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Profile of Problems of Class VIIIB Students at Adisucipto Junior High School

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Abstract: *This study aims to find out the profile of problems of grade VIIIB students at Adisucipto Junior High School for the 2025/2026 school year. The study uses a quantitative descriptive method with the Student Needs Questionnaire (AKPD) instrument which covers four fields, namely personal, social, learning, and career. The results of the study show that the most dominant student problems are in the career aspect (28%), followed by the social aspect (24.5%), learning (24.5%), and personal (23%). The main problems that arise include lack of confidence, dependence on mobile phones, differences of opinion, difficulty getting along, lack of understanding of learning and intelligence, wasteful behavior, and low understanding of career prospects. These findings show the importance of targeted guidance and counseling services to help students overcome problems and develop their potential optimally.*

Keywords: *Student Problems, AKPD, Guidance and Counseling, Junior High School Students*

Abstract: *This study aims to determine the problem profile of grade VIIIB students at SMP Adisucipto for the 2025/2026 school year. The study used a quantitative descriptive method with the Student Needs Questionnaire (AKPD) instrument which covers four fields, namely personal, social, learning, and career. The results of the study showed that the most dominant student problems were in the career aspect (28%), followed by the social (24.5%), learning (24.5%), and personal (23%) aspects. The main problems that arise include lack of confidence, dependence on mobile phones, differences of opinion, difficulty getting along, lack of understanding of learning and intelligence, wasteful behavior, and low understanding of career prospects. These findings show the importance of targeted guidance and counseling services to help students overcome problems and develop their potential optimally.*

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Introduction

. Adolescence is one of the most complex developmental phases in human life. Desmita (2017) stated that the time span of adolescence is divided into three, namely, early adolescence between the ages of 12-15 years, middle adolescence between the ages of 15-18 years, and late adolescence between the ages of 18-21 years. This means that junior high school (SMP) students with an average age between 12-15 years are included in the adolescent age group.

Adolescence is a transitional period between childhood and adulthood (Panggor, et al. 2023). Sarwono (2011) revealed that during this period, adolescents experience a number of changes that occur both physically, psychologically, and socially. This transition often leaves adolescents faced with confusing situations without a clear position, both children and adults (Dinengsih & Hakim, 2020). Adolescence is referred to as a time full of conflict, because at this time adolescents are very vulnerable to experiencing problems (Saedjan, 2022).

The problems experienced by students at school show wide variations and tend to develop following changes in the cultural environment and the education system. Based on data from the 2024 Education Integrity Assessment Survey (SPI) released by the Corruption Eradication Commission (KPK), aspects of student character, the educational ecosystem, and overall education governance show that the value of the Education Integrity Index in 2024 is at 69.50 or is included in the 'corrective' category. Academic, relational, emotional, and behavioral problems are often interrelated so that they cannot be understood in isolation (Naisyla, 2026). When schools are unable to respond appropriately to these problems, the impact can be felt on student welfare and the overall learning climate. Therefore, a comprehensive understanding of student problems is an important foundation for the implementation of effective educational services.

Guidance and counseling are services that help students face and manage various problems at school. According to Wulandari et al. (2024), guidance and counseling teachers (BK) play an important role in supporting student development by helping them recognize, understand, direct, make decisions, and develop their potential. With this role, guidance and counseling are an important part of the education system in schools and are expected to be able to support student development optimally.

According to Delu & Andu (2024), there are 4 fields or domains of guidance and counseling services in schools, namely the personal field, the social field, the learning field, and the career field. Furthermore, Nugroho & Fathoni (2022) outlined the goals of the four fields or domains of guidance and counseling services, that the field of personal services aims to emphasize the provision of a healthy and positive social life, so that children have provisions to be able to choose a good social life, the field of learning services aims to support students to achieve rapid growth in cognitive development, so as not to provide obstacles to student growth and development to achieve an educational goal from the material provided, and the field of career services which aims to support the growth of understanding and acceptance of individual individuals in fostering awareness of the impact of actions, so children are accustomed to thinking well about the decisions made.

One of the first steps that can be taken by Guidance and Counseling teachers in uncovering student problems is through assessment. One type of assessment that can be used by BK teachers in revealing student problems is the Student Needs Questionnaire (AKPD). Astuti & Herdi (2025) stated that AKPD is an assessment instrument used to identify student problems in four areas of guidance and counseling services, namely personal, social, learning, and career. In addition, AKPD also helps formulate student needs in these four areas according to the problems they face (Astuti & Herdi, 2025).

Based on the results of the AKPD, it can be determined what type of services the students need, with the results of the assessment, the programs needed in the services to be provided can also be designed (Yusri, 2019). The results of the AKPD processing help guidance and counseling teachers to design counseling guidance programs to help students overcome the problems they experience (Transisilawati et al., 2019) In other words, the analysis of student needs is the first step to help guidance and counseling teachers plan programs and implement guidance and counseling programs for students, be it individual counseling services, group counseling, group counseling, and classical guidance (Mahaly, 2021).

Based on the background of the problems that have been described, the formulation of the problem in this study is "how to profile the problems of class VIIIB students at Adisucipto Junior High School. The purpose of this study is to get an empirical picture of grade VIIIB students at Adisucipto Junior High School related to the problems faced by students.

Method

Research Design and Setting

This study uses a quantitative descriptive method to identify the need for guidance and counseling services for grade VIIIB students at SMP Adisucipto for the 2025/2026 school year. The descriptive method was

chosen to describe the problems faced by students based on the results of assessments collected through the Student Needs Questionnaire (AKPD) instrument. Each question on the AKPD measures various aspects that may be their obstacles or needs.

