

# Adlerian Group Counselling to Improve Student's Self-Efficacy

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# Adlerian Group Counselling to Improve Student's Self-Efficacy

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This research was carried out with counselling through the group counselling of the Adlerian approach with the aim of increasing low self-efficacy in middle school students. This study was conducted in Waleo State Middle School for approximately six months in the academic year of 2018/2019. There were eight students involved in this research. The design used in this research is counselling action research, carried out in stages, namely: planning, implementation, observation and reflection. The action was carried out for two sessions with eight meeting sessions, according to the steps of Adlerian counselling. The results of this study indicate that there was a significant increase in self-efficacy in the research subjects after going through the Adlerian group counselling action.

**Keywords:** *Group counselling, Counselling Adlerian, Self-Efficacy*



## I. INTRODUCTION

Every individual, including students, has a vivid dream and hopes that the dream be realised. It is worth enabling the spirit of learning activities in school to fulfil dreams. When the results of studying **atschool** get a good value, the satisfaction will envelop the feeling, which can further trigger the activity of the next struggle to lifestyle for success to achieve the next dream. Middle school students with high self-efficacy, in resolving the issue showed greater performance and persistence monitoring than students who were low self-efficacy (Britner & Pajares, 2006; Gibbons & Borders, 2010; Pajares, Johnson, & Usher, 2007). The phrase implies that the persistence in completing **the** study tasks and addressing the problems that are inhibiting can be realised in an individual who is self-efficacy, so that they are more likely to reach the goal or Achievement (satisfaction). Satisfaction is also an important requirement for the success of Learning (Garrison & Cleveland-Innes, 2003; Hong, Lai, & Holton, 2003; Kauffman, 2015; Sun, Tsai, Finger, Chen, & Yeh, 2008; Sunarya, Nurhudaya, & Yudha, 2019).

But if the results of studying in the school show a low achievement, then the spirit of learning is likely to weaken a chance to bring a failure. Failure can lower self-esteem, not being able to face various difficulties or challenges up to the low self-efficacy, and individual students are increasingly less passionate (Lane, Jones, & Stevens, 2002). It needs to be dealt with further with the right solution, so as not to lead to fatal consequences. Low self-efficacy has been symptomatic in many places ranging from middle school to tertiary education. Looking at the importance of solving the low self-efficacy problem, it is necessary to increase the low self-efficacy effort. Thus, this study implemented self-efficacy improvement through the action of the Adlerian group counselling.

Self-efficacy is a belief to have the ability to manage and take actions to achieve goals (Bandura, 1990, 1992; Bandura & Locke, 2003; Gibbs, 2009). It can be interpreted that self-efficacy holds an important role in everyday life where a person will be able to use his potential optimally with self-efficacy supports. **One aspect of life that is influenced by self-efficacy is learning outcomes.** Self-efficacy is defined as the perceived ability for learning or performing actions at designated levels (Bandura, 2010; Bandura & Locke, 2003).

Pajares and Miller tested Bandura's opinion which states that self-efficacy is the most important variable to predict student achievement (Pajares et al., 2007). A collection of past experiences will determine self-efficacy through cognitive representation, which includes: memories of the frequency of successes and failures, temporary patterns, and in situations where successes and failures occur (Bandura, 2010; Benight & Bandura, 2004).

Group Counselling is carried out to a number of **counselees** who have problems that can be said to be the same problem (Kivlighan Jr, Coleman, & Anderson, 2000). The implementation of group counselling begins with acceptance to all **counselees** by the counsellor. Counsellors follow group processes according to group rules, so that they occur in a conducive manner; namely: mutual respect for each



other's opinions, do not overtake each other in providing information themselves, difficulties encountered, and any response in the counselling process.

