

Effectiveness of Solution-Focused Brief Counseling and Motivational Interviewing in Improving Students' Self-Disclosure

(Keefektifan Solution-Focused Brief Counseling dan Motivational Interviewing untuk Meningkatkan Self-Disclosure Peserta Didik)

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Abstract: This study investigates the effectiveness of solution-focused brief counseling and motivational interviewing in enhancing students' self-disclosure. This study used a randomized pretest-posttest control group design. The sixteen participants from State Junior High School 3 Comal, Indonesia, were selected through nonprobability sampling with purposive sampling. The participants were divided into experiment and control groups. For the research instruments, this study used The Self-Disclosure Questionnaire developed by Jourard to measure students' self-disclosure. The obtained data were analyzed using the repeated measures ANOVA test. Our analysis results showed that solution-focused brief counseling and motivational interviewing were effective in improving students' self-disclosure. Therefore, the school counselor can implement both solution-focused brief counseling and motivational interviewing to enhance their students' internal potential and self-disclosure. Future studies are suggested to widen the research participants and analyze the effects of gender and age differences on the effectiveness of solution-focused brief counseling and motivational interviewing in improving students' self-disclosure.

Keywords: solution-focused brief counseling; motivational interviewing; self-disclosure

Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan *solution-focused brief counseling* dan *motivational interviewing* untuk meningkatkan *self-disclosure* peserta didik. Penelitian ini menggunakan desain *randomized pretest posttest control group design*. Teknik pengambilan sampel menggunakan *nonprobability sampling* dengan *sampling purposive*. Sampel yang dilibatkan sebanyak enam belas peserta didik di Sekolah Menengah Pertama Negeri 3 Comal, Indonesia yang dibagi sama rata pada kelompok eksperimen dan kelompok kontrol. Instrumen yang digunakan untuk mengukur *self-disclosure* adalah *The Self-Disclosure Questionnaire* yang dikembangkan oleh Jourard. Metode analisis data menggunakan uji repeated measures ANOVA. Hasil menunjukkan bahwa *solution-focused brief counseling* dan *motivational interviewing* efektif untuk meningkatkan *self-disclosure* peserta didik. Berdasarkan penelitian, konselor sekolah dapat mengaplikasikan *solution-focused brief counseling* dan *motivational interviewing* untuk meningkatkan potensi internal dan *self-disclosure* peserta didik. Peneliti selanjutnya dapat memperluas cakupan subjek penelitian, menganalisis perbedaan gender dan usia antar subjek penelitian dalam keefektifan pendekatan *solution-focused brief counseling* dan *motivational interviewing* untuk meningkatkan *self-disclosure* peserta didik.

Kata kunci: *solution-focused brief counseling; motivational interviewing; self-disclosure*

INTRODUCTION

One of the developmental tasks of junior high school students is to develop their personality, emotional, intellectuality, and social maturity. However, some students face difficulties in completing these developmental tasks because of being introverted and having low self-disclosure. People with a great ability to reveal themselves can easily adapt to a new environment, have great self-esteem, be reliable, have positive appraisal, and be more objective and open-minded (Nurjanah, Yasmansyah, & Giyono, 2013).

Self-disclosure is highly important for students since it affects their interpersonal relationships (Amelisa, 2018; Shih, 2015) and helps them construct social relationships (Fauzia, Maslihah, & Ihsan, 2019) while also influencing the success of their social interactions (Nadlyfah & Kustanti, 2018). Self-disclosure enables trust, concern, commitment, self-acceptance, and friendship (Handayani, Arisanti, & Atmasari, 2019). Besides, it also helps someone to resolve their issues (Ulumuddin, F., & Indrawati, 2018). A previous study suggests that proper self-disclosure can increase general well-being and self-conception (Luo & Hancock, 2020).

Within the counselor-counselee relationship, self-disclosure is an uncommon element in solution-focused brief counseling (Lipchik, 2017). In solution-focused brief counseling, the counseling focuses on finding a solution for the counselee as they are encouraged to resolve their own problem by using their ability (Arofah, Nawantara, & Puspitasari, 2018). In this counseling model, the counselor uses a constructivist-based approach, such as a solution-based approach. In a solution-based approach, the counselor asks the counselee to discuss their purposes, strengths, and potential, to find out a solution. Additionally, this solution-focused brief counseling concentrates on formulating a solution for problems faced by students to end the counseling faster (Nugroho, Puspita, & Mulawarman, 2018).

