


Academic Resilience through Reality Approach Group Counseling: Quantitative Study taking Social Support and Independence into Account

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ABSTRACT: Academic resilience is the ability of students to overcome challenges in the academic world. This study aims to develop a counseling approach that is valid and effective in helping students develop this resilience, considering the role of social support and their level of independence. This study examines the effectiveness of reality counseling in increasing students' academic resilience. Using a quantitative design, the experimental group received the reality approach group counseling, while the control group did not receive the intervention. Data on the level of academic resilience was collected before and after the group counseling intervention. The analysis results show that the experimental group experienced a significant increase in academic resilience, with a significance value of $F = 124.582$ (sig) $.000 < .005$. the difference in effect can be seen in each group for the experimental group has a value of sig $.122 > .005$, so the significant effect on group 1 and group 3 is different from group 3 (control group) the value is sig $.000 < .005$. the difference in the treatment of each sig value $> .005$ between the variables of independence and social support does not significantly affect academic resilience. These findings indicate that reality counseling is effective in helping students cope with academic challenges more adaptively. Nonetheless, note the study's limitations, such as the limited sample size and other unmeasured factors. The conclusion of this study emphasizes that reality counseling can be used as a relevant intervention to increase students' academic resilience.

INTRODUCTION

Academic resilience includes the ability of individuals to face and adapt to challenges that arise in the educational context. This involves mental and emotional toughness, strong motivation and clear goals, the ability to manage time and tasks effectively, good social skills, and the ability to solve problems (Ramadhani & Sagita, 2022). Students with high academic resilience can overcome pressure, failure, and difficulties that occur during the learning process with persistence, creativity, and the ability to learn from experience (Andrew J. Martin & Herbert W. Marsh, 2009).

Academic resilience has a vital role in facing challenges in education (Liu & Han, 2022). With this resilience, individuals can manage stress, maintain motivation and focus on academic goals, overcome obstacles, and utilize existing resources to succeed in an educational environment (Permatasari et al., 2021). Academic resilience helps individuals remain robust, adaptive, and able to survive changes, challenges, and difficulties that may arise during the learning process (Aditya Oktava et al., 2022).

Let's imagine a student who is facing challenges in academics. Even though he faces heavy workloads, fierce competition, or even exam failure, the student still shows resilience and adaptability. He can manage stress and keep his motivation high under challenging situations. In dealing with complex assignments, he can manage time and complete assignments efficiently, so he stays focused on achieving his academic goals. In addition, the social support provided by family, friends, and teachers helps these students overcome difficulties with emotional support and practical assistance (Stewart et al., 2008). With good problem-solving skills, these students can identify problems, analyze situations, and find practical solutions to academic challenges (Szabo et al., 2020). These aspects contribute to a student's academic resilience, enabling him to remain strong and succeed in facing any obstacles in his educational journey (Hendar et al., 2020).

Students need academic resilience to overcome the problems they face. Academic resilience is an individual's ability to respond to academic difficulties as a successful adaptive behavior and show personal qualities beyond difficult times (Ellis et al., 2017). Academic resilience is a process of capacity or the result of successful adaptation in challenging or threatening situations (Cassidy, 2016). Students who have academic resilience when faced with various difficulties and challenges concerning the educational field will be able to rise successfully despite experiencing situations full of risk and pressure (Beltman et al., 2011). The results of research conducted by (Ramadanti et al., 2019) on academic resilience in students who excel in learning, 14% are in the low category, 73% are in the medium category, and 13% are in the high category. The diversity of levels of academic resilience is inseparable from the diversity of individuals and backgrounds. In line with that, the research results by (Arsini et al., 2022) showed that the resilience profile of young women in orphanages was 93%, who had moderate resilience, and 6.67% had low resilience.

Academic resilience can be a factor for students to succeed in completing their education and social life (Sandoval-Hernández & Białowolski, 2016). Therefore, academic resilience is essential for students' academic process. If students do not have good academic resilience, they will experience academic stress. Like the results of (Tria & Nurindah, 2016), resilience is negatively related to stress. Individuals with resilience will develop and look for ways to turn stressful situations into opportunities for self-development (Dokaneheefard, 2017).

Based on phenomena at school, there are not a few students who are burdened and experience difficulties in dealing with school assignments, are unable to face academic demands, and are pessimistic when faced with various academic challenges. As a result, students become stressed, frustrated, and become irresponsible individuals (Ryan & Vansteenkiste, 2013). If students have academic resilience, they can overcome difficulties and face pressure as something natural to face and try to find solutions (Sanagouye Moharer et al., 2020).

