

**A MODEL OF GROUP GUIDANCE TO ENHANCE STUDENT  
RESILIENCE IN THE COVID-19 ERA**

Laila Siti Aminah<sup>1</sup>, Wahyu Eko Arifin<sup>2</sup>, Veri Hardinansyah Dja'far<sup>3</sup>

<sup>1</sup> Universitas Wisnuwardhana Malang

<sup>2</sup> Politeknik Negeri Jember

<sup>3</sup> Politeknik Negeri Malang

E-mail: <sup>1)</sup> [lailasitiaminah@gmail.com](mailto:lailasitiaminah@gmail.com)

**Abstract**

*This research aims to analyze group guidance model to enhance student resilience in the covid-19 era. This study employs a literature review as the method, by sifting through research publications published between 2015-2021. The majority of the publications were from national and international journals of guidance and counseling, psychology, and education. Using the keywords "Group Guidance," "Student resilience," and "Covid-19," which explored through journal article databases such ScienceDirect and Google Scholar to compile the data. The findings demonstrates that teachers of guidance and counseling should assess their students' current degree of school involvement. Providing students with group counseling services is one way to get them more engaged in their education. As a result, teachers of Guidance and Counseling may consider offering group counseling sessions as a means of increasing student interest in school.*

*Keywords: Group Guidance Model, Guidance and Counseling, Psychology, Student Resilience*

## **1. INTRODUCTION**

The COVID-19 pandemic, which was caused by the SARS-Cov-2 virus, has had a significant impact on people all over the world. People's daily routines have been altered as a result of the pandemic. Following this change in activity, several fields are disrupted. It is also important to note that the development of contemporary technology, particularly in information technology, has assisted in minimizing the disruption caused by the pandemic. Because of the disruption caused by the outbreak, many community activities including those of workers and teachers have suffered significant adjustments. According to data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the epidemic has affected at least 70% of school activities world wide (UNESCO, 2020) Meanwhile, according to a report from consulting agency Deloitte, employee welfare issues have never been as important as before the COVID-19 pandemic (Deloitte, 2020)

During the outbreak in Indonesia, students encounter a significant level of worry due to the difficulty they have accessing materials, difficulty completing assignments, and numerous technical difficulties, such as limited internet network conditions (Ardan et al., 2020; Oktawirawan, 2020). Furthermore, the level of learning saturation (academic burnout) also reported to have increased quite high (Rinawati & Darisman, 2020). This study shows that students' mental health is at greater risk than ever before because to the current pandemic. Students who suffer from mental health issues might have a negative impact on their academic performance and mental health (Wahid et al., 2018). Because of this, schools

must play an important role in helping students attain their full potential as educational institutions. While efforts can be made to revitalize psychoeducational services (such as guidance and counseling services mandated by Permendikbud number 111 of 2014), one way to do so is to ensure that students can develop their psychological aspects to their full potential and deal effectively with life's numerous challenges. In order to improve students' resilience and psychological well-being, schools provide guidance and counseling services as one of their main educational foundations (Suranata, 2016).

Students' resilience abilities are closely related to achieving psychological well-being and improving the quality of mental health (Morrell et al., 2016). The relationship between resilience with mental health and psychological well-being has been widely discussed in various studies. Analysis of the relationship between resilience and mental health of students conducted by Wu et al. (2020), found that resilience can significantly predict students' mental health status. Therefore, this study also explains that students who have high resilience tend to show lower levels of psychological disorders such as depression and anxiety than students with low levels of resilience. Resilience is also referred to as one of the non-cognitive factors that contribute to students' academic success as well as psychological development.

Students' resilience and psychological well-being can be improved through the use of a strength-based counseling model, which is one of several types of counseling models that can be used. According to the paradigm of positive psychology, every student possesses self-potential and vital resources that must be realized and developed (Scheel et al., 2018). Additionally, the principles of strength-based counseling are in line with the new paradigm of providing comprehensive and developmental counseling that sees students as individuals with positive resources, potential, and competencies that can be empowered to assist students in achieving their maximum potential (Brewington & Kushner, 2020).

Even if strength-based counseling is a relatively new approach in counseling practice, it has the potential to be widely employed in school guidance and counseling services in an effort to encourage resilience, psychological well-being, and academic accomplishment. In Indonesia, findings of Suranata et al. (2017) showed that strength-based counseling had a positive impact on the development of student resilience. The results have also proven that the effects of strength-based counseling can be compared with established counseling models such as CBT, REBT, SFBT and other counseling models (Suranata et al., 2017).

