

The Effectiveness of Strength Based Intervention Motivational interviewing Group Counseling to Improve Students' Self Compassion

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Abstract

This study aimed to analyze the effectiveness of strength based intervention motivational interviewing group counseling to improve students' self-compassion. The study used pretest and multiple posttest design. Purposive sampling was used to select 14 experimental subjects which were grouped into two in random or in other words, 7 people for each group. For more, the data collection technique in this study used self-compassion scale-short form (SCS-SF). The results of mixed repeated measures ANOVA showed that strength based intervention motivational interviewing group counseling was effective to improve self-compassion ($F(1,12) = 365.97, p < 0.05$). This also could be seen in the effect of time ($F(2,24) = 424.98, p < 0.05$), and interaction effect between time and group ($F(2,24) = 581.59, p < 0.05$). These findings assert that strength based intervention motivational interviewing group counseling is effective to improve students' self-compassion.

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INTRODUCTION

Compassion is important for everyone. When someone experiences suffering and motivates to help himself, he actually does self-compassion (Germer, 2009). Compassion is a combination of motive, emotion, thought, and behaviors within individual that shows affection to bring up the desire to erase his own suffering (Gilbert, 2005; Hidayati & Maharani, 2013).

Self-compassion can be used for someone's adaptation strategy. It is realized by organizing emotion, namely changing negative emotion to positive emotion (Akin, 2010). One who has high level of self-compassion can release their unachieved goals and create alternatives. (Miyagawa, Taniguchi, & Niiya, 2018). Adolescent who has high level of self-compassion will treat himself well, accept his weaknesses, and not get caught in harmful situations (Marshall, Parket, Ciarocchi, Sahdra, Jackson, & Heaven, 2015). Self-compassion is an adaptive way to implement when one is in a difficult situation (Neff & McGehee, 2010).

Strength based counseling emphasizes self-strength development by identifying his own strengths (Smith, 2006; Norman, 2000). The results of previous studies showed that strength based counseling is effective to improve students' resilience (Suranata, Atmoko & Hidayah, 2017). Similarly, strength-based cognitive therapy is also effective to improve students' resilience (Fadhillah, uyun & Sulistyarini, 2017; Padesky & mooney, 2012). Other studies also show that motivational interviewing and strength-based practice can support self-empowerment, and believe that everyone has abilities to solve problems and achieve goals (Manthey, Knowles. Asher & Wahab, 2011). According to the previous explanation, the researchers attempted to examine strength-based intervention motivational interviewing group counseling to improve students' self-compassion. Some of previous studies are relevant to the current study done by the researchers. However, they also had gaps, so this study aimed to provide novelty, and develop what previous studies have found.

It is known that some of the previous study state strength-based counseling is effective to improve resilience. Meanwhile, this study examined strength-based intervention motivational interviewing group counseling to improve self-compassion. In this way, the researchers can fill the gaps and strengthen the findings of previous study, while the previous studies themselves can be the foundation.

METHODS

The subjects in this study were the class X students of SMA Negeri 5 Semarang, consisting of 99 students from three classes. Subjects were selected using purposive sampling technique based on the low level of self-compassion ($x < 28$). Once the subjects were collected, they were placed into two groups, namely experimental group and control group using random assignment. Each group consisted of seven students. Subjects in the experimental group received a treatment in form of strength-based intervention motivational interviewing group counseling, while, those in control group received group counseling with no specific approach.

The instrument used to measure the level of self-compassion was self-compassion scale-short form (SCS-SF) by Neff (2010). This scale consists of 12 statement items, and uses likert scale with five criteria. The results of validity test showed that the items of the instrument gained the rxy value of 0.31-0.85 with alpha coefficient of 0.75 that was in the high reliability category.

This study was quantitative, and employed experimental design. The experimental design used was pretest and multiple posttest design by involving 2 groups, namely experimental group and control group. There were several steps carried out. First, the researchers gave pretest to determine students' self-compassion prior to the intervention. Second, the provision of intervention of strength-based intervention motivational interviewing group counseling as many as 5 times with the time allotment of 2x45 minutes for each session. Third, the provision of posttest to see any changes in subjects' self-compassion. Fourth, the researchers did follow-

up activity for two weeks after the posttest. Then, the collected data from pretest, posttest, and follow-up were analyzed using repeated measures ANOVA to see improvement in students' self-compassion.

RESULTS AND DISCUSSION

The description of the data in this study showed that there were some increases in the self-compassion mean and standard deviation of the experimental group, namely pretest (M = 24.57; SD = 1.72) to posttest (M = 50.00; SD = 2.24) and follow-up (M = 52.00; SD = 2.16) . The increase was higher than the control group's pretest (M = 24.00; SD = 2.38) to posttest (M = 22.71; SD = 2.50) and follow up (M = 21.29; SD = 1.98). Meanwhile, the increases in the mean and standard deviation of resilience by experimental group showed that the pretest (M = 120.00; SD = 5.35) to posttest (M = 221.00; SD = 7.79) and follow-up (M = 224.43; SD = 7.35). They were higher when compared to control class pretest (M = 121.86; SD = 4.56) to posttest (M = 119.29; SD = 3.95) and follow-up (M = 115.29; SD = 5.77). In details the data are presented in the following table 1.

