

Effectiveness Of Strength Based Group Counseling To Improve Students' Resiliency.pdf

by

Submission date: 15-Oct-2020 06:46AM (UTC+0700)

Submission ID: 1415445941

File name: Effectiveness Of Strength Based Group Counseling To Improve Students' Resiliency.pdf (249.08K)

Word count: 2766

Character count: 15976

Effectiveness Of Strength Based Group Counseling To Improve Students' Resiliency

Sri Rahmah Ramadhoni, Nurul Azizah, Mungin Eddy Wibowo, Edy Purwanto

Abstract: This study attempted to examine the effectiveness of strength based group counseling to improve resiliency. The design used in this study was pre-test and multiple post-test designs. Purposive sampling was used to select 14 experimental subjects which were grouped into two in random or other words, 7 people for each group. The subjects' data were collected through statistic Resilience Quotient (RQ) which was focused on emotional regulation, impulse control, optimism, causal analysis, empathy, self efficacy, and reaching out. The results of mixed repeated measures ANOVA showed that strength based group counseling was effective to improve resiliency ($F(1,12) = 600.047, p < 0.05$). This also could be seen in the effect of time ($F(2,24) = 1044.206, p < 0,05$), and interaction effect between time and group ($F(2,24) = 1252.277, p < 0.05$). These Findings assert that strength based group counseling is effective to improve resiliency of the students of SMA Negeri 9 Semarang.

Index Terms: strength based approach, group counseling, resiliency

1. INTRODUCTION

Resiliency is defined as a struggling process with difficulty, characterized by the accumulation of individuals from small successes that occur with failures, setbacks, and disappointments [1], [2], [3]. Resilience provides a process that strength is developed. Resilience is not a persistent and dynamic process, contextual developed as a result of interactions between individuals and their environment. The importance of resilience is possessed by individuals to become aware that they have internal resources that enable them to overcome and mitigate obstacles through the process of resilience development [4]. A person with high resilience is able to transcend the state of life. The power of helping a person transcends and improves personally (for example, physically disability or learning is disabled) and societal (for example, living in poverty or having parents with addiction to sub-attitude or mental illness) circumstances [5], [6]. Resiliency as the process of struggling with difficulties, characterized by the accumulation of individuals from small successes that occur with failures, setbacks, and intermittent disappointments and the process of someone who survives in the face of adversity [7]. Trying to improve students' resilience requires the right techniques. The technique or strategy that functions to improve students' resilience is to apply strength based group counseling. Group counseling can help individuals become strong, especially adolescents. This group gives acceptance, a feeling that a person is not alone. Group counseling allows someone to help others while encouraging them to develop a positive support network. As members interact with each other, meaning and new solutions can be found [8].

Strength-based group work stresses the identification of members' resiliencies while acknowledging clients' problems. Counselors direct group attention when problems occur and how members persist. Strength based counseling helps to develop self-contemplation over their strengths, viewing as a resilient resource when it is in a state of no-breed [9]. Strength based counseling emphasizes self-strength development by identifying his own strengths [10], [11]. The results of previous studies showed that strength based counseling is effective to

improve students' resilience [12]. The findings revealed that a strengths-based approach utilized in an adventure education course was found to be effective in enhancing students' strengths awareness, strengths application, and personal growth [13]. However, in addition, there is a paucity of studies examining the use of strength-based approach to treatment with children at DAEPs [14]. According to the previous explanation, the researchers attempted to examine strength-based group counseling to improve students' resilience. Some of previous studies are relevant to the current study done by the researchers. However, they also had gaps, so this study aimed to provide novelty, and develop what previous studies have found. By observing the result of existed research, it seems that strength based group counseling has not been implemented in Indonesia. It is known that some of the previous study state strength-based group counseling is effective to improve resilience. Therefore, this research will reveal the impact of the implementation of strength-based group counseling to improve resiliency.

