

The Influence of Application of ROPES and Problem-Based Learning Model in Group Counseling Viewed from Basic Skills of Student Counseling towards Problem Solving Skills

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Abstract: Involving students in a learning actively, independently and responsibly to achieve learning goals become an important theme today. Encouraging students in active learning, independent and responsible are the task of teaching staff (lecturers) in various types of higher education. Especially lecturer at the Institute of Education Personnel (IEP) they are demanded to always innovate in implementing the various models of learning for learning quality determined by the lecturers, students, learning strategy, learning model, supporting facilities and infrastructure. Learning model that has the same features and characteristics when applied in teaching group counseling, especially to train student counseling practice basic skills in problem solving are ROPES and Problem-based Learning Model. The research problem are formulated as follows: (1) Is there a difference in the problem solving ability between the application of ROPES and PBL models in group counseling viewed from student counselling basic skills ? (2) Is there a difference of problem solving ability between students with high basic counseling skills and low basic skills counseling? (3) Is there an interaction between the learning model (ROPES and PBM) with the basic skills of students counseling towards problem-solving skills? The present study aimed to examine the influence of application of ROPES and problem-based learning model in group counseling viewed from basic skills of student counseling towards problem solving skills. There were 64 subjects or participants involved in this study, selected from two class of department guidance and counseling in the State University of Nusa Cendana. The research instrument is a questionnaire as many as 55 items with the option in the form of Likert scale consist of 5 options were applied to measure the influence of application of ROPES and problem-based learning model in group counseling viewed from basic skills of student counseling towards problem solving skills. The result of the research showed that : (1) there is an influence of the application of the ROPES and PBL models in groups counseling viewed from CBS to the increased ability to solve problems (ASP) – (.160 sig. $p > 0.01$), (2) there is a difference between student ability to solve problems that have high BCS and low BCS(.451 sig. $p > 0.05$), (3) there is no interaction between the model of learning of ROPES and PBL with CBS of students towards ASP (.232 sig. $p < 0.206$).

Keywords: model, learning, ROPES, PBL, BCS, ASP.

The quality of learning in higher education is determined by the support system that includes professors, students, learning models, facilities and infrastructure. Quality of faculty views of academic qualifications (minimum stratum 2), has a teaching certificate, teaching experience, experience following the appropriate education and training profession (professional competence), personal qualities, pedagogical, and social competence. The quality of students seen from among others, the quality of the input of intelligence, motivation choose courses according to their interests and talents, liveliness following the lecture and perseverance to learn independently. The learning model applied by the faculty in an effort independently student

learning in order to develop optimally to achieve learning goals. Facilities and infrastructure are used in college adheres to the principle of "adequacy and appropriateness" as an additional factor in particular learning and college Tridharma activities generally. All the aspects mentioned can work together and support each other to achieve the goal of meeting the needs of the community, especially the student learning objectives.

Selection of learning models to be applied at any level of education (including college), need to pay attention to "learning as a system, which consists of four components: objectives, materials, methods and evaluation" (Rusman, 2012: 1). Teaching models is based on the principle or theory as a foothold in its development. Experts create a model for learning based on "education principles, theories of psychological, sociological, psychiatric, systems analysis, or other theories" (Joyce, Weil & Calhoun, 2009: 7). Teaching models is also one way of establishing intelligence-oriented education and provide flexibility to the students to educate themselves. According to Eggen and Kauchak (2012:), learning model is a specific approach to learning that has three characteristics: (1) Purpose: The model of teaching is designed to help students develop critical thinking skills and gain a deep understanding of the specific form of matter; (2) phases: teaching model includes a series of steps -often called "phase" - which aims to help students achieve specific learning objectives, and (3) foundation: Models supported teaching theory and research on learning and motivation. The key to the effectiveness of the learning models are (1) to train the student / students to become learners more reliable, and (2) the educators (teachers and professors) to conduct research and development of learning models to provide learning skills in students / student (Joyce, Weil & Calhoun, 2009: 1). Thus the intelligence and skills of the student/students can be increased to achieve learning goals.

