

Solution-Focused Brief Therapy Group Counseling to Increase Academic Resilience and Self-Efficacy

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Abstract

The purpose of this study was to examine and analyze the effectiveness of Solution Focused Brief Therapy group counseling to increase academic resilience and self-efficacy. This study used a pre-test – post-test control group design. The purposive sampling technique was used to select 14 students as experimental subjects who placed randomly into two groups so that each group consisted of seven students. The MANOVA test results showed that Solution Focused Brief Therapy counseling group was effective in increasing academic resilience ($F_{(3,10)} = 36.40$; $\eta^2 = 0.91$; $p < 0.01$) and self-efficacy ($F_{(3,10)} = 40.62$; $\eta^2 = 0.92$; $p < 0.01$). Furthermore, the Wilcoxon test results showed that in the experimental group there was an enhancement in academic resilience ($Z = -2.38$; $p < 0.05$) and self-efficacy ($Z = -2.41$; $p < 0.05$). The control group showed an enhancement in academic resilience ($Z = -2.53$; $p < 0.05$) but self-efficacy showed there was not enhancement ($Z = -1.85$; $p > 0.05$). The findings of this study conveyed that the Solution Focused Brief Therapy counseling group was effective in increasing academic resilience and self-efficacy.

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INTRODUCTION

Resilience is an important part that determines the success of an individual because resilience shows how strong the individual is to rise and able to survive in many situations. Bobey (in Pulungan, and Tarmidi, 2014) explained that resilience is the capacity that each person has from birth, in the form of ability to survive from suffering, disappointment or challenge. Resilience becomes a strength capacity possessed by each person to rise from adversity or helplessness immediately.

According to Hijón (2017) resilience in an academic context is understood as a form of endurance that every student has when facing difficulties in learning activities including a decrease in academic achievement. Academic resilience also leads to positive adaptation patterns during or after the individuals face difficulties or failures in academics (Neal, 2017).

To be a resilient individual, the students must be able to develop personal strengths from inside to respond around or difficult situations because resilient students have special interests, life goals, and motivation to achieve the best in school. Specifically, when they faced the difficulties, students who are resilient can reduce levels of anger, depression, anxiety, and control their physical reactions for disturbing events (Yamamoto, Matsumoto, and Bernard, 2017).

By having a high level of resilience, adolescents are also able to solve the concrete problems in their way even though they are under stressed or unpleasant conditions (Sagone, and Caroli, 2013). Benard, and Slade (2009) stated that the children's characters who are resilient have social competence and life skills to solve the problems, think critically and able to take initiatives on faced the problems.

As a capacity that always develops, so low resilience can be increased, because resilience is not a personality trait that is possessed explicitly by a person but a capacity that can be increased through essential aspects namely protective factors (Reivich, and Shatté, 2002). Therefore, strengthening protective factors associated with resilience will strengthen resilience itself. A

protective factor is one of the mechanisms that can help to increase resilience (Carter, Breen, Yaruss, and Beilby, 2017). Jackson and Watkin (2004) explained that self-efficacy is a powerful personal factor in increasing resilience.

Self-efficacy is defined as self-confidence that the individual can solve the problems and achieve success. Bandura (in Feist, J., and Feist, G. J., 2011) explained that self-efficacy is an important thing that must be owned by everyone, because it will determine the actions chosen, as much as what effort will be carried out in activity, how strong and how long to survive in facing the obstacles or failures.

According to Wang, Tao, Bowers, Brown, and Zhang (2017) to become a resilient individual, one of the important factors is to increase self-efficacy or ability. Hinduja, and Patchin (2017) stated that positive self-development strategies or increased resilience have a link between resilience and self-efficacy. The development of resilience in adolescents is done by increasing adolescent self-efficacy, it is shown by students who have the confidence to carry out tasks or actions needed to improve academic achievement. The efforts to improve self-efficacy have also proven effective in increasing low student resilience; this is as an effort to prevent academic problems (Yamamoto, Matsumoto, and Bernard, 2017).

One of the ways for helping the problem of how to increase low academic resilience and self-efficacy is by using counseling services in a particular approach. It can use the Solution Focused Brief Therapy (SFBT) approach. The SFBT approach is used to determine how effective the approach to increase resilience and self-efficacy on students' academic problems.

The reason for choosing this approach is how clients can construct themselves to have personal abilities from inside by having self-confidence (self-efficacy) to face the unfavorable situations, it means that they can help individuals become resilient individuals. Capuzzi, and Stauffer (2016) stated that Solution Focused Brief Therapy is approach that attempts to motivate clients both internally by rising up the feelings of hope from inside.

Walter, and Peller (in Corey, 2012) also stated that solution-focused short counseling is a counseling model that explained how individuals could change and able to achieve their goals by utilizing their strengths and resources. It is by the researcher's purpose to investigate this approach as an appropriate strategy used to increase the level of resilience and self-efficacy of students when faced powerlessness or failure in the academic context.

