

CREATIVE *BRAINSTORMING* TECHNIQUES IN GROUP GUIDANCE

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Abstract

Group guidance services are services provided to a group of individuals, where they together get information from sources, especially mentors or counselors, which help them in their daily lives and in making decisions. Group guidance helps students in planning a future that suits their talents, interests, and aspirations. The service aims to stimulate the development of feelings, thoughts, perceptions, insights, and attitudes that support more effective behavior change, including improving verbal and nonverbal communication skills for students. One way that can be used in group guidance is the brainstorming technique. The research method used is a qualitative description with a literature study. The results of the study explain (1) the definition of brainstorming technique, which is a technique used to create a long list of different answers without assessing individual ideas. (2) The rules and also the purpose of the brainstorming technique (3) The steps of performing the creative brainstorming technique by exchanging diverse thoughts between students. (4) Stages of using solve problems so that creative ideas will be found from various points of view that will overcome the difficulty of the problem through fun and relaxing activities.

Keywords: Guidance, groups, brainstorming

Abstrak

Layanan bimbingan kelompok adalah pelayanan yang diberikan kepada sekelompok individu, di mana mereka bersama-sama mendapatkan informasi dari narasumber, terutama pembimbing atau konselor yang membantu mereka dalam kehidupan sehari-hari serta dalam pengambilan keputusan. Bimbingan kelompok membantu siswa dalam merencanakan masa depan yang sesuai dengan bakat, minat, dan aspirasi mereka. Layanan tersebut bertujuan untuk merangsang perkembangan perasaan, pemikiran, persepsi, wawasan, dan sikap yang mendukung perubahan perilaku yang lebih efektif, termasuk peningkatan kemampuan komunikasi verbal dan nonverbal bagi siswa. Salah satu cara yang dapat digunakan dalam bimbingan kelompok adalah teknik brainstorming. Metode penelitian yang digunakan adalah deskripsi kualitatif dengan studi literatur. Hasil penelitian menjelaskan (1) pengertian teknik brainstorming yaitu teknik yang digunakan untuk membuat daftar panjang jawaban yang berbeda-beda tanpa menilai ide-ide individu. (2) Aturan dan juga tujuan teknik brainstorming (3)

Langkah- langkah melakukan teknik brainstorming kreatif dengan bertukar pikiran yang beragam antar siswa. (4) Tahapan menggunakan teknik brainstorming untuk menyelesaikan masalah sehingga akan ditemukan ide-ide kreatif dari berbagai sudut pandang yang akan mengatasi kesulitan permasalahan melalui aktivitas yang menyenangkan dan santai.

Kata Kunci: *Bimbingan, kelompok, brainstorming*

INTRODUCTION

Professional counselors form different groups to meet the specific needs and situations of different counselees. This growing interest highlights the need for education and training in both the theory and practice of group counseling. Group formation can be used for therapeutic or educational purposes or even both. Some groups focus primarily on helping people make fundamental changes in the way they think, feel, and act. These educationally focused groups help members learn specific coping strategies (Tsai dkk., 2020). Group guidance in school education is an orientation and advice service that provides opportunities for students to discuss and solve problems in group dynamics. Group dynamics refers to a dynamic and lively emotional atmosphere characterized by interaction between other group members. Group guidance offers special benefits to school counselors. Specialized groups in schools are designed to address students' academic, vocational, personal, or social problems. If working in a school, as a counselor it is necessary to create career exploration groups, self-esteem groups, groups for children with broken families, groups for children with behavioral problems, or groups focused on self-development (Tsai dkk., 2020).

School guidance groups come in a variety of topics and formats. These groups are the backbone of school counseling services. Information efficiency has placed children and youth groups at the center of a comprehensive and growing school counseling program. There is much empirical evidence regarding the effectiveness of prevention and remediation groups (Gong dkk., 2022). Mustapha dkk., (2022) states that group counseling is a counseling method that aims to help individuals develop optimally according to their skills, talents, interests, and values, as well as to maintain and sustain group status. The purpose of group counseling is to prevent student problems and increase student potential.

