

IMPLEMENTATION OF GROUP COUNSELING SERVICES WITH SOLUTION FOCUSED BRIEF COUNSELING MODEL TO IMPROVE CAREER SELF-EFFICACY

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ARTICLE INFO

Article history:

Received February 04, 2023

Revised March 10, 2023

Accepted April 16, 2023

Available online May 20, 2023

Keywords: Group counseling, Solution Focused Brief Counseling (SFBC), Career self-efficacy

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Abstract. Implementing guidance and counseling in school learning is necessary, considering that students are in adolescence. At this stage, a person experiences many physical and psychological transitions that should affect his behavior, including when preparing for career choices, clarity and expectations of future work, and career self-efficacy. Applying the Solution Focused Brief Counseling model is a form of intervention that is applied in implementing cognitive improvement in a person, which focuses on finding solutions to solve problems. This study aimed at measuring the success rate of implementing Group Counseling Services with the Solution Focused Brief Counseling (SFBC) Model to Increase Students' Career Self-Efficacy. This study used a class action research method with eight students. The research was conducted through 2 cycles, beginning with the stages of planning, implementing actions, observing, and reflecting on each cycle. The tools used were observational tools to measure professional self-efficacy. Data analysis was carried out qualitatively by describing the facts collected and presented in descriptions. The result of this study is an increase in career self-efficacy in students after being given group counseling services with the SFBC model. Based on the results of the implementation of classroom action research that has been carried out, it is hoped that in the future, counseling teachers will become one of the alternative methods of implementing counseling in schools.

INTRODUCTION

Guidance and counseling services for students are responsible to improve physical and spiritual health in further education. Guidance and counseling services must be implemented in school learning, considering that students are adolescents (Wahyu Diana & Muwakhidah, 2021). Adolescence is a developmental stage in a person's life, which is experienced in the transition from childhood to adulthood. Arofah & Puspitasari (2018) explain that at this stage, a person experiences many physical and psychological transitions that should affect his behavior. The developmental tasks of high school students will

undoubtedly adjust to their level of development. Hurlock (in Yuwono & Aidah, 2017) suggests that high school students start thinking seriously about their future. Therefore, the skills of teachers and counselors are needed to reduce and prevent students' career problems with the help of various services. According to Bandura (in Jayati, 2018), subject knowledge should be examined for exciting aspects, clarity, and future job expectations when preparing for career choices. Individuals must have beliefs and skills about self-efficacy and the basis for achievement.

Albert Bandura published the term self-efficacy itself, which shows an essential aspect of social cognitive theory (Setiaji, 2015 & Yasmini, 2020). Career self-efficacy is a person's belief in having a successful career experience, such as career definition, work skills at work, and the ability to make career decisions consistently. Sersiana et al. (2013) explained that some students still need to realize that career self-efficacy is still low and understanding of future career choices is still lacking, causing maturity to make uncertain career choices. Therefore, there is a need for counselor guidance that can raise the level of students' professional self-efficacy and reduce fear of career training related to students' professional self-efficacy, especially among high school students. Pranowo et al. (2013) & Tari et al. (2020) explained that providing orientation and counseling services for guidance teachers is expected to be able to utilize technology in implementing their services in schools. One strategy to overcome problems related to self-efficacy is to implement group counseling services using a short solution-focused counseling model. Based on the research results conducted by Dewi (2016) shows that the provision of group counseling services with Solution Focused Brief Counseling (SFBC) model in increasing the independence of student decision-making has a significant effect.

Popowiranta et al. (2019) state that the form of intervention applied in the implementation of group counseling services with Solution Focused Brief Counseling (SFBC) model is to increase or improve cognitive skill (cognitive restructuring) in that person. Solution Focused Brief Counseling (SFBC) is a counseling model that can be carried out in groups, which focuses on finding solutions to solve problems and describes the change as an effort to solve problems based on the belief that a person increases his ability to be able to control solutions that can contribute to life. Afriyani et al. (2021) explained that group counseling with the Solution Focused Brief Counseling (SFBC) model focuses on changing the problem situation and emphasizes the strengths and resources of counselees are encouraged to be involved in change or "solution talk" from on "problem talk" with the assumption that what is discussed is most of what will be produced Wrong Implementation of Solution Focused Brief Counseling (SFBC) is carried out in 4 stages, namely: (1) Formation Stage, (2) Transition Stage, (3) Activity Stage and (4) Termination Stage. In implementing Solution Focused Brief Counseling (SFBC), techniques are also applied according to the SFBC model, namely: (a) Establishing a Relationship, (b) Identifying a solvable complaint (Identifying complaints), (c) Establishing goals, (d) Designing and Implementing Intervention (Suranata & Prakoso, 2020).

