

The Effectiveness of Postmodern Approach Group Counseling: SFBC and Narrative Therapy in Improving Academic Resilience of Bullying Survivors

Muhammad Aditya Oktava , Mulawarman Mulawarman, Awalya Awalya

Universitas Negeri Semarang, Indonesia

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Abstract

Resilience is an important sub-factor necessary for students to improve their learning achievement. Up to now, students as bullying survivors experience decrease in their academic resilience. Thus, the present study attempted to determine the effectiveness of group counseling with SFBC and Narrative Therapy approaches to improve the academic resilience of the students in SMK Negeri Batealit in Jepara Regency. It used an experimental method with a randomized pretest-posttest comparison group design and purposive sampling to obtain 16 students as subjects of the study with low academic resilience. The student's data were collected using Academic Resilience Scale (ARS) designed independently by the researchers with the validity coefficient of (0.249-0.780) and an alpha reliability of 0.884. Findings indicated that the intervention of group counseling with SFBC and Narrative Therapy approaches has been effective to improve the academic resilience of bullying survivors in SMK Negeri 1 Batealit in Jepara Regency. The interesting thing from the results of this study is that self-efficacy is the most influential aspect in shaping students' academic resilience.

 Correspondence address:

Sendang, Kalinyamatan, Kab Jepara, Jawa Tengah, 59462

E-mail: moktava@gmail.com

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INTRODUCTION

Resilience is an important factor to own by individuals in order to determine their success. That is why resilience indicates one's strength or persistence of getting up and surviving in disadvantaged situations. In an academic context, Martin (2002) defines academic resilience as students' ability to effectively deal with academic setbacks, stress, and learning suppression. Students are necessary to own it to gain optimal learning outcomes (Reivich, K., & Shate, A, 2003).

What is concerning in the world of education is related to several bullying cases within and abroad the country. The overall prevalence of children involved as the survivors of bullying worldwide is 7% up to 43%, while as the perpetrators is 5% up to 44% (Angelica, et al., in Utami, 2019). In Indonesia on May 30, 2018, the Indonesian Child Protection Commission or KPAI recorded 161 violence cases in Indonesia education, including 41 cases or 25.5% children as the perpetrators, 36% cases of 22.4% of children became the survivors. Bullying focuses on three elements, namely (1) aggressive, (2) systematic and repeated, and (3) power imbalance (Moore & Woodcock, 2017; Sánchez-Quejia, GarcíaMoya, & Moreno in Utami, 2020). Bullying is a serious problem that affects children's welfare and violates children's basic rights (Saracho, 2017; Shaheen, Hammad, Haourani, & Nassar in Utami, 2019).

Based on the results of meta-analysis and systematic reviews by Joyce S, et.al (2018) some counseling intervention programs have been effective in improving academic resilience. It is in line with Gladding (2012) who explains group counseling is better than individual counseling because an individual needs feedback from others, and he will learn more by listening than speaking. One way to be done by school counselors to improve the academic resilience of students as bullying survivors is by conducting group counseling with particular approaches. Here, the selection of SFBC and Narrative Therapy approaches was based on several underlying fundamental assumptions which

support the relationship of those approaches with academic resilience.

SFBC approach orients towards optimism, forming an individual who is health competent, has a capacity to build, design, and pioneer steps focusing on solutions to improve his welfare (Mulawarman, 2019). It also works for resilience which believes that each individual has potential to face difficulties, strong to cope with stress, and rise from trauma he has (Luthar & Zelazo, 2003; Hendriani, 2018). In addition, narrative therapy approach builds and prioritizes knowledge and resources of individual, family, and community. It is also highly related to resilience or how people interpret bad things happen in lives (Werner, 1995; Cicchetti, et al; in Mcleod, 2010).

Various previous studies regarding the academic resilience condition of students as bullying survivors are presented as follows. First, a study by Habibah (2018) found three bullying survivors experienced a deep downturn in socializing and learning leading to having difficulties to understand the lesson. Second, Hinduja & Patchin's study (2017) explored the relationship between resilience and bullying experience, including cyber bullying in a national sample of 1204 American youth between the ages of 12 and 17. Third, Moore & Woodcock (2017) conclude higher resilience sub-factors can protect individuals from depression and anxiety. Those with low resilience is unlikely to be involved in bullying. Thus, students who become bullying survivors will get some impact in school related to academic resilience.

