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

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Abstract: *This study aims to determine the profile of the problems of seventh-grade students at SMP Adisucipto for the 2025/2026 academic year. This study uses a quantitative descriptive method with the Student Needs Questionnaire (AKPD) instrument covering four areas: personal, social, learning, and career. The results of the study show that the most dominant student problems are in the personal aspect (28%), followed by the social aspect (26%), learning aspect (23.5%), and career aspect (22.5%). The main problems that arise include differences of opinion with others, difficulty socializing, dependence on mobile phones, lack of understanding of adolescent reproductive health, laziness to study, and low talent and interest development. These findings indicate that students need guidance and counseling services focused on personal, social, learning, and career development. The results of this study are expected to serve as a basis for developing guidance and counseling service programs that suit students' needs.*

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

Abstrak: *Studi ini bertujuan untuk menentukan profil masalah siswa kelas VIIIC di SMP Adisucipto untuk tahun ajaran 2025/2026. Studi ini menggunakan metode deskriptif kuantitatif dengan instrumen Kuesioner Kebutuhan Siswa (AKPD) yang mencakup empat bidang, yaitu personal, sosial, pembelajaran, dan karier. Hasil studi menunjukkan bahwa masalah siswa yang paling dominan berada pada aspek pribadi (28%), diikuti oleh aspek sosial (26%), aspek pembelajaran (23,5%), dan aspek karier (22,5%). Masalah utama yang muncul meliputi perbedaan pendapat dengan orang lain, kesulitan bergaul, ketergantungan terhadap handphone, kurangnya pemahaman tentang kesehatan reproduksi remaja, malas belajar, serta rendahnya pengembangan bakat dan minat. Temuan ini menunjukkan bahwa siswa membutuhkan layanan bimbingan dan konseling yang difokuskan pada pengembangan pribadi, sosial, belajar, dan karier. Hasil penelitian ini diharapkan dapat menjadi dasar dalam penyusunan program layanan bimbingan dan konseling yang sesuai dengan kebutuhan siswa.*

Kata kunci: *Masalah Siswa, AKPD, Bimbingan dan Konseling, Siswa SMP*

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Introduction

Junior high school students are in the early adolescent stage, ranging in age from 12-15 years old. At this age, students enter puberty, during which there is transition and development in themselves physically, psychologically, and socially (Sarwono, 2011). Students begin to leave their role as children and try not to depend on their parents. Asyia et al, (2022) revealed that the focus of adolescence is acceptance of physical conditions and efforts to develop themselves through social interactions by forming peer groups.

These changes and developments have caused junior high school students to be at a period that attracts a lot of attention because of their distinctive traits. Wendari et al. (2016) stated that the emotional development of students in early adolescence shows sensitivity and recreation (critical) traits, often negative and temperamental. This can impact reciprocal social interactions with less favorable environments, as students tend to be easily tempted to engage in various mischiefs and experience various problems.

Based on initial observations, it was found that there are various problems experienced by junior high school students, such as laziness in studying, difficulty understanding lesson material, insufficient ability to utilize time for productive activities, poor emotional control, wastefulness, and not knowing career prospects for each subject. These initial observations show that the problems faced by junior high school students are quite diverse, whether personal, social, academic, or career issues. This is where the urgency of guidance and counseling services lies in schools. The existence of guidance and counseling services is expected to provide solutions to the problems faced by students (Wendari et al., 2016).

Guidance and counseling services in schools are essentially carried out to help students develop their potential, have good attitudes and habits in studying, acquire skills, and prepare themselves for the continuation of life tasks (Ramdani et al., 2020). Furthermore, Khoerunnisa et al. (2022) argue that well-conducted guidance and counseling services can provide success in education because guidance and counseling can facilitate the development of students, including interests, talents, and potential.

Guidance and counseling services have 4 fields or domains of service: personal, social, learning, and career fields (Nasution & Abdillah, 2018:65). The personal service sector aims to emphasize character education and discipline for each student; the social service sector aims to emphasize the provision of a healthy and positive social life so that children are equipped to choose a good social life; the learning service sector aims to support students to achieve rapid growth in cognitive development, so as not to hinder students' growth in achieving educational goals from the material provided; and the career service sector aims to support the growth of understanding and acceptance of individuals in fostering awareness of the impact of actions, so children are accustomed to thinking carefully about the decisions made (Nugroho & Fathoni, 2022).

