

Achieving Success Everyday (ASE) Model to Develop Students' Academic Buoyancy

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Abstract: The high academic challenges for high school students make many students unable to adapt to live an academic life. The ability to have academic buoyancy is essential for students to be able to adapt to overcome academic challenges. This study aimed to determine the application of group guidance services using the achieving success everyday model to develop students' academic buoyancy. The research uses a qualitative approach which is specifically directed at the use of the simple case hermeneutic method which describes and comprehensively explains various aspects of a group, and qualitative phenomena (language, text, communication, meaning, and experience). The results of the study show the steps of the Achieving Success Everyday (ASE) Model Group Guidance process to develop academic Buoyancy for Students, which include: 1) Assessment phase 2) Review phase 3) Introduction phase 4) Challenge phase 5) Empowerment and development phase 6) Support phase.

Keywords: Achieving success everyday (ASE); Academic buoyancy; Group guidance

Introduction

Academic success is the dream of every student. Most students experience academic challenges, setbacks, and stress that mostly grow and occur in everyday school life (Duckworth et al., 2019). When students enter their teens, between the ages of 16-18, it is very important not only to understand the academic difficulties that students experience and face but also the adaptive ways that students must understand and deal with them (Srisinghasongkram et al., 2021). Students who experience chronic underachievement, feelings of extreme anxiety that lead to other actions, chronic failure or anxiety, developing anxiety and depression, total disillusionment and disillusionment from school, comprehensive and consistent alienation or rejection of teachers (King & Kelly, 2022), have imperfect body physiology and poor family conditions (Busari, 2020).

An important component in adapting lies in the ability of students to be buoyant in facing academic challenges. The construction of academic buoyancy emerged from research on academic resilience, which is derived from the literature on children at risk for psychopathology describing students who, despite experiencing acute, severe and chronic difficulties, succeed academically (Anderson et al., 2020). Academic buoyancy is a construct framed from an asset-oriented perspective within the context of positive psychology (Middleton et al., 2020). Rather than focusing on psychopathological risk, research on academic buoyancy focuses on the extent to which students can meet the everyday academic struggles and challenges that most students face in school (Toprak Çelen, 2020).

Academic buoyancy is an individual's ability to be able to deal with academic decline and the everyday academic challenges that are typical of school life. Individuals who have buoyancy have the confidence and confidence to complete tasks (confidence), the ability to make plans (coordination), self-commitment in completing tasks (commitment), the ability to

be able to understand problems and find solutions to problems (composure), and belief in control. self to be able to successfully do the task (control) (Devi et al., 2019).

Challenges, obstacles and even academic demands are always present in every student's daily life (D'Alessio et al., 2019). Most students experience academic challenges, setbacks, and stress from everyday life at school (Au-Yong-Oliveira et al., 2018). Students experience high difficulty in each semester, get a feeling of pressure on the task load, difficulty preparing for exams, feelings of anxiety and fear of failure, low time management in learning, and low motivation to learn, even for high school students enter college and face exam tests become a source of tension and the toughest challenges for students to experience (Mishra, 2018).

The theoretical reference has the same conditions as the results of the preliminary study on the academic toughness of 129 students of SMA Negeri 10 Bandar Lampung. The academic toughness of students at SMA Negeri 10 Bandar Lampung has an average score of 23 from the ideal score of 36 based on the Academic Hardiness Scall (AHS). Each aspect has a percentage of 66.5% for the aspect of commitment, 22.7% for the aspect of self-control in academics, and 25.6% for the challenge. In addition, the results of the problem checklist instrument on academic problems and open-ended questions given to 180 students got the highest percentage, namely feeling that they had a lot of tasks at 83.6%, and felt bored in learning at 82%.

It is very important for students not only to understand the academic difficulties they are facing but the main thing is the adaptive way that students must understand and do (Lipka et al., 2019). Academic buoyancy provides a framework for students to react to everyday academic challenges at school by being confident in themselves can do assignments, tests and exams well (self-efficacy), able to make plans in doing assignments, tests and exams (planning), having sincerity and not easy to give up when faced with difficult tasks, tests, or exams (persistence), not easily feeling anxious when faced with difficult assignments, tests or exams (low of anxiety), and considers success or failure in carrying out assignments or exams, not from the influence of other people or other things that are not known (uncertain control) (Lei et al., 2022). The positive relationship between the five processes used in academic buoyancy can increase confidence, coordination, commitment, composure, and control to lead individuals to academic success every day (Aydin & Michou, 2020).

