CREATIVE BRAINSTORMING TECHNIQUES IN GROUP GUIDANCE

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Abstract

This study aims to describe the application of creative brainstorming techniques in group counseling services as a strategy to help students develop critical and creative thinking skills in problem solving. Group counseling is a process in which a group of individuals receives information, guidance, and support from a counselor to help them deal with various issues in their daily lives, including decision-making. Through group counseling, students are guided to recognize and develop their potential, plan their future according to their talents and interests, and improve their verbal and nonverbal communication skills. This study used a qualitative descriptive method with a literature review approach. Data were collected through a review of various relevant reference sources, including books, scientific journals, and other documents discussing brainstorming techniques in the context of group counseling services. The results showed that brainstorming is an effective method for exploring various ideas from group members without judgment or criticism of the ideas that emerge. This technique has basic rules that support the creation of an open and free atmosphere for expressing opinions. Its main objective is to generate many ideas from various perspectives. The steps in this technique include selecting a problem, communicating the rules, freely recording ideas, and evaluating ideas as a group. The application of brainstorming in group counseling encourages a relaxed yet productive discussion atmosphere, allowing students to think creatively and find solutions from diverse perspectives.

Keywords: Group guidance, Brainstorming techniques, Creativity

Abstrak

Penelitian ini bertujuan untuk menggambarkan penerapan teknik brainstorming kreatif dalam layanan bimbingan kelompok sebagai strategi untuk membantu siswa mengembangkan kemampuan berpikir kritis dan kreatif dalam menyelesaikan masalah. Layanan bimbingan kelompok merupakan proses di mana sekelompok individu mendapatkan informasi, bimbingan, dan dukungan dari konselor untuk membantu mereka dalam menghadapi berbagai persoalan kehidupan sehari-hari, termasuk dalam hal pengambilan keputusan. Melalui bimbingan kelompok, siswa diarahkan untuk mengenali dan mengembangkan potensi diri, merencanakan masa depan sesuai bakat dan minat, serta meningkatkan keterampilan komunikasi verbal dan nonverbal. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi literatur. Data dikumpulkan melalui telaah berbagai sumber referensi yang relevan, baik

buku, jurnal ilmiah, maupun dokumen lainnya yang membahas tentang teknik brainstorming dalam konteks layanan bimbingan kelompok. Hasil penelitian menunjukkan bahwa teknik brainstorming merupakan metode yang efektif untuk menggali berbagai ide dari anggota kelompok tanpa adanya penilaian atau kritik terhadap ide yang muncul. Teknik ini memiliki aturan dasar yang mendukung terciptanya suasana terbuka dan bebas berpendapat. Tujuan utamanya adalah menghasilkan banyak gagasan dari berbagai perspektif. Langkah-langkah dalam teknik ini meliputi pemilihan masalah, penyampaian aturan, pencatatan ide secara bebas, dan evaluasi ide secara kelompok. Penerapan brainstorming dalam bimbingan kelompok mendorong terciptanya suasana diskusi yang santai namun produktif, memungkinkan siswa berpikir kreatif dan menemukan solusi dari sudut pandang yang beragam.

Kata kunci: Bimbingan kelompok, Teknik brainstorming, Kreatif

INTRODUCTION

Group tutoring services are a form of strategic counseling intervention in the world of education, especially to help students develop their potential and solve problems faced in academic, social, and personal contexts. In its implementation, professional counselors form groups based on the needs and characteristics of the counselor, both for therapeutic, educational, and both purposes. The group mentoring process provides a space for students to engage in living group dynamics through discussion, interaction, and self-exploration that facilitates the growth of insights, decision-making, and the formation of more adaptive attitudes towards their social environment. The brainstorming technique, first popularized by Alex F. Osborn, is one of the effective strategies that can be applied in group guidance. This technique allows students to express ideas freely without judgment, creating an atmosphere of open, fun, and creative discussion (Mengue-Topio dkk., 2024). Even students who tend to be passive or lack confidence can be encouraged to participate actively.