Studies which used SFBC and Narrative Therapy approaches have proved these approaches can work on students' academic resilience. A study by Kushendar, Awalya, & Sunawan (2020) has confirmed SFBC can effectively improve the academic resilience of senior high school students. Another study by Paolini (2016) mentions SFBC approach apparently contributes to the psychological condition recovery of bullying survivors. In addition, Mate (2015) in his study shows narrative analysis technique can be used to rise

awareness and understanding of resilience when participating in work-integrated learning.

Hosseinnezhad et.al's study (2020) shows narrative therapy is more effective than anger management training in terms of improving academic self-efficacy. However, anger management training was more effective than narrative therapy in increasing academic resilience. Then, a study by Tolentino & Suba (2018) has proved that role of the group approach in building resilience among adolescents as bullying survivors in school can be realized using reflective exercises and creative narratives interventions.

The issue of academic resilience in students as bullying survivors must become a concern by schools. It is because a study by Aldridge, McChesney, & Afari (2020) concludes that school climate aspects explain 41% of adolescent's resilience, 16% of bullying survivors, and 54% of life satisfaction variance. Then, resilience is positively related to life satisfaction. This result has confirmed the importance of school psychosocial climate as a mechanism to improve adolescents' ways of life and call schools to give greater attention to improve their psychosocial climate.

Every single student who happened to be bullied will truly get some disruption that can reduce his academic resilience. The same thing has been proved in the results of the questionnaire derived from a preliminary study, namely 205 of 438 students (46.8%) in SMK N Batealit Jepara had low resilience level, 191 students (43.6%) had medium resilience level, and the rest 42 students (9.6%) was at the high level. Accordingly, the descriptive questionnaire affirmed that after getting bullied those students felt sad, hurt, and lowered their resilience in learning at school.

Ahmad's study (2017) in SMK Negeri 2 Kendari found bullying is still practiced there, indicated by students confession that they were not able to get out of that negative situation. Another study by Habibah (2018) also shows that three bullying survivors experience a deep downturn in socializing and learning which resulted in difficulties to understand the lesson.

Of the previous studies, it is known that bullying can disrupt students' academic resilience which in turn will affect or decrease their academic achievement.

Furthermore, based on the findings in the preliminary study and limitations in the previous studies, the present study was focused on investigating bullying in a learning context, and it is expected the findings can give implications in the implementation of group counseling with Solution Focused Brief Counseling (SFBC) and Narrative Therapy approaches on students as bullying survivors. From the results of several studies above, group counseling with Solution Focused Brief Counseling (SFBC) and Narrative Therapy approaches could be effective in improving or solving psychological problems such as self-efficacy, bullying, self-concept, depression, and so on. However, there has been no further studies focusing on the problem of academic resilience in students as bullying survivors through group counseling settings.

METHODS

The subjects involved in this study were both female and male students as bullying survivors in grade X of SMK Negeri 1 Batealit in Jepara Regency whose age was from 15 to 16 years and had low academic resilience. They were sampled using purposive sampling technique (non-randomized) and grouped randomly using random assignment. Table 1 shows the inclusion criteria and exclusion criteria of the study.

Tabel 1. The Criteria of Inclusion and Exclusion

No	Kriteria Inklusi	Kriteria Ekslusi
1.	Tenth graders of SMK N 1 Batealit	Tenth and Eleventh graders of SMK N 1 Batealit
2.	15-16 years old	age \geq 15-16 years old
3.	Bullying survivors with low academic resilience	Bullying survivors with high academic resilience

The students' academic resilience level was measured using an academic resilience instrument developed by the researchers themselves with the aspects of: self-efficacy (5 items), control (2 items), planning (5 items), low anxiety (3 items), and persistence (2 items). It has 4 scaling choices (1= strongly agree until 4= strongly disagree). In terms of validity, the 17 items were declared valid (0.249 – 0.780) and the alpha reliability coefficient was 0.884.

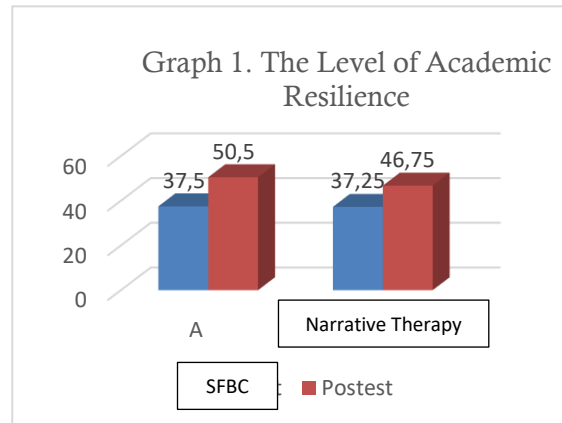
This study used an experimental method with randomized a pretest-posttest comparison group design. First, it was started with measuring the initial academic resilience level to select appropriate students to be involved as the subject, preferable the low one. This selection finally got 16 students and grouped them into two groups A and B. Group A was called SFBC group, and group B was narrative therapy group. all these 16 students' resilience data were further used as pretest data.

