used to overcome student problems include individual counseling services, group guidance, and information.

Implication - This research aims to identify what problems students face in Islamic boarding schools and determine interventions that are appropriate to the issues they face. Counselors in schools and Islamic boarding schools can implement the results of this intervention.

Originality - This research strengthens the identification of student problems and designs appropriate interventions to overcome these problems.

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Keywords:

Daftar cek masalah, program bimbingan dan konseling, intervensi konseling.

Abstrak

Tujuan - Artikel ini bertujuan untuk menganalisis penggunaan DCM (Daftar Cek Masalah) untuk mengidentifikasi masalah santri di pesantren. Kedua, mengembangkan program layanan bimbingan dan konseling untuk permasalahan santri di pondok pesantren.

Metode - Jenis penelitian ini menggunakan analisis kuantitatif deskriptif. Teknik pengumpulan data menggunakan instrumen Daftar Cek Masalah (DCM). Data diperoleh dari 18 siswa kelas XII di Pondok Pesantren El-Syarief. Data diolah menggunakan MS Excel dan dianalisis menggunakan deskripsi kuantitatif.

Hasil - Hasil penelitian menunjukkan bahwa santri sangat bermasalah pada unsur sosial dan organisasi, dengan persentase 60%, dan aspek pribadi, dengan persentase 100%. Beberapa layanan bimbingan dan konseling yang dapat digunakan untuk mengatasi permasalahan siswa antara lain layanan konseling individu, bimbingan kelompok, dan informasi.

Implikasi - Penelitian ini bertujuan untuk mengidentifikasi masalah apa saja yang dihadapi siswa di pondok pesantren dan menentukan intervensi yang sesuai dengan masalah yang mereka hadapi. Konselor di sekolah dan pondok pesantren dapat mengimplementasikan hasil intervensi ini.

Orisinalitas - Penelitian ini memperkuat identifikasi masalah santri dan merancang intervensi yang tepat untuk mengatasi masalah tersebut.

Introduction

One of the various factors that is very important for human existence and survival is education. To achieve a better standard of life, humans need education because the educational process always influences every human movement, word, and action. The educational process can occur anywhere and anytime, from childhood to death. Armed with knowledge, humans will reach a high and noble level in the eyes of God and other humans, which can be achieved by faith in God and increasing and expanding knowledge. As time progresses, the educational community faces many challenges and obstacles (Dunggio, 2020). The challenges faced include technological developments, degradation of morals and religious principles, mental health, and participants' psychology. This challenge is also felt in education in Islamic boarding schools.

Islamic boarding schools have all aspects of life and values and must produce individuals with quality knowledge, good faith, and charity. Islamic boarding school is an educational institution for transitional teenagers experiencing various physical and psychological changes, namely, experiencing changes in their body,

personality, mind, and role in the environment. Thus, the developmental process during adolescence influences children's behavior. Islamic boarding schools emerged because of two things; first, Islamic boarding schools exist to adapt to conditions and situations where society faces social change in the form of a collapse of the importance of religious principles that occurs in the community. Second, establishing Islamic boarding schools aims to spread the universality of Islamic teachings throughout the archipelago. Islamic boarding schools aim to produce quality students like other schools (Nabella & Muis, 2017).

Islamic boarding schools have fundamental functions that are needed in social life. This is based on the part of Islamic boarding schools from a sociological perspective. The Islamic boarding school provides essential training for students to solve problems and live independently according to their socialization at the Islamic boarding school. Solving student problems requires guidance from Ustadz and Ustadzah, including guidance and counseling teachers. Guidance and counseling teachers at Islamic boarding schools have a vital role in helping to resolve problems faced by students, preventing and reducing further issues.

