

OPTIMIZING GUIDANCE AND COUNSELING THROUGH NIAS LOCAL WISDOM TO ENHANCE STUDENTS' SCIENTIFIC ATTITUDES AND PROBLEM-SOLVING SKILLS

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Abstract

This study aims to examine the effectiveness of optimizing guidance and counseling (GC) services through the integration of Nias local wisdom in enhancing students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. This research employed a quasi-experimental design with a non-equivalent control group. The sample consisted of tenth-grade students divided into an experimental group and a control group. The experimental group received guidance and counseling services integrated with Nias local wisdom, while the control group received conventional services. Data were collected using a scientific attitude scale and a problem-solving skills test, administered through pre-test and post-test procedures. The data were analyzed using descriptive and inferential statistics, including paired and independent samples t-tests. The results showed a significant improvement in both scientific attitudes and problem-solving skills among students in the experimental group compared to the control group ($p < 0.05$). The findings indicate that the integration of Nias local wisdom into guidance and counseling services creates a more meaningful and culturally relevant learning environment. This approach enhances students' engagement, critical thinking, and ability to solve problems effectively. Therefore, culturally responsive guidance and counseling can be considered an effective strategy to support students' holistic development.

Keywords: *Guidance And Counseling, Local Wisdom, Scientific Attitude, Problem-Solving Skills, Nias Culture*

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas optimalisasi layanan bimbingan dan konseling (BK) melalui integrasi kearifan lokal Nias dalam meningkatkan sikap ilmiah dan kemampuan pemecahan masalah siswa di SMA Negeri 1 Telukdalam. Penelitian ini menggunakan desain kuasi eksperimen dengan bentuk non-equivalent control group. Sampel penelitian terdiri dari siswa kelas X yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen memperoleh layanan BK berbasis kearifan lokal Nias, sedangkan kelompok kontrol memperoleh layanan konvensional. Pengumpulan data dilakukan menggunakan skala sikap ilmiah dan tes kemampuan pemecahan masalah melalui pre-test dan post-test. Data dianalisis menggunakan statistik deskriptif dan inferensial, yaitu uji t berpasangan dan uji t independen. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada sikap ilmiah dan kemampuan pemecahan masalah siswa pada kelompok eksperimen dibandingkan kelompok kontrol ($p < 0,05$). Temuan ini menunjukkan bahwa integrasi kearifan lokal Nias dalam layanan BK mampu menciptakan lingkungan belajar yang lebih bermakna dan kontekstual. Pendekatan ini meningkatkan keterlibatan siswa, kemampuan berpikir kritis, dan



efektivitas dalam menyelesaikan masalah. Oleh karena itu, BK berbasis budaya dapat menjadi strategi efektif dalam mendukung perkembangan siswa secara holistik.

Kata Kunci: *Bimbingan Dan Konseling, Kearifan Lokal, Sikap Ilmiah, Pemecahan Masalah, Budaya Nias*

A. Introduction

Education in the 21st century emphasizes not only the acquisition of knowledge but also the development of higher-order thinking skills, particularly problem-solving abilities and scientific attitudes. These competencies are essential for students to face complex real-life challenges and to participate actively in a knowledge-based society Harefa, D. (2025). However, in many schools, including SMA Negeri 1 Telukdalam, students still demonstrate limitations in problem-solving skills and scientific attitudes, such as low curiosity, lack of critical thinking, and dependence on procedural learning.

Guidance and Counseling (GC) services play a strategic role in addressing these challenges. GC is not only concerned with students' personal and social development but also contributes significantly to academic growth by helping students understand problems, make decisions, and develop adaptive behaviors. According to recent studies, guidance and counseling services are designed to assist students in understanding themselves and their environment, enabling them to make responsible decisions when facing problems (Putri, M. F. F dkk. 2023). This indicates that GC has a direct relationship with the development of problem-solving skills.

Furthermore, the integration of problem-solving techniques within guidance and counseling services has been proven effective in improving students' abilities.

Research shows that group guidance services using problem-solving approaches significantly enhance students' competencies, including decision-making and critical thinking (Pasaribu, N. F 2024). Similarly, the implementation of problem-solving-based counseling strategies can improve students' critical thinking skills and independence in learning Khairani, M. (2024). These findings confirm that GC services can serve as an intervention medium to foster students' cognitive and metacognitive skills.

