THE EFFECTIVENESS OF SOLUTION FOCUSED CONCISE GROUP COUNSELING TO DEVELOP STUDENTS' ACADEMIC SELF-CONCEPT

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Abstrak

Self-concept is everything that is in a person, both positive and negative. The development of self-concept is certainly a manifestation of the positive self-concept that exists in humans, in which case the development of self-concept leads to the academic development of students. The approach used in the academic development of students is a group counseling approach that focuses on SFBC solutions. By using this approach group members are required to be more active in the process of counseling activities. This approach focuses more on the present and future of students, in the sense that it does not ignore the past but does not really look at the causes why these problems can occur. The group leader asks several open-ended questions so that members can explain the problems they are feeling. Focusing on the solution certainly does not question the cause, where in the case of the group leader it is more to help its members find solutions.

1. Introduction

Solution-focused counseling is an approach based on postmodern philosophy as the conceptual basis for its approach. The solution focused approach is often referred to as constructivist therapy (Constructivist Therapy), while others call it Solution Focused Therapy. The protagonists of this approach are Insoo Kim Berg and Steve de Shazer. According to Corey (2015) this approach focuses more on how the client's problems can be overcome, focuses on problem solutions and pays less attention to the client's past history and does not care about how problems arise. The dialogue used between the counselor and the client in solution focused is directed at how it should be, focuses on the solution, and discusses goals as a representation of the solution to the problem experienced by the client. The solution focused approach places more emphasis on the strengths, resources and resilience of individuals who focus on conceptual solutions. Solution focused counselors believe that clients or group members are individuals who have the ability to set personal goals full of mindfulness and the ability or resources to solve their problems. (Corey: 2015).

Arjanto (in Sumarwiyah et al: 2015). In accordance with their developmental age, students at the junior high school level fall into the category of early adolescence. Adolescents are in a period where they experience a transition in some important aspects of their development to adulthood. Adolescence is a time when an individual begins to establish their ego identity. Erikson (in Muss, 1988) believes that to establish intimate interpersonal relationships, a clear ego identity is needed in the sense that the individual must already know who he really is (Muuss, 1988). So it can be seen that ego identity is an individual's deep knowledge about himself. (Sumini, 2020:97).

The use of language is very important in carrying out the practice of RFBT counseling, in which case the group leader will ask more questions to group members. In line with that, Mulawarman (2019) explains the words used to get their meaning in the activity. Therefore, the meaning of a sentence

always depends on how the sentence is used. In other words, the meaning of a sentence is very dependent on the use of the sentence itself.

SFBC has assumptions that humans are healthy, capable (competent), have the capacity to build, design or construct solutions, so that the individual does not continue to dwell on the problems he is facing. Humans do not need to be fixated on the problem, but he is more focused on the solution, acting and realizing the solution he wants.

2. Method

There is also this type of research is a literature study. Zed in Kartiningsih's research (2015) said that the literature study method is a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials.

Rachmawati and Alifia (2018: 188) define that library research is a series of studies relating to library data collection methods, or research whose research objects are explored through various library information.

Hamzah (2019: 31) based on its characteristics, literature research is classified as a qualitative research method. Literature research is carried out because it is not possible to do a field study or because of the personal desire of the researcher to conduct library research.

The steps in literature research according to Kuhlthau (2002) in Mirzaqon and Purwoko (2017) are as follows:

1. topic selection,
2. information exploration,
3. Determine research focus
4. collection of data sources,
5. Preparation of data presentation, and
6. Preparation of reports.

3. Result and Discussion

The results of this study indicate that the treatment provided is a solution-focused concise group counseling service that is proven to be effective so that it can be used as an alternative service option to develop students' academic self-concepts. Academic self-concept greatly affects the results of academic achievement and student academic performance. (Sumini, et al, 2020: 102).