The application of the SFBC model certainly has advantages, such as a focus on solutions, techniques used on clear and concrete problems, a focus on the here and now, effective and flexible technical implementation steps, and a relatively short implementation time effective (Mulwarman, 2017). Based on this, the SFBC Counseling Model can quickly and accurately solve problems related to student professional performance according to the circumstances and characteristics of Class XII students.

METHOD

The research method used in this study was Classroom Action Research conducted in class XII Science Department at SMA Dwijendra Denpasar with a total of 8 students consisting of 4 male and 4 female. This classroom action research was carried out at SMA Dwijendra Denpasar in the school year 2022/2023 for 3 months from January to March, which aims to measure the success rate of the Implementation of Solution Focused Brief Counseling (SFBC) Model to improve Career Self-Efficacy on Students XII IPA at SMA Dwijendra Denpasar.

This group action research was planned for two cycles. This research began with observation activities, namely assessments that provide information and an overview of the problems, research, and actions faced by teacher in the class. It was continued with a discussion of the observation result as well as planning and determination of the action. The research design used a continuous process model, starting with the research process cycle 1, followed by the research process cycle 2. Each activity cycle has: (1) planning, (2) operation, (3) observation, and (4) reflection

This study used observational tools and devices to measure professional self-efficacy. This study used a qualitative descriptive analysis technique. This research method described facts following the obtained information, aiming to know the learning achievements of students and obtain student responses to learning and student activities during learning.

RESULTS AND DISCUSSION

Result

The career self-efficacy results for class XII MIPA SMA Dwijendra Denpasar in cycle I can be seen in Image 1.

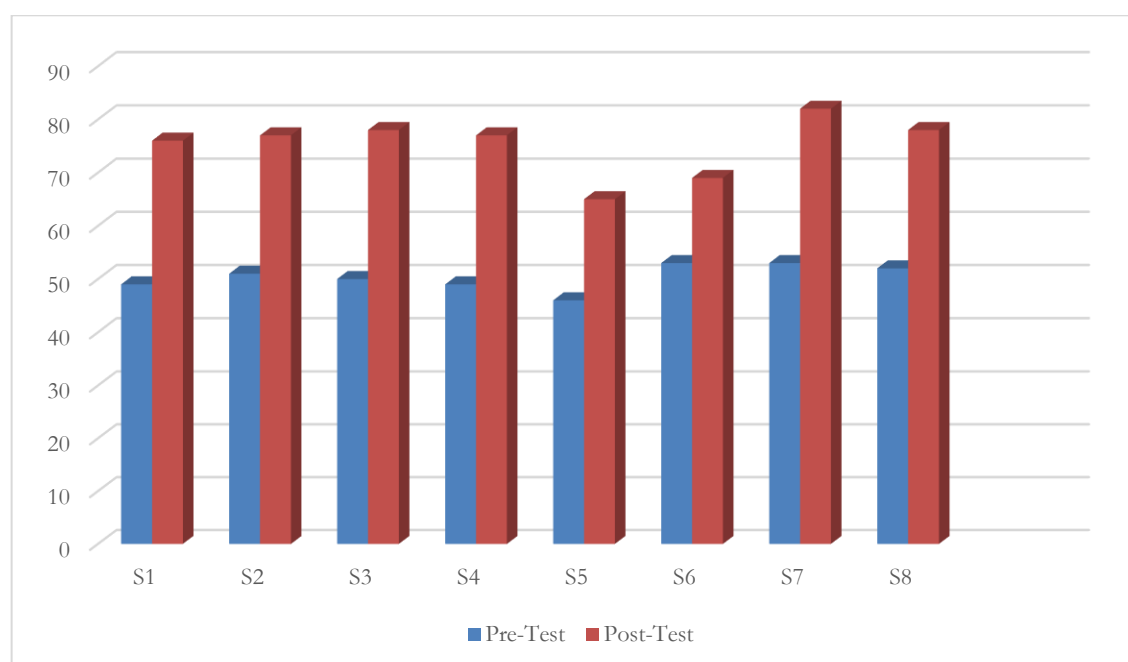


Image 1. Diagram of Pre-Test and Post-Test Results in Cycle I

Based on the graph above, it can be stated that through the actions of the cycle I, several changes were experienced by students who were used as case subjects. Based on the results of implementing group counseling service actions using the Solution Focused Brief Counseling (SFBC) model, the level of student career self-efficacy that occurs ranges from 40% - 60%, which is in the medium category with an average percentage increase of 20%. Then the career self-efficacy results of class XII MIPA SMA Dwijendra Denpasar in cycle II can be seen in Image 2.

