

Increasing student resilience with strength-based group counseling

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Abstract: The challenges faced by students, such as managing time between studies, developing social networks, and determining and building a career, are academic and non-academic demands that students have to go through at school, which can be a disturbance to psychological well-being. Therefore, a counseling service such as strength-based group counseling is very important to strengthen students' positive character. By knowing this character, interventions related to developing resilience will be more targeted. This research aims to determine the effectiveness of strength-based group counseling to increase student resilience. This research method uses a pretest and multiple posttest designs. The purposeful sampling technique was used to select 14 experimental student subjects who were placed into two groups randomly, so that each group consisted of seven students from SMA Negeri 5, Semarang City, Indonesia. Data collection using the Connor Davidson Resilience Scale was adjusted to the characteristics of the research subjects. Data analysis used repeated measures ANOVA. The results of the mixed repeated measures ANOVA test show that strength-based group counseling is effective in increasing student resilience. Furthermore, there is an interaction effect between time and group. These findings confirm that strength-based group counseling is effective and can be applied to increasing student resilience.

Keywords: Group counseling; Resilience; Strength-based counseling; Students

Introduction

Resilience is an individual's ability to remain strong and positive in the face of stress, pressure, or trauma. The importance of resilience is to be able to respond adaptively to difficulties faced by individuals and groups (Dewi et al., 2021) Individuals who have high resilience tend to be better able to cope with difficult situations and maintain their mental and emotional well-being (Shin et al., 2012). In line with research that shows that individuals who have high resilience can better understand themselves, understand what can and will be done, open themselves to mingle, manage negative emotions such as anxiety and stress that can arise during the learning period, achieve better academic achievement, have healthy social relationships with peers and teachers, which can be an important source of support in dealing with difficulties, and develop effective problem-solving skills so that they can find solutions to the problems faced (Gee et al., 2023; Djourova et al., 2020; Dari W.S et al., 2022; Masten, 2001;Luthar et al., 2000).

Meanwhile, individuals with low levels of resilience tend to be those who have difficulty dealing with problems, are unable to manage negative emotions, and are easily anxious, so they have low academic achievement. In accordance with the findings of research conducted by (Iimia Sari et al., 2022; Wirastania et al., 2021) many students who have low resilience are characterized by students feeling that they do not have the ability to fight back when they are in a stressful situation, have a pessimistic attitude, and do not have the ability to

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analyze and identify the causes of the problems faced appropriately. Sari, PS. et al., (2022) in her research revealed that students experience pressure from changes in the environment that were previously in school to college. Most of the problems that occur are the difficulty of adaptation in various pressures so that it requires more resilience (resilience) to adjust to a new environment due to lack of communication and children find it difficult to open themselves (Kurniawan et al., 2022). In addition, the results of previous research conducted by (Muwakhidah, 2021) show that many adolescents complain because they are unable to cope with the tasks they have to fulfill at the boarding school. Some of them also often show moody behavior, cry easily, and end up not feeling at home at the islamic boarding school.

Seeing the condition of low resilience, it is necessary to handle it to increase student resilience (Masdelina et al., 2023). This phenomenon of resilience in students shows the importance of counseling approaches in supporting student development, not only in terms of academics but also in terms of mental and emotional well-being. There are interventions that can bridge students who are experiencing academic stress and negative character in themselves to be able to develop academic and non-academic competencies and build positive characters that bring individuals to positive feelings. One of the appropriate interventions to be applied to the problem of academic stress and negative character is a counseling approach, in this case by trying to apply strength-based group counseling to increase the resilience of these low-performing students so that they become more resilient.

The main purpose of using strength-based group counseling in this study is for individuals to improve their character with strengths and not only reduce the possibility of negative outcomes. (Botvin et al., 1995). Strength based counseling means how to recognize and help clients to identify strengths so that they can build on existing competencies (Norman, 2000). Strength based counseling it is very useful to build strengths in children by being positive and encouraging an optimistic outlook. The school counselor can identify strengths in students that are stronger than others. Then, the counselor can help students use these strengths where they live, at school and outside of school (Ramadhoni & Kalsum, 2018; Ramadhoni et al., 2020). The strength-based counseling approach is carried out using group counseling so that services can be effective. This is reinforced by Myrick (2011) which reveals that interventions with group work can bring up ideas, attitudes, behaviors, and feelings for personality development and improvement in schools (Ramadhoni et al., 2023). Wibowo. M. E (2019) also explains that group counseling is a dynamic interpersonal process that emphasizes (decides) thinking, and behavioral awareness, involves therapeutic functions, is comfort-oriented, there is mutual trust in trust, understanding, acceptance, and help.