For effective and relatively speedy problem solvency in solution-focused based counseling, the counselee should prepare themselves. One of the techniques that can aid students prepares themselves is motivational interviewing. Motivational interviewing was first introduced as a clinical means to enhance preparedness to face changes (Miller & Rose, 2015). Kaufman (2019) describes that motivational interviewing aims to identify and reinforce the counselees' intrinsic motivation to have consistent value changes in their life. Additionally, motivation is perceived as an intrapersonal aspect that increases decision-making ability.

This study aims to identify the effectiveness of solution-focused brief counseling and motivational interviewing in improving students' self-disclosure, which helps them express their ideas, opinions, thoughts, and feelings, as well as actualize their potential in attaining optimum development.

METHOD

This quantitative study used a randomized pretest-posttest control group design. Our participants were selected through nonprobability and purposive sampling techniques with inclusion criteria. There were sixteen participants chosen from the State Junior High School 3 Comal, Indonesia, divided into the experiment and control groups. Each of those groups consisted of eight students.

This study used The Self-Disclosure Questionnaire formulated by Jourard as the research instrument (Jourard & Lasakow, 1958). The results of the instrument's validity test involving 186 respondents resulted in r table of 0.148. The final validity test score of this instrument consisting of 60 items was > 0.148 per item, suggesting that the instrument was valid. Meanwhile, for the reliability results, this instrument attained Cronbach's Alpha score of 0.968, classified as highly reliable.

The research procedure was started by conducting a pretest to identify students' initial self-disclosure before the treatment. Later, the experiment group was treated with three sessions of individual counseling using solution-focused brief counseling and three sessions of motivational interviewing.

Meanwhile, the control group was given three counseling sessions using general individual counseling without solution-focused brief counseling and a motivational interviewing approach. Each counseling session was carried out in 40 minutes. Generally, the treatment procedures are illustrated in Figures 1 and 2. Figures 1 and 2 present the concept map of solution-focused brief counseling and motivational interviewing, respectively.