Some research results showed the effectiveness of short counseling focuses on solutions to resilience and self-efficacy. Nicholas (2015) stated that on the use of SFBT strategies for stuttering children, the results showed that it could increase the student's resilience who stutter by growing self-confidence. The SFBT approach strategy was effective to be used to increase the student's resilience and self-efficacy who faced learning disorders, the efforts were made by mediating the parent's support to the children who faced learning disorders.

From the results of several studies above SFBT was effective for solving the resilience and self-efficacy problem to the children who experienced speech disorders (Nicholas, 2015). However, in the academic resilience problem which user group settings, has not been conducted the further research. Based on the findings and limitations above, this research is focused in the context of learning, and this has implications as a new finding in the implementation the approach of Solution-Focused Brief Therapy counseling group on resilience and self-efficacy.

METHODS

This type of research is quantitative with experimental research design. In this study used Pre-test – Post-test Control Group design (pre-post treatment), that involved two groups namely the experimental and the control group. The subjects were SMA Negeri 1 Ungaran students who had the characteristics to be studied, in this case in the form of academic resilience and self-efficacy.

The subject selection is made purposively. It was taken randomly as many as 14 students who divided into two groups that each group consisted of 7 people who had resilience and self-efficacy in low score category. These groups namely the experimental group that using counseling approach of SFBT group and the control group that did not use the SFBT approach or as a plazebo group.

Then both experiment and control group were given the same pre-test (initial test), namely the provision of DMF (Design My Future) resilience instruments and MSLQ self-efficacy (Motivated Strategies for Learning Questionnaire) as a tool to know the conditions that faced by the research subjects. This pre-test was given before the experimental and control groups were treated. The experiment was carried out in 6 meetings that treated with the SFBT approach counseling group while the control group did not give treatments or as a group of plazebo. Then, both groups were given post-test to determine the research subjects condition after being given treatment. This experimental procedure can be explained in Figure 1.

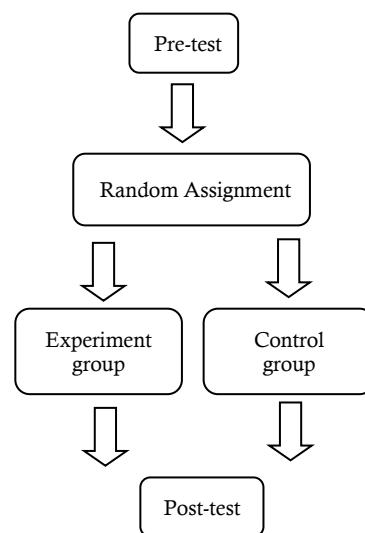


Figure 1. Experimental Procedure

This study used an instrument that adapted from two scales of resilience and self-efficacy, so it was needed the back translation process. Resilience scale is adapted from Design My Future (DMF) sub-scale that developed by Di Maggio, Ginevra, Nota, and Soresi (2016), this

instrument consists of 8 questions with reliability level on Cronbach Alpha coefficient level of 0.78. Research subjects of Self-efficacy were measured by the item component from A Manual for the Use of the Motivated Strategies for Learning Questions (MSLQ) instrument that developed by Pintrich, Smith, Garcia, and McKeachie (1991) This instrument has eight items with the coefficient level on Cronbach Alpha of 0.75.

RESULTS AND DISCUSSION

In this study, the data showed that the average and standard deviation of academic

resilience in the experimental group was increased from pre-test (M = 17.14; SD = 0.900) to post-test (M = 29.43; SD = 2.070) compared to the pre-test (M = 17.57; SD = 0.535) and post-test (M = 18.71; SD = 0.488) in control group. The average and standard deviation of self-efficacy in the experimental group was average increased from pre-test (M = 17.57; SD = 0.787) to post-test (M = 30.00; SD = 0.816) compared with pre-test (M = 18.00; SD = 0.816) and post-test (M = 18.86; SD = 0.690) in the control group. It is presented in Table 1.

Table 1. The Results of Multivariate Analysis Test of Variance (Manova) and Wilcoxon

Variable	Group	Pre-test		Post-test		Z	P
		M	SD	M	SD		
Academic resilience	Experiment	17.14	0.900	29.43	2.070	-2.388	< 0.05
	Control	17.57	0.535	18.71	0.488	-2.530	< 0.05
	$F_{(3,10)}$			36.460*			
	η^2_P			0.916			
Self-efficacy	Experiment	17.57	0.787	30.00	0.816	-2.410	< 0.05
	Control	18.00	0.816	18.86	0.690	-1.857	> 0.05
	$F_{(3,10)}$			40.627			
	η^2_P			0.924			

Table 1 it was described the results of Manova test. This results were obtained from Tests of Between-Subjects Effects which showed that the Solution Focused Brief Therapy approach counseling group was being able to increase academic resilience ($F_{(3,10)} = 36.40$; $p < 0.01$) and self-efficacy ($F_{(3,10)} = 40.62$; $p < 0.01$). Then, Counseling donations in this approach group also being able to increase academic resilience 91.6% ($2p^2 = 0.916$) and 92.4% self-efficacy ($2p^2 = 0.924$).