The research results show that strength based group counseling effective to improving academic hardiness students (Ramadhoni et al., 2019). Similarly, strength-based counseling used in education courses has been shown to be effective in increasing students' strengths awareness, strengths application, and personal growth (Passarelli et al., 2010). Other research shows that strength based intervention motivational interviewing group counseling can be effective in increasing students' self compassion (Azizah et al., 2019). Based on the explanation above, this study examines strength-based group counseling to improve student resilience. There are previous studies above that are relevant to the research conducted by the researcher. However, some of these studies have gaps, so by exploring this research gap, research on the

effectiveness of interventions can expand understanding of how to improve student resilience and support holistic student development.

As in some previous studies, it is stated that strength based counseling is effective for increasing self compassion and academic hardiness. Meanwhile, this study examines strength based group counseling to increase resilience. Novelty in student resilience research can make a significant contribution to enriching the scientific literature and expanding our understanding of how students cope with challenges and difficulties in the educational context. This research can complement and strengthen previous research that can be used as a foundation for future researchers.

Methods

This type of research is quantitative research with an experimental research design. The experimental design in this study used a pretest and multiple posttest design involving two groups, namely the experimental group and the control group. The subjects in this study were class X students of SMA Negeri 5 Semarang, consisting of 80 students from three classes. The research subjects were taken using the purposive sampling technique based on the criteria of low level resilience ($x < 131$). The placement of research subjects was carried out by random assignment to be divided into two groups, namely the experimental group and the control group, each consisting of seven students who had low resilience. In the experimental group, research subjects will be given treatment in the form of strength-based group counseling, and in the control group, they will be given group counseling without using a particular approach.

The data collection technique used in this study uses an instrument developed by Karen Reivich and Andrew Shatte (2002), namely the connor davidson resilience scale with 56 statement items, which are arranged based on emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out and using a Likert scale with five criteria where 1 means never and 5 always. The results of the instrument reliability test obtained Cronbach's Alpha coefficient of 0.976..

There were several steps taken during the study. First, the researcher conducted a pretest to measure student resilience before giving the intervention. Second, the intervention was given in the form of strength-based group counseling 4 times with 2x45 minutes for each session. Third, a posttest was conducted to see if there was an increase in the resilience experienced by the research subjects. Fourth, researchers conducted a follow-up within two weeks after the implementation of the posttest. Then the data obtained from the results of the pretest, posttest, and follow-up were analyzed using repeated measures ANOVA to see the improvement in student resilience.

Results and Discussion

The results of the data description in this study indicate that the mean level and standard deviation of resilience in the experimental group increased on average from pretest ($M = 121.71$; $SD = 5.438$) to posttest ($M = 143.00$; $SD = 5.538$) and follow-up ($M=149.71$; $SD=5.823$) compared to pretest ($M=121.14$; $SD=1.864$) to posttest ($M=120.42$; $SD=2.070$) and follow-up ($M=120$; $SD=1.632$) in the control group. this is as presented in table 1.

Tabel 1. Description data

	Experiment	Control
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Pretest	M	121.71	121.14
	SD	5.438	1.864
Posttest	M	143.00	120.42
	SD	5.538	2.070
FollowUp	M	149.71	120
	SD	5.823	1.632

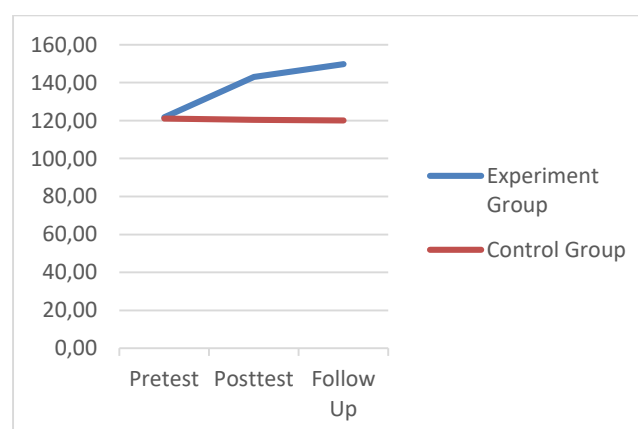
Data analysis of strength based group counseling was conducted repeated measures ANOVA. This technique was used to test strength based group counseling to increase student resilience in the pretest, posttest, dan follow up.