Some previous studies have shown the effectiveness of brainstorming techniques in improving thinking and problem-solving skills. Kartika & Siregar, (2023) show that brainstorming encourages freedom of expression and accelerates the emergence of ideas in learning. Afifa, (2024) found that this technique helps students identify problems from various perspectives. Muniroh, (2024) revealed that brainstorming can develop original solutions through lateral thinking. Research by Mainilawati dkk., (2020) states that the use of brainstorming techniques in group guidance increases students' courage in expressing opinions. Meanwhile, a study from Sulistia, (2023) confirms that brainstorming encourages positive social interaction between group members. Although various studies have discussed the effectiveness of brainstorming techniques in education as well as in counseling, the majority focus on the context of classroom learning or academic problem-solving in general. The difference between this study and previous research lies in the context of applying specific brainstorming techniques in *school group guidance* to explore students' potential in terms of social skills, decision-making, and self-development comprehensively. This study not only examines brainstorming techniques as a creative thinking strategy but also explores how group dynamics and emotional atmosphere can support the process of emerging original ideas in a counseling environment.

The novelty of this study is the emphasis on the integration of brainstorming techniques in the systematic structure of group guidance services, with an approach that focuses not only on the outcome of ideas, but also on the social and emotional learning processes that occur within the group. This research is relevant to strengthen a comprehensive school counseling service model, as well as expand the use of creative methods in responding to modern counseling challenges that demand a flexible, fun, and focused approach. The urgency of this research lies in the increasing need for counseling services in schools, especially in dealing with various problems faced by students in the era of globalization and digital. Students need a safe and guided space to express themselves, develop confidence, and obtain problem-solving strategies that are in accordance with the times. In this context, the application of brainstorming techniques in group guidance is an alternative solution that can enrich counseling service methods. The purpose of this study is to examine in depth the brainstorming technique and its application in group guidance in the school environment, with the hope that it can be a practical contribution for counselors in creating more creative, participatory, and effective services in helping the overall development of students.

METHOD

The research method used in this study is a qualitative descriptive method with a literature study approach. Qualitative descriptive research aims to describe systematically and in-depth a particular phenomenon based on data obtained from various sources, rather than from direct experiments or field data collection (Barlian, 2018). This approach is considered relevant because the research topic is related to the conceptual study of the application of brainstorming techniques in group guidance services, which requires exploring theories, concepts, and empirical findings from various existing scientific sources. Literature study, as the main method in this study, is a process that involves collecting data through searching literature relevant to the topic, such as scientific books, journal articles, research reports, and other academic documents.

According to Budianto, (2024), literature study is a series of activities related to collecting information from literature, reading and recording the content of information, and managing relevant materials to support the theoretical foundation and framework of thinking in research. This study also helps researchers in developing critical thinking skills and analytical reading skills, so that they can identify, classify, and elaborate data in a more structured manner. Furthermore, Jaya, (2020) emphasized that literature studies are carried out after the topic and formulation of the problem are determined, and it is the initial stage before field research is carried out, if necessary. The data in this study is sourced from various scientific references that are directly related to the research topic, especially regarding brainstorming techniques and group guidance. The data analysis technique used is content analysis, which involves studying, interpreting, and synthesizing information from literature sources to find patterns of thought, principles, and relevance to the research objectives. With this approach, researchers can build strong theoretical arguments and come to comprehensive conclusions regarding the use of brainstorming techniques in the practice of group tutoring services in schools.

Table 1. Data Description

No.	Text Data	Data Source
1.	Definition of Group Guidance	Thamrin, N. R., Darmawan, E., & Irawan, D. (2024). Pemberdayaan Remaja melalui Penerapan Teknik Brainstorming untuk Meningkatkan Kemampuan Membaca Teks Bahasa Inggris. Empowerment, 7(03), Article 03. https://doi.org/10.25134/empowerment.v7i03.10868 (Thamrin dkk., 2024)
2.	Objectives of Group Guidance	Yalom, I. D., & Leszcz, M. (2020). The Theory and Practice of Group Psychotherapy. Hachette UK. (Yalom & Leszcz, 2020)
3.	The Function of Group Guidance	Gladding, S. T. (2021). The Creative Arts in Counseling. John Wiley & Sons. (Gladding, 2021).
4.	Brainstorming and Creative Thinking	Bonnardel, N., & Didier, J. (2020). Brainstorming variants to favor creative design. Applied Ergonomics, 83, 102987. https://doi.org/10.1016/j.apergo.2019.102987 (Bonnardel & Didier, 2020)
5.	Purpose and Benefits of Brainstorming	Mariana, S., Bunu, H. Y., & Feronika, N. (2021). PENERAPAN BIMBINGAN KELOMPOK DENGAN TEKNIK BRAINSTORMING UNTUK MENINGKATKAN KETERBUKAAN DIRI DALAM KOMUNIKASI PADA SISWA MAN KOTA PALANGKA RAYA. Jurnal Bimbingan dan Konseling Pandohop, 1(1), Article 1. https://doi.org/10.37304/pandohop.v1i1.2280 (Mariana dkk., 2021)
6.	Basic Rules of Brainstorming Techniques	Paulus, P. B., Baruah, J., & Kenworthy, J. (2023). Brainstorming: How to get the best ideas out of the "group brain" for organizational creativity. Dalam R. Reiter-Palmon & S. Hunter (Ed.),

