

Increasing Students' Hardiness and Self-Efficacy through Islam-based SFBC Group Counseling

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Abstract

Various activities at boarding school require students to own high hardiness and self-efficacy. Regarding this issue, the present study strived for analyzing the effectiveness of the Islamic-based Solution Focused Brief Counseling (SFBC) group counseling to increase the hardiness and self-efficacy of students at MTs Negeri 2 Brebes. An experimental method with the design of pretest-posttest control group was employed by involving 16 students. Based on the Wilcoxon test, the Islamic-based SFBC group counseling could increase the hardiness and self-efficacy of students at MTs Negeri 2 Brebes. Thus, the future studies can use SFBC counseling to increase matters related to human perspectives, such as self-confidence.

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INTRODUCTION

Maddi (2007) defines hardiness as a result of a series of individual characteristics which turn potentially stressful situations into opportunities to improve performance, leadership, behavior, health and psychological development. Maddi (2007) further elaborates that hardiness is a strength directed at a set of behavior and skills of an individual which consists of aspects of hardiness, including commitment, control and challenge. Similarly, Nevid in Sekariansah and Sakti (2015) explain hardiness as a collection of traits a person has functions to prevent stress and is characterized by challenge, commitment and control.

A previous study by Latifun and Indriani (2019) found Islamic boarding school students do a lot of daily activities with much pressure. This situation makes them tough when facing problems and effectively contributes 34.5% of their psychological well-being. However, the opposite thing can happen and cause stress due to the difference in the rules applied at home and Islamic boarding school (Rumini, 2010).

Hapsari's study (2022) revealed various activities at Islamic boarding school can cause stress when students have poor resilience, not to mention unsolved problems that can trigger negative emotions and stress. Therefore, hardiness is a must for Islamic boarding school students since it provides them the ability to face pressure, increase self-esteem, and have more positive behavior.

Khusumadewi (2022) mentions several issues students faced at Pondok Pesantren Al Amanah Junwangi, namely

study habits by 93.03%, health by 81.48%, and leisure time activities by 71.86%. It further grouped 3 aspects of problems with the highest category, namely: (1) aspects of study habits (79%), (2) aspects of health problems (73%), (3) aspects of free time (67%). Study habits are a problem with the largest percentage of students because students have many activities every day. However, students still have to do so in order to attain knowledge. With a good attitude of hardiness and self-confidence, students can overcome these problems.

Based on the observations with guidance and counseling teachers at MTs Negeri 2 Brebes, it was known that students had low hardiness and self-efficacy indicated by low academic and non-academic achievements, laziness, less learning motivation at boarding school and school, skipping classes, inability to follow lessons well, and even quit from school.

The above results are supported by Ramadhona (2021) who found a negative and significant relationship between hardiness and academic stress. Hardiness makes an effective contribution to academic stress by 39%. Another influencing factor is self-efficacy. Self-efficacy plays an important role in everyday life by enabling a person to use his or her potential optimally.

Rochmatika's study (2021) mentions Islamic boarding school students who have high self-efficacy will choose tasks which have higher possibility of success and eliminate other which do not, master learning materials, and have persistence in accomplishing

tasks. Whenever they find difficulties in tasks, they will seek for help as realization of hardiness. Oppositely, those whose efficacy is low will tend to ignore such tasks and have no effort and intention to complete, and even choose a shortcut, for example cheating on friends.

ER (2023) in his study explains that self-efficacy has significant power over individual emotions, ideas and behavior, and is a tool required to achieve success. Individuals with high self-efficacy can cope with complex events, overcome any problems, be patient in learning, and are confident in achieving success. In contrast, those with low self-efficacy cannot cope with events, are hopeless and unhappy. These individuals do not feel adequate to solve any problem, do not try again if their efforts fail and do not believe that their efforts will be effective.

Self-efficacy is not related to the abilities possessed, but to the individual's beliefs about what can be done with these abilities. Students need to have self-efficacy because it builds one's confidence to face every difficulty that exists and turn all problems into a process to achieve a better future.