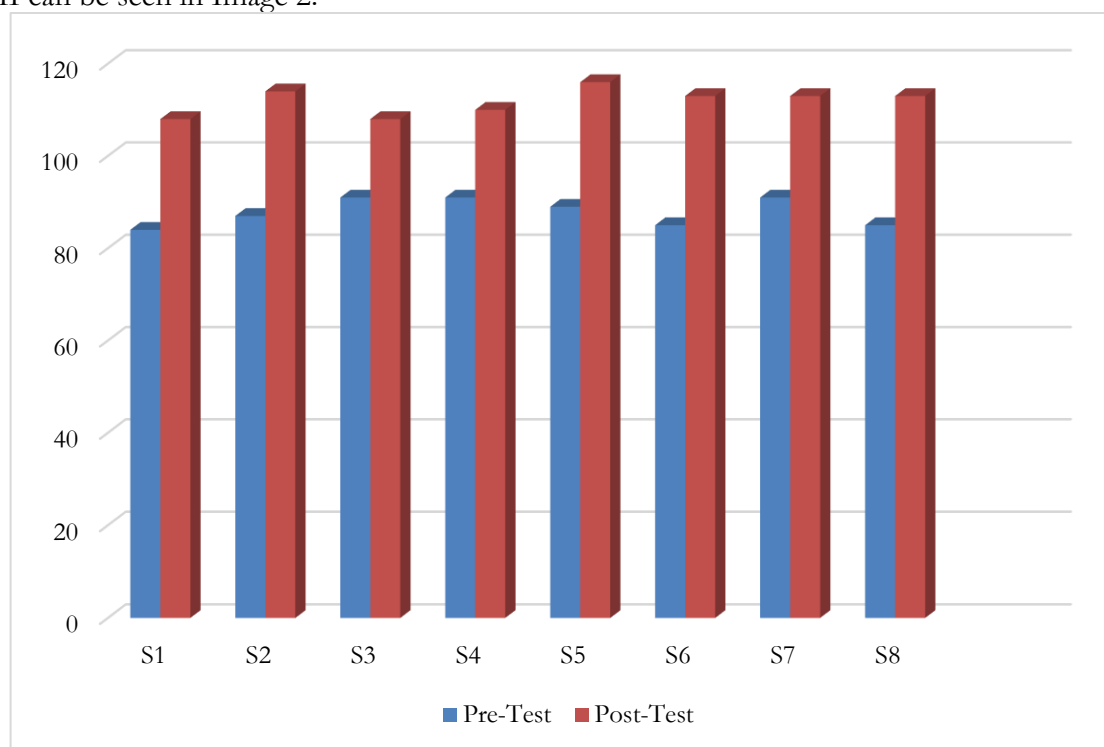


Image 2. Diagram of Pre-Test and Post-Test Results in Cycle II

Based on the graph above, it can be stated that through the actions of cycle II, there were several changes experienced by students who were used as case subjects. Based on the results of the implementation of group counseling services using the Solution Focused Brief Counseling (SFBC) model, the level of student career self-efficacy ranges from 70% - 90%, categorized as the high category with an average percentage increase of 19%.

The results of the scores obtained in the second cycle activity increased, and the total score before entering the first cycle or before the action was 403, and the average score was 50. While the total score after entering the first cycle or after being given the action was 602, and the average score was 75, the average percentage increased 20%. While the total score of cycle II before the action was 703, the average was 88, and the score after the action was 895 with an average of 112 with an average percentage increased of 19%.

It proves that students' career self-efficacy increases after being given the second cycle of action. The achievement of student career self-efficacy before being given group counseling services using the Solution Focused Brief Counseling (SFBC) model and after guidance and counseling action research cycle I and cycle II can increase career self-efficacy on class XII IPA students at SMA Dwijendra Denpasar, these results can be seen from the results graph below.