Academic buoyancy is the product of a long list of research on resilience (Thomas & Allen, 2021). Academic buoyancy is a sub-theme of resilience (Datu & Yuen, 2018). That is why various studies measure the ability to overcome academic setbacks and challenges. In this study, there is a need to exploit the differences between the two but it is possible to provide interventions so that academic success can be achieved. Academic buoyancy has been widely studied at the high school and college level (Rezaei Gazki et al., 2019). The development of academic buoyancy instruments has also existed at the secondary and tertiary levels. There is little research that focuses on how students respond to academic challenges and academic setbacks (Jahedizadeh et al., 2019). The buoyancy construction is offered as a pathway to a new research area to explore student behaviour.

Group guidance services are very meaningful for counsellors in schools to support student academic achievement (Bulantika, 2020). Various studies show that group guidance used in schools is successful in improving social-personal skills and academic development (Wibisono et al., 2021). This group guidance service is combined with the Achieving Success Everyday (ASE) model which is intended for school counsellors to help students explore personal-social and learning strategies that can support students academic endeavours (Steen et al., 2021). The ASE model provides information on how to prepare, implement, and evaluate group counselling interventions in a developmentally appropriate way (Mashudi, 2018).

The Achieving Success Everyday (ASE) model group guidance is proven to be effective in reducing and as a preventive measure against academic setbacks, can be used to

contribute to the body of knowledge about academic buoyancy, which can assist in developing a better understanding of the variables that affect academic and achievement academic outcomes, such as success and future job fulfilment (Kumara et al., 2018). Implementation of academic buoyancy in individuals is that individuals can have an optimistic attitude, physical and mental health, personality development, and well-being, increase students' self-esteem, academic resilience and proud achievements (Puolakanaho et al., 2019).

The application of group guidance with the model of achieving success every day affects students' academic buoyancy, it has been proven on academic resilience and increase students' self-esteem (Datu & Yuen, 2018). Given the critical role played by the guidance service intervention carried out by the Counselor/Guidance and Counseling teacher in developing academic buoyancy, further research is needed on how the role of the ASE Model group guidance affects students in the process and outcomes carried out by a Guidance and Counseling teacher/counsellor schools at SMA Negeri 10 Bandar Lampung to develop academic buoyancy.

Methods

This study uses a type of qualitative research that is specifically more directed at the use of a simple case hermeneutic approach. This research emphasizes meaning, namely, the focus of the study is directly related to the problems of human life. This research describes in-depth and understands the present life of students who have low academic buoyancy from psychological, social, and academic aspects. In addition, it is hoped that through case studies, this research can comprehensively explain the dynamics of the life transitions of students who have low academic buoyancy in school.

Informants in this study were students aged (14-18 years) who had low academic buoyancy.

Informant retrieval in this study uses a purposive sampling technique with the following criteria:

1. The informants are students of SMA Negeri 10 Bandar Lampung because researchers will examine the present life of students who have low academic buoyancy who attend SMA Negeri 10 Bandar Lampung. Researchers chose SMA Negeri 10 Bandar Lampung because the school has a high compound value. After all, the students who study there are very diverse from various backgrounds and different classes.
2. Informants are part of a group that has male and female sexes who have academic setbacks. Researchers chose subjects from the guidance group because they were more identifiable in comparison to students who had other academic setbacks.
3. The age of informant enters adolescence (ranging from 14-18 years) because, at that age, a person enters a stage of life that has many changes or transitions.
4. Have experienced academic setbacks such as low academic performance, lack of academic confidence, lack of academic commitment, low self-control towards academics, and always feel anxious in facing academic challenges.
5. Informants are currently undergoing semester 2 of class XI, so it can be investigated the extent to which academic adjustments have been made.

The collection techniques used are interviews, observations and simple calculations with the Rasch model application. The interviews conducted were guided free interviews. The observations made were structured, namely, observations using observation guidelines at the time the observations were made. These observations were made at the subject's residence and at the time of the interview. This study uses a documentation study technique to complete the data obtained from interviews and observations. In addition, the use of the Rasch model application for simple calculations on every aspect that is examined. Documents are needed as authentic evidence for research purposes. The documents examined are data from the results

of studies during the first semester and the results of the grades from the teacher of the subject in question as well as the grades reported by the homeroom teacher.

Results and Discussion

The ASE model group guidance program to develop student academic buoyancy is designed based on the academic buoyancy profile of class XI students at SMA Negeri 10 Bandar Lampung for the 2021/2022 academic year and the results of structured interviews with four Guidance and Counseling teachers who guide class XI, and three subject teachers, namely teachers of mathematics, chemistry and geography subjects. Program development begins with making a judgment to three Guidance and Counseling experts in outline. Based on the results of weighing experts/experts, two dimensions are taken into consideration, namely program structure and service content.