Student guidance and counseling as a potential counselor needs to have adequate capacity and skills, not only for himself in solving the problem but the problem of students (counselee) as the subject of the service that will be encountered and be counseled. Student Guidance and Counseling Program at FKIP Undana, specifically the fourth semester that follows the lecture Engineering Laboratories Individual Counseling and V semester that follows the lecture Engineering Laboratories Group Counseling average basic skills counseling is not optimal (low). Based on teaching experience during this, the authors reflect on the learning that has been done. Until the academic year 2005/2006, the researchers used a model of learning-oriented and less domination faculty empower students, especially aims to develop students' ability. Researchers tried to reflect on during this learning and innovation in learning by developing more effective learning model and oriented to the empowerment of students. The learning model in question is the Ropes (Hunt, 1999; Madjid, 2008; Lohmay, 2009: 103, Madjid, 2011). Ropes are an abbreviation of the steps in the learning model that began to be tested since the academic year 2006/2007. Ropes (review, overview, presentation, evaluation and summary). Ropes learning model is the result of adaptation of various learning models that have been developed to experts who subscribes to the theory of cognitive learning.

Two approaches are conducted by a lecturer in learning: (1) teaching approach, and (2) a personal approach. Both approaches aim to develop student competence (personal competence, social competence, pedagogical, professional competence) as a prospective teacher. Learning approach and a personalized approach can be used in a balanced manner with an appropriate model, a model that can empower students. Ropes Model as a model of learning which is seen to be part in an effort to empower and develop the capabilities of students. In the learning model gives a wider opportunity to the students to find sources and materials, organize, discuss in small groups and present it to the class. After a presentation by a small group who served, followed by class discussion to clarify and enrich the material that has been presented group (Lohmay, 2009: 97; puriiman.blogspot.co.id).

Paradigm learning model application that aims to solve the problems of student learning / student began to shift from the regularity (behavioristic understand) to the diversity (understood konstruktivistik). By Degeng (1998) refer to it as the era of chaos, and the era that we are in it. This era is very demanding designers and developers are learning to perform a variety of adaptation and innovation to the learning models that seem outdated. The adjustment and renewal of the teaching models in question aims to bring learning model that has characteristics that match the demands of learning at all levels and types of education as well as the characteristics and development of learners / students.

Ropes learning models adapted and compared with problem-based learning (problem based learning) aims to determine the effect separately or together in group counseling in terms of basic skills counseling (BSC) the ability to solve problems. Ropes foot runway learning model is cognitive learning theory, which is based on the principles as presented by Egan and Kauchak as follows: (1) learning and development depends on the experience of pupils (students); (2) People want to make sense of their experiences; (3) people construct knowledge to understand their experience; (4) knowledge built disciples (students) depending on their prior knowledge and experience; (5) social interaction and the use of language to facilitate the construction of knowledge; (6) learning requires practice and feedback, and (7) of learning increases when the learning experience associated with the real world (Eggen and Kauchak, 2012: 54). Ropes learning model application oriented to the principle of "learning to think", learning requires thinking skills to face and solve the problems experienced by students. In applying the learning model Ropes emphasized efforts to empower students to solve his problems independently of their abilities and skills possessed by an individual or group approach.

The problems experienced by students include: (1) personal problems, which include lack of will power, low learning motivation, lack of diligence, intellectual incapacity, and a wrong adjustment. (2) Social issues, such as relationships with peers, relationships with professors, communication with the public, and the adjustment to the social environment. (3) The problem of learning, such as are rarely present in subjects face to face, do not do homework and other tasks, do not concentrate on studying, learning that there would exams, homework assignments without memperhatian true or not, the task by copying paste -from the internet, copying the work of friends, and many more that can still be collected. (4) Issue a career, such as selecting a course to get into college select the original and not on the basis of aptitude and interests, choosing further study did not consider the orientation of career choice later elaborated, after completing a degree can not work according to the field of science ever learned and even other jobs that are not their expertise. Perhaps this is the so-called "pick and pursue alternative career" but every job that must be done based on the knowledge and skills that once learned. To solve the problems as described above, in the learning of individual counseling and group counseling / learning models used laboratory practice Ropes.

