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The effect of group reality metaphor and confrontation technique to promote adversity quotient

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Article Info	Abstract
Keywords: Group counseling reality, metaphor technique, confrontation and adversity quotient	The lack of Adversity quotient leads to the inability of individual to control themselves and their problems, so they tend to depend on the others. This study aimed to test the effectiveness of group counseling reality metaphor and confrontation technique to promote adversity quotient in completing the students' undergraduate thesis in Mulawarman Kalimantan Timur University. This study was experimental study utilizing pretest-posttest control group design. The study subject were 21 students whose provision had been set in inclusion, then it is divided into the 3 groups which each group consisted of 7 students. The analytical techniques data used in this study used wilcoxon testing, Kruskal wallis, and Mann Whitney U to conclude the effectiveness of group counseling reality metaphor and confrontation technique to promote adversity quotient in completing the undergraduate thesis. The result of this study showed that counselling reality confrontation technique was more effective to increase adversity quotient rather than counseling group reality metaphore technique. This study recommended the future research to vary the sample as well as follow-up plan to know more the advanced effect of the treatment that had been given.
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Introduction

Individuals changes over the time. The changes are influenced by several factors, which one of the factors influencing the behavioral changes is learning process. The alteration may tend to the positive or negative way. In addition, the individuals will face the problem in their undergraduate thesis phase, forcing them to solve all of their problems that they face. The level of life problem can only be viewed from the individuals' point of view, so do the way individuals take the lesson from their problems.

The level of adversity quotient on each individual can be affected by life experience. It is in line with Pong & Lam, (2023) explaining that the development of emotional quotient intelligence with adversity quotient is golden era for teenager until they reach their adulthood. Therefore, emotional quotient intelligence and adversity quotient depends on their life experience. If someone has a lot of experience, they can make it as a pattern to face the problem. It lets the individual be stronger, optimistic, and seek for the solution. Zulmi & Tentama, (2024) adversity quotient leads someone to be responsible to face the problem, control the problem, seek for the proper solution, as well as focus on the solution, so if individuals are able to apply adversity quotient, they will optimally face the problem and the challenge.

The lack of Adversity Quotient (AQ) is depicted with the procrastination level of students due to their inability to complete the tasks that triggers the demands from several factors, so they avoid to socialize to dismiss the pressure. Adversity Quotient (AQ) can be defined as the set of foundation to restore the respond on the problem to improve the effectivity. Therefore, individuals should have adequate AQ to sustain on the problem that they are facing. Wang et al., (2021) explained that adversity quotient is an ability of individual to solve the problem. It applies human resource as well as education as the basic concept.

According to Safi'i et al., (2021) it is necessary to have high adversity quotient in order to finish and responsible with the problem, while Ahmar et al., (2018) explained that Adversity Quotient is defined as the capability to do with the problem faced by individuals. It is crucial to be tested since the level of difficulty increases over the days and attracts more researchers from various fields.

The previous study in the Faculty of Teacher Training and Education, Mulawarman University, especially field of study Counseling Guidance, Elementary Teacher Training and History Program found that most of the students face the problem with their undergraduate thesis completion, so they choose to deal themselves by making up with the problem. The problem faced by the students to complete their undergraduate thesis are various, such as; 1) The inability to self-control as well as the lack of self motivation 2) writer block causing them stuck and do not have a clue to restart 3) having conflict with supervisor 4) personal problem that can obstructs the process of undergraduate thesis 5) inadequate time-management blocking the process.

The previous study was supported by the data showing the amount of inability students to solve their own problems and have good self-control. Based on the problem, the researchers try to research adversity quotient on the students that still on their process to complete their undergraduate thesis. To promote adversity quotient, Reality counseling is used as the intervention. Besides the adversity quotient problem, the students are guided to have high adversity to find the pattern of solution in their daily life, so they keep their positive mind and will not escape from the problem. The previous study researched the mentioned problem. It is conducted by Pratiwi & Jemiparera, (2019) explained that reality counseling with cyber counseling media based succeeded in improving adversity quotient. However, it is in opposite with (Bahadori et al., 2021). This study shows that therapy behavioral activation is more effective than reality counseling. In this case, the therapy is needed for therapy to increase adversity quotient.