## **2. RESEARCH METHOD**

A literature review is the method employed in this study. By sifting through research publications published between 2015 to 2021, the literature review was completed. The majority of the publications were from national and international journals of guidance and counseling, psychology, and education. Using the keywords "Group Guidance," "Student resilience," and "Covid-19," we searched on journal article databases such ScienceDirect and Google Scholar to compile our data.

## **3. RESULT AND DISCUSSION**

Academic resilience is defined as an individual's ability to achieve academic success even in the midst of stressful situations that prevent them from succeeding (Dewi et al.,

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND  
TECHNOLOGY OVERVIEW IN LEARNING  
(TRANSTOOL)  
VOLUME 1 ISSUE 1 (2021)**

---

2021). A high level of resilience will encourage individuals to have high enthusiasm to deal with stressful situations in learning and tend to show good academic abilities. Further, according to Cassidy (2016), Academic resilience refers to an individual's capacity to increase educational accomplishment despite adversity. Cassidy continued by defining academic skills as consisting of three components: (1) Perseverance, which refers to individuals who work hard (remain persistent and do not give up easily), are focused on plans and goals, accept and utilize feedback, are able to solve problems creatively and imaginatively, and view difficulties as opportunities for growth; (2) Reflecting and adaptive helping seek, which refers to individuals who are able to reflect on their strengths and weaknesses. In this case, resilient individuals can avoid things related to negative responses, feel calm (low anxiety and have meaningful feelings where individuals have confidence in their goals in life and the things they live).

The capacity of an individual to overcome academic problems is referred to as academic resilience. Academic resilience also defined as an individual's capacity to respond affectively, cognitively, and behaviorally to events in the face of academic difficulties/failures (Cassidy, 2016). Students who break back academically are known for their optimism in the face of adversity, their ability to reflect on themselves in order to attain long-term goals, and their commitment to achieving those goals. Academic resilience can help students adjust to change in the setting of online learning. This can be seen from the studies conducted by Sari & Suhariadi (2019) who found that strong academic resilience will make students committed to facing various changes in their academic life. In addition, academic resilience will help students overcome difficulties in online learning which in turn will increase satisfaction in online learning.

Improving academic resilience through counseling that is focused on concise solutions is regarded to be the most effective way to help students make long-lasting changes in their lives. According to the brief opinion, solution-focused counseling is a type of counseling that believes that every individual is capable of solving his or her own problems and that every problem has a solution. Based on the premise that solutions must be discovered via the process of changing interactions and generating new meaning for the client's problems, solution-focused therapy believes that the individual may solve his or her own problems and break free from old patterns of behavior. This assumption is supported by other fundamental opinions, such as the belief that small changes create significant changes in the system as a whole, the belief that change is constant, the belief that problems are continuous and diverse, the belief that consensus optimism is possible by creating positive expectations that change is possible, the belief that the future is more important than the past, and the belief that solutions are more important than problems.

The short solution-focused counseling phase includes (1) relationship building; (2) identification of problems to be solved; (3) goal setting; (4) formulation and implementation of solutions; and (5) termination, evaluation and follow-up (Corey, 2015). Concise counseling that focuses on solutions to improve academic resilience is the goal of this counseling stage. Counselors require effective and cooperative communication when establishing a relationship in order to effect the desired changes. A good way to get the counselor's attention early on in the therapy process is to start a conversation about anything unrelated to the situation at hand on a neutral topic.

The success of group counseling activities can be seen from the skills of group members which are characterized by increased self-restraint abilities. Group counseling activities can be terminated if the overall goals of the group are harmed. The termination stage is marked by disbanding the group and discussing follow-up if it is still needed (Setiawan, 2016). Without resilience, adolescents will experience difficulties in living life resulting in not being able to self-actualize, self-achievement that is not optimal and tends to be pessimistic and can even suffer from depression (Mujahidah & Listiandini, 2018).

The implementation of group counseling activities supports changes in student resilience from low to higher which is characterized by self-acceptance and adaptation when faced with pressures from within the individual and from outside the individual. Through the implementation of activities in the form of singing the lyrics of local song and its meaning, students instill self-awareness that every individual in the world will always be faced with problems. To face and solve problems, it is necessary to have a strong feeling, enthusiastic, not lazy so as to be able to solve every problem in life. The existence of group dynamics supports changes in group members because of the opportunity to exchange ideas, discuss, motivate each other and help each other in solving problems (Gunawan et al., 2019).