Problem-based learning model (PBL) oriented to the principle of "learning to learning". By applying a model student PBM empowered ability to how to deal with real-world problems (environmental) and how to look for alternative solutions. Theoretically PBM proved effective in empowering students' ability to solve problems in the real world, but it is empirically less applied in higher education for students. PBM compared with ropes and used in the counseling group learning / practice laboratory to determine the effect of using both.

Engineering Course Group Counseling Laboratory formerly known as the Engineering Laboratories Counseling II. Based on the results of the consortium chairman curriculum guidance and counseling courses throughout Indonesia on 28-29 March 2009 in Surabaya, changed the name of the course became Counseling / Laboratory Practices. From the description of this course requires for a student guidance and counseling / counselor candidate

has the basic skills adequate counseling to individual counseling and group practices effectively and efficiently. A prospective student guidance and counseling teachers or school counselors were increasingly mastered the techniques of counseling skills it will be more skilled in conducting counseling practice.

The fact during the course parenting counseling group/laboratory practice shows some weaknesses that need to be improved, namely: (1) the students' learning by example create a scenario group counseling, but in practice bound students in the scenario text that is not free in implementing practice; (2) the volume of students (prospective counselors) in counseling is less clear because the sound was not loud and choking; (3) it appears that a student (prospective counselors) less mastered the techniques of basic counseling skills; (4) students (prospective counselors) tend to be more dominant advised not counseling; (5) less visible outcome of the counseling form of greeting verbal and non-verbal client / counselee. Improvements that have been made are (1) the student practice beforehand so that after mastering the basic skills the newly developed techniques of counseling scenario as one of the products of learning outcomes as well as a show of student performance; (2) the volume of students assisted by using the mic and warless/active speakers; (3) allow students to master the basic skills of counseling techniques, carried out a continuous exercise, both in the classroom and outside the lecture hall; (4) continue to be trained to leave a legacy student advising and counseling, and (5) aligned to each counseling session seemed to result in speech verbal and non-verbal behavior through practice adequately. Mastery of basic counseling skills-engineering technique is a must even indispensable for students (prospective counselors) in order to simplify and streamline the practice of group counseling services to be performed.

METHOD

This research was conducted in Guidance and Counseling Program FKIP Nusa Cendana University in the academic year 2015/2016. The subjects were students of the fifth semester consists of two classes (A and B), where class A as many as 34 people into the experimental group (KE) and class B as many as 30 people as a control group (KK).

The research instrument is used several instruments, namely questionnaires, observations and interviews. Questionnaire as the main instrument used is the type of closed questionnaire, that every statement is followed by option (option) answer, the Likert scale (4, 3, 2, 1, 0). 4 = very appropriate; 3 = appropriate; 2 = less appropriate; 1 = not appropriate, and 0 = very inappropriate. The questionnaire of this study include: (1) Questionnaire on BSC (basic skills counseling) as many as 55 items, (2) learning model Ropes many as 25 items, (3) the model PBM as many as 20 items, and (4) the ability to solve problems (KMM) of 25 items. Questionnaire prior to use have been tested for validity and reliability (Reliability Statistics: Cronbach's Alpha of 0.894; N of items 55).