Schunk (2012) who states self-efficacy plays a significant role in influencing the efforts undertaken and determining the strength of the efforts in predicting the success to achieve. In other words, self-efficacy is a factor that can determine the achievement of the desired learning goals. This is because self-efficacy is essentially the result of a cognitive process in the form of decisions, beliefs, or expectations about the extent to which an individual

assumes his or her ability to carry out certain tasks or actions that need to be carried out to achieve the desired results (Bandura, 1997).

Solution Focused Brief Counseling (SFBC) as a form of approach in guidance and counseling is a practical, efficient and effective therapeutic approach because in its implementation this approach uses a relatively short time. It helps clients to identify and construct solutions to the problems they face. All client's time and energy is directed to focus on solutions, not problems (Palmser, 2011).

Fajriani, et. al (2021) observed 60 students in experimental and control groups. The result is the Solution Focused Brief Counseling (SFBC) based guidance strategy contributes a low effect in increasing student hardiness. In the pretest of the experimental group, the hardiness of students at MAS Imam Syafii was 50% or in the medium category, while in the post-test 43% of students had high hardiness. Meanwhile, the pre-test of the control group showed that 46.7% of students had high academic resilience and 50% of them had the same result as post-test. The hardiness aspect is realized through an attitude of commitment, challenge and control. If these aspects are balanced, a person will be able to improve stress management skills and be able to turn negative experiences into learning.

An Islamic-based SFBC approach urges to be develop so that guidance and Counseling activity not only helps counselees deal with life problems, but also achieve inner and outer calm for happiness in this world and the hereafter.

The belief to surrender every problem to Allah SWT is the basis for this counseling.

One possible approach to increase students' hardiness and self-efficacy is to use Solution Focused Brief Counseling based on faith in Allah SWT. Here, it is expected that the counseling can guide a person's process in overcoming hardiness and self-efficacy problems. SFBC counseling is built on the counselee's strengths by generating and constructing solutions to the problems faced. This approach is more concerned with the future than the past or present.

Islamic-based SFBC counseling is not only for helping clients facing life's problems but also for achieving happiness in the afterlife and peace in the soul. It is a process of psychological guidance carried out by counselors for counsees aiming at helping direct counsees so that they can live a life in accordance with the rules and instructions of Allah SWT so that they can achieve peace and happiness in life in this world and in the afterlife.

According to Qomar (2006) boarding school is an educational and learning environment whose main focus is on teaching the Islamic religion supported by a residence (dormitory) for the students. Aliyah (2016) explains that education in Islamic boarding schools is expected to be able to maintain, develop and implement the values of religious norms to the maximum, so that the schools are able to produce students who have high knowledge, understand and can practice Islamic aqidah and sharia and have a role in shaping personality and developing yourself in a better

direction.

Previous research findings have proved that the Islamic-based SFBC approach can increase hardiness and self-efficacy. Therefore, the present study attempted to examine differences in the effectiveness of Islamic-based SFBC in increasing students' hardiness and self-efficacy. Through this treatment, students were expected to talk about problems that hindered their hardiness and self-efficacy and finally got solutions to face academic demands.

Hopefully the counseling previously been done by school counsellors could reinforce the effectiveness of the Islamic-based SFBC in increasing hardiness and self-efficacy of students. Through this intervention, students were expected to gain better hardiness and self-efficacy for further being able to accomplish their school tasks and activities at the boarding school. Also, belief in the ability to pass difficult situations was expected to develop optimally. As a result, students can meet the standards set by the school and become individuals who are able to improve their abilities both in achieving goals and in their own well-being.

METHODS

16 students chosen from 35 population with low hardiness and self-efficacy scores were involved as the subject. These people were grouped into two, namely experimental and control groups equally. All was registered students, had medium and low hardiness and self-efficacy levels, and willing to participate in this study.

In collecting the subject data, hardiness and self-efficacy scales were used by Kobasa (hardiness) and Bandura (self-efficacy). The hardiness scale has 30 items derived from 3 indicators, namely 10 items of control aspect, 12 items of commitment aspect, and 8 items of challenge aspect. Previously, this instrument has been trialled to 60 students. The students were asked to examine 4 options, including Strongly Agree, Agree, Disagree, and Strongly Disagree. Of the trial, 3 items were eliminated, resulting the correlation coefficient ranging from 0.261 – 0.573. In terms of reliability, this instrument got the Cronbach's alpha of 0.853.