Academic self-concept is a developmental task that must be fulfilled by individuals during their learning. The Solution-Focused Brief Counseling (SFBC) approach can be an alternative to be implemented in a school setting as a forum for developing students' academic self-concepts because in an educational setting it will be more effective with a therapy that is used in a short time as well as collaboration with various related parties. According to research from Franklin, Moore, & Hopson (2008:26) states the intervention to be carried out in schools is as good as a short period of time and includes a change. An intervention to support this idea is to use SFBC.

With Solution-Focused Brief Counseling (SFBC) counselors can collaborate with students to improve their academic self-concept so that it can be controlled by the counselor, as stated by Kelly, Kim, and Franklin (2008:12) The SFBC approach is very suitable for school counselors and school settings, because in this approach school counselors can collaborate with students to solve problems that focus on finding solutions and with these solutions directing students to make more positive life changes.

According to the above concept with this approach, the academic self-concept really needs to be improved by a change in the individual's self. The Solution-Focused Brief Counseling (SFBC) approach believes that continuous change will enable students to improve their self-concept, which is more positive, as stated by Bannink (2007:88). The process of continuous change, stability is an illusion. The question is not whether but when the change will occur. Clients can assist in making positive self-fulfillment. (Nugroho et al, 2018: 94).

Based on research that has been conducted on students of SMA Negeri 1 Ungaran testing the effectiveness of SFBT group counseling to improve students' academic resilience and self-efficacy, the conclusions of the research are as follows: 1. Solution Focused Brief Therapy approach group counseling is proven effective in improving the academic resilience of high school students N 1 Ungaran. 2. Group counseling with the Solution Focused Brief Therapy approach has proven to be effective in increasing the self-efficacy of SMA N 1 Ungaran students. 3. Group counseling with the Solution Focused Brief Therapy approach has proven to be effective in increasing academic resilience and self-efficacy of students at SMA N 1 Ungaran. (Hendar, 2019: 105).

Roles and Functions of Group Leaders

According to Corey (2015) there are several roles and functions of group leaders who use a solution focused approach, namely:

a. Unknown position

Clients or group members are much more likely to fully participate in the therapeutic process if they perceive themselves as setting the direction and purpose of the conversation. Much of the therapeutic process involves clients thinking about their future and what they want to be different in their lives. Solution-focused group leaders adopt the "don't know" position as a route to putting group members in the shoes of experts about their own lives. In this approach, the group leader as the expert is replaced by the client as the expert, especially when it comes to what he or she wants in life. This is achieved by group counselors continually shifting the questions asked from them to other group members. The task of the group leader is to follow the directions of group members. Solution-focused practitioners prefer a more collaborative or consultative attitude and view their work as creating opportunities for clients to see themselves as experts in their lives. In a position of ignorance, group leaders still retain all the knowledge and capacities of personal experience they have acquired

over the years of their lives, but they allow themselves to enter the conversation with curiosity and with a strong interest in discovery.

b. Creating Partnership

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c. As a Motivator

If the solutions that have been planned by the counselee have not yielded results, then the counselor is tasked with encouraging the counselee to keep trying with other alternative solutions.

Healthy and Unhealthy Personality

Corey (2015) explains that there are two characteristics of a healthy personality according to a solution focused approach, namely:

a. A person who is capable (competent), has the capacity to build, design or construct solutions, so that the individual does not continue to dwell on the problems he is facing.

b. A person who is not fixated on the problem, but he is more focused on the solution, taking action and realizing the solution he wants.

Corey (2015) also describes two unhealthy personality characteristics, namely:

a. Individuals become problematic because of their ineffectiveness in finding and doing or using the solutions they create.

b. The individual becomes problematic because he believes that this unhappiness or unhappiness stems from him. For example, how he views himself, demeans himself, which is then the individual himself who constructs a story (stories) which he labels "problem" and does not construct "self-strengths and abilities" which are useful for solving the problem.