Based on the effective approach to increase adversity quotient, such as Post Modern and Reality, Mumpuni, (2025) explained that Post Modern approach emphasizes on how important individuals competence rather than their weakness, also the power than the weakness. The counsellor believes that the client is able to solve their problem and find the solution to improve their quality life, no matter how their environment will judge them. Meanwhile, Reality group can affect adversity quotient as it highlights five levels of human need; safety and security, love and belonging, authority, freedom, and enjoyment. It also believes that someone can meet failure to reach their goals as they choose the wrong way leading them to the failure. Reality counseling also emphasize on selecting and being responsible. If someone meets the failure, it indicates the lack of adversity quotient. It is in line with the research conducted by (Pratiwi & Jemiparera, 2019).

The techniques discussed in the reality group counseling involves Metaphor and confrontation, according to Chaney & Sanchez, (2018) metaphor technique is one of communication techniques by revealing or being expressed in either metaphor or parable form to enlighten the solution of problem as well as open the members' mindset. Sharf, (2004) revealed that group counseling reality confrontation technique assists the members to set a plan that is difficult to be changed as their own intention. The use of this technique let a member set the more effective plan to minimize the change based on the urge.

It is in line with Berg, Landreth dan Fall (Mulawarman et al., 2020) explaining that counseling group is about the typical connection between self recognition, understanding, the relation with other individuals, and the complexity of interpersonal dynamics of the group. The discussion of the research to be conducted by the researchers relates to the group counseling expected to assist the students to complete their undergraduate thesis by having good adversity quotient. Group counseling assists the counselee to solve their problem in a group. This study aimed to test and confirm Reality group counseling with Metaphor and Confrontation techniques to promote adversity quotient to accomplish the undergraduate thesis. This research is expected to develop the theory about conceptual basis of group counseling reality approach also the knowledge expansion related to the concept and practice in counseling guidance, especially on how effective group counseling reality techniques of metaphor and confrontation is to improve adversity quotient in finishing undergraduate thesis (Wibowo, 2019).

Method

This study involved 21 students as the subject selected based on inclusion criteria; 1) the students with adversity quotient score under 0-95, 2) 2020 batch of students doing their undergraduate thesis, 3) and become Mulawarman University students. They were divided into the 3 experimental groups consisted of 7 subjects.

Psychology scale utilized in this research implied Adversity Quotient scale developed by the first writer. Each point of the scale had 5 alternative answers, 1= totally inappropriate, 5= very appropriate. Adversity Quotient scale consisted of 40 items measured with Indicator from Stolz, (1997) covering 4 adversity quotient aspects adversity quotient 1) Control, 2) Origin & Ownership, 3) Reach, 4) and Endurance. The result of try out that had been conducted showed that there were 29 valid items, while reliability test result on adversity quotient variable obtained 0.92 coefficient cronbach's alpha.

The research design implied quantitative research with experimental method. It aimed to test the effectivity of group counseling reality metaphor and confrontation techniques to increase adversity quotient on the students working on undergraduate thesis. This study had three selected random groups to be given pretest

to know their early adversity quotient condition before given a treatment. After the pretest, counseling session was undergone in 6 meetings for 45 minutes for each meeting. Next, the treatment with reality technique was given based in their groups. After that, adversity quotient posttest was given. The data analysis used in this research applied Wilcoxon test, Kruskal wallis test, and Man Whitney-U Test with SPSS assistance.

Result and Discussion

This study involved three experimental groups; metaphor group, confrontation group, and control group as shown in table 1. AQ level of metaphor experimental group showed the high pretest score ($M = 73.00$, $SD = 5.32$), as well as confrontation experimental group pretest score showed high score ($M = 78.43$, $SD = 5.31$). Opposite with the two groups, control experimental group showed low pretest score ($M = 50.14$, $SD = 4.41$).