The group dynamics in counseling based on the philosophical ideals of the local song help group members become more resilient in the face of the different problems and hurdles that young people encounter. The use of group counseling activities can help students increase their resilience from low to high, which is characterized by their ability to absorb and adjust to external and internal stressors. Students gain a greater understanding of the universality of human struggles by learning the words to a local song and the deeper meaning behind them. To face and solve challenges, one must have a strong feeling, be passionate, and not be lethargic in order to be able to solve every difficulty in life (Gunawan et al., 2019). So that with the existence of group dynamics in group counseling, based on the philosophical values of local song, group members become more resilient in facing various challenges and obstacles of youth.

Previous research on the effectiveness of group counseling in solving student problems, namely research by Afriani (2018) states that group counseling behavior is to improve student discipline. Furthermore, Setiawan (2016) conducted a study whose results showed that the group counseling model with problem solving techniques was effective in increasing students' academic self-efficacy. Besides, the research by Mahardika (2020) also showed that academic delay dysfunction in students could be reduced after being given group counseling services using behavioral contracting techniques. This is evidenced by the pre-cycle which obtained an average of 21 in a very high category. Meanwhile, the cycle of this study got an average score of 35 with sufficient categories. In the second cycle obtained a score of 49 with a very low category. Based on the three previous studies, it can be concluded that group counseling is effective in overcoming various student problems both in personal, learning, social and career.

Effectiveness of group counseling based on local wisdom song to increase generation Z resilience is suitable for adolescents, group counseling is very effective in dealing with adolescent problems because of the interaction of group members to meet psychological needs, discussion needs, the need to help each other. Understanding each other and sharing feelings, finding and interpreting values in life that are useful as life guidelines and the need to solve problems independently (All Habsy et al., 2019).

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND  
TECHNOLOGY OVERVIEW IN LEARNING  
(TRANSTOOL)  
VOLUME 1 ISSUE 1 (2021)**

---

Group guidance services provided in the first cycle of research Prawitasari & Rahman (2021) is a service that aims to reduce student learning boredom by identifying coping strategies. After students identify the causes of learning boredom experienced by each, students then formulate appropriate coping strategies to overcome these causes. Next, each student was asked to share the results of his reflection with other friends in group guidance. Other students will provide feedback on their opinions or experiences about the coping strategies formulated by one of these students. Through these service procedures, students can empathize with each other about the conditions experienced so that social support is generated.

According to Prawitasari & Rahman (2021) the finding reveal that external resources owned by students, such as a positive school climate, good motivation provided by school, and social support from teachers, friends, and family have a positive impact in preventing burnout. In the second action cycle, Prawitasari & Rahman (2021) also provides group tutoring services that aim to enable students to explore their strengths that can help achieve academic success. As with services in cycle I, services in cycle II of action can also reduce learning boredom experienced by students because activities that focus on individual strengths can increase individual motivation and coping skills, so that in the end can reduce the level of stress (Jo et al., 2009 in (Noh et al., 2020)).

The results of Suranata et al (2021) show evidence that online strength-based counseling (SBC) conducted through LMS Schoology is an active intervention to help students improve healthy lifestyles and behaviors, resilience, and well-being. This intervention method is more effective than the application of self-help counseling assisted by a printed module which is only effective in creating resilience. The results of this study support empirical evidence that online counseling with website media is an effective intervention method for students (Haryati, 2020; Hastuti & Tyas, 2021; Suranata et al., 2021). The results of this study also support empirical evidence of the efficacy of the strength-based counseling model which has previously been noted in Kadek Suranata (2019).

The implementation of guidance and counseling services in the COVID-19 pandemic is still not optimal. This is based on the results of Hastuti & Tyas who revealed that the guidance and counseling services provided by teachers during the Covid-19 pandemic were not optimal. Student responses in receiving services varied. Each subject experiences different obstacles. Implementation of group guidance in guidance and counseling services can help change students' mindsets about online learning during the COVID-19 pandemic (Taufik, 2021)

Afriani et al. (2020) claim that by providing group counseling services, students can be invited to express their thoughts on significant matters, topics, and work together to build values and steps to solve problems. Research conducted by Fredricks et al (2004) states that having a positive attitude and acceptance from peers has a correlation with students' emotional involvement which can also increase behavioral engagement (Insani & Savitri, 2020). In addition, Insani & Savitri (2020) also confirms that peer support in the form of emotional, instrumental, informational, and partial support can increase school engagement for 10<sup>th</sup> grade students.