In addition to problem-solving skills, scientific attitudes such as curiosity, objectivity, critical thinking, and openness to new ideas are crucial components of students' academic development. Scientific attitudes are closely related to students' engagement in learning processes and their ability to construct knowledge. Studies indicate that approaches emphasizing problem-based learning can significantly improve students' scientific attitudes by encouraging active inquiry and reasoning Wibawa, I. M. C., et al. (2023). Therefore, combining GC services with strategies that promote inquiry and problem-solving is essential to cultivate these attitudes.

However, the effectiveness of guidance and counseling services can be further enhanced by integrating local cultural values. In the context of Nias, local wisdom reflects values such as cooperation, respect for tradition, responsibility, and communal problem-solving. These values are deeply rooted in the daily lives of students in



Telukdalam and can serve as a meaningful foundation for counseling practices. Incorporating local wisdom into GC services makes the intervention more contextual, culturally relevant, and easier for students to internalize Harefa, D. (2025).

Previous studies emphasize that guidance and counseling services become more effective when adapted to students' characteristics and socio-cultural contexts. This implies that integrating Nias local wisdom into counseling practices can strengthen students' engagement and improve the outcomes of counseling programs. Moreover, culturally responsive counseling helps students connect abstract concepts, such as scientific thinking and problem-solving, with real-life experiences in their community.

Based on these considerations, this study aims to examine the role of guidance and counseling services based on Nias local wisdom in enhancing students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. This research is expected to contribute to the development of culturally grounded counseling models that are not only theoretically sound but also practically relevant in improving students' competencies.

B. Methodology

This study employed a quasi-experimental research design using a non-equivalent control group design to examine the effectiveness of guidance and counseling services based on Nias local wisdom in enhancing students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. This design was selected due to the practical constraints of random assignment in an educational

setting, while still allowing for comparison between experimental and control groups.

The population of this study consisted of all students in the tenth grade at SMA Negeri 1 Telukdalam. A purposive sampling technique was used to select two classes with relatively similar academic characteristics. One class was assigned as the experimental group, which received guidance and counseling interventions integrated with Nias local wisdom, while the other class served as the control group and received conventional guidance and counseling services Harefa, D. (2025).

The intervention was conducted over eight sessions, each lasting approximately 60–90 minutes. The experimental group participated in structured guidance and counseling sessions incorporating Nias cultural values such as cooperation, respect, responsibility, and communal problem-solving practices. These values were embedded in counseling techniques such as group discussions, role-playing, and problem-solving exercises. Meanwhile, the control group received standard counseling sessions without explicit integration of local cultural elements.

The instruments used in this study included: (1) a scientific attitude scale, and (2) a problem-solving skills test. The scientific attitude scale measured indicators such as curiosity, critical thinking, objectivity, and openness to new ideas, while the problem-solving test assessed students' ability to identify problems, generate alternative solutions, and make decisions Harefa, D. (2025). Both instruments were adapted from previous validated studies and tested for validity and reliability prior to use. Content validity was assessed by experts in guidance and



counseling, while reliability was measured using Cronbach's alpha coefficient.

Data collection was carried out through pre-test and post-test procedures for both groups. The pre-test was administered before the intervention to determine baseline levels of students' scientific attitudes and problem-solving skills. After the intervention, a post-test was conducted to measure any changes or improvements. The data obtained were analyzed using descriptive statistics and inferential statistics, specifically the independent samples t-test and paired samples t-test, to determine the significance of differences within and between groups Harefa, D. (2025).

The use of quasi-experimental design in counseling research is widely supported in the literature, as it provides robust evidence of intervention effectiveness in natural educational settings. According to Creswell (2014), quasi-experimental designs are appropriate when randomization is not feasible but control over variables is still maintained. Additionally, the application of problem-solving techniques in group guidance has been shown to significantly improve students' cognitive and decision-making abilities (Pasaribu et al., 2024).