Dimensions of the program structure include: a) rational; b) a description of the need; c) purpose; d) targets for implementing interventions; e) assumptions; f) components and service areas; g) counsellor competence; h) the intervention structure of the ASE model group guidance strategy; i) stages of service implementation; j) operational plan for group guidance strategy services using the ASE model; k) the content of the main content of the service, l) indicators of success; and m) evaluation.

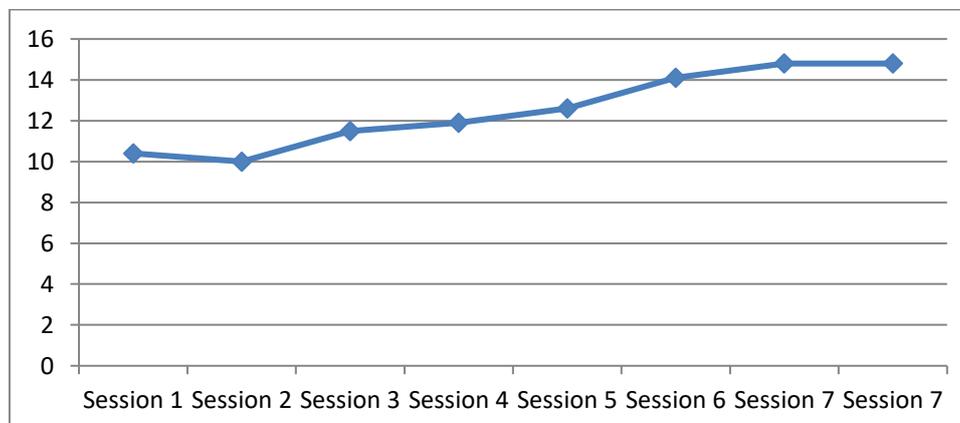
The application of the ASE Model Group Guidance to develop student buoyancy consists of an introduction, a personal-social component, an academic component, and a closing. Developed in the form of six stages, namely: assessment, review, introduction, challenge, empowerment, and support. These stages can be seen in table 1.

Table 1. Stages of ASE Model Group Guidance for Developing Academic Buoyancy

Assessment stage	Review student data to select groups and screen to determine who is most likely to benefit from the group experience. During the assessment phase, the school counsellor meets with students who have been identified for this intervention based on grades i.e. students with at least one D or F in Mathematics and/or English Arts and disciplinary problems in learning. During these meetings, the school counsellor informs students about the focus of group resilience and the reasons for being invited to participate. School counsellors also provide direction to be able to consistently participate in activities, participate actively, and encourage students to obtain family permission.
Review stage	Activities provide participants with information about the group, such as the agenda, group and individual goals, and group norms. Reviewing this information at the start of each group session can be helpful. With groups in this study, school counsellors together with students discuss the group's goals, namely to determine resilience and learn how it relates to the lives of group members. School counsellors and students also create group norms that include things like: what we talk about in the group stays in the group, not talking when other people are talking, and not making fun of each other.

Introduction stage	Help students become familiar with the leadership style of school counsellors, other students, and the group process as a whole. In this case, the school counsellor introduces activities that focus on helping students identify examples of toughness in their past. Group members are asked to draw a timeline that maps out important people and events in their lives, both positive and negative.
Challenge stages	Use confrontation skills to point out inconsistencies between what students have shared and feedback that has been given. from their teachers about academic behaviour and tendencies. When this happens, the group becomes a safe place where students can feel free to share and receive feedback from others.
Empowerment Stage	School counsellors teach students information and skills that will assist them in overcoming difficulties identified before group initiation (academic, behavioural, and personal-social) and any difficulties or barriers that arise.
Support stages	This phase usually occurs towards the end of the group. During the support phase, the school counsellor brings group closure and provides encouragement and assistance to students as they prepare for and adjust to the delayed closure of the group experience.

Figure 1.
Implementation of Achieving Success Everyday (ASE) Model Group Guidance to Develop Academic Buoyancy



The results of the analysis on every aspect of academic buoyancy in the experimental group showed changes, especially those influenced by the guidance strategy of the ASE model group, while the control group showed no change. Based on the results of the pre-test and post-test scores of 6 subjects in the experimental group, the aspect that increased very high was the planning aspect while in the control group the increase was not too large, very thin in each aspect and there was a decrease in the planning and control aspects.