The research design used in this study used a quasi-experimental (quasi experiment), with the design of the study: pretest-posttest control group design Nonequivalent (Sugiyono, 2013). In this study design, there are two groups of students, the Experiment Group and Control Group. Both groups of students were given a different treatment is experimental group dibelajarkan using models Ropes and control groups with PBM models. Before the study, both groups were given a pretest (O1 experimental group) and (O1 control) to determine the initial ability of students to solve problems based on basic counseling skills of high and low basic skills counseling. After the pretest, the experimental group was given treatment (X1), in which learning by applying the model Ropes. As for the control group was applying PBM (X2). Furthermore, after the implementation of learning in both groups, do pastest (O2 experimental group) and (O2 control group). Data pretest and posttest results of the two groups were

processed and analyzed to determine whether there is difference in problem-solving skills based learning model Ropes and problem-based learning model (PBL) used quantitative descriptive analysis techniques and inferential statistical analysis ANOVA (2x2).

RESULTS

In the analysis of this data, will be described a score of problem-solving based learning model Ropes and PBM models and score criteria for student counseling basic skills to problem-solving skills on each - each group to determine the effectiveness (influence) learning model. After determining influence learning model, it will proceed with ANOVA statistical analysis of the two groups to carry out two different test groups with SPSS 16.0 for Windows. But before doing statistical analysis ANOVA, will first be tested for normality and homogeneity which is the assumption that must be met before performing the analysis.

Data were analyzed using SPSS 16.0. Testing normality was using the Kolmogorov-Smirnov test. The means used to carry out the interpretation of output results of Kolmogorov-Smirnov test analysis is that the pre-test problem-solving skills to group 1 (Ropes) and group 2 (PBL) has a probability value or significance greater than 0.05 ($0.664 > 0.05$). This shows that the problem-solving skills pretest results for the experimental group and the control group with normal distribution. This output is also clear that post-test problem-solving skills to the experimental group (ropes) and control groups (PBL), showed that the results posttest troubleshooting capabilities for the experimental group and the control group with normal distribution, because the probability=0.303 greater ($>$) of significance 0.05. Furthermore, the data can be analyzed to determine the homogeneity of the covariance matrix of data both for the experimental group or the control group. Covariance matrix homogeneity test data on experimental group learning model Ropes and control groups with PBM models in terms of learning outcomes of students in problem-solving skills. The result is a probability value is greater than 0.05 then the variance-covariance matrix of homogeneous data ($0.423 > 0.05$).

From the test of between-subjects effects (Dependent Variable: Ability Solve Problem) it can be explained results of the study based on the hypothesis that has been set.

1. The Influence of the application model Ropes and PBL in the group counseling to increase problem-solving skills In this study, the first thing that was investigated was the effect of the application of learning models ropes and PBM in KDK to increase problem-solving skills. Limits used in determining whether or not the effect of the application of a learning model seen from the thoroughness of the students in learning by using model Ropes and PBM models in improving problem-solving skills. The data in the above table can be seen that the influence of learning outcomes of students who have been subjected to treatment (Ropes learning model and the model PBM) are the same. It can be seen from the value of F for each statistical test which scored 23,154 with a p value of 0.000. The significance value is less than the significance level used is 5% or 0.05. This shows that there is influence learning outcomes of students who are taught by learning model Ropes with student learning outcomes are taught by PBM models. It can be concluded that both of these learning models have the same effect on student learning outcomes in solving problem.
2. Differences between Problem Solving Ability Students Who Have Basic Skills Counseling High And Low.

The results of data analysis based on basic counseling skills of students showed that the value of F arithmetic of basic skills student counseling at 21 294 with P Value 0.000. The significance value less than 0.05 (P value < 0.05), it can be concluded that there are differences in the ability to solve the problem of students with the basic skills of high

counseling and problem solving skills of students with low basic skills counseling. It can be concluded that the basic counseling skills affect the student's problem-solving skills.

3. Interaction between Learning Model (Ropes and PBL) with Basic Counseling Skills Students against Problem Solving Ability

From the table above hypothesis testing can be seen that the value of F for each statistical test which scored 0.230 with p value equal to 0.633. The significance value greater than 0.05, it can be concluded that there is no interaction between the learning model with the basic skills of counseling students on problem-solving skills. In addition, the results of the analysis it appears that there is no interaction between the learning models with basic counseling skills.