Problem-solving can be successful if the counselor knows more deeply about the problems faced by students. In identifying student problems, counselors need to carry out assessments. Assessment is divided into two. Namely, test assessment is usually called traditional assessment, and non-test assessment is generally called alternative assessment. Assessments that are classified as tests or formal assessments are multiple-choice, completion, limited response, and true-false tests. Meanwhile, the assessments included in non-test assessments are essays/descriptions, practice, questionnaires, projects, list exams, inventories, peers, observations, portfolios, self-assessments, interviews, and discussions (Safitrhry, 2018). In guidance and counseling science, assessment can be carried out using several instruments, one of which is DCM (Problem Checklist).

DCM (Problem Checklist) is a checklist created based on several aspects of the problem and explicitly compiled to reveal issues that have been or are being experienced by individuals. This instrument helps counselors find students' points based on the statements given (Purwati et al., 2020). Each information in the problem checklist (DCM) relates to various student problems, such as academic,

social, personal, and career problems. Therefore, preparing an instrument as a Problem Checklist (DCM) is necessary to uncover students' issues (Divinubun et al., 2021).

A checklist that is explicitly prepared to stimulate and provoke the disclosure of problems that are or have been experienced by someone, commonly called a problem checklist (DCM), is an efficient instrument for use by counselors. Because counselors need to know students' problems, counselors can prevent more significant and unexpected problems from occurring in the future. Knowing student problems can be a starting point for counselors in determining the right counseling services. Problems that occur to individuals should be immediately addressed and resolved so that they do not interfere with their activities and lives and those of others around them (Raharjo & Gudnanto, 2022).

The use of DCM is effective because it is based on considerations of effectiveness, intensity, validity, and reliability. Apart from that, by using DCM, counselors can get all the data on the needs and problems experienced by students without using a lot of time, meaning that by using DCM, counselors get a lot of data quickly. Apart from that, DCM is also in-depth. This is based on data obtained from using DCM; data obtained through DCM is more complete and comprehensive. This data type is challenging to get through other instruments such as observation, autobiography, interviews, sociology, and so on (Muskarno et al., 2021). DCM is valid and reliable because individuals who fill out the statement check for themselves the problems they have experienced or are currently experiencing through a list of each aspect containing many possible issues. So that individuals can consider and choose the right situation for themselves.

Based on the opinion above, this is in line with the research objective, namely to identify the problems of Islamic boarding school students in Islamic boarding schools through a problem checklist and analyze service programs that suit the problems of Islamic boarding school students. Determining appropriate and appropriate interventions can be done if you find and identify problems that are appropriate to the conditions experienced by the students. The use of assessment using an instrument in the form of a DCM (Problem Checklist) is essential in helping counselors obtain all data on the needs and problems experienced by students to

find out the issues that students are experiencing or have experienced. This will help counselors determine and provide services that suit the problems encountered by students at Islamic boarding schools. So, the counseling services offered are right on target and can run more effectively and efficiently.

This research is essential to carry out because by finding the problems faced by Islamic boarding school students, it will be easier for counselors to develop guidance and counseling programs for Islamic boarding school students. Of course, this will make it easier for counselors to provide appropriate interventions for students. Therefore, this research answers the problems faced by Santri and finds a guidance and counseling program design that is relevant and appropriate for the issues of Santri.

Research Methods

The research method used is quantitative descriptive research. Quantitative descriptive research studies explain and describe something being researched or studied by concluding observed phenomena by telling them based on numbers (Sugiyono, 2014). Quantitative descriptive research is research that only describes or depicts the contents of a research variable through numbers. Based on the definition above, quantitative descriptive research is research that does not aim to describe the results of research findings. This research only examines, explains, and provides an overview of a phenomenon using data depicted through numbers (Sulistyawati et al., 2022).

This research instrument uses a problem checklist developed by Ross L. Moony (Herlinda et al., 2020). The problem checklist indicators are health, living and financial conditions, recreation and hobbies, social and organizational life, personal relationships, youth, family life, religion and morals, adjustment to school, future and ideals, and adjustment to the curriculum. The research population was students at the El-Syarief Islamic Boarding School. The research sample was 18 respondents who were class XII students. This sample was selected based on a purposive sampling technique where the consideration was that class XII students had spent more time at the Islamic boarding school.