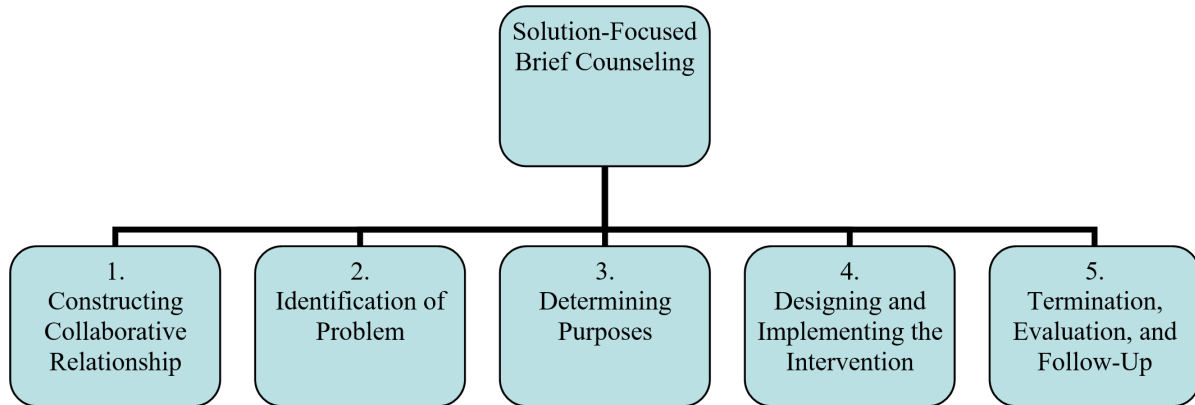


Figure 1. Concept Map of Solution-Focused Brief Counseling

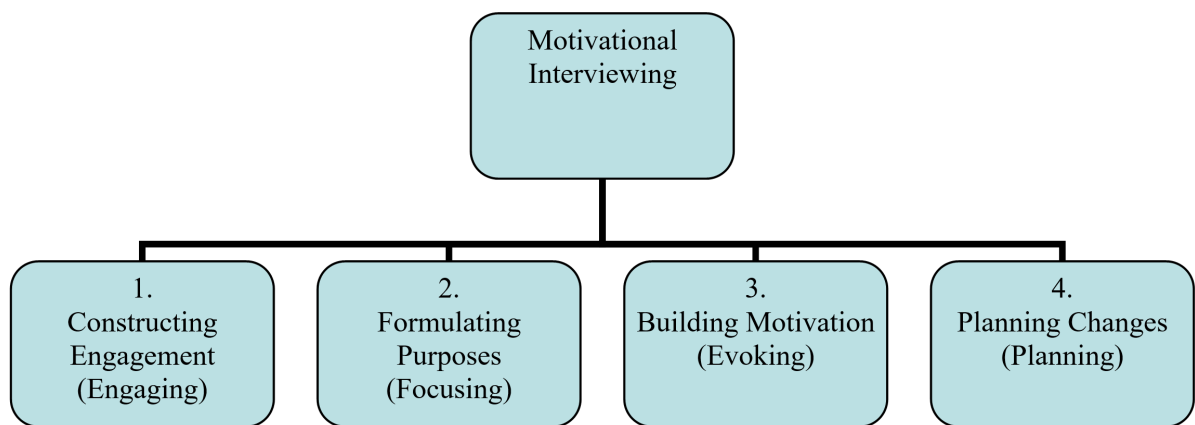


Figure 2. Concept Map of Motivational Interviewing

After the treatment was completed, we conducted a posttest to measure the students' self-disclosure improvement. Three weeks after the posttest, we provided a follow up. For the data analysis, we used mixed repeated-measures ANOVA for the repeated measurement. The results of repeated measures ANOVA were used to answer the hypothesis and identified significant differences between the results of the pretest, posttest, and follow up.

RESULTS

To identify and confirm the effectiveness of solution-focused brief counseling and motivational interviewing, we carried out the assumption tests, consisting of normality and sphericity tests, followed by a hypothesis test using repeated-measures ANOVA. The results of the normality test carried out using SPSS are presented in Table 1.

The results of the normality test showed a sig. value > 0.05 , signifying that the data have a normal distribution. The pretest results of the experiment group tested using Kolmogorov-Smirnov^a showed sig. value of $0.200 > 0.05$, while its Shapiro-Wilk test results showed sig. value of $0.085 > 0.05$. Comparatively, the posttest results of the experiment group tested using Kolmogorov-Smirnov^a and

Table 1. Results of Normality Test

Group	Kolmogorov -Smirnova ^a		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Pretest of Experiment Group	0.235	0.200	0.845	0.085
Posttest of Experiment Group	0.233	0.200	0.855	0.108
Follow up of Experiment Group	0.200	0.200	0.832	0.063
Pretest of Control Group	0.144	0.200	0.933	0.543
Posttest of Control Group	0.236	0.200	0.867	0.140
Follow up of Control Group	0.215	0.200	0.854	0.105

Shapiro-Wilk showed a sig. value of $0.200 > 0.05$ and $0.108 > 0.05$, respectively. Meanwhile, the results of follow up from the experiment group tested using Kolmogorov-Smirnov^a and Shapiro-Wilk showed a sig. value of $0.200 > 0.05$ and $0.063 > 0.05$, respectively.

In addition, the pretest results of the control group tested using Kolmogorov-Smirnov^a showed sig. value of $0.200 > 0.05$, while its Shapiro-Wilk test results showed sig. value of $0.543 > 0.05$. Meanwhile, the posttest results of the control group tested using Kolmogorov-Smirnov^a and Shapiro-Wilk showed a sig. value of $0.200 > 0.05$ and $0.140 > 0.05$, respectively. Lastly, the results of the follow up from the control group tested using Kolmogorov-Smirnov^a and Shapiro-Wilk showed a sig. value of $0.200 > 0.05$ and $0.105 > 0.05$, respectively.

The results of our data analysis suggest that all of the obtained data have a normal distribution, shown by the sig. value > 0.05 of Kolmogorov-Smirnov^a and Shapiro-Wilk analysis. Besides, the Kolmogorov-Smirnov^a normality test is commonly used in data with more than 50 samples. However, the number of our participants was lower than 50, so the Shapiro-Wilk test results better facilitated our analysis and conclusion drawing process in the broader scope.

According to the results of the sphericity test presented in Table 2, our obtained data were presumed to be homogenous, as they attained sig. value > 0.05 . The results of the sphericity test of the solution-focused brief counseling experiment, motivational interviewing experiment, and control groups obtained sig. value of $0.386 > 0.05$, $0.833 > 0.05$, and $0.329 > 0.05$, respectively. Therefore, the data were further tested using repeated-measures ANOVA.