Adlerian counselling with encouragement techniques is counselling oriented towards achieving individual dreams as goals (Sweeney, 2009; Watts, 2000, 2013). Counsellors in the Adlerian counselling process try to help counselees with encouragement techniques appropriately and effectively so that counselees can find themselves. The encouragement technique is equipped with reflection, to reflect on the experience of the counsellor, to help the counsellee discover his strengths and weaknesses. So that Adlerian counselling techniques can be said to be right, complete in helping counselees to learn to have successful lifestyles that meet expectations.

Success in school is related to meaningfulness in life because success does not come on its own, but with hard work in the midst of challenges both within ourselves and from the environment; especially at home and at school (Parker, Summerfeldt, Hogan, & Majeski, 2004; Piquart, Juang, & Silbereisen, 2003; Ruus et al., 2007; Zins, Bloodworth, Weissberg, & Walberg, 2007). Students must have goals, which will motivate them to try. The results of the study found that people who have a high picture of the meaning of their lives can better manage their life challenges (Triplett, Tedeschi, Cann, Calhoun, & Reeve, 2012). Increased learning achievement will be strongly associated with students striving in learning, for academic success.

Repeated failures, tend to result in weak individuals choosing goals, planning life styles for striving. This is a discouragement problem that must be corrected by changing weaknesses into strengths for striving, as an act of being successful. If the child does not receive encouragement and support appropriately, the result is that their feelings of inferiority become excessive, and tend to despair. Many people struggle to be successful by not paying attention to others, their goals are personal, and their struggles are motivated by feelings of self weakness. After individuals adopt "wrong goals", they build a misunderstanding to support "wrong logic".

Encouragement is a multi-faceted process and an important element in Adlerian practice effectively (Millar, 2007). The view of encouragement reflection as a process, shows that encouragement is not only a technique at certain stages, but an ongoing thing during the counselling process (Boud, Keogh, & Walker, 2013; Nolan, 2008). Recovery of hope patterns in the Adlerian counselling process occurs when the counsellor helps the counsellee through the encouragement technique to find out what patterns the counsellee's thoughts and feelings have as an expectation in his life, and how he struggles to find them; then what he has found now, and how the feelings surrounding the counsellee are related to his experience.

Watts found that "the process of encouragement is a key fundamental aspect of returning hope patterns" in Adlerian counselling (Watts, 2013). Adaptive abilities in positive behavior enable individuals to effectively handle daily demands and challenges (Nasheeda, 2008; Nasheeda, Abdullah, Krauss, & Ahmed, 2019). This is a basic skill in overcoming challenges so that individuals feel more confident,



motivated, and develop positive attitudes towards life. Lifestyle that is planned to be carried out, as the fact that you are a nation child who has a consistent personality that is planning according to the goals to be achieved and realise it for the sake of achieving the expected goals. This is a life agenda, you can succeed, and I will receive reports about your abilities.

Counsellors in Adlerian counselling help the counsellee find his strength, as the capital he has to develop; counsellors with encouragement help counsellees to express choices as the right life goals, able to adopt the right goals, support the views of counsellees based on real logic and continue to encourage counsellees to find and behave successfully. The steps in implementing Adlerian counselling consist of: (1) Building relationships and assessments: namely acceptance of counsellors to counsellees familiar relationship, and finding counsellee data (related to family constellation and counsellee dreams or hopes) (2) Build self-awareness, namely the steps to help the counsellee find themselves, find weaknesses and strengths (realise the importance of change) to succeed and live meaningfully. (3) Reorientation. That is the stage of helping the counsellees reflect lifestyle defaults (failures) and their cause to commit themselves and plan a lifestyle for success. (4) Reeducation. Helping the counsellee realise meaningful lifestyle success (Glass & Myers, 2001; Hicks, Skoog, & Crews, 2015; Watts, 2000, 2013). Furthermore, children who do not receive encouragement and support, will behave inappropriately as compensation or choose inappropriate goals, due to their feeling of inferiority becoming excessive; this despair can lead to depression (Brown, Brown, Miller, & Hansen, 2001; Paulus & Scherff, 2008).