		Handbook of Organizational Creativity (Second Edition) (hlm. 373–389). Academic Press. https://doi.org/10.1016/B978-0-323-91840-4.00019-0
		(Paulus dkk., 2023)
7.	Steps to Apply Brainstorming Techniques in Group Guidance	Linsenmeyer, M. (2021). Brief Activities: Questioning, Brainstorming, Think-Pair-Share, Jigsaw, and Clinical Case Discussions. Dalam A. Fornari & A. Poznanski (Ed.), How-to Guide for Active Learning (hlm. 39–66). Springer International Publishing. https://doi.org/10.1007/978-3-030-62916-8_5
		(Linsenmeyer, 2021)
8.	Stages of Brainstorming Techniques in Problem Solving	Maaravi, Y., Heller, B., Shoham, Y., Mohar, S., & Deutsch, B. (2021). Ideation in the digital age: Literature review and integrative model for electronic brainstorming. Review of Managerial Science, 15(6), 1431–1464. https://doi.org/10.1007/s11846-020-00400-5
		(Maaravi dkk., 2021)

RESULT AND DISCUSSION

Group Guidance

Group guidance is assistance to individuals provided in the context of a group situation. This guidance can include information delivery and group discussion activities to address various problems in the fields of education, work, personal, and social. Each expert has quite different meanings from each other. Juliani dkk., (2020) defines group guidance as one of the guidance techniques that seeks to help individuals to achieve their optimal development in accordance with their abilities, talents, interests, and values embraced in group situations. Susanti dkk., (2024) stated that group guidance is a group activity where the group leader provides information and directs discussions so that group members become more social and help group members to achieve common goals. Fitriani, (2024) stated that group guidance services are intended to enable students to jointly obtain materials from resource persons (especially supervisors) that are useful for daily life, both as individuals and as students, family members, and the community.

According to Winkel, group counseling is the implementation of a counseling process that involves a professional counselor and several clients at once in a small group (Habsy dkk., 2024). Meanwhile, according to Gazda, group counseling involves a relationship between several counselors and some clients that focuses on conscious thoughts and behaviors. 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 Prayitno & Amti, "Group guidance is a guidance service provided in a group setting."(Wibowo dkk., 2023). Sukardi argues that group guidance services are guidance services that allow some students to jointly obtain various materials from certain resource persons (especially from supervisors/counselors) that are useful to support their daily lives both individually and as students, family members, and the community, as well as for consideration in decision-making (Sutrisno, 2022). It can be concluded that group guidance is a service provided to a group of individuals, where they together get information from resource persons, especially counselors or counselors, who help them in daily life and in decision-making. Group tutoring assists students in planning future careers that match their talents, interests, and aspirations.

Objectives of Group Guidance

Group guidance has the goal so that individuals can develop their potential such as developing social skills, students can have broad insights, individuals can show better attitudes or behaviors to be able to handle the problems discussed in group dynamics (Yalom & Leszcz, 2020). According to Habsy dkk., (2024), group guidance aims to assist (guidance) to individuals (students) through group activities. In group guidance services, activities and group dynamics must be realized to discuss various things that are useful for the development or problem-solving of individuals (students) who are service participants. In general, the goal of group tutoring services is to improve socialization skills, especially when it comes to communicating. 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, group guidance services are used to facilitate students' access to various information from resource persons, especially supervisors, which is useful in daily life as individuals, students, family members, and the community. The information can also be used as a guide in decision-making.

Group guidance services are provided by BK teachers and students will share points of view related to topics that will be discussed through students' experiences (Situmorang dkk., 2024). Group guidance services in their implementation activities, the activities carried out by the counselor must be good and correct so that the counselor can grow group activities that are alive during the 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 (Saputra, 2020).