Table 1. Data Description

		Eksperimen	Kontrol
Pretest	M	24.57	24.00
	SD	1.72	2.38
Posttest	M	50.00	22.71
	SD	2.24	2.50
Follow Up	M	52.00	21.29
	SD	2.16	1.98

The data analysis of strength based intervention motivational interviewing group counseling was performed by using repeated measures ANOVA. This technique was used to test the effectiveness of strength based intervention motivational interviewing group counseling to improve students' self-compassion in pretest, posttest, and follow up.

According to table 2, the results of Mixed ANOVA analysis showed that there was an effect of the assessment stage on the increase of self-compassion (F (2.24) = 424,983, p <0.05). Other results of the study showed that there was a group

effect on the improvement of self-compassion, and it contributed significant difference (F (1.12) = 365,965, p < 0.05). It confirmed that strength based intervention motivational interviewing group counseling was effective in increasing self compassion. In addition, there was an effect of interaction of the assessment stage to the group on the improvement of self-compassion (F (2.24) = 581,593, p < 0.05).

Table 2. The Results of Mixed ANOVA

Analysis			
Effect	F	df	p
Time	424.98	2.24	< 0.05
Group	365.97	1.12	< 0.05
Time * Group	581.59	2.24	< 0.05

The increase in students' self-compassion in the experimental group indicated the effects of time, group, and interaction between time and groups positively influenced the increase. This can be seen in Figure 1.

Table 3. The Result of Pairwise Comparison

Time	MD	SE	P
T1-T2	-12.071	0.541	< 0.05
T1-T3	-12.357	0.552	< 0.05
T2-T3	-0.286	0.325	> 0.05

Based on table 3, there found an increase based on the results of the comparison between effects of time and self-compassion of (T1-T2), (T1-T3). In other words, there was an increase in students' self-compassion that occurred in each phase of measurement.

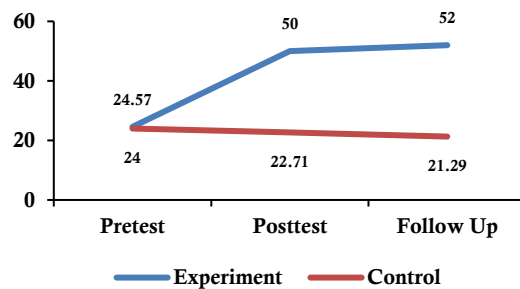


Figure 1. Self-Compassion Graph

Based on the data, the use of strength based intervention motivational interviewing group counseling was proven effective in improving self-compassion of the experimental group. In the

experimental group, the pretest to posttest showed improvement. The same thing also happened after the follow up phase. In other words, the experimental group experienced improvement from low to high level. On the other, the control group did not improve students' self compassion of the students of SMA Negeri 5 Semarang. It was proven by the stable condition in the results of pretest, posttest, and follow up (still in the low level).

The results of Smeets et al's study (2014) show that a training in self compassion can improve one's psychological functions such as an increase in self-affection, attention, self-efficacy and optimism. It potentially increases resilience, self-prosperity and self-confidence in facing challenging situations. In the application of motivational interviewing, counselors try to make counsees accept their weaknesses and to realize that they have strength to develop their potential. The treatment of group counseling with motivational interviewing was conducted in 5 meetings. Every meeting was held to improve self-compassion with the motivational interviewing principles as proposed by Miller and Rollnick (2013). The principles are realized by expressing empathy to make counsees have more understanding on their problems, developing counsees' discrepancy that the reality they face does not require changes or solution for the sake of personal development, making counsees accept their resistance to do self-defense as well as support self-efficacy in order to encourage them that they can freely do anything to be better.

The results showed that strength based intervention motivational interviewing group counseling was effective to improve the self-compassion of SMA Negeri 5 Semarang students. This counseling was carried out as an effort to provide assistance to students who had low self compassion. As a result, this study could provide theoretical contribution for the lack theories of the implementation of strength based intervention motivational interviewing group counseling.

More importantly, guidance and counseling teachers need to realize the

importance of helping students to improve their self-compassion by providing strength based intervention motivational interviewing group counseling services. The teachers also need to collaborate with students to implement this counseling for optimal results. However, this study was conducted only at one school, namely in the high school level with a limited number of groups.

CONCLUSION

Based on the description of the findings, it can be concluded that strength based intervention motivational interviewing group counseling is effective to improve the self-compassion of SMA Negeri 5 Semarang students.

This study has implications for related parties, including (1) guidance and counseling teachers need to arrange several programs in organizing guidance and counseling (BK) services so that students are actively involved. (2) For further researchers, this study can be used as an alternative of basic understanding to continue the research on strength based intervention motivational interviewing group counseling to help students' problem solving especially regarding improving self-compassion and expanding research subjects to be more representative. Additionally, this study only provided follow-up to the research subjects for two weeks. Therefore, future studies are expected to provide follow-up for more than two weeks.

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