Furthermore, integrating cultural values into counseling practices enhances students' engagement and the relevance of interventions. Research indicates that culturally responsive counseling improves students' participation and outcomes by aligning interventions with their socio-cultural backgrounds (Wahid & Neviyarni, 2024). Similarly, studies on local wisdom-based education emphasize that contextual learning approaches can strengthen students' understanding and internalization

of values, leading to improved attitudes and skills (Wibawa et al., 2023).

Ethical considerations were also taken into account in this study. Permission was obtained from the school authorities, and informed consent was secured from all participants. Students were assured that their participation was voluntary and that their responses would remain confidential.

In summary, this methodology integrates experimental rigor with cultural relevance, aiming to provide empirical evidence on the effectiveness of guidance and counseling services based on Nias local wisdom in improving students' scientific attitudes and problem-solving skills.

C. Results and Discussion

The results of this study demonstrate that the implementation of guidance and counseling services based on Nias local wisdom had a significant positive effect on students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. The findings are presented based on the analysis of pre-test and post-test data from both the experimental and control groups.

1. Improvement in Students' Scientific Attitudes

The pre-test results indicated that there was no significant difference between the experimental and control groups in terms of scientific attitudes. Both groups initially showed moderate levels of curiosity, critical thinking, objectivity, and openness to new ideas. However, after the intervention, the post-test results revealed a substantial improvement in the experimental group compared to the control group Harefa, D. (2025).

The paired samples t-test analysis showed that the increase in the experimental group's mean score was



statistically significant ($p < 0.05$), while the control group showed only a slight and non-significant improvement. This indicates that the integration of Nias local wisdom into guidance and counseling sessions effectively enhanced students' scientific attitudes.

The observed improvement can be attributed to the culturally relevant approach used in the intervention. By incorporating local values such as cooperation, respect for others, and collective problem-solving, students were more engaged in the counseling process. They were encouraged to express their ideas, question assumptions, and evaluate information critically within a familiar cultural framework. This finding aligns with previous research indicating that culturally responsive learning environments significantly improve students' attitudes and engagement (Wibawa et al., 2023).

Furthermore, the use of group guidance techniques, such as discussion and role-playing, allowed students to actively participate in the learning process. These interactive methods fostered curiosity and openness, which are key components of scientific attitudes. This result is consistent with studies showing that student-centered approaches enhance scientific attitudes by promoting active inquiry and reflection.

2. Enhancement of Problem-Solving Skills

The results also showed a significant improvement in students' problem-solving skills in the experimental group. The pre-test data revealed that most students had difficulty identifying problems, generating alternative solutions, and making effective decisions. After the intervention, students

in the experimental group demonstrated a marked improvement in all these aspects.

The independent samples t-test confirmed that the post-test scores of the experimental group were significantly higher than those of the control group ($p < 0.05$). This suggests that guidance and counseling services integrated with Nias local wisdom are more effective than conventional counseling approaches in developing students' problem-solving abilities.

One of the key factors contributing to this improvement is the integration of communal problem-solving practices derived from Nias culture. Students were guided to approach problems collaboratively, consider multiple perspectives, and evaluate solutions based on shared values. This approach not only improved their cognitive skills but also enhanced their social and emotional competencies.

These findings are supported by previous studies indicating that problem-solving-based counseling techniques significantly improve students' critical thinking and decision-making skills (Pasaribu et al., 2024). Additionally, research has shown that group guidance services using structured problem-solving strategies can effectively enhance students' ability to real-life challenges.

3. The Role of Nias Local Wisdom in Counseling Effectiveness

An important finding of this study is the significant role of Nias local wisdom in enhancing the effectiveness of guidance and counseling services. The integration of cultural values made the intervention more meaningful and relevant to students' daily lives. Students were able to relate abstract



concepts such as scientific thinking and problem-solving to real-life situations within their community.

The incorporation of local wisdom also created a supportive and inclusive learning environment. Students felt more comfortable sharing their thoughts and experiences, which contributed to a more dynamic and interactive counseling process. This supports the argument that culturally adapted counseling interventions are more effective in achieving desired outcomes (Wahid & Neviyarni, 2024).

Moreover, the findings highlight the importance of contextualizing educational practices within local cultures. By integrating Nias values into counseling sessions, the intervention not only improved students' skills but also reinforced their cultural identity. This dual impact is particularly important in promoting holistic student development.