In summary the results of this study can be concluded that: (1) There is a difference between learning model PBM against the ropes and problem-solving skills of students. (2) There is a difference between students who have high skills and basic counseling students who have low basic skills counseling to problem solving. (3) There is no interaction between the learning model and the basic skills of counseling for problem-solving skills of students.

DISCUSSION

Research data shows that there are three issues of the proposed research has been demonstrated. The results of the study as the study's findings to be discussed below: (1) Application of Learning Model ropes and PBM Against Student In Problem Solving Ability Ropes and PBM learning model can be used in the learning group counseling, especially on practical exercises in basic counseling skills of students in solving problems. If comparing with posttest with the pretest showed that students who are taught by the model CBS Ropes with a high of 62.95, SD = 5.19 and CBS low of 64.23, SD = 9.54. While the average post-test were taught to use models with KDK category PBL high of 62.75, SD = 7.51 and a low of 64.00 CBS category, SD 6.58.

If the results of the pretest posttest compared with no increase in the average obtained by the students are taught to use models KDK ropes at 17.91 in the high category and 18.47 in the KDK with low category. While students are taught using PBL models for CBS high category increased 21.80 and the low of 22.30 CBS category. The second application of learning model (Ropes and PBM) in group counseling, as well but the application of the model PBM greater improvement between pretest and post-test than Ropes models. Involving students in the classroom lectures actively, independently and responsibly to achieve learning goals become an important theme today. Encourage students in active learning, independent and responsible is the task of teaching staff (lecturers) in various types of colleges. Especially lecturer at the Institute of Education Personnel (LPTK) demanded always innovating in implementing the various models of learning for learning quality is determined by the faculty, students, learning strategy, learning model, supporting facilities and infrastructure. The demands of the world of work today require LPTK qualified graduates with a grade point average (GPA) of 3.00. For example, recruitment of teachers on the program on condition SM3T minimum GPA of 3.00. For the sake of improving the quality of learning and the quality of graduates LPTK, the alternative is a wise choice of lecturers to improve the quality of learning with various efforts to empower students by applying the learning model that corresponds to the level of student development. Departing from above understanding, the following should be described several studies theory, the basis of this research. Looking at the sources of professional learning technology, learning model based on the theory can be classified into four groups.

First, the Social Interaction Model rests on Gestalt learning theory (field theory) pioneered by Max Wertheimer (1912) with Kurt Koffka and W. Kohler (Rusman, 2012: 136)

that by Joice, Weil and Calhoun called social teaching model group (2009: 295), Models of social interaction or social teaching more emphasis on providing opportunities for learners to maximize their potential and train the ability to work together. The pressure thus based on the assumption that people are basically like working together, argue, discuss, and we always seek to compete with the competency of the opponent debate or discussion (Johnson and Johnson, 1990; Sharan, 1990; Thelen, 1960 in Joyce, Weil and Calhoun, 2009 : 296).

Second, information processing model. This model rests on cognitive learning theory (Piaget) and oriented to the learner's ability to process information that can improve their abilities. The theory of information processing / cognitive pioneered by Robert Gagne (1985) and is built on the assumption that learning is a very important factor in the development, contrary development is the cumulative result of learning (Joyce, Weil and Calhoun, 2009: 95; Rusman, 2012: 139) , Learning is the output of information processing in the form of human prowess consisting of: (1) information verbal; (2) intellectual faculties; (3) cognitive strategies; (4) attitudes, and (5) motor skills (Rusman, 2012: 139).