Folastri and Itsar (in(Afriani, 2018)) stated that the facilitator/counselor is tasked with providing guidance and support to group members and setting service topics. In addition, Folastri and Itsar (in(Afriani et al., 2020)) explained that through the implementation of



group counseling services, students can improve and develop their own reputations and those of others while the formation of attitude change is an indirect goal of group counseling activities. The development of this group counseling model itself varies according to the approach to be applied in service delivery and Counseling and Guidance (BK) teachers can adjust the use of the techniques to be used.

#### **4. CONCLUSION**

This study's results demonstrate that teachers of guidance and counseling should assess their students' current degree of school involvement. Providing students with group counseling services is one way to get them more engaged in their education. As a result, teachers of Guidance and Counseling may consider offering group counseling sessions as a means of increasing student interest in school.

#### **REFERENCES**

- Afriani, A. (2018). Pembelajaran Kontekstual (Contextual Teaching and Learning) dan Pemahaman Konsep Siswa. *Jurnal Al-Mutaalimah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(1), 80–88.
- Afriani, D., Folastris, S., & Syahputra, Y. (2020). Efektivitas Layanan Bimbingan Kelompok dalam Peningkatan Motivasi Belajar Siswa di SMKN 59 Jakarta. *Psychocentrum Review*, 2(2), 98–106.
- All Habsy, B., Hidayah, N., Boli Lasan, B., & Muslihati, M. (2019). The Development Model of Semar Counselling to Improve the Self-Esteem of Vocational Students with Psychological Distress. *International Journal of Emerging Technologies in Learning (IJET)*, 14(10).
- Ardan, M., Rahman, F. F., & Geroda, G. B. (2020). Pengaruh jarak fisik terhadap kecemasan siswa terhadap COVID-19, Indonesia. *Jurnal UlasanKritis*, 7(17), 1126–1132.
- Brewington, M., & Kushner, J. (2020). School Counselor Perceptions of a Comprehensive School Counseling Model and Implications for Practice. *Administrative Issues Journal*, 10(2), 3.
- Cassidy, S. (2016). *Academic Resilience Scale (ARS-30): A New Multidimensional Construct Measure*. Copyright: Creative Commons License.
- Corey, G. (2015). *Theory and practice of group counseling*. Cengage Learning.
- Deloitte. (2020, March). *Flattening the curve Impact on the Indian banking and capital market industry*.  
<https://www2.deloitte.com/content/dam/Deloitte/in/Documents/financial-services/in-fs-flattening-the-curve-impact-on-the-indian-banking-and-capital-markets-noexp.pdf>
- Dewi, N. K., Ramli, M., & Radjah, C. L. (2021). Improving the Academic Resilience of Students Through the Focus Brief Counseling (SFBC) Solution Approach. *Jurnal Ilmu Keperawatan Jiwa*, 4(2), 243–254.
- Gunawan, I. M. S., Wibowo, M. E., Purwanto, E., & Sunawan, S. (2019). Group counseling of values clarification to increase middle school students' empathy. *Psicología Educativa. Revista de Los Psicólogos de La Educación*, 25(2), 169–174.