Second, the researchers gave the intervention of group counseling with solution focused brief therapy for the group A. it was given for three times with the time allotment of 70 minutes for each session. The first session was establishing relationship, followed by identifying a solvable complain in the second session, establishing goals, and designing and implementing intervention. In the third session there were termination and evaluation. Meanwhile, group B was treated using group counseling with narrative therapy approach for three times with 70 minutes of time allotment for each. The first session started with establishing and developing a therapeutic relationship, examining narratives, naming problems. The second session was problem internalization, problem externalization and deconstructing life stories. The third stage was re-authoring conversations with preferred stories, remembering conversations, definitional ceremonies and forming therapeutic aliases.

The third step of the study was giving a posttest to all members in each group to measure the level of academic resilience by using an academic resilience instrument.

RESULTS AND DISCUSSION

Of the pretest to 194 students, those who got low resilience (M = 36.90, SD = 4.544) were 30 people, the medium category (M = 52.00, SD = 4.158) were 130 people and the high category (M = 62.56, SD = 2.312) were 34 people. Alternatively, after the students were grouped into two, the initial mean of students' academic resilience in pretest was (SD = 4.598) for SFBC and 37.25 (SD = 5.203) for narrative therapy. After being given treatment, the posttest data in the SFBC group was 50.5 (SD = 4.071) and the Narrative group was 46.75 (SD = 4.334). Graph.1 shows the results of the level of academic resilience.



Tabel 2. The Results of Wilcoxon and M-W Tests.

Kelompok	Pretest		Posttest		Z ₁
	M	SD	M	SD	
SFBC	37.50	4.598	50.50	4.071	- 2.536 ^b
Narrative	37.25	5.203	46.75	4.334	- 2.383 ^b
Z₂	*-1.581		*-1,581		

Notes : Z₁ = Wilcoxon Test, Z₂ = M-W Test

*p < 0.05 **p < 0.01

The SFBC group gained academic resilience, namely in the pretest (M= 37.50, SD= 4,598) was lower than the posttest (M= 50.50, SD= 4.071). This finding proved that SFBC group counseling could improve the academic

resilience of students as bullying survivors in SMK Negeri 1 Batealit Jepara ($Z = -2,536$, $p < 0.05$).

Similar thing happened to the narrative therapy group, namely ($M = 37.25$, $SD = 5.203$) in the pretest, while the posttest was ($M = 46.75$, $SD = 4.334$). This result has indicated that the group counseling with narrative therapy approach could improve the academic resilience of students as bullying survivors in SMK Negeri 1 Batealit Jepara ($Z = -2.383$, $p < 0.05$).

It was seemingly found that the results of SFBC and narrative therapy groups had no difference in terms of improving academic resilience in which SFBC gained ($Z = -1.581$, $p > 0.05$) in posttest. This finding has proved that the group counseling with SFBC and narrative approaches had the same level of effectiveness in improving the academic resilience of students as bullying survivors in SMK Negeri 1 Batealit Jepara.

This study aimed to examine the effectiveness of the group counseling with SFBC and narrative therapy approaches to improve the academic resilience of the students as bullying survivors in SMK Negeri 1 Batealit Jepara. Initially, all students got low resilience level, so they were treated using the group counseling for three times in each approach. Prior to the treatment, the students did pretest to portray their academic resilience, then followed by posttest after the treatment.

The findings indicated some students who had low academic resilience. Based on the data of each group, self-efficacy appeared to be the most significant aspect affecting it, while persistence was the least. Of this finding, it can be seen students with low academic resilience, particularly due to persistence level. Ahmad's study (2017) in SMK N 2 Kendari found that bullying often happens, indicated from a number of students who are not able to get out of that situation. Here, resilience can actually help students to do so proved by a study by Moore & Woodcock (2017) that higher levels of the resilience sub-factor are protective factors related to depression and anxiety.