Responsive service is a component of guidance and counseling services to help students who experience problems (Setiawati, 2022). For this reason, researchers need to develop a group counseling service model with a reality approach, to facilitate students in increasing academic resilience (Gizir & Aydin, 2009). Group counseling is one of the responsive services for students who experience difficulties or problems by activating group dynamics (Neukrug, 2015). In the process, using a reality approach. Gerald Corey, (2012) states that the reality counseling approach is systematic counseling focused on the present by using certain techniques to help counselees face reality and meet basic needs without harming themselves and others. Reality counseling is based on

the premise that when an individual is frustrated in meeting his basic needs, he will lose touch with objective reality and avoid the reality around him ([Sarpourian et al., 2022](#)).

Based on interviews with counseling teachers at Srijaya Negara High School, it was found that several students experienced challenges in building academic resilience. Some students feel hopeless when they get low scores, doubt their abilities, and experience high stress in dealing with many assignments. The school's guidance counselor has provided individual and group counseling services to help students overcome this problem. However, in carrying out group counseling, counseling teachers admit they still need to become skilled in using the appropriate specific approach. Therefore, there is an urgent need to develop models and guidelines for group counseling with a reality approach, which will enable counseling teachers to provide specific approaches according to the problems faced by these students.

Rational of Study

This research was conducted based on strong rationality based on several important reasons. First of all, it was found that many students at SMA Srijaya Negara experience low levels of academic resilience. They tend to feel hopeless when they get low grades, have a pessimistic view of their abilities, and feel excessively stressed when dealing with complex tasks. Therefore, it is very important to carry out research to increase these students' academic resilience. By increasing their ability to face academic challenges, students will be better prepared and able to overcome obstacles and achieve better results in their educational journey ([Ferri et al., 2020](#)).

In addition, this research is also motivated by the need for a specific approach in group counseling conducted by counseling teachers at Srijaya Negara High School. Although individual and group counseling services have been provided, no particular approach has been applied in the context of group counseling. The counseling teacher himself admits a need for more skills in carrying out group counseling with a practical approach. Therefore, this research is focused on developing models and guidelines for group counseling with a reality approach that aims to assist counseling teachers in providing better services. With this special approach, it is hoped that students can benefit from group counseling services in increasing their academic resilience.

Through this research, it is hoped that there will be a significant contribution to our understanding of student academic resilience and developing a practical group counseling approach. By developing models and guidelines for group counseling with a reality approach, this research is expected to provide the right solutions to increasing students' academic resilience at SMA Srijaya Negara.

Aim and Hypothesis

The main objective of this research is to develop a group counseling model with a reality approach that is valid and effective in increasing students' academic resilience at SMA Srijaya Negara. This study aims to create a model based on the reality approach, providing clear and practical guidance for counseling teachers in implementing group counseling. Thus, this study aims to provide appropriate strategies and techniques to help students improve their academic resilience.

In addition, this study also involved testing the validity and effectiveness of group counseling models and guidelines with a reality approach to increasing students' academic resilience at SMA Srijaya Negara. This study will conduct a feasibility test to evaluate the validity of the developed models and guidelines. Furthermore, this study will test the effectiveness of the model and guidelines by comparing changes in the level of academic resilience before and after the implementation of group counseling interventions with a reality approach. Thus, this study aims to ensure that the models and guidelines developed are valid and effective in increasing students' academic resilience.

The research hypothesis is based on two main assumptions. First, it is assumed that the existence of group counseling interventions with a reality approach will have a significant impact on the level of academic resilience of students at Srijaya Negara High School. By involving students in group counseling sessions that use a reality approach, it is hoped that they will develop the skills and strategies needed to better deal with academic challenges.

The second hypothesis is that the group of students who receive the group counseling intervention with the reality approach will experience a significant increase in their academic resilience compared to those who do not receive the intervention. In this case, it is assumed that active participation in group counseling with a reality approach will have a significant positive influence on factors that affect students' academic resilience, such as mental toughness, motivation, and ability to manage stress. With this hypothesis, this study aims to examine the effectiveness of group counseling interventions with a reality approach in increasing students' academic resilience at SMA Srijaya Negara.

METHODS

Design

The design used in this research uses quantitative research with Experimental Research Design taking into account 2 supporting variables, namely Independence and Social Support.

Procedure and Participant

The study was conducted involving 3 groups involving 2 experimental groups with 1 control group, experiment (Students at SMA Srijaya Negara). Each group member consisted of 5 members consisting of counselors and group members. The research was conducted for 1 month by holding 7 group counseling meetings with the reality approach. Still, the involvement of services was carried out differently in both the experimental and control groups, which only consisted of discussions or the placebo group.