Table 2. Results of Sphericity Test

Within Subject Effect	Mauchly's Test of Sphericity			
	Mauchly's W	Approx. Chi-Square	Sig.	Greenhouse-Geisser
Solution-Focused Brief Counseling Experiment	0.386	1.902	0.386	0.620
Motivational Interviewing Experiment	0.833	0.364	0.833	0.857
Control	0.329	0.676	0.036	0.598

The results of repeated measure ANOVA determined the hypothesis testing results showing the significant differences between the pretest, posttest, and follow up results from the same participants. The results of repeated measures ANOVA are shown in Table 3.

Based on the results of the test of within-subject effects which shown in Table 3, the solution-focused brief counseling experiment group attained df, F, and sig. values of 1.239, 2990.661, and 0.000, respectively. Meanwhile, the motivational interviewing experiment group obtained 1.715 df values, 215.634 F values, and 0.000 sig. value. Lastly, the control group got df, F, and sig. values of 1.197, 215.634, and 0.000, respectively. In the decision-making process, the hypothesis was accepted if the Greenhouse-

Table 3. Results of Hypothesis Test (Repeated Measures ANOVA)

Test of Within-Subject Effects				
Variable	Group	Greenhouse-Geisser		
		df	F	Sig.
Self Disclosure	Solution-Focused Brief Counseling Experiment	1.239	2990.661	0.000
	Motivational Interviewing Experiment	1.715	5919.086	0.000
	Control	1.197	215.634	0.000

Geisser Sig. < 0.05. Therefore, as the results of the test within-subject showed Greenhouse-Geisser sig. $0.000 < 0.05$, the hypothesis was accepted. Consequently, the solution-focused brief counseling and motivational interviewing approaches are effective in improving students' self-disclosure.

In addition, the results of the mixed repeated measure ANOVA test presented in Table 4 showed that the effectiveness of solution-focused brief counseling approach in enhancing students' self-disclosure attained a value of $(F(2.6) = 2990.661, p < 0.05)$, while the motivational interviewing obtained a score of $(F(2.6) = 5919.086, p < 0.05)$. Thus, solution-focused brief counseling and motivational interviewing are effective in improving students' self-disclosure.

Table 4. Results of Mixed Repeated Measure ANOVA Test

Variable	Effect	F	df	P
Self Disclosure Solution-Focused Brief Counseling	Time	2990.661	2.6	0.05
Self Disclosure Motivational Interviewing	Time	5919.086	2.6	0.05

The paired sample T-test was carried out on the data from the experiment and control groups to identify the comparative pattern of students' self-disclosure progression and time measurement effects. The results of the paired sample T-test are shown in Table 5.

Table 5. Results of Paired Sample T-test

Measurement Time	t	
	Experiment	Control
T1 (pretest) vs T2 (posttest)	-143.465	-13.361
T2 (posttest) vs T3 (follow up)	-14.839	-9.580
T1 (pretest) vs T3 (follow up)	-100.286	-16.304

The results of paired sample T-test presented in Table 5 suggested a significantly different measurement time between T1 (pretest) and T2 (posttest) in the experiment group, with an obtained value of $(t = -143.465, p > 0.05)$. In contrast, no significant difference in measurement time was observed between T1 (pretest) and T2 (posttest) in the control group as it obtained a score of $(t = -13.361, p > 0.05)$.

Further, another significant different measurement time between T2 (posttest) and T3 (follow up) was also found in the experiment group, with an obtained score of $(t = -14.839, p > 0.05)$, while the control group presented no significant different measurement time between the T2 (posttest) and T3 (follow up), with a score of $(t = -9.580, p > 0.05)$. Similarly, another significantly different measurement time was also identified in the experiment group between the T1 (pretest) and T3 (follow up), with a score of $(t = -100.286, p > 0.05)$. However, the control group did not show a significantly different measurement time between T2 (posttest) and T3 (follow up) since it obtained a score of $(t = -16.304, p > 0.05)$.

Our findings showed that both experiment and control groups initially had low self-disclosure. Then, they were given different treatments. The experiment group was provided with individual counseling with solution-focused brief counseling and motivational interviewing approach, while the control group

was assigned general individual counseling without solution-focused brief counseling and motivational interviewing. Later, three weeks after the treatment, both groups were given a follow up.