Again, the findings of this study have confirmed that the treatment of the group counseling with SFBC approach has effectively improved the academic resilience of the students as bullying survivors. Due to this improvement, students are expected to be more enthusiastic about learning at school. Kushendar, Awalya, & Sunawan (2020) explain group counseling with SFBC approach can effectively improve students' academic resilience. Then, Paolini (2016) explains group counseling with SFBC has some contributions to help recover the psychological condition of individuals as bullying survivors.

Solution Focused Brief Therapy (SFBC) primarily has similar basic assumptions and concepts to resilience. Hendriani & Mulawarman (2020) explain SFBC assumes optimism or individuals who are healthy and competent as well has have capacity to build, design, and pioneer steps focusing on solutions to improve his welfare. Similar things are also found in resilience that individuals have potential to face adversity, be resilient in the face of stress, and rise from the trauma they have experienced.

Furthermore, this study has confirmed that the group counseling with narrative therapy approach was effective to improve the academic resilience of the students as bullying survivors. A study by Hosseinezhad et.al (2020) shows that narrative therapy is more effective than anger management training in terms of improving academic self-efficacy. However, anger management training is more effective than narrative therapy in improving academic resilience. Moreover, the findings of has proved that role of the group approach in building resilience among adolescents as bullying survivors in school can be realized using reflective exercises and creative narratives interventions by giving providing unobtrusive and light discussions, being able to help participants explore thoughts, instilling knowledge and promoting attitude change among groups.

Essentially, narrative therapy approach is related to the constructs of academic resilience.

It builds and prioritizes knowledge and resources of individual, family, and community. It is also highly related to resilience or how people interpret bad things happen in lives (Werner, 1995; Cicchetti, et al; in Mcleod, 2010). Narrative therapy aims to deal with interpretations we give to experience and provide alternative stories. Here, problems are conceptualized separately from the people and narrative experts' goals to work with 'chosen stories' about skills, competencies and resilience (Morgan in Mcleod, 2010).

In this study, there found no difference in the results of the group counseling with SFBC and narrative therapy approach in improving the academic resilience of the students as bullying survivors in SMK Negeri 1 Batealit in Jepara Regency.

Both Solution Focused Brief Therapy (SFBC) and narrative therapy approaches belong to postmodern approach. It is a counseling service done briefly with the focus on problem solving directed towards counselees' resources and competence (Corey, 2012). It sees counselees as unique and subjective individuals. That is, counselees can create narratives and construct solutions for himself (Sarjun & Mawarni, 2019).

The postmodern counseling approach also mentions that the role of counselors in the narrative counseling are to provide chances to counselees to deconstruct the dominant stories they tell and then support them to rewrite the past stories within the current future situations (Corey, 2018). Then, Hendriani & Mulawarman (2020) describe that each session of SFBC approach tries to improve individuals' awareness based on their experiences. Therefore, the counseling is expected to help counselees to change the reality he originally imagined into goals and practices that are more specific and positive.

Some previous studies findings have proved that the use of postmodern approaches, such as SFBC and narrative therapy can accommodate the improvement of academic resilience. A study by Kushendar, Awalya, & Sunawan (2020) has confirmed that SFBC is

effective for improving academic resilience among senior high school students. Then, Tolentino & Suba's study (2018) concludes the ability of group approach in building resilience among adolescents as bullying survivors using reflective exercises and creative narratives that can help participants explore thoughts, instil knowledge and promote attitude change among groups. Again, findings of Hosseinneshad et al's study (2020) explain that anger management training is more effective than narrative therapy in improving academic resilience. Through trainings, students' affective needs can be shaped and satisfied, even more when narrative therapy is used.

According to the findings, it is understandable that there was no difference between the group counseling with Solution Focused Brief Counseling (SFBC) and Narrative Therapy in improving the academic resilience of students as bullying survivors. This might happen because of the correlation between both approaches with resilience. Also, both approaches belong to postmodern approach which believes that a human has capacities, skills and resources to solve their lives problems.

CONCLUSION

The present study was carried out to examine the level of effectiveness of the group counseling with SFBC and Narrative Therapy approaches in improving the academic resilience of students as bullying survivors in SMK Negeri 1 Batealit Jepara. Based on the findings, it can be concluded that the group counseling with SFBC and Narrative Therapy approaches is effective to improve the academic resilience of students as bullying survivors in SMK Negeri 1 Batealit Jepara.

School counselors can implement this group counseling intervention to solve problems related to academic resilience, especially for those who are bullying survivors. The future researchers are suggested to use control group and design the follow-up to monitor the effect of treatment over time.

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