Participants, Sample, or Data Sources

Participants in this study are grade VIIIB students at Adisucipto Junior High School for the 2025/2026 school year. Data was collected through the distribution of AKPD to all grade VIII students. Students were asked to fill out questionnaires according to their conditions and needs in daily life in the school and home environment.

Instruments and Measures

Data were collected using the Student Needs Questionnaire (AKPD) instrument. Each question in the AKPD measures various aspects that may be their obstacles or needs.

Procedure and Research Ethics

Data was collected through the dissemination of AKPD to all students of grade VIIIB. Students were asked to fill out questionnaires according to the conditions and needs felt in daily life in the school and home environment.

Data Analysis

The collected data was analyzed using a descriptive quantitative approach, by calculating the percentage of answers to each aspect measured. This data was analyzed to determine the percentage of students' needs or problems in four main areas: personal, career, learning, and social. The highest to lowest percentages showed student problems among the aspects studied.

Results and Discussion

The results of data analysis from the Student Needs Questionnaire (AKPD) show that student problems are divided into four aspects, with the following percentages:

Table 1. Results of LKPD Data Analysis

No	Field Service	Problem Percentage (%)
1.	Personal	23%
2.	Social	24,5%
3.	Learn	24,5%
4.	Career	28%

From these results, it can be seen that the career aspect is the main problem of students, followed by social, learning and personal aspects. In addition, the most common problem items raised by students are as follows:

Table 2. Student Problem Items

Number	Problem	Issue Item (%)	Number of Students
1.	Differenc es of opinion	I often differ opinions with others	26
2.	Lack of confidence	I still feel like I don't have a taste Confidence	25
3.	Difficulty getting along	I find it difficult to get along with friends at school	23
4.	Boron	I was often scolded parents because they are extravagant	21
5.	Don't understand how Work of the left brain and the right brain	I don't understand how Work of the left brain and the right brain	20
6.	Don't know the career prospects for each Maple	I don't know the career prospects for each mapel	20

The results of the study show that the problems experienced by grade VIII students of SMP Adisucipto are very diverse, with the most urgent problem lying in the career aspect. A high percentage in the career aspect (28%) indicates that students are not fully aware of the importance of understanding career prospects related to the subjects they are studying.

Furthermore, problems in learning (24.5%) and social aspects (24.5%) also need to be considered. In the learning aspect, the problems experienced by students reflect the importance of the support needed by students in managing their learning, considering that they tend to only study before exams.

Meanwhile, problems in the social aspect (24.5%) include the problem of disagreements and difficulty getting along with teenagers. Of the 31 students, there are 26 students who often disagree with others. In addition, out of 32 students, there are 23 students who find it difficult to get along with friends at school.

The personal aspect also showed a significant need of 26%, which reflects the importance of the support needed by students in their self-control, given that they tend to have difficulty controlling their dependence on mobile phones. Therefore, guidance and counseling service programs designed need to focus on strategies that can help students improve their self-control.

The following is a table of research results in the form of percentages for 4 problem areas, namely personal, social, learning and career fields:

Table 3. Research results in the form of percentages for four problem areas

Field Service	Development Aspects	Key Issues	Percentage Problem
Personal	Emotional Maturity	Lack of confidence	50%
	Personal Development	Dependence with Mobile	34%
Social	Relationship Maturity with Peers	Differences of opinion	52%
		Difficulty getting along	46%
	Gender Awareness	Not yet aware of the impact Dating	36%
Learn	Intellectual Maturity	Don't understand how Work of the left brain and the right brain	40%
		Lazy to study	38%
		Not yet familiar Various Intelligences	36%
Career	Behavior Entrepreneurship/Independence of Economic Behavior	Boron	42%
	Career Insights and Readiness	Don't know the career prospects for each Maple	40%
		Low Developing Students' Talents	38%

Conclusion

Based on the results of the study, it can be concluded that the problem profile of grade VIIIB students at Adisucipto Junior High School shows that the most dominant problem is in the career aspect with a percentage of 28%, followed by the social (24.5%), learning (24.5%), and personal (23%) aspects. The main problems faced by students include lack of confidence, dependence on mobile phones, differences of opinion, difficulty getting along, not knowing the impact of dating, not understanding how the left brain and right brain work, lazy to study, not knowing various intelligences, wastefulness, not knowing the career prospects for each map, and low development of students' talents. These findings show the importance of targeted guidance and counseling services to help students overcome problems and develop their potential optimally.

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Quality Element	Maximum Weight	Self-check before submission
F.1 Title	2	Concise, specific, informative, and aligned with the article content; where possible, signals the central finding/focus. Include the research location only when analytically relevant. For an English-language article, use the English title consistently.
F.2 Abstract	3	Clear and compact; contains objective, method, key results, and conclusion/implication in one paragraph.
F.3 Keywords	1	Keywords represent the article's central concepts and improve discoverability/searchability.
F.4 Scientific novelty, originality, gap	7	Introduction demonstrates an adequate state of the art, a clear research gap/justification, explicit novelty or contribution, and a clearly stated objective. Original research is prioritized; reviews should offer substantive original analysis/synthesis.
F.5 Analysis and synthesis	8	Methods are adequate; important findings are supported by clear evidence; interpretation is deep and accurate; findings are compared critically with relevant and current theory/research.
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G.3 Systematic structure	2	Article sections are complete, systematic, and consistent with the journal author guidelines and the chosen article type.
G.4 Supporting instruments	4	Tables, figures/graphs, equations, symbols, abbreviations, and typography are used only when relevant; each is clear, standardized, consistent, cited, and explained.
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