One of the initial steps in formulating guidance and counseling programs in schools is assessment. Assessment is conducted so that guidance and counseling service activities are carried out according to students' needs in order to address the problems or problems faced by students. Assessment is conducted to explore the dynamics and determining factors underlying the emergence of problems. In accordance with the purpose of assessment in guidance and counseling, which is to gather information that enables counselors to identify problems and understand the background and situations of the counselee's problems. Based on the assessment results, it can be determined what type of services are needed by students/lonseli, and with the assessment results, the program needed for the services to be provided can also be designed (Yusri, 2019).

One type of assessment that can be used by guidance counselors to reveal problems and needs of students is the Student Needs Questionnaire (AKPD). The Student Needs Questionnaire (AKPD) is a questionnaire containing a number of questions in the form of statements related to problems assumed to occur commonly in students. The results of processing these questionnaires help guidance and counseling teachers design guidance and counseling programs to help students overcome the problems they experience (Transisilawati et al., 2019). In other words, student needs analysis is the initial step to help guidance and counseling teachers plan programs and implement guidance and counseling programs for students, whether individual counseling services, group counseling, group guidance, or classical guidance (Mahaly, 2021).

In the process of solving students' problems, the guidance counselor must first identify the types of problems and conduct needs assessments, so that the problems faced by students can be resolved immediately, effectively, and efficiently, prevention can be carried out as early as possible, and students can develop according to their developmental tasks (Wendari et al., 2016). Based on the background of the problems described, the problem formulation in this study is, "what is the profile of the problems faced by seventh-grade students at SMP Adisucipto?" The purpose of this study is to obtain an empirical overview of seventh-grade students at SMP Adisucipto regarding the problems faced by the students.

Method

Research Design and Setting

This study uses a quantitative descriptive method to identify the need for guidance and counseling services for grade VIIIC 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 VIIIC 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 VIIIC. 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 Services	Percentage of Problems (%)
1.	Personal	28%
2.	Social	26%
3.	Learn	23,5%
4.	Karier	22,5%

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

Table 2. Student Problem Items

No	Problems	Problem Items (%)	Number of Students
1.	Differences of opinion	I often differ opinion with others	27
2.	Difficulty getting along	I find it difficult to get along with friends in school	23
3.	Dependence on mobile phones	I find it difficult to control my dependence with mobile phone	20
4.	Lack of understanding about Health adolescent reproduction	I feel there is still little understanding about Health adolescent reproduction	19
5.	Lazy to study	I learned it if It will be a retake or test only	19
6.	The low Developing Students' Talents	I can't get enough channeling talents and interests at school	19

The results of the study show that the problems experienced by seventh-grade students at SMP Adisucipto are very diverse, with the most urgent problem being the personal aspect. A high percentage of personal aspects (28%) reflects the importance of support needed by students in self-control, considering they tend to have difficulty controlling dependence on mobile phones. Therefore, the guidance and counseling service programs designed need to focus on strategies that can help students improve their self-control.

The social aspect also showed significant needs at 26%, which included problems with social difficulties and lack of understanding about adolescent reproductive health. Out of 32 students, 23 students had difficulty socializing with friends at school. In addition, among 32 students, 19 students had limited understanding related to adolescent reproductive health.

Furthermore, problems in the learning aspect (23.5%) and career (22.5%) also need attention. Especially in the learning aspect, the problems experienced by students reflect the importance of the support required by students in managing their learning, considering they tend to study only before exams. Meanwhile, the lower career problems (22.5%) indicate that students may not yet fully realize the importance of understanding career prospects related to the subjects they study.

Below is a table of research results in percentage form for 4 problem areas: personal, social, learning, and career fields:

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

Field Services	Aspects Development	Main Issues	Percentage needs
Personal	Personal Development	Dependence on Mobile Phones	40%
	Emotional Maturity	Low trust self	36%
Social	Maturity of Relationships with Peers	Differences of opinion	54%
		Difficulty getting along	23%
	Gender Awareness	Lack of understanding about Health adolescent reproduction	38%
Learn		Lazy to study	38%
	Intellectual Maturity	Not yet able to make mind map	36%
		Still don't know how to choose tutoring institution	36%
Career	Career Insights and Readiness	Low talent development Student Interest	38%

Conclusion

Based on the research results, it can be concluded that the problem profile of seventh grade students at SMP Adisucipto shows that the most dominant problems are the personal aspect with a percentage of 28%, followed by the social aspect (26%), learning (23.5%), and career (22.5%). The main problems faced by students include differences of opinion with others, difficulty socializing, dependence on mobile phones, lack of understanding about adolescent reproductive health, laziness in learning, and low talent and interest development.

These findings indicate that students still require targeted guidance and counseling services, especially in helping to develop self-control, social skills, good study habits, and career understanding. Therefore, the assessment results through AKPD can serve as a basis for developing guidance and counseling service programs that suit students' needs.

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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.
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