In addition, the table above also explained that the Wilcoxon test results in the resilience experimental group showed improvement in academic resilience (Pre-test: M = 17.14; SD = 0.900; Post-test; M = 29.43; SD = 2.070; Z = -2.388; $p < 0.05$) and self-efficacy (Pre-test M = 17.57; SD = 0.787; Post-test; M = 30.00; SD = 0.816; Z = -2.410; $p < 0.05$).

Whereas for the control group without using the Solution Focused Brief Therapy or plazebo group approach the academic resilience and self-efficacy was increased (Pre-test: M = 17.57; SD = 0.535; Post-test: M = 18.71; SD =

0.488; Z = -2.530; $p < 0.05$) and for self-efficacy there was no significant improvement (Pre-test: M = 18.00; SD = 0.816; Post-test: M = 18.86; SD = 0.690; Z = -1.857; $p > 0.05$). This result explained that in control group the resilience was increased while the self-efficacy was not increase.

Based on the findings, it can be explained that there is an improvement in the pre-test and post-test results and the influence of the Solution Focused Brief Therapy counseling group to increase academic resilience and self-efficacy. The findings of this study also showed that the experimental group used a Solution Focused Brief Therapy approach had a significant increase in academic resilience and self-efficacy. Whereas in the control group the academic resilience was increased but self-efficacy was not increased.

The findings of this study indicated that providing group counseling of Solutions Focused Brief Therapy can increase the academic resilience and self-efficacy. It was supported by the findings of Nicholas research (2015) showed that interventions of this approach were effective in increasing resilience. This approach was also

effective for increasing family resilience (Simon, Murphy, Smith, 2005). In certain cases, the intervention of SFBT approach using counseling group strategies is also effective in increasing resilience and self-efficacy (Kvarme, Helseth, Falk, Luth-Hansen, Haugland, and Natvig, 2010).

Nicholas research (2015) explained that the use of the SFBT approach strategy is an effective strategy for increasing academic resilience and self-efficacy and also showed the differences group strategies and research designs. While, this study found that the approach strategies of SFBT counseling group was effective for increasing academic resilience and self-efficacy simultaneously in an experimental research design.

By giving the counseling group of SFBT approach is a form of intervention that is built on the strength of the counselee to bring up or construct a solution to the problem at hand. This is the same goal to increase academic resilience and low self-efficacy. Corey (2012) explained that SFBT views that each individual is resilient, resourceful and has the ability to construct solutions in any existing problems.

Likewise to be a resilient individual, internal strength is an important thing that is needed when facing the academic problems and failures, and self-efficacy as an effective internal strength in increasing resilience. Academic problems are common things that must be faced and solved fairly by the students and not be into unpleasant conditions and believe that individuals are good and competent to develop solutions which can improve their lives (Corey, 2012).

Narayanan (2016), stated that self-efficacy directs the individuals to achieve certain goals by improving individual performance in order to survive for facing the difficulties, the findings proved that the problems exploration of SFBT approach is not the main thing needed for change but finding the solutions for problems which exists. When facing the academic problems or decreasing achievement, they should find a solution to get up immediately.

Exploring solutions by finding the successes in the past becomes an alternative that can increase internal strength (self-efficacy) which impact in increasing student resilience when facing the academic decline or failure, this is important because telling successes in the past also leads to changes in the future and aim at goals (de Shazer, and Dolan, 2012).

Based on the explanation above, it is very important for counselors to believe that this approach is proven effective in increasing academic resilience and self-efficacy, starting with collaborative between leaders and group members relationships, focused on finding solutions rather than problem diversion (solution oriented not problem oriented) with alternatives find success in the past to be a powerful solution to foster positive self-confidence or self-efficacy which impact in increasing academic resilience.

CONCLUSION

Based on the results of the research, it can be concluded that the Solution Focused Brief Therapy approach counseling group was effective in increasing academic resilience and self-efficacy. Counseling group by using this approach confirmed that in academic resilience and self-efficacy of experimental group was increased significantly compared with the control group that did not use the SFBT approach.

Based on the findings, it is advisable for counselors to use the solution focused brief therapy approach counseling group to increase academic resilience and self efficacy. As for further research, it is recommended to take measurements until follow-up because the intervention used only measured through the results of the pre-test and post-test and can use research designs that investigate the mediation effects of resilience and self-efficacy to find out and enrich the research findings related to solution focused brief therapy approaches, academic resilience and self-efficacy.

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