Third, Model Personal rests on Humanistic theory, which is oriented to the development of the individual. The main emphasis of this model is (1) the emotional learners to develop productive relationships with the environment, and (2) the individual and the development of self. Humanistic figure is Abraham Maslow (1962), R. Rogers, C. Buchler, and Arthur Comb. Humanistic theory was born as a movement to humanize humans. According to this theory the teacher should endeavor to create conditions conducive classroom so that students feel free to learn and develop themselves, both emotionally and to intellectual.

Fourth, Model Behavior departed from behavioristic learning theory that aims to develop an efficient system for numbering learning tasks and forms of behavior by manipulating reinforcement (reinforcement). Behavioral models more emphasis on the psychological and behavioral changes in behavior that cannot be observed. Implementation model of behavior modification in learning is to give rewards to the learning abilities of children low as supporting reinforcement.

Observing each group learning model above with models incorporated in each model group, there are some characteristics in common and at the same time became the foundation for the study of: Ropes (review, overview, presentation, evaluation, summary), PMB (learning problem-based), KDK (basic counseling skills), and KMM (problem-solving). A brief description of the aspects of basic and important, namely: (1) the establishment of capability for personal development in the sense of self-awareness, self-understanding, self-reliance and self-concept (Teaching Model goal of non-directive by Carl Rogers); (2) personal development in creativity and creative problem solving (objectives learning model Sinetik by William Gordon); (3) development of skills for democratic participation in social processes, skills, interpersonal skills (group), and the determination of academic skills (goal Learning Model Determination Group by Herbert Thelen and John Dewey); (4) the development of mental processes of inductive reasoning and academic / theoretical formation (Model Thinking Inductive goal by Hilda Taba); (5) solving social problems, especially through social discovery and logical reasoning (Model Training destination Inquiry), and (6) the expression directly and spontaneously in social situations (Joice, Weil, Calhoun, 2009; Rusman, 2012).

Several studies of the application of learning models Ropes show that: (1) The application of learning models Ropes can be concluded that increasing economic activity and learning outcomes in SMA Negeri 1 Lumajang in class X-3 the first semester of the school year 2011/2012 (Usman Kurniawan, 2011) , (2) Jackie C. Silitonga Dame (2013) examine the effect of learning model on the ability to write short stories Ropes class X SMA Negeri 14 Medan learning year 2013/2014, it can be concluded that using ropes learning model is better than the result of the ability to write a short story by using conventional learning models in class X SMA

Negeri 14 Medan learning year 2013/2014. (3) Hunts (in Madjid 2008 and Nur Sha'ban, 2008) calling plans in preparation for teaching learning procedure is called Ropes with steps Review, Overview, Presentation, Exercise, Summary. Ropes are applied in the planning of teaching by teachers and in a third step they use the term exercise (exercise) in this study the authors use evaluation. The authors evaluation broader than just exercises (exercise), also included in the evaluation exercise. Lesson plans and procedures according to Hunts (in Madjid 2008 and Nur Sha'ban 2008) there is no evaluation step. Exercise as step four of the lesson plan Hunts, "is a process to provide the opportunity for students to practice what they have understood. It is intended to provide hands on experience to students so that more meaningful results achieved. Therefore, teachers must prepare a lesson plan it properly through systematic scenario "(Hunts in Madjid 2008 and Nur Sha'ban, 2008). (4) Dewi Yuliana Fitri, et al (2012), tested the effect of the application of learning models ropes with teaching peer tutoring to understanding of the concept of mathematical eighth grade students of SMP Negeri 15 Sijunjung, concluded that the application of learning models ropes using peer tutoring better than models other conventional learning. Ropes research learning model has been widely used in research in educational institutions, among others by professors at colleges and teachers in secondary schools and above. The study results above show that the learning model feasible and effective Ropes used as learning model that not only empower the student / students, but also to enable and encourage the completion of tasks effectively and efficiently.

(2) The difference between the problem-solving skills that students have basic counseling skills of high and low basic skills counseling.