Table 1. The Results of Wilcoxon Data and Kruskal Wallis

Groups	Pretest		Posttes		Gain		Z_1	p
	M	SD	M	SD	M	SD		
Metaphor	73.00	5,32	106.1	2.34	48.7	6.77	-2.37	<0.01
Confrontation	78.43	5,31	123.1	7.12	59.2	5.21	-3.13	<0.01
Control	50.14	4,41	71.8	3.76	19.4	5.38	-2.36	<0.01
Z_2	13,49				17,23			<0.01

Note Z_1 = Wilcoxon, Z_2 = Kruskal Wallis, $p < 0,01$

Table 1 depicted the increase of AQ before and after given a treatment. Metaphor group showed ($Z = -2.37$, $p < 0.01$), confrontation group showed ($Z = -3.137$, $P < 0.01$), and control group showed ($Z = -2.36$, $p < 0.01$). The result of Kruskal Wallis test indicated that there were AQ level difference between metaphor group, confrontation group, and control group $Z = 13.49$ $p < 0.01$). Since the imbalance before the intergroup AQ treatment in pretest, the difference level effectivity test between metaphor group, confrontation group, and control group were conducted by Gain Score result. Kruskal Wallis described that there was AQ difference level reviewed from intervention group ($Z = 17.23$, $p < 0.01$).

Table 1. The Analysis Result Mann Whitney U Test Data

Groups	Z	p
M-C	-2.831	<0.01
C-K	-3.134	<0.01
M-K	-2.71	<0.01

Next, the effectivity of metaphor group, confrontation group, and control group were compared by Mann Whitney U testing shown in table 2. Mann Whitney testing indicated that AQ level in metaphor group was lower than confrontation group ($Z = -2.830$, $p < 0.01$), confrontation group was higher than control group ($Z = -3.137$, $p < 0.01$), as well as metaphor group was higher than control group ($Z = -2.701$, $p < 0.01$). It can be confirmed that confrontation score had more effectivity compared with metaphor and control in promoting low adversity quotient.

Adversity quotient scale involved indicator categories covering responsibility, Origin and Ownership indicator got the lowest score among the aspects, so it can be confirmed that the students's responsibility in completing undergraduate thesis still met the obstacle, also in reality counseling discussed the responsibility. Therefore, reality group counseling in this study can be implied to responsibility improvement in low adversity quotient. It is in line with the study conducted by Samart et al., (2017) resulting the statement that adversity quotient can be comprehended its component through reality counseling, as in adversity quotient can be recognized as self-control and problem-solving assistance regarding the responsibility when facing the problem.

The research done by Pong & Lam, (2023) in Tiongkok, recommends that the research subject can be conducted or expanded by utilizing the larger subject not only involving in school environment, but also in among of the students in higher level. It will result the larger result and distribution. Counseling is one of assistances or handlings to resolve the issue, which one of the issues relates with adversity quotient regarding the resilience and responsibility to deal with the problem being faced. Every intervention in counseling has its own characteristic and benefit. This study implied group counseling intervention reality, since it emphasizes on option and responsibility (Stoltz, 1999).

One of the studies stated that reality counseling is effective in promoting adversity quotient is the study conducted by Bahadori et al., (2021) stating that post modern approach is also able to improve adversity quotient alongside with reality approach, (Mumpuni, 2025). Based on the result, it can be confirmed that reality group counseling with metaphor technique is more effective in promoting the Mulawarman University students' adversity quotient. It is stated by Yang, (2023) mentioning in his study that metaphor in the form of story is effective to develop adversity quotient.

Conclusion

Based on the analysis result, it can be concluded that there was effectivity in promoting adversity quotient coming from the both techniques, but confrontation technique was more effective in improving adversity quotient. In conducting data analysis, the caution to draw the conclusion regarding the effectivity group counseling reality techniques of metaphor and confrontation to improve adversity quotient in completing undergraduate thesis was required, since there was significant improvement in control group, though the metaphor and confrontation improvements in control group happened before and after the treatment. The suggestion for counselors in Mulawarman University in implying reality counseling to enhance adversity quotient is to not only focus on the students working on their undergraduate thesis, but also the regular students. It can affect to the condition when individual is facing the issue. Moreover, for future researchers can apply follow up regarding adversity quotient, since it can be identified the people's struggle to achieve their goals and the meaning of what their efforts for. The future researchers can use the other variable to result the effective research.

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