Solution Focuse Group Counseling Stages

Walter and Peller (Corey, 2015) describe several stages of group counseling with a solution focused approach, namely:

a. Steps in the Change Process

Walter and Peller (Corey, 2015) describe the four steps that characterize the solution focused process, which can be applied to group counseling: (1) Find out what group members want instead of looking for what they don't want. (2) Do not look for pathology, and do not seek to diminish the capabilities of members by labeling them diagnostic. Find out what they are doing that is already working and encourage them to continue in that direction. (3) If what members are doing doesn't work, encourage them to experiment by doing something different. (4) Keep therapy brief by approaching each session as if it were your last and only one.

b. Setting Tones For Groups

The group leader sets the mood to focus on the solution from the start. Group members are given the opportunity to briefly describe their problem. The group leader listens respectfully and carefully when members answer the facilitator's questions.

c. Start Setting Goals

The group leader works with members in developing well-defined goals as soon as possible. Questions that might be asked include "What will be different in your life when this issue is no longer prominent, becomes irrelevant, or has even disappeared?"

d. Looking For Exceptions To Problems

The group leader asks group members about a time when their problem didn't exist or when the problem was less severe. Members are assisted in exploring these exceptions, and special emphasis is placed on what they did to make these events happen.

e. Encouraging Motivation

The hope of this approach is a strong source of motivation, which is a key therapeutic factor in groups. The group leader might ask questions like these: "One day, when your worries are less of a problem, what will you do?"

f. Helping Group Members With Assignment Development

At the end of each solution-building conversation, the leader offers members summary feedback, provides encouragement, and suggests what they might observe or do before the next session to further solve their problem.

g. Next Group Session

At the next group meeting, the group leader will ask, "Who wants to start the day by telling us what has been better for you since our last meeting?" If some members don't have much improvement to report and want to talk about what didn't work, the facilitator can help them find a solution path

h. Creating Group Member Goals

Solution focused reflects some basic ideas about change, about interaction, and about achieving goals. Group leaders believe that people have the ability to set meaningful personal goals and that they are in the

best position to choose the goals they want to achieve within the group because they know themselves better than anyone else.

i. End

From the group session focused on the first solution, the group leader pays attention to the effort toward termination. An initial goal-setting question often asked by a group leader is, "What needs to be different in your life as a result of coming here for you to say that being in this group is worthwhile?

Application: Group Counseling Techniques and Procedures

a. Precounseling Change

Pre-counseling changes address any changes made prior to the initial session. Scheduling an appointment often creates a positive change in movement. During the initial therapy session, it is common for the solution-focused group leader to ask, "What changes have you noticed that have occurred or started to occur since you called to make an appointment for this session?". By asking about the change, the group leader can elicit, evoke, and reinforce what group members have done by making positive change.

b. Question

Questions become the main communication tool and the main intervention. Solution-focused group leaders use questions as a way to better understand the experiences of group members rather than simply gathering information. Group leaders don't ask questions they think they know the answer to. Questions are asked from a position of respect, genuine curiosity, genuine interest, and openness. These questions are guided by group members.

c. Exception Question

Solution focused is based on the idea that there are times in an individual's life when the problems they identify are not problematic. These times are called exceptions. Bateson (Corey, 2015) argues that we learn by comparing one phenomenon to another and finding what he calls "news of

difference". Exception questions lead members to when the problem does not occur, or occurs less frequently or is less intense.

d. Miracle Question

Group leaders who take ideas from a solution-focused perspective tend to intervene by asking people to make upbeat conversations that highlight the belief that it is possible to achieve a usable goal quickly.

e. Scale Question

Solution-focused group leaders use scaled questions when changes in human experience are not easily observable, such as feelings, moods, or communication.

f. First Session Task

The first session assignment formula is a form of homework the group leader might give members to complete between their first and second sessions.

g. Group Leader Feedback to Group Members

Solution-focused group leaders typically set aside time in each group session to share feedback with one another. This kind of summary feedback assists members in bringing their learning outside the group sessions into everyday life. There are three basic parts to a feedback summary structure: praise, bridge, and task suggestions.

4. Conclusion

Based on the results attached above, it can be concluded that by providing a series of treatments with the provision of solution-focused concise group counseling services, it can increase students' academic self-concepts. And also this approach was developed effectively in improving students' academic self-concept.

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