The results of data analysis is based on the ability of students to solve problems in the counseling group counseling in terms of basic skills showed that the value of F-KDK student count by 21, 294 with P-value of 0.000. The significance values are less than 0.05 (P-value < 0.05). The findings of this study shows that students who have basic counseling skills high are students who are able to master the basic techniques of counseling and able to apply in practice counseling in setting individual and group settings. Average students who have low basic skills counseling is a student did not master the techniques of basic counseling skills so that when applying them in practice look less visible adequate results. There are differences in problem-solving skills of students with high KDK and problem solving skills of students with low KDK. It can be concluded that the basic skills of counseling effect on students' ability to solve the problem of the clients / counselee.

Psychologically difference students' ability to solve the problems they faced and the problem counselee / client be counseled is a true "natural and reasonable". But need to be given attention that in developing the ability of students in the average level down to be empowered through learning activities in order to develop optimally. Efforts to empower students through problem-based learning in several ways: (1) Provide ample opportunity and responsibility up to the students to determine their learning (Wilson & Cole, 1996 in Yudiernawati, 2014: 23). (2) Give tasks to students to how to learn to deal with problematic situations they face effectively in the field (Tene, 2002). (3) Working together in small groups to discuss the appropriate strategy in solving the real problems that they face. (4) Make a choice of a number of alternatives are available as an option a smart step in solving the problem. (3) There are currently no Interaction Between the Ropes and PBM model with CBS Students Against ASP.

Theoretically counseling group counseling in terms of basic skills, especially in order to give a lecture to the students, and then include learning. When paired with Ropes and PBM models, it should interact with the students problem-solving skills. But the findings of this study there was no interaction between variables ropes and PBM models with Basic Counseling Skills on student problem-solving skills. From the results of analysis show that the value of F-count = 0.230 with a P-Value of 0.633. The significance value of 0.05 then it can be concluded that

there is no interaction between the learning model Ropes and PBM with KDK towards problem-solving skills of students.

Theoretically from professional sources of learning models (especially Ropes and PBM) is assumed to have a strong base their interactions with basic skills-based counseling group counseling. Based on the results of observations during implementing learning strategies ropes at various college classes, especially in learning guidance and counseling (Lohmay, 2009: 105; puriiman.blogspot.co.id) can be described in psychological contribution as follows: (1) Students freely and actively seeking sources of various references to obtain course material as their task to be studied. (2) The average student is able to cooperate in preparing assignments in a relatively short time. (3) Individual weakness overcomes by learning together in the form of discussion and works on group tasks. (4) On average students show their creativity in analyzing and presenting material to the task group. (5) At the time of presentation of the task, it requires students to develop reasoning and communication skills. (6) is more creative learning environment in terms of personal development of students. (7) Relationship lecturers and students in a more conducive learning environment, so that the partnership may be perceived psychological stress of a particular student can be resolved. Assumptions and psychological donations above Ropes model application further strengthen relationships and linkages with instructional guidance and counseling, but the results of this study indicate that there is no interaction with the basic skills counseling for problem-solving skills. There are other factors that are supposed to influence but not participate examined in this study. The internal factors, among others: (a) understanding of the students at the time of filling the questionnaire and participation in treatment (learning). (B) the execution time span between pretest and posttest were a bit far (nearly three weeks). (C) The level of students' academic ability varied, evident from students who have CBS high and low.

Problem-based learning has five general characteristics proposed by Warsono and Hariyanto (2013), namely: (1) developed from questions or concerns; (2) inter-disciplinary focus, the problem can be investigated from various disciplines; (3) the investigation is authentic, relevant to the issues in real life and directly observable; (4) produce artifacts in the form of reports, papers, models, video, text Darama, and others; (5) the existence of collaboration or cooperation between learners in the group. Judging from the above characteristics, seemed link between the application CBS ASP should have interaction with the ability to solve problems. But the results of this study prove there is no interaction with the PBM model of ropes and CBS towards problem-solving skills. External factors are suspected to be considered and was eliminated in this study were (a) lack of facilities and infrastructure of learning, among others: not available laboratory space counseling so the practice was held in the lecture hall, (b) the unavailability of laboratory equipment such as mic wireless, and a desk chair.