The ASE model has demonstrated the ability to integrate academic and personal-social development in group work (Kumara et al., 2018). This model is practical and provides a collaborative framework (in collaboration with parents and teachers). It aims to remove barriers to student learning by helping students interact better with their peers, behave in class, and feel better about themselves. The ASE model also involves each session consisting of an introduction, a personal-social component, an academic component, and a closing. The ASE

model develops through six stages: assessment, review, introduction, challenge, empowerment, and support.

Although these stages are presented in sequence, they may not occur in this order in the lives of each group. Which stages occur in each session is at the discretion of the school counsellor who applies the model. For example, one group might progress through the first two stages by the time they meet for their third session. Another group may need three sessions to achieve the objective only in the review phase.

In this study, the ASE model focuses on developing student resilience. The goal is to test these concepts in their lives from the past while exploring and learning strategies to become resilient in the future. The analysis of the results provides direction that each student has academic buoyancy abilities in each aspect, but it is still not optimal. As for some students who have high academic buoyancy characteristics, there are no more than five fingers in one class. Meanwhile, students who have a very low academic buoyancy are also not many, while in the medium category there are far more because basically, high school students can think, understand, and can find information, only because of various factors such as lack of direction and understanding. depth, so that students have an academic buoyancy that is not optimal.

The group guidance strategy is based on the results of research conducted by (Kehle-Forbes et al., 2013), use group tutoring services to improve study skills and social-personal development for high school students. The rationale in this research is that group guidance allows students to have the opportunity to discuss obstacles and opportunities that have an impact on achievement, as well as develop a support network that is appropriate in the student's situation and condition. The results of the qualitative data of this study have positive results related to the use of group guidance strategies. Based on the research results, students can have a recording, organizing, and planning skills as a result of participating in the group guidance process (Kehle-Forbes et al., 2013).

Another study stated, in creating group strategies to develop social skills for high school students against personal-social challenges and academic skills deficits. The resulting contribution of this research is the planning and evaluation of group counselling strategies in a detailed mechanism (Bostick & Anderson, 2009). The findings of the research show that some students in class XI SMA Negeri 10 Bandar Lampung have academic buoyancy in the medium category. Referring to the theory that academic buoyancy is an individual's ability to be able to face academic declines and challenges which is characterized by having five aspects of academic buoyancy, namely self-efficacy, planning, persistence, low anxiety, and control. The results of his research discussion that each individual has an academic buoyancy, but it is very possible on a larger scale in the medium or even low category, this assumption is strengthened based on the results of his observations in literature studies in secondary schools (Martin & Marsh, 2008)

Likewise with the results of the research (Malmberg et al., 2013), that research in assessing the academic buoyancy of junior high school students in several schools in Australia shows academic buoyancy in the moderate category, especially in majors that take natural sciences. His research is very specific to look at each subject that is taught. The results of his research show that mathematics, English and natural science require higher academic buoyancy than other subjects and the overall score for all students is in the moderate category.

Most students have academic buoyancy in the medium category, meaning that in everyday academic life at school there are still many students who are not optimal in facing daily challenges and obstacles in academics at SMA Negeri 10 Bandar Lampung, especially class XI students, by the results of studies previously that challenges, obstacles and even demands in academics are always present in every student's daily life in various forms. Academic challenges, setbacks, and stress from everyday life at school. Students experience high difficulties in each semester of learning, get a feeling of pressure on the workload given

by the teacher at school, difficulty preparing for daily tests, feelings of anxiety and fear of failing the exams to be faced, and low time management in learning, low motivation to learn and feel bored in learning at school. The reference to the quantitative findings of academic buoyancy of dominant students in the medium category shows that students are not yet optimal in dealing with indications of challenges, obstacles and demands for class XI students of SMA Negeri 10 Bandar Lampung.

Previous academic buoyancy studies have been more of a motivating variable and have not been studied independently, but references from various studies such as Martin, Colmar, Davey & Marsh (2010), which examines the relationship between academic buoyancy and motivation, as well as research Malberg & Nuts (2013) who examines the relationship between academic buoyancy and psychological risk, to the discussion of academic buoyancy and well-being (welfare) shows that academic buoyancy has now become a new understanding and new information for individuals can improve their academic abilities for the better.

Conclusions and Suggestions

From the results of the study, it can be concluded that the Achieving Success Everyday (ASE) Model Group Guidance to develop academic buoyancy for students is carried out in several stages, namely, 1) Assessment stage 2) Review stage 3) Introduction stage 4) Challenge stage 5) Stage empowerment and 6) Support stage. The process of Group Guidance services by carrying out these stages results in the academic buoyancy of high school students being more than moderate to high from low to moderate. This research is limited to the use of instruments and trials/testing of the guidance and counselling model which is limited to only one school. For further researchers, it is recommended to conduct research on other subjects, especially at the student level.

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