Our analysis results indicate that the self-disclosure of the experiment group, which initially was low, increased significantly and was classified as high after they attended individual counseling using solution-focused brief counseling and motivational interviewing approaches. Besides, the results of the follow up, conducted three weeks after the treatment, also revealed that the experiment group had high self-disclosure. In comparison, the control group, which initially also had low self-disclosure, demonstrated a moderate increase in self-disclosure after they attended the general individual counseling. Meanwhile, the follow up results of this control group also showed an average increase in students' self-disclosure.

In the end, our findings confirm the ability of individual counseling with the solution-focused brief counseling and motivational interviewing approach to enhance students' self-disclosure into the high category, while the common individual counseling without the solution-focused brief counseling and motivational interviewing approach can only improve students' self-disclosure into the moderate category. Additionally, the results of the mixed repeated measure ANOVA showed that solution-focused brief counseling and motivational interviewing attained scores of ($F(2.6) = 2990.661$. $p < 0.05$) and ($F(2.6) = 5919.086$. $p < 0.05$), respectively, and were classified as effective to enhance students' self-disclosure. Therefore, as the obtained $F < p$, the solution-focused brief counseling and motivational interviewing are effective in improving the students' self-disclosure.

DISCUSSION

As we have presented previously, the experiment group treated with individual counseling with solution-focused brief counseling and motivational interviewing presented significantly increased students' self-disclosure, while the control group treated with common individual counseling without solution-focused brief counseling and motivational interviewing showed a non-significant increase in students' self-disclosure. Therefore, our hypothesis stating that solution-focused brief counseling and motivational interviewing effectively increase students' self-disclosure is accepted.

Solution-focused brief counseling focuses on finding the solution to a problem (Grant, 2017). Thus, it can be adopted to attain positive transformations in individuals, teams, and organizations (Ozdem & Sezer, 2019). Meanwhile, for students, this solution-focused brief counseling can aid them in bringing up and constructing a solution for their problems (Kusumawide, Saputra, Alhadi, & Prasetiawan, 2019). Further, solution-focused brief counseling can also strengthen the counselee's willingness to establish a feasible solution (Handley, Story, & Jordan, 2018). The solution-based approach is one of the alternatives for creating social change (Shennan, 2020). Additionally, solution-focused brief counseling is also essential because it brings a new dimension (Sagar, 2021). This counseling approach guides the students with a focus on developing their potential and finding a practical solution for their problems.

In addition, motivational interviewing is a short intervention that aims to maintain someone's motivation (Silsva, Kavanagh, May, & Andrade, 2020). It can be implemented to help counselee develop their inner motivation to attain the counseling purposes (Dahlia & Rahmi, 2020). Motivational interviewing has been reported to be capable of overcoming the ambivalence of behavior transformations (Malas, Rofey, Kuchera, Pletcher, Aguayo, Douaihy, & Gold, 2016) since its primary aim is to realize a change from within oneself (Hagedorn, et al., 2018; Silva, Kavanagh, May, & Andrade, 2020). Motivational interviewing focuses on strengthening someone's intrinsic motivation and commitment to change (Fortune, Breckon, Norris, Eva, & Frater, 2019).

Students have to maintain a high self-disclosure since low self-disclosure will isolate them from their environment, make them face difficulties in having friends, potentially lead them to be a victim of bullying, lead them to have negative thoughts, and have challenges in the learning process (Herliana, 2019). Self-disclosure encourages students to have greater active involvement and interdependence in the classroom as it helps students develop a strategy to disclose themselves (Borshuk, 2017). Besides,

intimate self-disclosure also enhances social closeness and concern between two people (Lin & Utz, 2017). It is one of the essential factors in the development and regulation of interpersonal relationships (Choi & Bazarova, 2020). Also, self-disclosure offers high positive effects and reduces symptoms of stress (Arslan & Kiper, 2018).

CONCLUSION

Our findings suggest that students' low self-disclosure can be enhanced using solution-focused brief counseling and motivational interviewing. Thus, the school counselor can adopt solution-focused brief counseling and motivational interviewing to increase students' internal potential and self-disclosure. Meanwhile, future researchers are suggested to widen the research scope or analyze the effects of participants' gender and age differences on the use of solution-focused brief counseling and motivational interviewing for enhancing students' self-disclosure.

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