

GROUP COUNSELING: A REALITY APPROACH TO INCREASED RESILIENCE STUDENT ACADEMICS

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Abstract:

As students are inseparable from learning and assignments with the many tasks given by the teacher resulting in students experiencing pressure this event is called academic resilience. The purpose of this study was to determine the effect of reality approach group counseling on increasing the academic resilience of students of SMK Negeri 2 Jember. The research method used is an experimental type. The conclusion from this study is that group guidance can have an impact on the level of student academic resilience. This can be proven from the results of the pretest and posttest after group counseling. In addition, the factors that affect academic resilience include: Internal factors that are typical in Indonesia are gratitude, psychological contract and religiosity. External factors identified were the quality of the student-teacher relationship and parenting style, peer social support, and general social support.

Keywords: Group counseling, Reality Approach, Academic Resilience.

INTRODUCTION

Education in Indonesia is carried out through pathways, levels and types of education. The educational path is an educational process that students go through to develop their potential in accordance with educational goals. Indonesia has three types of education, namely formal, non-formal, and informal education. Formal education is a structured and tiered education which includes elementary school education (SD/MI), junior high school (SMP/MTS), high school (SMA/SMK/MA) and Higher Education (PTN/PTS).

Vocational high school (SMK) is one of the education levels that provides vocational education. Vocational education has the main goal compared to Senior High School (SMA) and Madrasah Aliyah (MA), namely in the continuity of preparing students to enter the world of work. Vocational High Schools emphasize more practical provision than theoretical learning, so that students are more focused on technical preparation towards mastering technology used in life and directly students are prepared as ready-to-use labor.

The learning process of Vocational High School is different from that of Senior High School. Not a few vocational students cannot complete the final project on time. This is because the deadline given is very limited. The number of demands to complete individual tasks has an impact on individual pressure in completing tasks, this phenomenon can be called resilience. Resilience is defined as effective coping and active coordination of adversity and stress. (Yulianti et al., 2021) Jannah (2020) suggests that "resilience is a skill needed in all life. This is because human life is always colored by adversity (unpleasant circumstances)". While academic is a state where people can convey and accept ideas, thoughts, and knowledge, while testing them honestly, openly, and freely (Astuti, 2018). It can be concluded that academic resilience is a person's resilience in processing various academic tasks in an educational environment (Harahap et al., 2020)

Kumalasari & Akmal (2020) stated that academic resilience is defined as a person's reaction to emotional, cognitive, and behavioral problems in the face of academic difficulties/failures they experience. Academically resilient students are characterized by optimism in the face of adversity, being able to look back on themselves to achieve long-term goals, and constantly striving to achieve the goals that have been set. Academic resilience is an individual's ability to effectively deal with setbacks, stressors, or pressures in an academic environment, a skill to relieve the stress they face (Wahidah, 2018).

In the preliminary study, researchers distributed questionnaires to 18 grade X PBL students of SMK Negeri 2 Jember on December 11, 2021 about academic resilience using google forms. The results of the questionnaire showed that six students experienced moderate academic resilience, this can be shown from the behavior of students who can control feelings of frustration with academic problems, are able to survive academic problems, are able to think ahead, are able to identify difficulties, and are able to find solutions. While seven students have low academic resilience shown by behavior, including not being able to adapt to academic pressure, not being able to change themselves according to circumstances, not having self-strengthening, and not being able to overcome problems. The above phenomenon shows that not all students have high resilience.

Resilience is one of the factors that make a person's learning successful. Therefore, a way is needed to increase academic resilience. One group counseling technique that can be used to increase student resilience is the reality technique. Based on research conducted by (Khomsah et al., 2018) that group counseling has an impact on academic resilience. Group counseling services have an impact on student resilience related to emotional control, impulse control, optimism, causal analysis, empathy, and self-efficacy.

According to Sri et al., (2020) that reality counseling is counseling that focuses on current behavior to realize the future, not past behavior. Through reality group counseling, students are expected to identify shortcomings, correct them, be open, help each other, be confident, and allow students to adapt well and adapt better. Reality group counseling is an applicable way to overcome psychological problems that include being sensitive to criticism, responsive to praise, hypercritical, feeling disliked by others and being pessimistic about competition as a predictor of self-evidence (Maslikan, 2018).

According to (Febrianto & Ambarini, 2019) group counseling is a special form of counseling. This is a counseling process between professional counselors and many people

seeking advice who are also members of small groups. Group counseling, or Counseling orientation services that allow students to discuss and solve problems they experience through group dynamics (Trifena et al., 2020)

With this, researchers are interested in researching the topic of the impact of group counseling, a reality approach to increase the academic resilience of SMK Negeri 2 Jember students.