Data from the problem checklist in identifying problems of Islamic boarding school students were then analyzed based on quantitative descriptive analysis. In this analysis, Ms. Excel with the following formula:

$$\frac{Nm \times Mn}{N \times M} \times 100\%$$

Figure 1. Problem Checklist Analysis Formula

With the following information: N: Number of All Questions, M: Number of All Respondents, Nm: Heaviest Statement, Mn: Respondent with the Heaviest Statement. DCM assessment criteria (Problem Checklist) to identify student problems in Islamic boarding schools. DCM (Problem Checklist) assessment criteria analysis refers to the following table:

Table. 1 DCM Assessment Criteria (Problem Checklist)

Information	Percentage	Mark
No problem	0%	A
Somewhat problematic	1-10%	B
Quite problematic	11-25%	C
Troubled	26-50%	D
Very Problematic	51-100%	E

Results and Discussion

Based on the research results conducted with 18 respondents from class XII students at the El-Syarief Islamic Boarding School. The non-test tool used in the research in the form of DCM (Problem Checklist), used by counselors to collect information about students, is a practical step in identifying students' problems because this instrument makes it easy to fill out the device, as well as detailed explanations of various aspects of issues including parts of life, needs, and multiple problems that have been and are currently being experienced by students (students). The test-free assessments used by researchers are designed to stimulate or encourage students to overcome any problems, for example, those related to mental health, career, life and family circumstances, attitudes, interests, talents, physical condition, aspirations, and social relationships.

Based on the results of research activity data given to class XII students via DCM (Problem Checklist), the results obtained are as follows:

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Table. 2 DCM (Problem Checklist) analysis results to identify student problems

Aspect	N	M	Nm	Mn	%	Predicate	Ket.
Health	5	18	2	16	36%	D	Troubled
Economy	5	18	1	17	19%	C	Quite problematic
Recreation/Hobbies	5	18	2	7	16%	C	Quite problematic
Young people	5	18	1	6	7%	B	Somewhat problematic
Social and Organizational	5	18	3	18	60%	E	Very Problematic
Religion and Morals	5	18	1	11	13%	C	Quite problematic
Family Life	5	18	1	10	12%	C	Quite problematic
Future	5	18	1	13	15%	C	Quite problematic
Adjustment to School	5	18	1	5	6%	B	Somewhat problematic
Personal	5	18	5	18	100%	E	Very Problematic

Based on the DCM analysis results in the table above, it can be seen that class Meanwhile, in the moderately problematic category, there are aspects of family life with a percentage of 12%, religion and morals 13%, future 15%, recreation/hobbies 16%, and economics 19%. Santri also has a problematic category in the Health aspect, with a percentage of 36%. Students are categorized as very involved in social and organizational aspects, with a rate of 60%, and in personal characteristics, with a percentage of 100%. Both social and organizational aspects and personal aspects are in the very problematic category with high percentages, namely 60% and 100%.

In the social and organizational aspects, several items become problems, such as often feeling nervous when expressing opinions, difficulty getting along with other people, feeling like no one cares about yourself, and feeling like you don't like crowds. Meanwhile, in the personal aspect, which is the aspect with the highest percentage, namely 100%, there are several problem items such as often feeling gloomy or daydreaming, feeling anxious or worried about the future, feeling like a failure and easily discouraged, feeling careless or careless, and quickly forget something.

The anxiety and worry experienced by students are some of the factors that cause students to prefer to be alone and away from crowds. Anxiety is an unpleasant subjective experience related to anxiety in the form of feelings of anxiety, tension, and emotions experienced by a person. This is a worry that can occur to students while studying. Anxiety is needed as motivation to achieve goals.

However, this anxiety certainly has its levels. If anxiety continues and disturbs students, the students' activities will not run well (Syaputra & Monalisa, 2018).