2 METHOD

The subjects in this study were the class XI students of SMA Negeri 9 Semarang, consisting of 99 students from three classes. Subjects were selected using purposive sampling technique based on the low level resiliency of ($x < 131$). Once the subjects were collected, they were placed into two groups, namely experimental group and control group using random assignment. Each group consisted of seven students. Subjects in the experimental group received a treatment in form of strength based group counseling, while, those in control group received group counseling with no specific approach. The instrument used was statistic Resilience Quotient (RQ) which was focused on emotional regulation, impulse control, optimism, causal analysis, empathy, self efficacy, and reaching out developed by Reivich & Shatte [15]. The RQ inventory has 56 items and uses Likert scale with five options criteria, namely: STS (very infeasible), TS (infeasible), CS (fair), S (feasible), and S (very feasible). Additionally, indicators in this instrument are emotional regulation, impulse control, optimism, causal analysis, empathy, self efficacy, and reaching out. This instrument had item validity of 0,321 to 0,652 and alpha coefficient reliability of 0,743. The session of strength based group counseling to improve resiliency was done six times. Each session had 90 minutes time allotment. Then, the collected data from pretest, posttest, and follow-up were

- Author name is currently master of education in counseling, Indonesia, PH-082257563711. E-mail: sriramadhoni@students.unnes.ac.id.
- Co-Author name is currently profesor of education in counseling, Indonesia, PH-08156610531. E-mail: mungineddy@mail.unnes.ac.id.

analyzed using repeated measures ANOVA to see improvement in students' resiliency.

SD= 5.76). In details the data are presented in the following table 1.

3 RESULTS AND DISCUSSIONS

The description of the data in this study showed that there were some improves in the resiliency mean and standard deviation of the experimental group, namely pretest (M =120.00; SD =5.35) to posttest (M = 221.00; SD = 7.79) and follow-up (M = 224.43; SD = 7.34) . The improve was higher than the control group's pretest (M =121.86; SD = 4.56) to posttest (M =119.29; SD = 3.95) and follow up (M = 115.29;

Table 1. Data Description

		Experiment	Control
Pretest	M	120.00	121.86
	SD	5.35	4.56
Posttest	M	221.00	119.29
	SD	7.79	3.95
Follow Up	M	224.43	115.29
	SD	7.34	5.76

The data analysis of strength based group counseling was performed by using repeated measures ANOVA. This technique was used to test the effectiveness of strength based

group counseling to improve students' resiliency in pretest, posttest, and follow up.

Table 2. The Results of mixed ANOVA analysis

Effect	F	Df	p
Time	1044.206	2,24	<0.05
Group	600.047	1,12	<0.05
Time*Group	1252.277	2,24	<0.05

According to table 2, the results of Mixed ANOVA analysis showed that there was an effect of the assessment stage on the improve of resiliency (F (2,24) = 1044.206, p < 0,05). Other results of the study showed that there was a group effect on the improvement of resiliency, and it contributed significant difference (F (1,12) =600.047, p < 0.05). It

confirmed that strength based group counseling was effective in increasing resiliency. In addition, there was an effect of interaction of the assessment stage to the group on the improvement of resiliency (F (2,24) =1252.277, p < 0.05).

Table 3. The Result of Pairwise Comparison

Time	MD	SE	P
T1-T2	-49.214	1.422	<0.05
T1-T3	-48.929	1.467	<0.05
T2-T3	0.286	0.662	>0.05

Based on table 3, there found an improve based on the results of the comparison between effects of time and resiliency of (T1-T2), (T1-T3). In other words, there was an improve in students' resiliency that occurred in each phase of measurement. Based on the data, the use of strength based group counseling was proven effective in improving resiliency of the experimental group. In the experimental group, the pretest to posttest showed improvement. The same thing also happened after the follow up phase. In other words, the experimental group experienced improvement from low to high level. On the other, the control group did not improve students' resiliency of the students of SMA Negeri 9 Semarang. It was proven by the stable condition in the results of pretest, posttest, and follow up (still in the low level).

The emergence of low resilience to academics is one of the most important problems faced by the education system, because low resilience will bring negative character impact to the individual (students) in the school. Group counseling has an important role in helping to improve resilience. Group counseling is a dynamic interpersonal process that emphasizes (decides) thinking, and behavioral awareness, involves therapeutic functions, which are comfort oriented, there is mutual trust, understanding, acceptance, and assistance [16]. Strength based group counseling to discover how to recognize and assist clients to identify their strengths so that they can build existing competencies. Changing this behavior in the process is largely performed by students, while counselors provide treatment in group counseling