The self-efficacy scale has 30 items with 3 indicators, namely magnitude which consists of 6 items, strength which consists of 12 items, and generality which consists of 12 items. Similar to the hardiness scale, these 30 items were tested to 60 students by letting them to fill out the scale using four options, namely Strongly Agree, Agree, Disagree, and Strongly Disagree. Of the trial, 4 items were considered invalid, , resulting the correlation coefficient ranging from 0.285 – 0.677. In terms of reliability test, the self-efficacy scale obtained a Cronbach's alpha coefficient of 0.855.

The treatment in this study was given to those with low hardiness and self-efficacy. In detail, the treatment was the Islamic-based SFBC group Counseling. It led counselees to orient towards the future by equipping them skills to determine life goals broken down into long-term and short-term goals to achieve essential goals through various aspects of the counselees' lives, covering

their roles as abdullah and khalifatullah. Meanwhile, the control group was only given conventional group counseling.

A randomized pretest-posttest control group design in this study was implemented in three stages. First, a pretest using hardiness and self-efficacy scales was given to the subjects. Second, the intervention was provided in the form of Islamic-based SFBC group counseling in four sessions with a duration of 2 x 45 minutes/session. Third, the posttest was given to see any changes or increases in students' hardiness behavior and self-efficacy. Following the data collection, data analysis was carried out using the Wilcoxon Test analysis..

RESULTS AND DISCUSSION

After the pretest and posttest, the collected data were tabulated and analyzed. Initially, the students' hardiness and self-efficacy were at low levels. Following the intervention, those levels decreased to low. A Wilcoxon test was then carried out to prove the effectiveness of the Islamic-based SFBC group Counseling in the way it increased the students' hardiness and self-efficacy. The results can be seen in the following table 1.

Table 1. Wilcoxon and Mann Whitney Test Results on Hardiness

Group	Pretest (Mdn)	Post-test (Mdn)	Z _w	p
E	49.00	82.50	-2.52	< 0.05
K	48.50	75.50	-2.52	< 0.05
Z _{Mw}	-0.31	-1.89		
P	> 0.05	> 0.05		

Information: Z_w: Wilcoxon Test; Z_{Mw}: Mann Whitney Test; Mdn: Median; H: Hardiness; SE: Self-efficacy; E: Experimental Group; K: Control Group

The results of the Wilcoxon test in the experimental group showed that the level of hardiness during the pretest (Median = 49.00) increased during the posttest measurement (Median = 82.50; $ZW = -2.52$, $p < 0.05$). The control group showed that the level of hardiness during the pretest (Median = 48.50) increased during the posttest measurement (Median = 75.50; $ZW = -2.52$, $p < 0.05$). Apart from that, the results of the Mann Whitney Test show that there was a difference in medians (Pretest $ZMw = -0.31$, $p > 0.05$; Posttest = -1.89 , $p > 0.05$).

Table 2. Results of the Wilcoxon Test, Mann Whitney, and N-Gain Score on Self-efficacy

Group	Pre (Mdn)	Post (Mdn)	Gain (Mdn)	Z_w	p
E	46.50	87.00	70.85	-2.52	<0.05
K	43.00	71.50	45.86	-2.52	<0.05
Z_{Mw}	-2.42		-2.10		
p	< 0.05		> 0.05		

Information: Z_w : Wilcoxon Test; Z_{Mw} : Mann Whitney Test; Z_{MG} : Mann Whitney terhadap Gain Score; Mdn: Median; H: Hardiness; SE: Self-efficacy; E: Experimental Group; K: Control Group

In table 2, the results of the Wilcoxon test in the experimental group showed that the level of self-efficacy at the pretest (Median = 46.50) increased during the posttest measurement (Median = 87.00; $ZW = -2.52$, $p < 0.05$). The control group showed that the level of self-efficacy during the pretest (Median = 43.00) increased during the posttest measurement (Median = 71.50; $ZW = -2.52$, $p < 0.05$). In addition, the results of the Mann Whitney Test showed that there was a difference in medians (Pretest $ZMw = -2.42$, $p < 0.05$; Posttest $ZMw = -2.36$, $p < 0.05$). The

Mann Whitney test on the Gain Score obtained $ZMw = -2.10$, $p > 0.05$.