To deal with the feelings of anxiety experienced by students, self-adjustment is necessary because self-adjustment plays an essential role in overcoming the problems encountered by students in Islamic boarding schools, especially in dealing with feelings of anxiety. Self-adjustment is essentially a process involving the individual and the environment in which he lives, which includes mental responses and behaviors that motivate a person to make efforts to overcome the needs, tensions, frustrations, and inner conflicts they have, as well as align the individual's self-needs with the demands imposed on them. by the environment in which they live (Ghofiniyah & Setiowati, 2017). Apart from adjustments to self-regulation, students also need social support. The presence of other individuals who can be trusted to provide assistance, encouragement, and a sense of acceptance if the individual involved in the problem has difficulty interacting with the environment. So, social support is essentially a relationship that aims to help when another individual faces problems or difficulties, whatever the form, whether in the form of information or actual help, which allows someone to feel cared for, appreciated, and loved (Fauziyah et al., 2022).

The results of this research support the results of the previous study. The results of a survey conducted by Handono & Bashori (2013) revealed a conflicting relationship between self-adjustment and stress levels due to problems experienced by students. In this case, the higher the students' self-adjustment, the lower the stress level regarding their issues. Likewise, the lower the student's level of self-adjustment, the higher the stress level regarding their points. This problem was also found in this research; the anxiety experienced is also one of the factors in increasing pressure on students. Therefore, students must adapt themselves to Islamic boarding schools.

Apart from that, the results of research conducted by Muslikah et al. (2022) also reveal that peer support is an essential form of support because peer support can make a person feel accepted in their environment and feel supported by the surrounding environment so that with support Peers enable a person to increase their adaptability in determining their life. This problem was also found in this

research, related to the feelings of anxiety experienced by students in facing their lives. Hence, they need social support to make them feel considered and appreciated in their social environment.

Ustadz and ustadzah in an Islamic boarding school are essential in solving students' problems in Islamic boarding schools. To achieve its goals, Islamic boarding schools rely heavily on a well-developed communication process involving all parties in the Islamic boarding school community so that communication can run effectively. Of course, the development of an Islamic boarding school also depends on the personality of its ustadz and ustadzah. In an Islamic boarding school, ustadz and ustadzah are some factors that arouse students' interest in religious studies. In terms of learning, ustadz and ustadzah also play an essential role in shaping the attitudes and personalities of students, both in the social context and in community life (Yanti, 2022).

Using a Problem Checklist has many different benefits, one of which is that using a problem checklist is very efficient for implementation in schools where the number of teachers is small but has a large number of students. Using DCM (Problem Checklist) has its advantages because by using DCM, students can directly identify themselves based on the problems they are experiencing or have experienced. Therefore, the problem checklist is an instrument that has reliable and very valid data. Several detailed problem items in the problem checklist help students more easily recognize and find problems that are appropriate to their circumstances and experience. Using a problem checklist also makes it easier for counselors to obtain information, analyze, and determine the problems experienced by students (santri) so that counselors can quickly determine appropriate actions to overcome these problems. Apart from that, this aligns with previous research, which states that a problem checklist helps counselors identify students needing immediate help. The results of data analysis using a problem checklist can be a reference for counselors to determine appropriate and appropriate services (Muiz & Fitriani, 2022). Therefore, researchers propose several benefits that can be used by counselors and ustadzah in Islamic boarding schools, namely:

The first service is individual counseling. This service is used because in implementing personal counseling services, the counselor creates a comfortable atmosphere and space so that the counselee can open up and tell stories openly without anything hidden or covered up. In implementing individual counseling services, counselors create a comfortable atmosphere and space so that clients feel comfortable and can open up and tell stories openly without anything being hidden or covered up. In the atmosphere created, the counselor invites the counselee to imagine himself as if looking in a mirror. This "mirror," helps clients understand the conditions they are experiencing; clients can find out their weaknesses and strengths, as well as possibilities that can be done to alleviate their problems. In developing the atmosphere that is created, special skills are needed that must be mastered by a counselor. Counselors must equip themselves with various approaches, techniques, and principles in counseling services, including individual counseling. By carrying out individual counseling, clients can freely tell what they are feeling without fear that other people will know their story. In the implementation of individual counseling, the service is carried out face to face, namely the service is carried out by two people, between the counselor and the counselee directly (Prayitno, 2017).