Instruments

The instruments used in this study were used to test the extent of the reality counseling approach before and after being given treatment. The instrument used was the Indonesian version of the Academic Resilience Scale developed by (Cassidy, 2016), with a CR validity level of 0.988, which means it has a high level of validity.

Data Analysis

Data analysis in this study used 3 groups consisting of 2 experimental groups and 1 control group. Analysis in this study used the ANOVA test (one-way ANOVA) to determine the average difference for each group and the Multiple Regression Analysis Test to determine the extent to which social support and independence play a role.

RESULTS AND DISCUSSION

Results

The initial analysis was carried out by testing the normality of the data distribution using the Shapiro Wilk test by considering the number of respondents consisting of only 15 respondents, if the sig value is greater than .005 then the data is normally distributed, for normal distribution, can be seen in table 1.

Table 1. Shapiro Wilk Normality Test

Group	Shapiro-Wilk		
	Statistic	df	P
Experiment Group	.902	5	.421
Experiment Group	.836	5	.154
Control group	.881	5	.314

Based on the sig value of each group distribution, it was found that the average sig value for each group with group 1 sig .421 > .05, group 2 .151 > .05 and the control group .314 > .05, it can be concluded that the data distribution is normally distributed and ready for further tests, namely the Anova test, seen in table 2. To see the difference in the mean of the 3 groups and see if the data is homogeneous, see Table 2.

The homogeneity test can be seen that .009 is greater than .05, so the data is normally distributed, then looking at the ANOVA test analysis can be seen in table 3. Based on a sig value that is smaller than .05, it can be concluded that the average is different from the contribution of the F value of 124,582. Furthermore, to look at the post hoc test, it can be seen that there is a significant difference between the control group and the experimental group where there is no significant change in the control group whose sig value is .000, can be seen in table 4, and see figure 1 for treatment based on group experiment and control group.

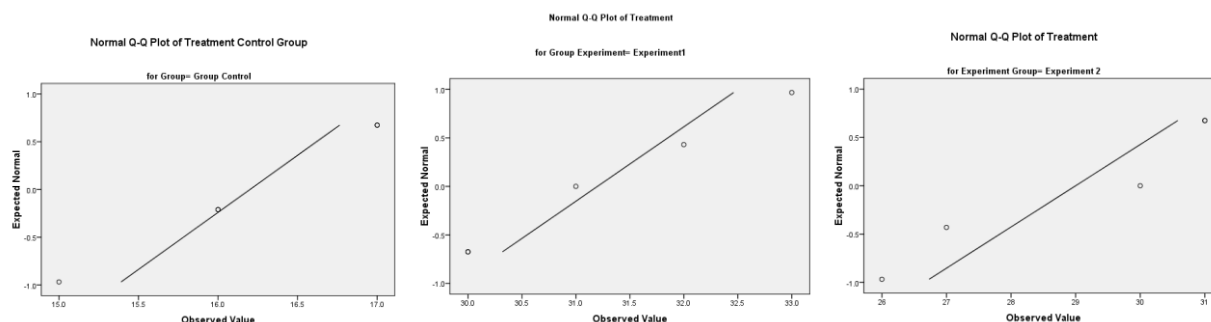


Figure 1. Treatment based control group group experiment 1 and experiment 2

Table 2. Mean Score and Homogeneity

	N	M	Levene Statistic
Experiment Group	5	31.200	.009
Experiment Group	5	29.000	
Control group	5	16.200	
Total	15	25.467	

Table 3. Anova Test

	Sum of Squares	df	MS	F	P
Between Groups	656.133	2	328.067	124.582	.000
Within Groups	31.600	12	2.633		
Total	687.733	14			

Table 4. Post Hoc Test

Group	MD	SE	P	Lower Bound	Upper Bound
Experiment Group	2.2000	1.0263	.122	-.538	4.938
Experiment Group	-2.2000	1.0263	.122	-4.938	.538
Control Group	-15.0000*	1.0263	.000	-17.738	-12.262

Table 5. Partial Regression Analysis Test

Model	B	SE	t	P
(Constant)	30.987	36.589	.847	.486
Independence (X1)	.288	.487	.591	.615
Social Support (X2)	-.420	1.306	-.321	.778

Dependent Variable: Academic Resilience (Y)

Based on table 4 it can be seen that the difference in effect can be seen in each group for the experimental group having a sig value of $.122 > .005$, a significant effect on group 1 and group 3 is different from group 3 (control group) the value of sig $.000 < .005$ means there is no significant effect on the treatment because only the control group confirms that there is a significant difference between the experimental group and the control group.