interventions. Strength-based group counseling emphasizes the identification of member resilience when recognizing client problems. Counselors direct group attention when problems occur and how members persist [17]. Strength and resiliency are crucial in understanding and positive development in children and adolescents. Strength-based interventions can be used as a way to improve positive development in children in various settings [18]. (Brownlee, Keith et al., 2013). The strength-based psychologist actively seeks to help clients build resiliency that will fortify them from a recurrence of the same problem or to insulate themselves from similar problems [19]. Some resiliency goals for a person might be to develop social competence to break the cycle of family problems, to develop good problem-solving skills, to develop critical school competencies, and to evidence good coping skills [20], [21], [22]. One of the students' success models has begun to underline the importance of merging strength in student service in order to build student resilience [23], [24], [25]. The results showed that strength based group counseling was effective to improve students' resiliency of SMA Negeri 9 Semarang. This counseling was carried out as an effort to provide assistance to students who had low resiliency. As a result, this study could provide theoretical contribution for the lack theories of the implementation of strength based group counseling. This research was limited to studying improves in students' resiliency by using strength based group counseling. Future researchers can combine to implement individual or group counseling by using a technique of MI, explain the application of transtheoretical principles of motivational interviewing (MI) also emphasizes strength, resources, and expectations of expectations for clients [26]. Motivational interviewing as a strength based approach sessions in groups are proven to be acceptable to students and deserved to be delivered in high school [27]. Therefore, this study can be used as an alternative of basic understanding to continue the research on strength based group counseling to help students' problem solving especially regarding improving resiliency and expanding research subjects to be more representative. Additionally, this study only provided follow-up to the research subjects for two weeks. Therefore, future studies are expected to provide follow-up for more than two weeks. The research also provides a basis for future studies that lead to strength-based research that can clarify strength benefits in prevention and intervention programs.

4 CONCLUSION

Pursuant to the results of this research, it can be concluded that strength based group counseling was effective in improving resiliency of SMA Negeri 9 Semarang. This study has implications for related parties, including (1) guidance and counseling teachers need to arrange several programs in organizing guidance and counseling (BK) services so that students are actively involved. (2) For further researchers, this study can be used as an alternative of basic understanding to continue the research on strength based group counseling to help students' problem solving especially regarding improving resiliency and expanding research subjects to be more representative. Additionally, this study only provided follow-up to the research subjects for two weeks. Therefore, future studies are expected to provide follow-up for more than two weeks.

7 ACKNOWLEDGMENT

This research is funded by the Ministry of Research, Technology and the Higher Education Republic of Indonesia through Postgraduate Grant Year 2019.

REFERENCES

- [1] Desetta, A., & Wolin, S., *The struggle to be strong: True stories by teens about overcoming tough times*, Minneapolis, MN: Free Spirit Press, 2000.
- [2] Kaplan, S., "The restorative benefits of nature: Toward an integrative framework," *Journal of Environmental Psychology*, no. 15, pp. 169-182, 1995.
- [3] Wolin, S. J., & Wolin, S., *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard, 1993.
- [4] Bandura, A., *Self-efficacy: The exercise of control*. New York: W. H. Freeman, 1997.
- [5] Affleck, G., & Tennen, H., "Construing benefits from adversity: Adaptational significance and dispositional underpinnings," *Journal of Personality*, no. 64, pp. 899-922, 1996.
- [6] Isen, A. M., A role for neuropsychology in understanding the facilitating influence of positive affect on social behavior and cognitive processes. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*, pp. 528-540, New York: Oxford University Press, 2002.
- [7] Smith, E. J., "The strength-based counseling model," *The Counseling Psychologist*, no. 34, 2006.
- [8] Yalom, I., *The theory and practice of group psychotherapy* (4th ed.). New York: Basic Books, 1995.
- [9] McCashen, W., *The Strengths Approach*. Bendigo, Victoria, Australia: St. Luke's Innovative Resources, 2005.
- [10] Smith, E. J., "The strength-based counseling model," *The Counseling Psychologist*, no. 34, 2006.
- [11] Norman, E., *The strengths perspective and resiliency enhancement: A nature partnership*. In E. Norman (Ed.), *Resiliency enhancement: Putting the strengths perspective into social work practice*, pp. 1-16, New York: Columbia University Press, 2000.
- [12] Suranata, K., Atmoko, A & Hidayah, N., "Enhancing Students' Resilience: Comparing The Effect of Cognitive-Behavior And Strengths-Based Counseling," *Advances in Social Science, Education and Humanities Research*, volume 134 2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017). Atlantis Press, 2017.
- [13] Passarelli, A., Hall, E., & Anderson, M., "A strengths-based approach to outdoor and adventure education: Possibilities for personal growth," *Journal of Experiential Education*, no. 33, pp. 120-135, 2010.
- [14] Ratanavivan, W., *Using Motivational Interviewing As a Strength-Based Approach With Children In A Disciplinary Alternative Education Program*. PhD dissertation Texas, A&M University-Corpus Christi Corpus Christi, Texas, 2015.
- [15] Reivich, K. and Shatté, A., *The Resilience Factor 7 Essential Skills for Overcoming Life's Inevitable Obstacles*. Broadway Books, 2002.
- [16] Wibowo. M. E. *Konseling Kelompok Perkembangan*. Semarang: UNNES PRESS, 2019.
- [17] Wolin, S. J., & Wolin, S., *The resilient self: How survivors of troubled families rise above adversity*. New York: Villard,