The second service, namely group guidance, is used so that students gain new knowledge and insight related to the material topics discussed, improve communication between fellow students through the discussion process, increase students' self-confidence in expressing their opinions, and can be a preventive step in preventing students from undesirable things that they previously did not know about. One form of guidance and counseling support delivered using group dynamics is group guidance. Using counseling services as group guidance is one way to support the optimal development of each student by utilizing this educational experience. Group support, in particular: Learning services enable several students to collectively obtain various materials through various sources that are useful in supporting daily life activities, both for themselves and for other students, community members, and families, as well as being considered in everyday life. Day. When discussing general issues or topics, it must be broad and in-depth so that the interests of each group member can be met, and group

guidance services are provided periodically to all individuals in the group (Syaputra, 2021).

Using group guidance services can create a sense of mutual trust between fellow group members so that students can understand each other among fellow group members. This attitude of trust makes students more open in expressing their feelings. In group orientation, students are trained to convey emotions and thoughts clearly and precisely; all team members can practice communication (Erlangga, 2018).

The third choice of intervention is by providing information services. This service aims to provide students (santri) with various knowledge and understanding, which is helpful so that students (santri) can recognize themselves and plan and develop life patterns as individuals. One of the most basic forms of using guidance and counseling services is information services. The purpose of using information Services is to fill gaps and deviations in a person's understanding of the information they need and want. This service is also an effort to equip students with information by providing experience and knowledge related to the living environment and the process of adolescent development. As social creatures, humans need a variety of information to carry out their lives and development; the various information they possess can be the basis for carrying out various current life activities and making plans for life in the future (Auliya & Fitriani, 2022). Information services carried out in schools in detail are as follows: providing content related to personal development, society, values, ethics and interpersonal relationships, education, teaching and learning activities, technology and science, then content related to the economy and the world of work, content related to politics, social culture, and citizenship, content related to family life, as well as content related to religion, religious life and its ins and outs (Widyasari & Mukayati, 2021).

This research helps counselors in Islamic boarding schools find client problems and interventions that are appropriate to the problems faced. Counselors at Islamic boarding schools can use several recommended services to solve the problems of students at Islamic boarding schools. This research is also very efficient if used in boarding schools with limited teaching staff but a large number of students. The

limitation of this research is the procedures for implementing service interventions. In implementing counseling services, various stages must be carried out by counselors. To find out the stages in implementing counseling services, various studies discuss the stages of implementing counseling services, one of which is through research (Musyrifin & Amalia, 2022)) shows that the use of and the application of individual counseling services, group counseling, and information services can be a basic strategy that can be carried out by counselors so that students can develop their abilities and overcome their problems independently.

Conclusion

Along with the development of the world of education, counselors and religious teachers at Islamic boarding schools face various challenges, one of which is resolving the problems experienced by students at Islamic boarding schools. To find out the various problems experienced by students, counselors can use the Problem Checklist (DCM) as an instrument. By using non-test tools in the form of a Problem Check List (DCM), apart from being able to help and make it easier for counselors, Ustadz, and Ustadzah in Islamic boarding schools to find problems experienced by students, the use of the Problem Check List (DCM) also helps and makes it easier for counselors to provide interventions, which is suitable for students. In this research, using the Problem Checklist (DCM) is considered adequate because the data obtained is reliable and valid. Therefore, the data obtained through the Problem Checklist (DCM) can be used as a reference for counselors in finding relevant guidance and counseling service program designs. Counselors at Islamic boarding schools can also use several services recommended by researchers to solve students' problems at Islamic boarding schools.

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