Furthermore, to see differences in social support and independence between using multiple regression analysis tests to see the role of the independence variable can be seen in table 5. Based on the partial analysis test to find out the difference in the treatment of each sig value $> .005$ between the independence and social support variables, it does not have a significant effect on academic resilience, meaning that resilience continues to increase with or without the specification of the variables of independence and social support.

The findings from the analysis that has been carried out indicate that there are significant differences between the experimental group (group 1 and group 3) and the control group. The significance value (p) in group 1 and group 3 has a value of $.122$ which is greater than the significance level (α) set at $.05$. That is, there is a significant influence between group 1 and group 3 with the control group.

On the other hand, the control group has a significance value (p) of $.000$, which is smaller than the significance level (α) of $.05$. This shows that there is a significant difference between the experimental group and the control group. Thus, this analysis's results confirm a significant effect between the experimental group (group 1 and group 3) and the control group, and this difference is statistically significant. These findings indicate that the experimental group's reality approach group counseling intervention affected their academic resilience compared to the control group, which did not receive the intervention.

Discussion

The results of the partial analysis test show that the difference in treatment of the variables of independence and social support has a significance value (sig) greater than the significance level (α) of 0.005 . This indicates that the influence of the variables of independence and social support on academic resilience has no significant effect.

Even though the significance value does not reach a significant level, the analysis results show that academic resilience continues to increase, either with or without the specification of the variables of independence and social support. This means that the reality approach group counseling intervention in increasing academic resilience is still effective, although not significantly influenced by the variables of independence and social support.

These results suggest that other factors in the reality approach to group counseling may be more dominant in influencing the increase in students' academic resilience. Although the variables of independence and social support do not significantly impact this context, they are still relevant and important factors to consider in efforts to increase students' academic resilience.

In conclusion, the results of the partial analysis test show that differences in the treatment of the variables of independence and social support do not significantly affect academic resilience. Nonetheless, group counseling interventions with the reality approach remain effective in increasing the overall academic resilience of students. Furthermore, for a more comprehensive understanding,

it is necessary to conduct further research to explore other factors that contribute to increasing students' academic resilience.

Based on these findings, it is consistent with previous findings, which confirm that group counseling is a reality approach. The results of this study present exciting findings regarding the effectiveness of reality counseling as an intervention in increasing students' academic resilience (Heydarpour et al., 2018). This research was conducted using a quantitative design, with the experimental group receiving the reality approach group counseling and the control group receiving no intervention (Aditama & Ramli, 2023).

Reality counseling is a relevant and effective approach to be implemented in an educational setting (Wubbolding & Brickell, 2017). In this context, counselors play an important role in guiding students to recognize and deal with academic problems realistically so that students can develop the ability to overcome obstacles and difficulties in their academic journey (Cynthia, P., M. & Jill, D., D. 2009). These findings provide empirical support for the effectiveness of reality counseling as a real effort to improve the quality and resilience of students in facing academic challenges.

Based on the findings of previous data, it shows that reality counseling significantly increases students' academic resilience. The results showed that students who received reality counseling experienced a positive increase in their academic resilience. This confirms that reality counseling interventions are effective in helping students overcome academic challenges and improve their adaptability in dealing with diverse learning situations.

Implications

Overall, the positive impact of reality counseling on students' academic resilience shows that this approach provides real benefits in dealing with the complex dynamics of the world of education. With a deeper understanding of the effectiveness of reality counseling, schools and counselors have the opportunity to create learning environments that support and empower students to face academic challenges more confidently and successfully.

Limitation and Strengths

Although this research provides valuable findings about the effectiveness of reality counseling in increasing students' academic resilience, some limitations must be considered. First, this research was conducted in the context of a particular school with a limited sample of students. Therefore, the results may not be directly applicable to a broader population of students. Second, other factors outside the variables that have been studied, such as environmental factors and personal factors, can also affect students' academic resilience. In addition, using a quantitative design may not provide an in-depth understanding of the mechanisms and processes of the intervention in more detail. Therefore, it is recommended to complement this research with a qualitative or mixed-methods approach to provide a more thorough insight into students' experiences and perceptions regarding reality counseling.

CONCLUSION

Reality counseling is an effective intervention in increasing students' academic resilience. The findings indicated that students who received reality counseling experienced a significant increase in their ability to deal with academic challenges more adaptively. Although the limitations of the research need to be considered, these results strongly support the implementation of reality counseling as a relevant and effective strategy in supporting positive academic development for students.

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AUTHOR CONTRIBUTION STATEMENT

All authors have read and approved the final version of the manuscript.

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