Such results explained that the intervention of the Islamic-based SFBC group Counseling was more effective to increase hardiness and self-efficacy. This finding is in line with several previous studies, such as by Fernando (2018) who investigated the effectiveness of Islamic Solution Focused Brief Therapy (SFBT) to increase the self-regulation of students who experienced procrastination. His study concludes the Islamic SFBT is effective to achieve self-regulation aspects, such as metacognitive.

Human potential is dynamic, and this nature is necessary to develop so that a person can achieve the position of a noble creature of Allah who can carry out the mandate of His Creator as caliph on earth. Efforts to develop this potential are what are called educational manifestations which can then also be constructed in the implementation of counseling using the SFBC approach.

Islam has different approach to treat individuals based on their uniqueness and characters. It implies the existence of different traits, psychological, cognitive characters in every individual. Those who can survive are said to have good hardiness personality. In literature, this can be interpreted as resilience, fortitude or endurance. Meanwhile, individuals who have these personality characteristics are called hardy people. Ashari (2017) states that hardy individuals will use transformational coping when facing

stressful situations, namely changing their cognition and behavior.

A study by Putri (2023) shows that Solution Focused Brief Therapy Counseling is effective to increase the self-efficacy of people with physical disabilities. It happens due to the substantial effects of the treatment given.

Bilgin (2020) in his reviews of experimental studies conducted with psychological SFBC in Türkiye found that most of the studies, except one which employed SFBC counseling result significant effect on the experimental group. Similarly, Sagar (2021) in his research which aimed to determine the effect of the SFBC group counseling program in reducing social anxiety in students revealed that SFBC group counseling is effective in reducing students' social anxiety.

Another study by Novella, et al (2020) which assessed 49 university students with the objective to compare online synchronous counseling videos and face-to-face counseling using SFBC therapy for students with low up to medium levels of anxiety found that even if the treatment is carried out online, the students feel this treatment can still help them deal with anxiety.

All the previously mentioned study findings are proof that hardiness and self-efficacy need maximum efforts from various parties. Also, the use of Islamic-based SFBC group helps students increase their optimism, leading to better positive attitudes towards hardiness and self-efficacy. It is in line with a study by Istiqomah (2023) which found the

implementation of group services with solution-focused brief counseling (SFBC) as an approach can significantly increase student self-efficacy at SMP N 2 Bulu.

Ilman (2022) states that the results of the development of the Islamic-based SFBT guidance and counseling approach refer to the view that every human being who lives life must be in accordance with the nature of the purpose for which he was created (human existence) in an Islamic perspective. Therefore, every attitude and action are supposed to always be related to the concept of sin and reward, belief in real life is life after death, two categories of life in the afterlife, namely being in heaven or hell and having faith in qada and qodar or fate from Allah SWT and believing in them correctly.

The Islamic-based SFBC group counseling not only teaches students as counselees to explore the potential within themselves, but also builds cooperation with equal rights among others as a human being who has been equipped with various potentials that can be developed so that counselees are expected to be competent in facing problems and finding the best solutions. The implication is that counselors are expected to be able to use Islamic-based SFBC group counseling in dealing with issues related to students' perceptions of themselves, as in this case Islamic-based SFBC is more effective to increase self-efficacy in the short term compared to action-oriented which requires a lot of time.

CONCLUSION

According to the findings, it can be concluded that the Islamic-based Solution Focused Brief Counseling is effective to increase the hardiness and self-efficacy of the students at MTs Negeri 2 Brebes. Of this result, it is suggested that school counsellors can implement this intervention as an effort to resolve problems related to the low hardiness and self-efficacy levels. Apart from the finding, the limitation of this study is that it required a long time to raise issues related to action-oriented compared to matters of a perceptual nature. Thus, the future studies can use SFBC to increase matters related to human perspectives, such as self-confidence.

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