Tabel 2. ANOVA mixed analysis results

Efect	F	df	p
Time	103.643	2,24	<0,05
Group	8.689	1,12	<0,05
Time*Group	15.163	2,24	<0,05

According to Table 2, the results of the mixed ANOVA analysis showed the effect of the assessment stage on increasing resilience ($F(2,24) = 103.643, p < 0.05$). Another result showed that there was a group effect on increasing resilience; there was a significant difference ($F(1,12) = 8.689, p < 0.05$). This shows that strength-based group counseling is effective in increasing resilience. Other results also showed an interaction effect of the assessment stage with the group on increasing resilience ($F(2,24) = 15.163, p < 0.05$). There was an increase in resilience in students who were in the experimental group; this indicates the existence of time effects, group effects, and interaction effects between time and groups that influence the increase. This can be seen in Figure 1.

Figure 1. Resilience Chart



Tabel 3 *Pairwise Comparison results*

Time	MD	SE	P
T1-T2	-13.929	1.671	<0.05
T1-T3	-21.143	1.553	<0.05
T2-T3	-7.214	0.217	>0.05

Based on table 3, the results of the comparison of the time effect on resilience from (T1-T2), (T1-T3) have increased. This can be interpreted as an increase in student resilience that occurs in each measurement phase.

Based on the data that has been obtained, it can be carefully understood that in the experimental group with strength-based group counseling is effective in increasing resilience. In the experimental group at the pretest to posttest stage showed an increase, and after being given a follow-up also increased in the score results so that the experimental group experienced an increase from low to high levels. Meanwhile, the control group could not increase resilience in students at SMA Negeri 5 Semarang. At the pretest to posttest stage, there was no change in the level (settled at a low level). Likewise, in the follow-up, there was no change in the level of resilience.

This study investigates the effectiveness of strength-based group counseling in increasing student resilience. As for the results of the data analysis obtained, it can be concluded that strength-based group counseling is effective for increasing student resilience. The results of this study reinforce previous research studies that revealed that strength-based counseling is effective in its application (Suranata et al., 2017). According to Desetta (2000) Group work with strength-based counseling emphasizes the identification of client problems. As explained by Pérusse et al (2009) that group interventions can be delivered to multiple adolescents within a limited time frame, thus maximizing efficiency while not reducing effectiveness. A strength-based approach is one of the counseling approaches focusing on adolescents at risk as well as enhancing an optimistic outlook for students. Counselors using a strength based approach believe that every client has the strengths to overcome adversity, maintain functioning in the midst of stress, and use resources as sources of support. By initiating conversations about strengths and fostering hope based on past successes, discussions about difficulties can occur easily. Collaborative relationships between counselors and clients are also important to create positive changes in clients (Ratanavivan, 2015).

Specifically in this study, a strength-based approach means discovering how to recognize and help clients identify their strengths so that they can build on their existing competencies. Students can identify resilience in themselves with the counseling group. This result can be achieved because of students' own awareness and intention to improve resilience by taking part in strength-based group counseling seriously and enthusiastically. Strength-based group counseling applied to students of SMAN 5 Semarang City showed effectiveness in improving the resilience of students of SMAN 5 Semarang City. Therefore, strength

based group counseling in this research becomes an important part of counseling services. Resilience in this discussion refers to students' ability to cope with pressure, academic difficulties, and social challenges in a positive and adaptive way. After being given treatment using strength-based counseling in group counseling, the counselee became able to manage negative emotions, did not give up easily despite failure, and had good social relationships. The

most important change that occurred in the counsees was to develop effective problem-solving skills so that they could find solutions to the problems they faced. This is strengthened by Brownlee et al (2013) that strength and resilience are critical to the understanding and positive development of children and adolescents. This study suggests that strength-based group counseling interventions can be used as a way to enhance positive development in children in various settings. The application of strength-based group counseling implemented in this study is a relief effort provided to students who have low resilience, so this study can contribute theoretically, which is currently still limited, especially regarding strength-based group counseling. This research also provides a basis for future studies that lead to strength-based counseling research so as to clarify the benefits of strengths in prevention and intervention programs.

Conclusions and Suggestion

Based on the findings of this study, it can be concluded that strength-based group counseling is effective in increasing the resilience of SMA Negeri 5 Semarang students. This is based on the pre-test and post-test scores on the student resilience scale after being given assistance by the researcher through strength-based group counseling. School counselors should implement strength-based group counseling services because this model, after being tested, has been proven effective in increasing the resilience of high school students.

This research has implications for related parties, including: (1) Counseling teachers need to develop programs for organizing counseling services so that students are actively involved. (2) For future researchers, this research can be used as an alternative that is used as a basic understanding to continue research on strength-based group counseling to help solve student problems, especially regarding increasing resilience and expanding research subjects to be representative. Then, in this study, only follow-up was provided to the research subjects for two weeks. Therefore, future studies are expected to provide follow-up for more than two weeks and can use strength-based group counseling, but with different problems, approaches, and research subjects.

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