- 1993.
- [18] Brownlee, K., Rawana, J., Franks, J. et al., "A Systematic Review of Strengths and Resilience Outcome Literature Relevant to Children and Adolescents," *Child Adolesc Soc Work J* 30, pp. 435–459, 2013.
- [19] Dunst, C. A., Trivette, C., & Deal, A. *Enabling and empowering families*. Brookline, MA: Brookline Books, 1988.
- [20] Maluccio, A. N., "Competence-oriented social work practice: An ecological practice," In A. N. Maluccio (Ed.), *Promoting competence in clients: A new/old approach to social work practice*, pp. 1-24, New York: Free Press, 1981.
- [21] Gamezy, N., "Children in poverty: Resilience despite risk," *Psychiatry*, no. 56, pp. 127-136, 1993.
- [22] Wang, M. C., Haertel, G. D., & Walberg, H. J., "Fostering educational resilience in inner-city schools. In M. C. Wang, G. D. Haertel, & H. J. Walberg (Eds.)," *Children and youth*, pp. 119-140, Newbury Park, CA: Sage, 1997.
- [23] Louis, M. C "Strengths interventions in higher education: The effect of identification versus development approaches on implicit self-theory," *The Journal of Positive Psychology*, no. 6, pp. 204–215, 2011.
- [24] Clifton, D. O., Anderson, C. E., & Schreiner, L. A., *Strengths Quest: Discover and develop your strengths in academics, career, and beyond* (2nd ed.). New York: Gallup Press, 2006.
- [25] Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P., "An investigation of character strengths in relation to the academic success of college students," *Individual Differences Research*, no. 7, pp. 52–69, 2009.
- [26] Wagner, C. C., & Ingersoll, K. S., *Motivational interviewing in groups*. New York, NY: The Guilford Press, 2013.
- [27] Ramadhoni, S. R, "Keefektifan Konseling Kelompok Motivational Interviewing Sebagai Strength Based Approach Dan Teknik Self Management Untuk Mereduksi Disruptive Classroom Behaviors Siswa," Thesis Bimbingan Dan Konseling Pascasarjana Universitas Negeri Semarang, 2019.

Effectiveness Of Strength Based Group Counseling To Improve Students' Resiliency.pdf

ORIGINALITY REPORT

19%

SIMILARITY INDEX

12%

INTERNET SOURCES

4%

PUBLICATIONS

11%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitas Jenderal Soedirman Student Paper	3%
2	Submitted to CTI Education Group Student Paper	2%
3	test-www.arbeidsdeskundigen.nl Internet Source	1%
4	docplayer.net Internet Source	1%
5	Submitted to University of South Africa Student Paper	1%
6	Submitted to University of Southern California Student Paper	1%
7	spel3.upm.edu.my Internet Source	1%
8	Kadek Suranata, Itsar Bolo Rangka, Agus Aan Jiwa Permana. "The comparative effect of internet-based cognitive behavioral counseling	1%

versus face to face cognitive behavioral
counseling in terms of student's resilience",
Cogent Psychology, 2020

Publication

9	link.springer.com Internet Source	1%
10	Submitted to The Hong Kong Polytechnic University Student Paper	1%
11	unsri.portalgaruda.org Internet Source	1%
12	Submitted to 8779 Student Paper	1%
13	repository.upi.edu Internet Source	1%
14	Charles W. Malsbury. "Neurotrophic Effects of Testosterone on the Medial Nucleus of the Amygdala in Adult Male Rats", Journal of Neuroendocrinology, 2/1994 Publication	1%
15	nur.nu.edu.kz Internet Source	<1%
16	congress.resilience.uvt.ro Internet Source	<1%
17	scholar.sun.ac.za	

Internet Source

<1%

18

mafiadoc.com

Internet Source

<1%

19

bassestemporals menorca.es

Internet Source

<1%

20

eprints.uad.ac.id

Internet Source

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On