

Conference Paper

Profile of Problems Faced by Students Attending Counseling Services at Yogyakarta State University

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Abstract

Students often face problems during their higher education experience. This study aimed to identify problems experienced by students seen at the Technical Implementation Unit of the Guidance and Counseling Services at Yogyakarta State University (UPT LBK UNY). This study's sample was 313 students who attended counseling during the past year at UPT LBK UNY. Purposive sampling was used. This was quantitative research, and the data were collected through documentation review and interviews. Quantitative descriptive techniques were used to analyze the data. The results showed that 45.05% of students had problems in their personal lives. Only 0.96% had career problems. Two students had problems in the personal-social-learning-career fields simultaneously. Recommendations are provided for the university on developing the right strategies to overcome the problems experienced by students.

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Published: 29 December 2021

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the ICMEd Conference Committee.

Keywords: student problems; guidance and counseling; counseling services

1. Introduction

Technological developments and the times have brought new challenges to the world of education. Higher education as a level of education plays a role in training and preparing students to study science to achieve a professional career in the future. Higher education serves as a forum to equip individuals with various knowledge and needs to support individuals to achieve self-fulfillment and competency development based on their necessary abilities [23]. Higher education institutions need to see students as individuals who can maximize their potential to achieve the educational goals they aspire. In undergoing the learning process in higher education, a student does not only act as a student who receives learning material. Furthermore, students need to interact with other people and participate in various non-academic activities as a form of self-development.

However, in their studies, students often have problems that can hinder learning in higher education. This problem can arise during interactions with colleagues in class and

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organizations. According to [19], generation Z students are more prone to experiencing psychological problems in stress, anxiety, depression, a tendency to commit suicide, and self-harm to a more vulnerable level than previous generations. The causes of problems in these students are quite diverse. Research by [7] shows that depression and anxiety in college students can be associated with excessive or high-intensity gadget use. Low motivation, learning achievement at previous levels, family conditions, personality, ethnicity, and various other factors can also affect student performance in higher education [21]. Students' problems need to be resolved not to hinder the achievement of educational goals. Higher education institutions need to provide services to help students obtain psychological services [8;24]. One way to facilitate human psychological needs is through the Guidance and Counseling Service Technical Implementation Unit. This institution provides psychological assistance through counseling services to students, lecturers, and employees at Yogyakarta State University. During 2019, the number of students who came to UPT LBK to get counseling services increased. There is an increase in the number of students from 448 in 2018 to 497 in 2019. This number shows that students have increased awareness and a desire for psychological help. The conditions are consistent with the results of a survey from [3], which states that generation Z students have a higher awareness of accessing psychological assistance than the previous generation.

The problems experienced by students who attended counseling at UPT LBK were quite diverse. Guidance and counseling view students' problems into four areas of service: personal, social, learning, and career fields. Problems in the personal field are generally related to students' internal conditions, such as motivation, personality, and personal characteristics. Meanwhile, problems in the social sector are related to students' ability to interact with other people in higher education [2]. Problems in learning generally occur when students have obstacles in the learning process, while career problems are usually related to making career and professional decisions after graduating from college. These four fields are essential and interrelated fields that can affect the smoothness of student studies. However, there has been no research that addresses FIP UNY students' problems explicitly in these four fields, so it is necessary to research to find out what problems are experienced by students in the personal, social, academic and career fields. This study will discuss the distribution of problems experienced by students in these four fields. This study's results are expected to provide an overview of student problem trends and become a consideration for universities and related institutions to provide services according to student needs.

2. Related Works/Literature Review

Guidance and counseling services are carried out at the elementary, junior high school, senior high school levels, and are also carried out in higher education. Guidance and counseling services in tertiary institutions are implemented to understand students' growth, development, and condition in social, emotional, and academic aspects of students during the lecture process [13]. Guidance and counselling services in universities are needed to help students achieve optimal development while studying in college. Several studies have examined the implementation of guidance and counselling services in universities. The majority of this research focuses on implementing guidance and counselling services in the unit of guidance and counselling services in universities. The study conducted by [20] about identification of guidance and counseling service needs for higher education students at Yogyakarta State University. This study used a survey method with a quantitative approach to identify student needs for guidance and counselling services at Yogyakarta State University. The survey was conducted on students from 7 faculties at Yogyakarta State University. The research sample was determined using a simple random sampling technique. This survey method is appropriate to use to determine the needs of students from a wide and diverse population. This research has the same needs as the research: the need to use a survey method to find out the problems experienced by students who take part in the counselling process from 7 faculties in Yogyakarta state university.

Several researchers also conducted other studies to determine the problems experienced by students in tertiary institutions. Research conducted by [25] aims to identify the factors that influence student success in tertiary institutions. The research method uses a quantitative approach with data collection techniques in the form of surveys. The questionnaire was chosen as a data collection tool because the research samples were spread across various programs and departments at the university. This research method is similar to other research that examines the problems and obstacles experienced by students in tertiary institutions. Research conducted by [6] aimed to identify the psychological problems faced by students at Dire Dawa University, Ethiopia. In line with previous research, this research also uses a survey through questionnaires and observations to determine the psychological problems experienced by students. This survey method is suitable for this research because of the common need, namely to obtain data from various study programs and faculties at the university.

Another study that discusses guidance and counselling services in higher education is a study conducted by [14]. The study aims to identify problems experienced by

students of the Medical Faculty who receive counselling services at the Guidance and Counseling Unit, Sultan Agung Islamic University. This study also uses a quantitative approach with data collection techniques in surveys using questionnaires and interviews. Similar to the research conducted by [Purnama], this study also used simple random sampling as a sampling technique with a sample size of 135 students. This research follows the purpose of this study, namely to find out the problems experienced by students who receive counselling services at the Guidance and Counseling Unit. The technique of collecting data through questionnaires and interviews in this study is suitable for this study because of the similarity in research settings.