METHOD

This study used an experimental method with a pre-experimental type. Researchers used this method because the study did not use a control group with a research design of one group pre-test and post-test design. The population in this study was grade X students of the SMKN 2 Jember Power Plant for the 2021/2022 academic year which amounted to 110 students. The sampling technique used in this study is Non Probability Sampling with the type of Purposive Sampling is a sampling technique with certain considerations. The data collection method in this study used questionnaires, while the instrument used was a questionnaire. The data analysis uses pretest and posttest results using the T test formula.

RESULTS AND DISCUSSION

From the results of research that has been conducted with group counseling using the WDEP reality approach that students who have low resilience become have moderate resilience, this can be proven from a low pretest score showing low student resilience then a posttest after treatment produces a high score which means students have high resilience.

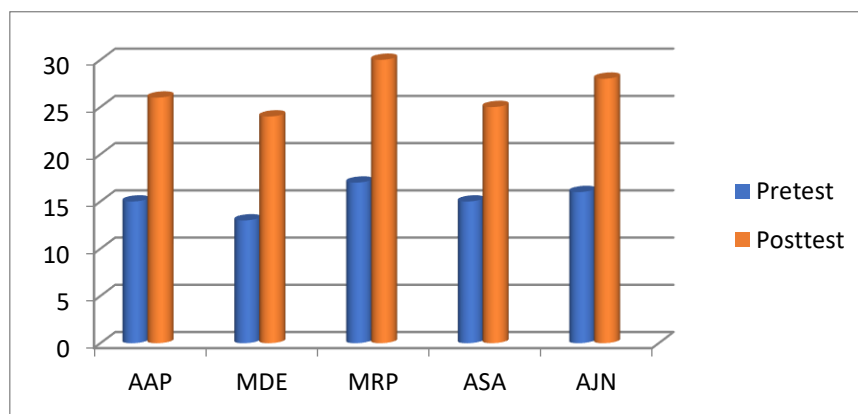


Figure 4.1 Pretest and posttest result diagram

Table 4.1 Pretest and posttest score results

No	Name	Shoes Pretst	Shoes Postest
1.	AAP	15	26
2.	MDE	13	24
3.	MRP	17	30

4.	ASA	15	25
5.	AJN	16	28

Source : Pretest and Posttest Questionnaire

Based on table 4.1, AAP research subjects produced a pretest score of 15, in this case in the low resilience category, namely. Have not been able to change themselves according to circumstances. AAP always feels insecure and inferior, but at other moments he is very enthusiastic to interact. It seems that AAP has its own world in mind, he realizes that what is thought is too deep and broad, so in the real world AAP often stays in the crowd and even he also feels excessive fear because he is not appreciated and disliked for his existence. Given that AAP used to be an active, sociable person and many friends. After some problems, AAP is very difficult to adapt and confident, so he calls himself very bad and not worthy of respect.

MDE is a research subject that produces a pretest score of 13 in the low efficiency category that is not yet able to adapt to academic pressure. The academic pressure experienced by counsellors is the number of tasks given by the teacher so that students are confused about which task to do. With so many assignments given by teachers instantly, MDE can be negligent so that MDE prefers to play rather than do assignments.

The third MRP research subject produced a pretest score of 17, in this case, it was included in the category of medium resilience, which is able to withstand academic problems. The academic problem experienced by MRP is that he must be able to manage time between schoolwork and organization at school because the tasks given by teachers are so many and organizational activities at school often organizational activities clash with the tasks given by the teacher.

ASA is the fourth research subject that produces a pretest score of 15 in the low reciprocity category, which is not yet able to overcome the problem. The problems experienced by ASA are academic problems and family problems when problems come simultaneously ASA has not been able to adjust itself.

The fifth research subject AJN produced a score of 16 in this case in the category of low resilience, namely not being able to adapt to academic pressure. AJN has not been able to cope with academic pressure because it is still adjusting from online learning to face-to-face learning. When online learning the assignments given by teachers are few and there are deadlines while face-to-face learning assignments are so many and must be collected at that time too.

Based on the results of the T test with SPSS, it is known that the value of sig (2-tailed) is 0.000 which means less than 0.05 based on existing provisions if the sig value is $0.00 < 0.05$ then H_0 is rejected, and vice versa if T counts < from the T table then H_1 is accepted. This means that there are differences before and after treatment. Therefore, group counseling, the WDEP reality approach, can have an impact on students' academic resilience.