Brainstorming is a technique used to create a long list of different answers without evaluating individual ideas. The brainstorming technique allows students to come up with new ideas and express them freely (Bonnardel & Didier, 2020). According to Linsenmeyer, (2021), brainstorming is done by asking questions to the teacher about student problems, which then develop into new problems along with student responses or expressing their opinions and comments. The difference with discussion is that brainstorming does not require students to discuss or comment on their ideas, so they can express their opinions more confidently. Brainstorming combines lateral thinking with an informal and relaxed approach to problem-solving. It encourages people to develop thoughts and ideas that may seem a little crazy at first glance. Some of these ideas result in original and creative solutions to problems, while others generate more ideas. This

helps to uncover people by “unplugging” them from their usual way of thinking (Puccio dkk., 2020).

Treffinger dkk., (2023) explain that the use of brainstorming techniques has the following advantages: (1) Increase creative problem-solving. (2) Brainstorming techniques produce more solutions. (3) The brainstorming method produces better ideas than traditional methods. (4) students' participation in class increases; (5) inactive students get support from friends and thoughtful teachers; (6) children feel free and happy, and (7) democracy creates an atmosphere of discipline. Brainstorming helps students overcome difficulties by letting them read and express related ideas about a topic through a fun and relaxing activity. It's okay if your students don't know what to teach. Therefore, the purpose of this study is to examine the brainstorming technique and its application in group counseling.

METHOD

The research method used is descriptive qualitative with the application of literature study. Hernawati, (2017) reveals that the literature study method is a series of activities related to library data collection methods, reading and recording, and processing research materials. In academic research, literature study is a mandatory activity, the purpose of which is to develop theoretical aspects as well as critical benefit aspects. A literature study is carried out with the main purpose of finding a foothold or foundation to build a theoretical basis, framework, and researcher hypothesis. By conducting a literature study, researchers can develop reading and critical thinking skills, then can categorize data and elaborate knowledge well that is useful for research. Budianto, (2024) explains that literature studies are carried out after determining the research topic and determining the formulation of the problem, before going to the field to collect the data needed.

Tabel. Deskripsi Data

NO	TEXT DATA	DATA SOURCE
1	Definition of Group Guidance	<p>Ardimen, A., Neviyarni, N., Firman, F., Gustina, G., & Karneli, Y. (2019). Model bimbingan kelompok dengan pendekatan muhasabah. <i>Ta'dibuna: Jurnal Pendidikan Islam</i>, 8(2), 278–298. https://doi.org/10.32832/tadibuna.v8i2.2232</p> <p>Asbi, A., Hasibuan, M. F., & Sari, M. (2022). Efektivitas Layanan Bimbingan Kelompok dengan Menggunakan Teknik Acceptance and Commitment untuk Mengurangi Gaya Hidup Konsumtif. <i>Biblio Couns: Jurnal Kajian Konseling dan Pendidikan</i>, 5(2), Article 2. https://doi.org/10.30596/bibliocouns.v5i2.11658</p> <p>Atmaja, A. E., Cahyaningtyas, D., Annasifah, N., Yantona, Y. K. P., & Makhmudah, U. (2022). Group Counseling Services in Handling Bullying Behavior in Student. <i>Social, Humanities, and</i></p>

		<i>Educational Studies (SHES): Conference Series</i> , 5(2), Article 2. https://doi.org/10.20961/shes.v5i2.59351
2	Purpose of Group Guidance	
3	Group Guidance Function	
4	<i>Brainstorming and Creative Thinking</i>	<p>Bean, J. C., & Melzer, D. (2021). <i>Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom</i>. John Wiley & Sons.</p> <p>Bonnardel, N., & Didier, J. (2020). Brainstorming variants to favor creative design. <i>Applied Ergonomics</i>, 83, 102987. https://doi.org/10.1016/j.apergo.2019.102987</p> <p>Tsai, M.-N., Liao, Y.-F., Chang, Y.-L., & Chen, H.-C. (2020). A brainstorming flipped classroom approach for improving students' learning performance, motivation, teacher-student interaction and creativity in a civics education class. <i>Thinking Skills and Creativity</i>, 38, 100747. https://doi.org/10.1016/j.tsc.2020.100747</p> <p>Wahyunto, E., Giantoro, E., Widodo, J. D. T., & Yuniar, R. (2024). The Application of Brainstorming Method in Developing Ideas in The Production of Television Documentary Side of Life Episode Not The Same. <i>Technium Education and Humanities</i>, 7, 54–65. https://doi.org/10.47577/teh.v7i.10743</p>
5	Purpose and Benefits of <i>Brainstorming</i>	<p>Demir, S., & Ercan, F. (2022). The effectiveness of cognitive behavioral therapy-based group counseling on depressive symptomatology, anxiety levels, automatic thoughts, and coping ways Turkish nursing students: A randomized controlled trial. <i>Perspectives in Psychiatric Care</i>, 58(4), 2394–2406. https://doi.org/10.1111/ppc.13073</p> <p>Dogan, Y., & Batdi, V. (2021). <i>Revisiting Brainstorming Within an Educational Context: A Meta-Thematic Analysis</i>. https://sakil.ws/handle/123456789/1376</p>