**TRANSFORMATIONAL LANGUAGE, LITERATURE, AND  
TECHNOLOGY OVERVIEW IN LEARNING  
(TRANSTOOL)  
VOLUME 1 ISSUE 1 (2021)**

---

- Haryati, A. (2020). Online Counseling Sebagai Alternatif Strategi Konselor dalam Melaksanakan Pelayanan E-Counseling di Era Industri 4.0. *Bulletin of Counseling and Psychotherapy*, 2(2), 27–38.
- Hastuti, M. M. S., & Tyas, P. H. P. (2021). Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic. *Jurnal Kajian Bimbingan Dan Konseling*, 6(2), 60–70.
- Insani, D. R., & Savitri, J. (2020). PENGARUH PENGHAYATAN PEERS SUPPORT TERHADAP SCHOOL ENGAGEMENT SISWA KELAS X SMA “X” BANDUNG. *PSYCHE: Jurnal Psikologi*, 2(2), 15–27.
- Mahardika, N. (2020). Mereduksi Disfungsional Prokrastinasi Akademik Melalui Layanan Konseling Kelompok Dengan Teknik Behavior Contract. *Biblio Couns: Jurnal Kajian Konseling Dan Pendidikan*, 3(1), 15–22.
- Morrell, C. J., Sutcliffe, P., Booth, A., Stevens, J., Scope, A., Stevenson, M., Harvey, R., Bessey, A., Cantrell, A., & Dennis, C.-L. (2016). A systematic review, evidence synthesis and meta-analysis of quantitative and qualitative studies evaluating the clinical effectiveness, the cost-effectiveness, safety and acceptability of interventions to prevent postnatal depression. *Health Technology Assessment*, 20(37).
- Mujahidah, E., & Listiyandini, R. A. (2018). Pengaruh resiliensi dan empati terhadap gejala depresi pada remaja. *Jurnal Psikologi*, 14(1), 60–75.
- Noh, H., Seong, H., & Lee, S. M. (2020). Effects of Motivation-Based Academic Group Psychotherapy on Psychological and Physiological Academic Stress Responses among Korean Middle School Students. *International Journal of Group Psychotherapy*, 70(3), 399–424.
- Oktawirawan, D. H. (2020). Faktor pemicu kecemasan siswa dalam melakukan pembelajaran daring di masa pandemi covid-19. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(2), 541–544.
- Prawitasari, G., & Rahman, F. (2021). Upaya Mereduksi Kejenuhan Belajar Siswa Akibat Pembelajaran Jarak Jauh di Masa Pandemi Covid-19 melalui Layanan Bimbingan Kelompok Berbasis Motivasi Akademik. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Ahmad Dahlan*, 1.
- Rinawati, D., & Darisman, E. K. (2020). Survei tingkat kejenuhan siswa SMK belajar di rumah pada mata pelajaran produk kreatif dan kewirausahaan selama masa pandemi covid-19. *Journal of Science and Education (JSE)*, 1(1), 32–40.
- Sari, J., & Suhariadi, F. (2019). Kontrak psikologis terhadap commitment to change: Resiliensi akademik sebagai variabel mediasi. *Persona: Jurnal Psikologi Indonesia*, 8(2), 178–192.
- Scheel, M. J., Stabb, S. D., Cohn, T. J., Duan, C., & Sauer, E. M. (2018). Counseling psychology model training program. *The Counseling Psychologist*, 46(1), 6–49.
- Setiawan, M. A. (2016). Peranan Teknologi Informasi dalam Bimbingan dan Konseling. *Bitnet: Jurnal Pendidikan Teknologi Informasi*, 1(1), 46–49.
- Suranata, K. (2016). Komunitas peduli sebagai penguatan dalam upaya pendidikan untuk mempromosikan ketahanan siswa. *Forum Ilmiah- Fakultas Pendidikan Departemen Pendidikan Sains (FIP-JIP) Dan Seminar Internasional*, , 290–300.

- Suranata, K., Atmoko, A., & Hidayah, N. (2017). Enhancing students' resilience: Comparing the effect of cognitive-behavior and strengths-based counseling. *Proceedings of the 2nd International Conference on Innovative Research Across Disciplines (ICIRAD 2017)*, 134, 102–108.
- Suranata, K., Dharsana, I. K., Paramartha, W. E., Dwiawati, K. A., & Ifdil, I. (2021). Pengaruh model Strength-based Counseling dalam LMS Schoology untuk meningkatkan kesehatan mental dan kesejahteraan psikologis siswa. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 137–146.
- Taufik, T. (2021). Implementing Group Counseling to Change Student's Insight Pattern about Learning in the Covid-19 Pandemic. *JELITA*, 59–68.
- Wahid, S. N. S., Yusof, Y., & Nor, A. H. M. (2018). Efek kecemasan matematika pada kinerja siswa di tingkat pendidikan tinggi: Sebuah studi komparatif tentang gender. . *Proses Konferensi AIP*, 1974(1), 50010.
- Wu, Y., Sang, Z., Zhang, X.-C., & Margraf, J. (2020). The relationship between resilience and mental health in Chinese college students: a longitudinal cross-lagged analysis. *Frontiers in Psychology*, 11, 108.