Tabel 4.2 Paired Samples Statistics

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before treatment	15.2000	5	1.48324	.66332
	After treatment	26.6000	5	2.40832	1.07703

Tabel 4.3 Paired Samples Correlations

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Before treatment & After treatment	5	.938	.018

Tabel 4.4 Paired Differences

		Paired Differences						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)	
			Lower	Upper				
-11.40000	1.14018	.50990	-12.81571	-9.98429	-22.357	4	.000	

Based on the results of the study that there was a difference in the initial level of resilience before counseling for the low resilience level group. However, after being given group counseling, the level of student resilience became high. So it can be concluded that group counseling can have an impact on students' academic resigency.

Preliminary studies conducted at the beginning of the study found that the results of the questionnaire showed that six students experienced moderate resilience, this can be shown from the behavior of students who can control feelings of frustration with academic problems, are able to survive academic problems, are able to think ahead, are able to identify difficulties, and are able to find solutions. While seven respondents had low resilience shown from student behavior, among others, had not been able to adapt With academic pressure, has not been able

to change themselves according to circumstances, has not had self-strengthening, and has not been able to overcome problems.

During the counseling process, researchers observed the problems experienced by respondents. At the first meeting, respondents still could not convey what problems were being experienced even though they had been told by researchers that this counseling was confidential, only group friends knew about it. After being given an explanation by the researcher, respondents can convey the problems that are being experienced including not being able to change themselves according to circumstances, not being able to adapt to academic pressure, not being able to overcome problems.

In this study, researchers used group counseling with the WDEP reality approach. According to Palmer, Ed (2010: 534-537), the WDEP technique provides answers to questions asked frankly and does not limit itself to simple answers. Every hurdle in WDEP gives rise to clusters of ideas. The letters in question become:

W=Wants (Willingness to Question the Client About His Needs, Perceptions and Level of Commitment).

D = Direction and Doing "Doing" in this sentence contains an exploration of all four components of total behavior: actions, thoughts, feelings, and physics. Such unique and specific information raises the standard of understanding in the therapeutic field and, in particular, the measure of the client's understanding of his own behavior (as a whole).

Evaluation helps clients evaluate themselves.

P = Planning (Plan) helps the client in making a to-do list of plans. When helping clients create action plans, the technical process of WDEP reaches its peak. Focus more on action because it is the only component of total intelligence that is under our control (along with thoughts, feelings, and physical).

(Widyawati & Setianingsih, 2021) stated that everyone's resilience is also influenced by past experiences. A resilient person is not a person who has no emotions, but a person who is able to cope with emotions. Resilience describes the things that drive recovery, related to multidimensional situations. In psychology, this model of power is described as positive psychology.

Researchers found another event that there are students who are not resilient, namely there are students who cannot complete tasks because they clash with school activities so that students copy their classmates' schoolwork, This ensures that students are not resilient, do not believe in their own abilities and depend on others. A person can believe that he can effectively solve problems that arise and has confidence in being able to solve problems. Self-efficacy is critical to successful academic resilience. (Khomsah et al., 2018)

With the increase in academic resilience, it is in accordance with the objectives of group counseling said by students, (2018), namely the purpose of group counseling is to develop emotions, thinking, cognition, insight, attitudes and communication skills, socialize group members and solve group member problems so that they can develop optimally.

Of the four indicators of academic resilience that have the highest increase are individuals able to adapt to academic pressure and able to overcome academic problems. Each group member experienced an increase in academic resilience after being given group counseling treatment, although the increase in resilience was not too high. This is in accordance with the results of research conducted by (Dwiastuti et al., 2021) that academic resilience factors are influenced by internal factors that are typical in Indonesia are gratitude, psychological contracts and religiosity. Self-regulated learning factors, positive adaptability, school engagement and locus of control are in line with research in other countries. External factors identified were the quality of student-teacher relationships and parenting, peer social support, and general social support. However, research in other countries and in Indonesia does not consider cultural factors as external factors that can affect academic resilience.

CONCLUSION

Based on the results of research on the impact of group counseling, the reality approach can be concluded that group counseling can have an impact on the level of academic resilience of students. This can be proven from the results of the pretest and posttest after group counseling. In addition, factors that affect academic resilience include: Internal factors that are typical in Indonesia are gratitude, psychological contracts and religiosity. External factors identified were the quality of student-teacher relationships and parenting, peer social support, and general social support.

Advice for future researchers who will use group counseling with a reality approach should really understand this approach in order to have good and correct implications. The results of this study can be used as consideration and input for the world of education, especially in implementing group counseling for secondary schools.

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