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6	Basic Rules of Engineering Brainstorming	<p>Gong, Z., Nanjappan, V., Soomro, S. A., & Georgiev, G. V. (2021). VIRTUAL BRAINSTORMING AND CREATIVITY: AN ANALYSIS OF MEASURES, AVATARS, ENVIRONMENTS, INTERFACES, AND APPLICATIONS. <i>Proceedings of the Design Society</i>, 1, 3399–3408. https://doi.org/10.1017/pds.2021.601</p> <p>Groeneveld, W., Luyten, L., Vennekens, J., & Aerts, K. (2021). Exploring the Role of Creativity in Software Engineering. <i>2021 IEEE/ACM 43rd International Conference on Software Engineering: Software Engineering in Society (ICSE-SEIS)</i>, 1–9. https://doi.org/10.1109/ICSE-SEIS52602.2021.00009</p>
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RESULT AND DISCUSSION

Group Guidance

Group guidance is assistance to individuals provided in the context of a group situation. This guidance can include the delivery of information and group discussion activities to overcome various problems in the fields of education, work, personal, and social. Each expert has a definition that is quite different from one another. Ardimen dkk., (2019) defines group guidance as one of the guidance techniques that seeks to help individuals achieve their optimal development under their abilities, talents, interests, and values in a group situation. Asbi dkk., (2022) states that group guidance is a group activity where the group leader provides information and directs the discussion so that group members become more social or help group members achieve common goals. Tang dkk., (2020) argues that group guidance services are intended to enable students to jointly obtain materials from sources (especially guidance teachers) that are useful for everyday life both as individuals and as students, family, and community members.

According to Bean & Melzer, (2021), group counseling is the implementation of a counseling process involving a professional counselor and several clients at once in a small group. Meanwhile, according to Wibowo dkk., (2023), group counseling involves a relationship between several counselors and several clients who focus on conscious thought and behavior. Group counseling services are defined as the efforts of a mentor or counselor in helping to solve personal problems faced by each group member through

group activities to achieve optimal development. Meanwhile, according to Atmaja dkk., (2022), “Group guidance is a guidance service provided in a group setting”. Demir & Ercan, (2022) argues “Group guidance services are guidance services that allow some students to jointly obtain various materials from certain sources (especially from mentors/counselors) which are useful for supporting their daily lives both individually and as students, family members, and society as well as for consideration in decision making. It can be concluded that group guidance is a service provided to a group of individuals, where they jointly obtain information from a particular source. Sources, especially mentors or counselors, help them in their daily lives and decision-making. Group guidance helps students in planning a future career that suits their talents, interests, and aspirations.

Objectives of Group Guidance

Group guidance has the aim that individuals can develop their potential such as developing socialization skills, students can have broad insights, and individuals can show better attitudes or behaviors to be able to handle problems discussed in group dynamics (Groeneveld dkk., 2021). According to Paulus, (2008), group guidance aims to assist (guidance) to individuals (students) through group activities. In group guidance services, group activities and dynamics must be realized to discuss various matters that are useful for developing or solving individual problems (students) who are service participants.

In general, the purpose of group guidance services is to improve socialization skills, especially in terms of communication. More specifically, the service aims to stimulate the development of feelings, thoughts, perceptions, insights, and attitudes that support more effective behavior change, including improving verbal and nonverbal communication skills for students. In addition, the service group guidance services are used to facilitate students to be able to access various information from sources, especially the guidance counselor, which is useful in their daily lives as individuals, students, family members, and communities.