The concept of being part of society as a healing process is by beginning to feel part of the wider community, helping to reduce neurotic feelings such as solitude, and separating themselves (Ransley & Spy, 2004). This concept means that each individual can learn many things about improving themselves to cooperate, live healthier, think positively to be able to set goals, take a lifestyle that is consistent with the goal, and live it in the support of social interaction in society that has become part of their life (Duran, 2006; Ginwright, 2011; Staub & Pearlman, 2006). According to Adler social interests make people able to struggle to pursue superiority by adjusting themselves in a healthy manner, and not "getting lost" (Li, Guo, & Zhao, 2008; Schwartz, Meisenhelder, Ma, & Reed, 2003). The main factor or key to behavior change in this model lies in reflection and encouragement (Bruce, Getch, & Ziomek-Daigle, 2009; Campbell & Brigman, 2005; León, Villares, Brigman, Webb, & Peluso, 2011; Trusty, Mellin, & Herbert, 2008). Departing from the description above and being related to weak self-efficacy the aim of this research is to improve self-efficacy for successful academic middle school students using Adlerian Group Counselling.

## II. RESEARCH METHODS

This research method is action research, which is one of the problem prevention strategies that utilises concrete actions and the process of developing capabilities in detecting and solving problems. Kemmis and McTaggart explain that action research is essentially in the form of devices or strands with one device consisting of four components, namely planning, action, observation and reflection (Kemmis & McTaggart, 2005). The four components in the form of strands are seen as one cycle. Therefore, the



understanding of the cycle in this case is a round of activities consisting of: planning, action, observation and reflection on each cycle of action.

### Research Subjects and Procedures

**Research Settings:** This study was conducted on students in Waleo State Middle School especially those that showed weak self-efficacy. The study was conducted for approximately 6 months in the 2018/2019 school year.

**Subjects of research:** the subjects of the study were 8 students who showed low-efficacy so often obtained low learning outcomes at school. The subjects of the study showed the following characteristics: less prepared to take the exam, showed a sense of inadequacy when given the task to advance in front of the class or if a teacher asks a question about the subject matter when presenting a lesson and the subject showed a sense of ignorance. This study also included one of the study teachers and guidance and counselling teachers to assist in observing the implementation and acquisition of the research results.

**Research Procedure:** in this section the stages of the research will be described. This stage include planning, implementation of actions, observation and monitoring, and reflection. Planning describes: (1) the plan for identifying problems and how to establish actual conditions, (2) alternative action plans namely Adlerian group counselling to change, develop, grow, or improve, and (3) plans for implementing Adlerian counselling activities in groups according with the problems of the counselees. Implementation of Action: describes the steps for implementing actions carried out by the guidance and counselling teachers and students in group counselling activities. Observation and Monitoring: describes (1) a monitoring tool used for implementing group counselling actions (specifically on improving self-efficacy). (2) monitoring is carried out by researchers assisted from guidance and counselling teachers and teachers in the field of study in schools and (3) monitoring and observation carried out in line with the stages of the counselling process and the completion of tasks given by the counsellor to the counsellee. And counsellee reporting on what has been done by the counsellee related to the transactions that must be done by the counsellee and or commitments that will be made. Analysis and Reflection: describes how to reflect on the implementation of actions based on the results of monitoring.

**Data Collection Techniques:** this section describes how to collect data as a basis for setting alternative actions and reflecting. Data collection has been done when the researcher identifies the problem. Data collection is also done when the researcher monitors the implementation of the actions taken. The data is used as material to analyse and then reflect on the research findings.

**Data Analysis Techniques:** this section describes how to analyse the collected data. Data analysis in class action research is usually in the form of qualitative descriptive analysis. Data collection related to behavior change is carried out as integrated in the group counselling process, namely when the counsellor begins the second, third session and in the following sessions. Starting a new session, the counsellor helps the counsellee reveal what they have done related to the agreement in the previous counselling



process. The data was also supplemented by the results of observations from guidance and counselling teachers and subject matter teachers who were included in the study as assistant observers.