The Function of Group Guidance

According to Gazda, group tutoring has several main functions that are interrelated and support the overall development of students. The first function is the development function, which aims to help students develop their potential, especially in terms of socialization and communication skills. In groups, each member is allowed to express their ideas, views, or opinions regarding the problems being discussed. Through this process, students not only learn to listen to and appreciate the views of others, but also

improve their communication skills to be more effective in conveying ideas. The next function is the prevention function. Group tutoring services play an important role in preventing the occurrence of various problems that may occur in students' lives. By discussing relevant issues and having discussions together, group members gain insight and experience in dealing with certain situations. This can be a provision for them to make the right decisions and act wisely in similar situations in the future, thus preventing bigger problems from arising. The last function is the alleviation function, where the group tutoring service is geared towards helping students solve the problems they are facing. This process is carried out by utilizing group dynamics, namely interaction between members that can give rise to various alternative solutions (Mustikaningwang & Lessy, 2022). Through this activity, students are invited to be actively involved in finding solutions to existing problems, both individually and together, so that more meaningful and sustainable problem-solving is achieved.

Technology Brainstorming

The *brainstorming technique* itself was popularized by Alex F. Osborn in the book *Applied Imagination*. The term is often heard or used, especially in group discussions, to gather ideas and overcome obstacles. According to different experts, the brainstorming *technique* is a learning technique that is carried out in groups with students who come from different knowledge backgrounds (Osborne dkk., 2022). Then, according to Wahyuanto dkk., (2024), brainstorming is one way to generate ideas and ideas in writing. Tsai dkk., (2020) state that *brainstorming* is a technique or activity used to encourage creative thinking, coming up with various ideas to overcome a problem or certain issue. Jason R. Rich explained that *brainstorming* is a process that can be done independently or in a group to generate ideas. *Brainstorming* techniques are closely related to the way humans think. Therefore, creative thinking is needed in *brainstorming*. Creative thinking, according to Bonnardel & Didier, (2020) 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, we are tapping into the part of our brain that will lead us to see things from a different perspective.

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

Therefore, it can be concluded that *brainstorming* or brainstorming is an activity that uses creative thinking *"out of the box"* to produce innovative new ideas and ideas and be the best solution to the issues faced. *Brainstorming* can be done alone or in a group. Basically, some provisions must be considered from *brainstorming*, such as not criticizing the ideas that arise, as well as evaluation. When many ideas have emerged, then choose the best idea to solve the problem. Think outside the box, come up with as many creative ideas as possible.

Purpose and Benefits of Brainstorming

Gladding, (2021) explained that brainstorming is an activity that people use to produce ideas that are relatively fast and organized. When we brainstorm, we exchange ideas, generating many diverse ideas. So that creative ideas can be found from various perspectives. The purpose of brainstorming, according to Gladding, (2021) includes:

1. To come up with ideas and solutions that address problems

2. To accommodate many possibilities while tackling various problems

3. Generate creativity to solve problems.

4. To promote an organized approach to solving problems for self and organization

5. To encourage the "anything *is possible" mentality* when creating ideas to solve problems

Gladding, (2021) added that there is one reason why brainstorming can be impactful and effective is that this activity encourages each participant to give a lot of suggestions, ideas, and ideas without any limitations (accuracy, authenticity, and practicality). The thing that must be considered is related to deadlines. Because many people can't work well when there is a deadline, when brainstorming, you should not be given a time limit, but an agreed-upon idea limit. For example, if you come up with 10 ideas, they must also have a reason that matches the purpose.

Brainstorming in the world of education is also needed and important in the teaching and learning process. According to Yalom & Leszcz, (2020) the importance of brainstorming for students is as follows:

1. Help students to solve problems with innovative solutions

2. Helping students to benefit from other ideas conveyed and being able to develop and elaborate on them.

3. Help students to build relationships so that they can see from different perspectives.

In addition, the benefits *of brainstorming* also train communication skills, be it how to convey ideas/ideas or listen to ideas from other participants as well as train courage and confidence. The benefit for teachers, according to Yalom & Leszcz, (2020) is to help teachers to develop 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 Techniques

Before entering the stage of implementing the brainstorming technique, it is important to first understand the basic rules that must be followed so that group guidance using this technique can run effectively and smoothly. Mengue-Topio dkk., (2024) explained that four main principles in brainstorming must be considered by all participants. First, each participant is not allowed to criticize or judge ideas put forward by other members. This attitude aims to keep the discussion atmosphere open and free from pressure. Second, participants are encouraged to be free in conveying ideas; The more unique, wild, or even strange an idea is, the better it is because it can trigger creativity. Third, in the discussion process, the focus is directed to the quantity of ideas, not the quality. The more ideas that come up, the greater the chance of finding the right solution. Fourth, participants are expected to be able to modify or develop existing ideas so that they can produce new ideas that are more innovative and useful. By adhering to these four basic rules, the brainstorming process in group guidance is not only a fun activity but also a vehicle for the development of creative and collaborative thinking between group members.