The information can also be used as a guide in making decisions. Group guidance services are provided by counseling teachers and students will share their perspectives on topics to be discussed through experiences experienced by students (Maaravi dkk., 2021). In group guidance services in its implementation activities, the activities carried out by the counselor must be good and correct so that the counselor can foster lively group activities during group guidance activities. This service is carried out so that students can participate in discussions and questions and answers in group activities related to the topic of the problem being discussed (Dogan & Batdi, 2021).

Group Guidance Functions

Some of the functions of group guidance according to Gazda include:

1. Development. Group guidance services aim to develop student's potential as a whole, especially in socialization and communication skills. Group members are allowed to convey ideas, views, or opinions on the issues

discussed so that they can learn and improve their communication skills to be more effective.

2. Prevention. Through group guidance services, efforts are made to prevent problems from arising among group members. Discussion of the problems that arise and the search for solutions will give group members experience in acting, especially related to the problem areas discussed.
3. Alleviation. In accordance with the purpose of group guidance services, namely to alleviate problems, then all actions taken in the group aim to solve a problem by utilizing group dynamics. Solve a problem by utilizing group dynamics.

Brainstorming Technique

The *brainstorming* technique itself was popularized by Alex F. Osborn in the book *Applied Imagination*. The term is often heard and used, especially in group discussions to gather ideas and overcome obstacles. Groups to gather ideas and overcome obstacles. According to expert opinion different expert opinions, the *brainstorming* technique is a learning technique that is learning technique carried out in groups with students who come from different knowledge backgrounds (Wahyunto dkk., 2024). Then according to Zhang dkk., (2020), *brainstorming* is one way to generate ideas and ideas in writing. Demir & Ercan, (2022) states that *brainstorming* is a technique or activity used to encourage creative thinking, bringing up various ideas to overcome a particular problem or issue. Jason R. Rich explains that *brainstorming* is a process that can be done independently or in groups to generate ideas. *Brainstorming* techniques are closely related to the way humans think. Therefore, creative thinking is needed in *brainstorming*. Creative thinking according to Komarudin dkk., (2024) is a way or way to focus our minds to come up with innovative and new ideas that have never been thought of before. By thinking creatively, it means that we utilize a part of our brain that will lead us to see things from a different perspective.

When we hear the word creative thinking, we will immediately remember the phrase “*Think Outside the Box*” or thinking outside the box in Indonesian. The meaning of the phrase *think outside the box* itself has a special meaning related to creative thinking and *brainstorming* techniques. Moving on from *brainstorming* and creative thinking, the phrase means that all the ideas we have every day, the way we see things (our perspective), and the way we do things are old-fashioned, unoriginal, and outdated. Stale ideas that we hold on to out of laziness, convenience, or lack of a better solution. We only see and judge from one perspective in a hypothetical box, and only see from one side of the “*point of you*”. By *thinking outside the box* or let's call it when we think outside the box that contains stale ideas because of laziness and comfort, our perspective immediately changes. We will be able to see things differently in problems challenges and issues every day. We can generate new, creative, and innovative ideas when we can see or consider a completely different way.

So it can be concluded that *brainstorming* is an activity that uses “*out of the box*” creative thinking to generate innovative new ideas and ideas and become the best solution to the

issues faced. *Brainstorming* can be done alone or in a group. Some provisions must be considered from *brainstorming* such as not criticizing the ideas that appear, as well as evaluation. When many ideas have emerged, then choose the best idea to solve the problem. Think outside the box, finding as many creative ideas as possible.

Purpose and Benefits of Brainstorming

Gong dkk., (2021) explains that *brainstorming* is an activity that people use to generate ideas relatively quickly and in an organized manner. When we *brainstorm*, we exchange ideas, generating many diverse ideas. So that creative ideas will be found from various points of view. The objectives of *brainstorming* according to Jason R. Rich (2003) include:

1. To generate ideas and possible solutions to overcome problems
2. To accommodate many possibilities when addressing various problems
3. To generate creativity to overcome problems.
4. To promote an organized approach to solving problems. of self and organization
5. To encourage an “*anything is possible*” mentality when creating ideas to solve problems