3. Material & Methodology

This research is a profile analysis study with data collection methods using survey techniques. This study aims to identify student problems in the Technical Implementation Unit of Guidance and Counseling Services at Yogyakarta State University. This study's subjects were 313 students from 7 faculties and one postgraduate program who attended the counseling process. Data collection methods using documentation from counselling registration document and interview, so there is no validity and reliability testing needed in this study. Data analysis was carried out using descriptive statistics to determine the spread of problems among students conducting counseling at Yogyakarta State University.

4. Results and Discussion

The research data was obtained based on documentation study data and interviews at the Technical Implementation Unit of Guidance and Counseling Services, Yogyakarta State University. The results of this study are as follows:

The table shows that of the 313 respondents, most students have problems in their personal fields, namely 141 students with a percentage of 45.05%. The problem areas that were least experienced by students were personal and career, which was 0.96% experienced by two students. The details of the counselee's problems, when viewed from the four problem areas in guidance and counseling, are as follows:

Based on the table above, it can be seen that of the 243 students who have problems in four problem areas, the personal sector has the highest percentage, which is 58.02%. The result indicates that half of all respondents came to the UPTLBK because they had personal problems. Students are in their early adulthood who have the majority of

TABLE 1: Students' problem distribution

No	Problem Area	Frequency	Percentage (%)
1	Learning	62	19,81
2	Personal	141	45,05
3	Social	37	11,82
4	Career	3	0,96
5	Learning, Personal	11	3,51
6	Learning, Personal, Social	6	1,92
7	Learning, Personal, Social, Career	3	0,96
8	Learning, Social	3	0,96
9	Personal, Career	2	0,64
10	Personal, Social	45	14,38
	Total	313	100

TABLE 2: Distribution of student problems based on four problem areas

No	Problem Area	Frequency	Percentage (%)
1	Learning	62	25,51
2	Personal	141	58,02
3	Social	37	15,23
4	Career	3	1,23
	Total	243	100

development tasks in personal fields such as building relationships with the opposite sex, building a family, having financial stability, getting a job, raising children, and accepting responsibility as citizens [15]. Early adulthood is a transition period from adolescence to adulthood so that individuals often experience problems in carrying out their developmental tasks [22].

The next problem that is quite dominating is the problem in the field of learning. Students can have difficulty adjusting to learning patterns in college. The transition from high school to college can cause students to feel challenged and unable to study optimally [9; 12]. Students' problems include low learning achievement and a lack of learning motivation [5]. Upper-level students tend to have lower learning motivation than new students [25]. Low learning motivation can cause a decrease in student achievement [26].

Social problems rank fourth of all student problems. Students may experience conflicts when interacting with classmates and fellow organizations. The condition follows the research results by [11] that students in tertiary institutions often experience social problems because of frequent interactions. Other social sectors' problems can also be

related to adjustment to new students [18]. Students can experience social anxiety to have difficulty adjusting to the new environment on campus [4].

There are only three students who have problems in the career field with a percentage of 3%. This condition can be influenced by student development tasks who should already have career maturity following the career development tasks. The result follows the research results by [16] that students' career maturity in higher education is in the high category. Students can plan what careers they will achieve and have job information related to the study program currently being undertaken [17].

TABLE 3: Distribution of student problems based on a combination of problem areas

No	Problem Area	Frequency	Percentage (%)
1	Learning, Personal	11	15,71
2	Learning, Personal, Social	6	8,57
3	Learning, Personal, Social, Career	3	4,29
4	Learning, Social	3	4,29
5	Personal, Career	2	2,86
6	Personal, Social	45	64,29
	Total	70	100

In addition to problems in one particular field, students also have several problem combinations from several fields simultaneously. The results showed that problems in the social field are generally related to other fields, such as personal problems, which have a 64.29% presentation. Students who have problems with themselves are likely to experience obstacles in interacting with others. Conversely, students who have good social interaction and social support will have lower psychological problems than students who are not supported by their social environment [27]. Social support is an essential factor affecting student performance in higher education [10].

In addition to social fields related to other fields, the research results show that learning problems are also related to other fields. There are 15.71% of students who have problems in personal-study, as many as 8.57% of students have problems in personal-social-learning, and even 4.29% of students have problems in the personal-social-learning-career field simultaneously. This condition can be understood because human problems can be complicated and interrelated. Apart from being caused by intelligence factors and individual differences, academic problems can also be related to attitudes during learning, self-esteem, self-efficacy, and self-concept owned by individuals [1].

The counselor needs to comprehensively look at the counselee's problems to guide the counselee to find solutions to the problems at hand.

5. Conclusion

The problems faced by students in the Guidance and Counseling Service Technical Implementation Unit are quite diverse. The majority of students have personal problems related to developmental tasks in early adulthood. The field with the least problems faced by students is the career field. Besides being viewed from the four problem areas, student problems are also viewed from various problems in the four fields. The results showed that there were students who had problems in the personal-social-learning-career field simultaneously. Higher education institutions need to develop appropriate strategies to overcome student problems to not interfere with the learning process. Alternative strategies for guidance and counseling services include a preventive function with information and guidance services, a healing function with counseling and therapy services, and a development function by creating a conducive learning environment, facilitating the counselee's development. Counselors in synergy as teamwork collaborate with relevant university parties. Counselors work together to plan and implement guidance programs systematically and continuously to help students achieve developmental tasks.

Acknowledgment

This research is fully supported by Yogyakarta State University.

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