Steps to Apply Brainstorming Techniques in Group Guidance

According to Mengue-Topio dkk., (2024), the implementation of brainstorming techniques in group guidance begins with an explanation of the problem by a teacher or counselor. At this stage, the teacher or counsellor conveys the issues to be discussed and explains to the student or counselor how to participate in the ongoing group tutoring session. Next, the counselor reformulates the problems that have been conveyed so that they are clearer and can be understood by all group members. Students or counselors are also given the opportunity to ask questions to deepen their understanding of the issues discussed. After the problem was well formulated, the brainstorming activity continued with the development of unique ideas from students and counselors. The ideas are then discussed and developed together in an open and value-free atmosphere. The final stage of this process is to analyze the ideas that have been gathered. The counselor and the students jointly evaluate the ideas and draw conclusions based on the results of the discussions that have been carried out.

Meanwhile, Paulus dkk., (2023) emphasized the importance of preparing the group appropriately so that brainstorming runs effectively. Groups should consist of individuals with diverse backgrounds of thought, as this diversity triggers creativity. In addition, it is necessary to appoint an idea recorder and prepare a comfortable discussion room and adequate equipment. The issues to be discussed should be presented clearly, with the emphasis that the purpose of the meeting is to generate as many ideas as possible. Each member is asked to write or express his or her ideas freely. Once all members have shared their ideas, the process continues with developing and refining the ideas. Discussion guides play an active role in maintaining group dynamics, including encouraging passive members to contribute. If the brainstorming session lasts long enough, it is recommended to take a break so that the members' concentration is maintained and the atmosphere remains conducive.

Stages of Brainstorming Techniques in Problem Solving

According to Paulus dkk., (2023) Several important stages must be carried out in the application of brainstorming techniques for problem solving in group guidance. The first stage begins with revealing the problem, where the teacher or counselor who leads the group guidance session is tasked with explaining the problem in detail and discussing it with the student or counselor. In this stage, teachers must ensure that students understand the core of the problem being discussed. Next, the teacher frames the problem more specifically, namely by reformulating the problem through reflective questions. This framing process can help come up with alternative solutions that students may immediately accept without the need for further brainstorming. The next stage is to practice brainstorming on one or more aspects of a problem. This step is crucial because it allows the emergence of various creative ideas from students that can be used as a basis for finding the right solution.

Meanwhile, Yalom & Leszcz, (2020) added that the implementation of effective brainstorming also requires several supporting strategies. The initial stage needs to begin with a warm-up session, which aims to dilute the atmosphere and prepare students mentally to be more open in expressing opinions. It's also important to accept all ideas that come up, including those that may sound absurd, to encourage freedom of thought. Teachers need to provide and display the four basic principles of brainstorming in a place that is easy for all group members to see, as a guide to keep the brainstorming process directed. In addition, every idea presented needs to be written and presented so that it can be evaluated together. To maintain the effectiveness of the process, feelings of frustration and boredom must be avoided, so that the atmosphere remains fun, dynamic, and conducive to the emergence of creative ideas from students.

CONCLUSION

Group mentoring involves many individuals working as a group to provide information and support group discussion activities on a variety of issues. Group guidance uses a variety of techniques, including brainstorming techniques. The brainstorming technique itself is used for group discussions to collect creative ideas that lead to solutions to certain problems or problems. In group counseling, brainstorming techniques can be used to exchange ideas in the form of different viewpoints and creative ideas between counselors and counselors in the group. Brainstorming is effective because it effectively encourages the person being counseled to come up with many suggestions and ideas that have no limits. Problems can be solved utilizing consultants and consultants exchanging ideas and insights, further developing and integrating the ideas and perceptions gathered into solutions. In doing the brainstorming method, there are basic rules such as not criticizing other people's ideas, having the freedom to express ideas, prioritizing the number of ideas, and coming up with new ideas. The following are the steps to do the brainstorming technique: (1) Explaining the problem, (2) Rearranging the problem, (3) Generating ideas, and (4) Evaluating ideas.

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