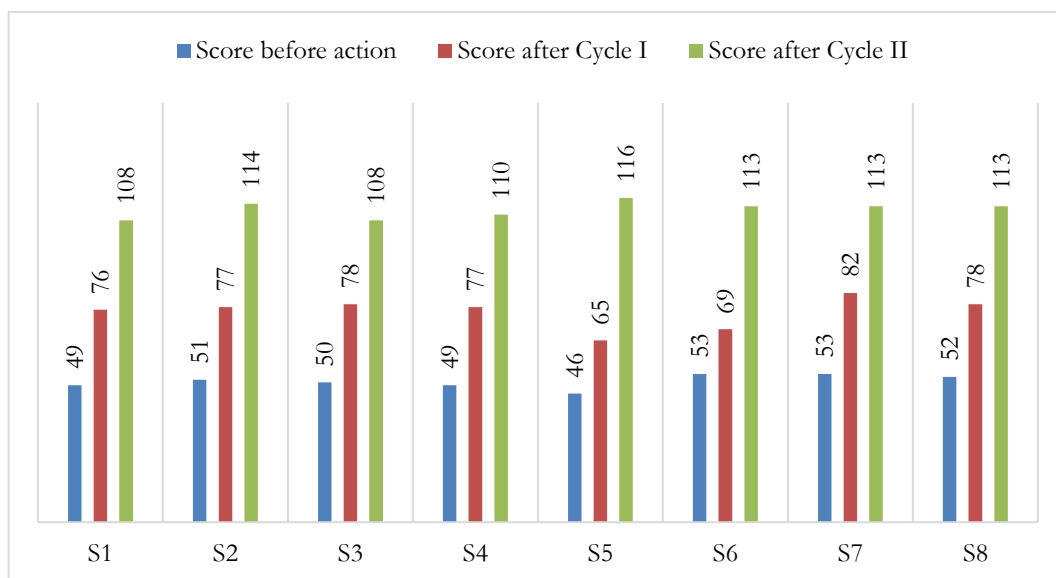


Image 3. Recapitulation Graph of Increasing Career Self-Efficacy

Discussion

The results showed that the career self-efficacy level of class XII students at SMA Dwijendra Denpasar in the Academic Year 2022/2023 who were used as research subjects before the action was eight students consisting of 4 male and 4 female, the initial score before the action was 403 with an average score of 50 which was categorized as low. Therefore career self-efficacy in students needs to be addressed immediately to prepare students' planning and career insights that are in accordance with the students' abilities and potential using group counseling with the Solution Focused Brief Counseling (SFBC) model. The Solution Focused Brief Counseling (SFBC) model was chosen because its application focuses more on the present and the future. SFBC avoids deeply digging into personal history, even though some gathering information is part of clinical contact (Ernawati, 2011 & Hortensi, 2020).

Ardiyanti (2016) stated that self-efficacy is crucial in preparing for the careers of class XII high school students. Thus there is a need for proper and fast handling in alleviating the problem of student career self-efficacy. The application of counseling with the Solution Focused Brief Counseling (SFBC) model is one method that can be used to solve self-efficacy problems in students. Based on the results of research conducted by Sumarni (2018); Karpika & Mentari (2020) the research results obtained from expert validation, usability, feasibility, and accuracy tests, video counseling based on Solution Focused Brief Counseling (SFBC) is acceptable and can be used as a medium and or guide for supervising teachers in carrying out counseling services in schools primarily in handling student self-efficacy problems. Group counseling with the Solution Focused Brief Counseling (SFBC) model can help solve student problems because it has several advantages, including problem-solving. The used techniques focus on concrete and clarity matters, the focus is on the matters here and now, the application of techniques is flexible and effective, and the consultation duration is relatively short (Wijayanti, 2020). Based on research conducted by Juli Widiastuti (in Sari et al., 2015) explains the influence of self-efficacy and family social support on the stability of student career decision-making. Based on the results of his research, it can be concluded that, in general, students have enough confidence in their abilities to learn to achieve goals and overcome obstacles.

Class XII students can better prepare for their careers by increasing career self-efficacy. Most Class XII students have many hopes and goals after graduating (Usmawati, 2019). However, they often feel unsure about what the best way to achieve these goals. Career self-efficacy is an effective way to help Grade XII students plan and achieve their goals. Aminah et al. (2021) explained that increasing career self-efficacy could help class XII students make the right decisions about what they want to achieve in the future. It can also help them to develop the necessary skills and knowledge to achieve their goals. Satria & Wahyuni (2015) stated that career self-efficacy could also help class XII students to form a network of valuable connections. It can help them find useful information about the right jobs, schools, and career prospects.

Increasing career self-efficacy can also help class XII students to develop their ability to overcome obstacles and achieve their goals (Ana & Wibowo, 2017). By increasing career self-efficacy, class XII SMA students can better prepare for their careers and achieve success in the future. It can be concluded that applying group counseling using the Solution Focused Brief Counseling (SFBC) model can increase the career self-efficacy of class XII IPA students at SMA Dwijendra Denpasar in the academic year 2022/2023.

CONCLUSION

Based on the results description of classroom action research on guidance and counseling services that have been implemented, the authors conclude that the application of group counseling with the Solution Focused Brief Counseling (SFBC) model is able to improve career self-efficacy on students of class XII IPA SMA Dwijendra.

ACKNOWLEDGEMENT

I would like to thank the lecturer of Professional Education Program, Guidance and Counseling Study Program at the PGRI Mahadewa Indonesia University for providing the opportunity to support the completion of my research related to the implementation of the SFBC model group counseling service to improve Career Self-Efficacy in high school students, as well as to all leaders and teachers at SMA Dwijendra Denpasar who have given permission and support for the research that I carried out.

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