Overall, the findings of this study confirm that optimizing guidance and counseling services through the integration of local wisdom can significantly enhance students' scientific attitudes and problem-solving skills. The results are consistent with constructivist learning theory, which emphasizes the importance of connecting new knowledge with learners' prior experiences and cultural backgrounds.

The study also supports the growing body of literature advocating for culturally responsive education and counseling practices. By aligning interventions with students' cultural contexts, educators and counselors can improve engagement, understanding, and outcomes.

However, this study has some limitations. The sample size was limited to one school, which may affect the

generalizability of the findings. Future research is recommended to involve a larger and more diverse sample, as well as to explore the long-term impact of such interventions.

Despite these limitations, the study provides valuable insights into the potential of integrating local wisdom into guidance and counseling services. It offers a practical model for educators and counselors seeking to enhance students' competencies in a culturally relevant manner.

Discussion

The findings of this study highlight the significant contribution of guidance and counseling (GC) services integrated with Nias local wisdom in enhancing students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. The discussion focuses on the interpretation of these findings in relation to existing theories and empirical studies.

1. Integration of Local Wisdom and Scientific Attitudes

One of the key findings of this study is that students who participated in guidance and counseling sessions incorporating Nias local wisdom demonstrated a notable improvement in their scientific attitudes. These attitudes include curiosity, critical thinking, objectivity, and openness to new ideas, which are essential components of scientific literacy.

The improvement can be explained through the lens of culturally responsive education, which emphasizes the importance of connecting learning experiences with students' cultural backgrounds. By embedding values such as cooperation, mutual respect, and communal responsibility core aspects of Nias culture students were more engaged



and motivated to participate actively in the counseling sessions. This cultural relevance allowed students to internalize abstract scientific values in a more meaningful way.

This finding is consistent with previous research indicating that contextual and culture-based learning significantly enhances students' scientific attitudes. For instance, Wibawa et al. (2023) found that problem-based learning approaches that incorporate contextual elements improve students' curiosity and critical thinking skills. In this study, the integration of local wisdom served as a contextual bridge, enabling students to connect scientific attitudes with their everyday experiences.

Moreover, the use of interactive counseling techniques such as group discussions and reflective activities further strengthened students' engagement. These methods encouraged students to ask questions, evaluate evidence, and express their opinions, thereby fostering a more scientific mindset. This aligns with constructivist theory, which posits that knowledge is actively constructed through social interaction and personal experience.

2. Enhancement of Problem-Solving Skills through Cultural Context

Another important finding is the significant improvement in students' problem-solving skills following the intervention. Students in the experimental group showed better abilities in identifying problems, generating alternative solutions, and making informed decisions compared to those in the control group.

This improvement can be attributed to the integration of communal problem-solving practices rooted in Nias culture. In traditional Nias society, problems are often addressed collectively through discussion

and consensus. By incorporating these practices into counseling sessions, students were encouraged to approach problems collaboratively, consider diverse perspectives, and evaluate solutions critically.

The effectiveness of this approach is supported by prior studies on problem-solving-based counseling. Pasaribu et al. (2024) reported that group guidance services using problem-solving techniques significantly improve students' decision-making and critical thinking skills. Similarly, problem-solving strategies have been shown to enhance students' ability to complex situations and develop adaptive coping mechanisms.

In addition, the integration of local wisdom provided a familiar framework for students, making it easier for them to understand and apply problem-solving strategies. This contextualization reduced cognitive barriers and increased students' confidence in addressing problems. As a result, students became more independent and proactive in finding solutions.

3. The Role of Guidance and Counseling in Holistic Student Development

The findings also underscore the broader role of guidance and counseling services in promoting holistic student development. Traditionally, GC services have been associated with addressing personal and social issues. However, this study demonstrates that GC can also play a crucial role in enhancing academic competencies, particularly scientific attitudes and problem-solving skills.

The integration of local wisdom into GC services further enhances their effectiveness by making them more relevant and meaningful to students. Wahid and

Neviyarni (2024) emphasize that culturally responsive counseling improves students' engagement and learning outcomes by aligning interventions with their socio-cultural context. This study provides empirical support for this claim, showing that culturally adapted counseling interventions yield better results than conventional approaches.