From the findings of the three shows that there is indeed no interaction between models ropes and PBL with Group Counseling in terms of the Counseling Basic Skills (CBS) the ability to solve problems (ASP), That is, if all the factors that come into effect in this study has not been studied but if a time controlled in such a way, then indeed there is an interaction between the Ropes and PBM models with the ability to solve problems CBS (ASP). These findings provide an opportunity for this study need to be examined other variables relevant in the future. Of testing the hypothesis in mind that the alternative hypothesis (H_a) first and second proven and accepted while the null hypothesis (H_o) is rejected. The third hypothesis about the interaction between the learning model variables ropes and PBM with KDK not proven so rejected and H_a H_o accepted. Thus from hypothesis testing, it is necessary to study theoretically and empirically. (1) Theoretically that counseling is also teaching and learning model is a specific learning approach, so it can be assumed that the variable model of learning with group

counseling (focus on the basic skills of counseling) there is interaction of the students problem-solving skills. (2) Empirically proven from the findings of this study that the relationship between the variables of learning model Ropes and PBL with CBS there are interacted. This is caused by: (a) There are other variables that do not participate investigated but affect the results of this research, among others: the internal factors of students in the form of personality, understanding of the completed questionnaires, the seriousness of students in practice, and other external factors that are not taken into account before.

CONCLUSION

Based on description in previous chapters, especially exposure to research results (results of analysis), hypothesis testing and discussion, we can make some conclusions: (1) there are differences in the ability to solve problems between the application of the model ROPES and PBL in group counseling in terms of basic skills counseling college student. Conclusion this is evidenced by the results of inferential statistical tests showed that the $F\text{-count} = 0.160 > p\text{ value of } 0.001$. The significance value is less than the significance level used, which is 5% or 0.05. The results of this analysis indicate that there is influence learning outcomes of students who are taught by the model Ropes and learning outcomes of students who are taught using PBL models. Both this model had the same effect on the learning outcomes of students in solving problems. (2) There is a difference between problem-solving skills that students have basic counseling skills of high and low basic skills counseling. This conclusion is reinforced by the results of the analysis that the value of F-test of basic skills student counseling at 21.294 with a P-value of 0.000. The significance value is less than the value of 0.05 ($P\text{-value} < 0.05$). (3) There is no interaction between the learning model (Ropes and PBM) with the basic skills of counseling students on problem-solving skills. This conclusion is based on the $F\text{-count} = 0.230$ with p value of 0.633. The significance value is greater than 0.05.

Suggestion

Based on the conclusions on the above results, then there are some suggestions regarding (1) the utilization of the results of studies in the field of learning technologies for the sake of learning in higher education in particular and education in general. (2) The development and advanced research. The second suggestion emphasizes attempts to overcome the limitations of this study. First, research's utilization, in order to study in universities in particular and education in general, it is advisable to use the results of this study as follows: (a) ROPES learning model is one model of learning that is recommended for use in university lecture classes high, especially counseling courses to improve students' skills in guiding and counseling. (b) learning model Ropes and PBM used separately or together in learning guidance and counseling, especially in problem-solving exercises. (c) There is a possibility Ropes learning model can also be used in elementary, junior high and high school / vocational learning in school. Second, the suggestion for the development and the next research, experiment of scrutiny of hypotheses and conclusions on the outcome third study, that there is no interaction between the ropes and the PBM model with basic skills counseling for problem-solving skills, allowing the need for further research. However, further research can be verified against the conclusions that have been produced, as well as other aspects that have not been examined when the study was conducted. (a) It is necessary to study the replication of this study as well as other variables that have not been taken into account in this study need to be included in the following study. (b) Further studies are also needed in other types of research such as qualitative research and action research.

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