Criteria for Successful Actions Criteria for the success of actions are a measure of the success or failure of the actions to be taken. The frequency of success in this study is that changes in low self-efficacy behaviours gradually become high self-efficacy. The goal in this case is not only to succeed in improving learning achievement, but to be meaningful in oneself as part of the community; starting from the family as a parent's dream and meaningful to the community where they are.

They remind fellow friends to complete tasks at school, study together, lend and borrow books with full responsibility, jointly look for material in internet cafes (reduce costs), transmit lifestyle success and various other school needs that enable counsellors to help each other.

### III. RESULT AND DISCUSSION

According to Bandura, self-efficacy is a person's ability to manage self-ability in achieving goals (Bandura, 2010; Bandura & Locke, 2003). When a person has the ability to complete his or her responsibilities well, it will draw closer to his or her goal. Based on research conducted by Janatin on the relationship of self-efficacy to the learning achievement students 2014/2015 in grade IV Elementary that if the student has a high self-efficacy, then the achievement of learning is also high (Janatin, 2015). Further, the self-efficacy aspects assessed to play an important role in improving student learning performance are the mastery of the tasks given, the mastery of learning materials, and how to regulate the learning time (Bandura & Locke, 2003; Pinquart et al., 2003).

In another study, self-efficacy relations with academic achievement reveals that the purpose and feedback that someone has, had great benefits towards learning achievements. The stimulus given by a teacher towards a child is positively influential towards self-efficacy and student learning achievement (Alias & Hafir, 2009; Jafari & Behbodi, n.d.; Karabiyik & Korumaz, 2014). It is in harmony with the generalised nature of self-efficacy itself which is defined as the ability that can be felt directly in certain conditions or stimuli (Herdi, Kartadinata, & Taufiq, 2019). In the new learning situation, student talents and previous experiences help shape students' initial perception of their willingness to study (Bressler & Bressler, 2007; Guskey, 1988; Pinquart et al., 2003). In cases of student study, students with experience and talent tend to have good planning in their learning achievements, especially in achievement motivation. While students with low self-efficacy levels tend to be sluggish in starting discussions and learning planning.

The nature of self-efficacy and confidence in the success of learning has the role of self-motivation (Bandura, 2010; Bandura & Locke, 2003). The motivation itself is mostly produced by cognitive aspects (Bandura, 2010; Brophy, 2017). Confidence in self-efficacy plays a role in shaping motivation on a person's cognition, which affects motivation, performance, and affective reaction, primarily through self-efficacy beliefs (Benight & Bandura, 2004; Bressler & Bressler, 2007; Karabiyik & Korumaz, 2014).



Motivation Process study proved to affect how students use their existing skills and knowledge, how students acquire new skills and knowledge, and how students make use of new skills and knowledge to their new situation (Brophy, 2017).

The nature of human motivation in achievement is also affected by social roles, and social cognition making individuals have the confidence and willingness to achieve. These traits are considered globally as the influence of the student learning environment. Feeling valued and perceived as having a positive value when accomplished makes students strive to avoid the negative judgment of others (Bandura, 2010; Bandura & Locke, 2003). They are able to choose the tasks in which they can succeed as well as difficult tasks and attempt to finish them with the best possible result. It is unconsciously encouraging students to take every effort they have to improve their abilities. The competitive learning situation encourages students to have self-affective traits; that trait encourages motivation and learning achievement.

In the picture of the influence of the group counselling self-efficacy perspective shows that, a person has a level of confidence in his ability to solve problems or difficulties arising from the task (Bruce et al., 2009; Rokhman, Tobroni, In'am, & Nurhakim, 2019; Watts, 2000). This is in line with the research of (Hicks et al., 2015) stating that the Adlerian group counselling is effective for enhancing the self-confidence of the counslee, practicing the concept of positive thinking, training communication, and enhancing the courage of the counslee in completing the learning tasks that are imposed on him. In fact, the Adlerian Counselling group does have the function to improve the concept of students' self-motivation in controlling problems and academic duties.