Furthermore, the findings highlight the importance of adopting a holistic approach to education, where cognitive, emotional, and cultural aspects are integrated. By combining guidance and counseling with local wisdom, educators can create a more inclusive and supportive learning environment that fosters both academic and personal growth.

4. Implications for Practice and Future Research

The results of this study have several practical implications. First, school counselors should consider integrating local cultural values into their counseling practices to enhance student engagement and outcomes. Second, training programs for counselors should include components on culturally responsive counseling to equip practitioners with the necessary skills.

For future research, it is recommended to explore the long-term impact of integrating local wisdom into guidance and counseling services. Additionally, studies involving diverse cultural contexts would provide a broader understanding of the effectiveness of this approach.

Despite its contributions, this study has some limitations. The research was conducted in a single school, which may limit the generalizability of the findings. Additionally, the duration of the

intervention was relatively short, which may not fully capture the long-term effects of the program.

D. Conclusion

This study aimed to examine the effectiveness of optimizing guidance and counseling (GC) services through the integration of Nias local wisdom in enhancing students' scientific attitudes and problem-solving skills at SMA Negeri 1 Telukdalam. Based on the findings, it can be concluded that the integration of local cultural values into guidance and counseling services has a significant positive impact on students' development in both domains.

First, the study found that students who participated in guidance and counseling sessions incorporating Nias local wisdom demonstrated a substantial improvement in their scientific attitudes. These attitudes include curiosity, critical thinking, objectivity, and openness to new ideas. The culturally relevant approach used in the intervention created a meaningful learning environment where students were encouraged to actively engage, express their ideas, and reflect on their learning experiences. As a result, students became more responsive and adaptive in applying scientific thinking in both academic and real-life contexts.

Second, the results showed a significant enhancement in students' problem-solving skills. The integration of communal values and traditional problem-solving practices of Nias culture enabled students to approach problems more systematically and collaboratively. Students developed the ability to identify problems, generate alternative solutions, evaluate possible outcomes, and make informed decisions.



This indicates that culturally integrated guidance and counseling services are more effective than conventional approaches in fostering higher-order thinking skills.

Furthermore, this study highlights the importance of contextualizing educational and counseling practices within students' socio-cultural backgrounds. The incorporation of Nias local wisdom not only improved students' cognitive abilities but also strengthened their cultural identity and social values. This holistic approach supports the development of well-rounded individuals who are capable of thinking critically, solving problems effectively, and maintaining strong cultural awareness.

Overall, the findings confirm that optimizing guidance and counseling services through local wisdom integration is a promising strategy for improving students' scientific attitudes and problem-solving skills. This approach aligns with contemporary educational goals that emphasize the integration of cognitive, social, and cultural dimensions in learning.

Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed for educational practitioners, school counselors, and future researchers.

First, school counselors are encouraged to integrate local cultural values into their guidance and counseling programs. By incorporating elements of Nias local wisdom, counselors can create more engaging and meaningful interventions that resonate with students' lived experiences. This culturally responsive approach is expected to improve student participation, motivation, and overall outcomes.

Second, schools should support the implementation of culturally based counseling programs by providing adequate training and resources for counselors. Professional development programs should include training on culturally responsive counseling techniques and the integration of local wisdom into educational practices. This will ensure that counselors are well-equipped to design and implement effective interventions.

Third, teachers and counselors should collaborate in integrating scientific attitudes and problem-solving skills across both academic and counseling activities. A coordinated approach will help reinforce these competencies and provide students with consistent learning experiences. For example, classroom learning can be aligned with counseling sessions that emphasize inquiry, reflection, and collaborative problem-solving.

Fourth, future researchers are encouraged to conduct similar studies in different cultural contexts to examine the generalizability of the findings. Comparative studies involving various local wisdom traditions would provide a broader understanding of the effectiveness of culturally integrated counseling approaches. Additionally, future research should explore the long-term impact of such interventions on students' academic performance and personal development.

Finally, it is recommended that policymakers consider incorporating local wisdom into national education and counseling frameworks. Recognizing the value of cultural diversity in education can lead to more inclusive and effective educational practices that support students' holistic development.



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