Jason R. Rich adds that one reason why *brainstorming* can be impactful and effective is because it encourages participants to impactful and effective is because this activity encourages each participant to provide many suggestions, ideas, and ideas without any restrictions (accuracy, originality, and practicality). The thing to be aware of is the deadline. Because many people cannot work well when there is a *deadline brainstorming* should not be given a time limit but an agreed limit of ideas. For example, generating 10 ideas must also have a reason that is by the objectives. *Brainstorming* in education is also needed and important in the teaching and learning process. According to Tsai dkk., (2020), the importance of *brainstorming* for students is as follows: 1) Helps students to solve problems with innovative solutions. 2) Helps students to benefit from other ideas that are presented and can develop and elaborate on them. And can develop and elaborate on them. 3) Helps students to build relationships so that they can see from different perspectives point of view. In addition, the benefits of *brainstorming* also train communication skills, be it how to listen to ideas from other participants as well as practicing courage and self-confidence. The benefits for teachers according to Mustapha dkk., (2022) are helping teachers to summarize the ideas and ideas that have been formed, and teachers can be democratic and appreciate different points of view from their students' ideas.

Group Guidance with Brainstorming Technique

Before going into the steps of *brainstorming* techniques, we must know the basic rules of *brainstorming* techniques so that the implementation of group guidance using *brainstorming* techniques runs smoothly. Bonnardel & Didier, (2020) explains that the *brainstorming* technique has four basic rules, namely:

1. It is not allowed to criticize or judge the idea that is sparked

2. Free yourself, the wilder and more bizarre ideas make the better the idea.
3. In the discussion, prioritize the number of ideas to be more and more.
4. Build new ideas from ideas that have been submitted by other members.

Steps for Applying *Brainstorming* Techniques in Group Guidance

According to Linsenmeyer, (2021), the steps for applying *brainstorming* techniques are as follows;

1. Explaining the problem, the teacher explains the problem to be discussed Then explain to students/clients how to participate in group guidance services.
2. Reformulating the problem, the teacher explains the problems discussed in the group and the students/clients ask questions.
3. Developing unique ideas, the teacher and the student/counselor provide and discuss innovative and out-of-the-box ideas that can be developed.
4. Evaluating ideas, the teacher and students/counselees evaluate the ideas that have been collected and summarize them. And summarize them.

Stages of *Brainstorming* Technique in Problem Solving

Puccio dkk., (2020) mentions the stages that must be followed in problem-solving in the *brainstorming* technique, namely: 1) Reveal the problem, the teacher in charge of the group guidance session explains the problem and discusses it with the group. The teacher in charge of the group guidance session explains the problem and discusses it with the students/clients, then the teacher makes sure the students understand the problem. 2) Framing the problem, at this stage the teacher determines the problem accurately by reframing the problem through certain questions. This can provide an acceptable solution without the need for further *brainstorming*. 3) Practicing *brainstorming* for one or more statements in a problem.

This step is very important as it can generate many ideas Treffinger dkk., (2023) mentions that this step requires:

1. Conducting a warm-up session
2. Accepting ideas even if they don't make sense.
3. Offer the four principles or ground rules of *brainstorming* on the board for students to see seen by the students.
4. Writing and presenting all ideas.
5. Frustration and boredom should be avoided.

CONCLUSION

Based on the research on the implementation of Islamic values in the education curriculum in Indonesia, it can be concluded that efforts to integrate Islamic values have been running well in several aspects of formal education. Islamic values such as honesty, responsibility, discipline, and social care have been taught through Islamic Religious Education (PAI) subjects, extracurricular activities, and daily habituation in the school environment. Elementary schools, junior high schools, senior high schools, and madrasas

have different approaches to integrating these values, but they all have the same goal, which is to form the character of religious and noble students. Nevertheless, the implementation of Islamic values still faces several challenges. Limited learning time, uneven teacher competence, the influence of technology, and the social environment are the main obstacles. Teachers often find it difficult to integrate Islamic values in general subjects due to the tight curriculum. On the other hand, technological developments and the influence of social media affect student behavior and can hinder the formation of Islamic character.

To overcome these challenges, a comprehensive strategy is needed, such as training and developing teacher competencies, updating the curriculum to be more integrative, strengthening faith-based extracurricular activities, and collaboration between schools, parents, and communities. By implementing these strategies, it is expected that education in Indonesia will not only produce students who excel academically but also have a strong Islamic character. Islamic values embedded early on will guide students' lives in facing global challenges in the future and help create a generation that contributes positively to the nation and religion.

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