Adler's views above implies that in addition to education in the family environment, it also teaches about social interests which are very useful in: (1) character formation and development, (2) developing social care and cooperative life to contribute to the good of others, (3) including mutual encouragement in an effort (striving) to find success, mutually reinforce, respect, or contribute to each other, for personal and shared interests.

In research related to the self-efficacy relationship to student learning achievement conducted by (Sweeney, 2009) it shows that self-efficacy effect is positive and significant to the learning achievement of students. Another study also revealed that self-efficacy has a positive effect on student learning achievement marketing, which means that high levels of self-efficacy will lead to improved learning achievement for student marketing (Hicks et al., 2015; Sweeney, 2009; Watts, 2000).

Based on some research that has been done before, the Adlerian group counselling to increase self-efficacy self has a positive impact in students' academic success. Thus, the positive relationship between the self-efficacy influence on student learning achievements can be a reference in providing counselling services to students who have problems with their academic achievements. In this case, Adlerian group counselling is positive in applying and addressing the low self-efficacy of students, who can later





encourage students who have low academic achievement to further provide motivation, a sense of responsibility and the spirit of learning for students in school to excel.

#### IV. CONCLUSION

After the action of counselling services, the Adlerian counselling approach group counselees (students) can improve self-efficacy. The process of Adlerian counselling can help counselees form a commitment to form a lifestyle to bring success. After the Adlerian group counselling process the counselee can show lifestyle success and live a meaningful life. After going through the Adlerian counselling process counselees can show progress in their learning outcomes respectively.

#### Suggestion

Based on the results of the research and the conclusions above, the principal is expected to be able to provide adequate facilities; and especially BK teachers in junior high schools to be able to use/apply Adlerian counselling in school as one of the main counselling approaches to help students experience patterns of inferior feelings in facing exams at school; even those who tend to fail or get low achievements due to low self-efficacy. The counsellor should be the main sponsor to help students to have a positive self-commitment to realise a successful future dream. Teachers, especially counselling teachers can help students avoid association that tends to impact failure. Teachers, or guidance and counselling teachers, should continue to be observers, in conditioning students to be able to help each other, be able to encourage themselves, encourage friends to commit themselves and self-control of the lifestyle to be successful and meaningful.



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**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Hyph.** Review the rules for using punctuation marks.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Confused** You have used either an imprecise word or an incorrect word.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



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**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Wrong Form** You may have used the wrong form of this word.



**Article Error** You may need to remove this article.



**Proper Nouns** You may need to use a capital letter for this proper noun.



















**Article Error** You may need to use an article before this word.



















**Prep.** You may be using the wrong preposition.



-  **Confused** You have used either an imprecise word or an incorrect word.
-  **Missing ", "** Review the rules for using punctuation marks.
-  **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.
-  **Prep.** You may be using the wrong preposition.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **Article Error** You may need to use an article before this word. Consider using the article **the**.

-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to use an article before this word.
-  **S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.
-  **Prep.** You may be using the wrong preposition.
-  **Missing ", "** Review the rules for using punctuation marks.
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

-  **Prep.** You may be using the wrong preposition.
-  **Dup.** Did you mean to repeat this word?
-  **Article Error** You may need to remove this article.
-  **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.
-  **Article Error** You may need to use an article before this word.
-  **Article Error** You may need to remove this article.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Missing ","** Review the rules for using punctuation marks.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Article Error** You may need to use an article before this word.
-  **Article Error** You may need to use an article before this word.
-  **Pronoun** This pronoun may be incorrect.

-  **Article Error** You may need to use an article before this word. Consider using the article **the**.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.
-  **Missing ","** Review the rules for using punctuation marks.
-  **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

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