

Solution Focused Brief Therapy

New Approach of Counseling for Students' Self Determination Development

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Abstract: This research is motivated by a condition in which the majority of students are not able to accomplish their task based on its requirement, having low GPA resulting in congestion and drop out. Self-determination of this research is competence capability, connectedness and individual's independence to act and to choose and make decisions related to their studies. The effort to develop self-determination is through a new approach namely focused brief therapy solution. The purpose of this research is to test the new approach in group setting for students' self-determination development. This research used quasi experiment method with non-equivalent control group design. The participants of this research were the 3rd semester students in several study programs available at Indonesia University of Education Based on the results of Testing the Difference obtained m_2 value of 0.001 which can be concluded that this new approach is able to develop students' self-determination, but in practice based on the indicators like; the awareness self-ability to change to better situation, having support from family and having an adult to be consulted when the individuals get confused, thinking carefully about the decisions made and having a courage to take risk of the decision made. is not yet effective.

1 INTRODUCTION

Self-determination is a very important element for supporting the ability to communicate, making decisions, expressing choices, exercising to control the type and intensity of support received, participating and contributing to their environment, advocating their selves and others through various activities (Loman, et al. 2010; Vansteenkiste and Sheldon, 2006).

Self-determination is owned by each individual. This ability can be discovered, learned and developed (Deci and Ryan, 1985). In higher education context, students with high determination will demonstrate good behaviors such as: perseverance and persistence in achieving goals, enjoying academic tasks, higher self-satisfaction, being committed to their action, and having harmonious relationships with lecturers or friends and demonstrating higher conceptual knowledge (Deci and Ryan, 2000; Deci and Ryan, 2008; Deci, et al., 1991; Lynch, Vansteenkiste and Ryan, 2010; Wichmann, 2011; O'Connor and Vallerand, 1994).

Research Deci et al. (1991) found that students with low self-determination will exhibit behaviors

such as: skipping lectures, boredom in learning, apathetic in doing the tasks, lack of motivation, feelings of helplessness, self-indulgence, self-deprecation, negative thinking and dependent on others and inadequate self-motivated (Lynch, Vansteenkiste and Ryan, 2010; Roberson, 1985; Deci and Ryan, 2000; Ryan, et al., 2011).

The result of preliminary study about self-determination of S-1 UPI student of 2015 shows that the students come to the class only to fill the absenteeism, acting solely to fulfill the obligation, coming to campus late, doing their homework or campus project only because of the desire to boast of parents, wasting more time for self-indulgence, not having a priority scale in determining the task to be done, doing the task in accordance with their mood, do not accept criticism of others to the task that has been done, not yet consistent in maintaining their determination and desire, trying to get a grade or a high GPA solely to please the parents, and have not had the pleasure to do their tasks properly.

The study of American College Health Associations (2006, in Misra and McKean, 2000) states that 32% out of 97.357 students were not able to complete their tasks properly and got lower GPA. The results of research conducted by Solomon and

Rothblum (1984) states that the indication of students faced academic congestion caused by lack of self-determination development, therefore they spend their study for 5 years or more. Based on the data of the administrative bureau of planning and information system (BAPSI) in one of the state universities in Indonesia shows that 57% of 2004/2005 students of are still registered as students in 2010/2012 or they study more than 6-7 years, so the students are indicated to delay their study completion (Rumiani, 2006). In addition, they are individuals who have difficulty in completing the study. Yabu and Irfan (2013) states that if individuals who have difficulties in completing the study are left, then they are exposed of dropping out.

In literature review it can be seen that there are several counseling approaches that can develop self-determination, namely a) Motivational Interviewing Approach (MI), explaining that the MI approach can be applied properly to develop self-determination on the aspect of competence through nondirective and reflection approach, Autonomy through information accessibility, and relatedness aspects through communication relations (Ryan, M. Richard and Deci, L. Edward, 2008), b) The Person Centered Approach views individuals who have intrinsic resources and capacity to develop their potential and who are responsible for their live, can be developed by using a person centered approach (Loman, Sheldon, et al., 2010), c) Visser's research results, Coert (2012) describes his research in a web-based survey distributed to 134 counseling practitioners on testing the effectiveness of the use of solution-focused counseling in which respondents are asked to rate how far the solution-focused counseling can be useful to improve 9 aspects of the *client*. 3 out of 9 aspects tested are aspects of self-determination. The results show that the intensity of the use of a brief counseling approach focuses on the solutions correlated to the development of three aspects of self-determination: autonomy, competence, relatedness and the other 6 aspects of existence of past success, stepwise change, positive behavior, cooperatively, client perspective, and focus on what works. d) The results indicate that SFBT can be used against various problems and population. Corcoran (2000, in Cunanan, Elnora, 2003) reports on the effectiveness of the use of short, solution-focused counseling of ethnic minority counselors, as indicated by his statement that solution-focused counseling respect cultural differences through dominant self-determination values of the clients, uphold the belief that every individual has the power and resources to solve their problems, e) Richarson's research shows

that in practice solution focused brief counseling encourages individual engagement, trains individuals with good self-determination and represents a strength-based approach.(counseling approach based on the individual strength) (National Standard of Social Worker, 2008, in Richarson, 2013). The development of self-determination obtains implications for the high self-motivated, internal locus of control, students' interest and integration, decreasing the level of anxiety and learning helplessness.

The researcher chose a solution-focused brief counseling based on several studies that describe the suitability of solutions focused brief counseling to develop self-determination in the form of literature review, meta-analysis and survey, while research on it is still limited, especially research involving experimental treatment. Hence, this study will review on a solution focus brief counseling new approach in group settings for self-determination development.

2 METHOD

This research uses quasi experiment method and quantitative approach and nonequivalent control group design. According to Creswell, W. J. (2008, 2009), the design of quasi experimental method can be shown in the Figure 1. The treatment given is Solution Focused Brief Counseling that conveyed to experimental group.

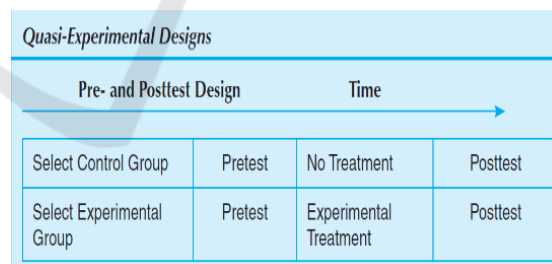


Figure 1: Quasi experiment research design.

The population of this research is student of S-1 in several Departments available at Indonesia University of Education in 2016 academic year. Sampling is collected by using non-probability sample and sampling technique is using purposive sampling with homogeneous sampling strategy Creswell, W. J. (2012). The instrument concept refers to the theoretical concept of self-determination Deci and Ryan (1985). U-Mann-Withney technique is employed in analyzing the effectiveness of the new

approach.

3 RESULTS AND DISCUSSION

In general, at university level the self-determination level profile of 2016 S-1 UPI students can be seen in Table 1.

Table 1: University level self-determination level profile of 2016 S-1 UPI students.

No	Level of Self Determination	N	Proportion
1	<i>A motivation</i>	0	0
2	<i>External Regulation</i>	2	1,667
3	<i>Interjected Regulation</i>	6	5
4	<i>Identified Regulation</i>	59	49,167
5	<i>Integrated Regulation</i>	39	32,5
6	<i>Intrinsic Regulation</i>	14	11,667
Total		120	100

Based on the result of statistical calculation of experimental group, *U-Mann Whitney* test obtained the calculation value of $m_2 = 0.001$. For the reason that the value of m_2 is <0.05 then H_0 is rejected. It indicates that Solution Focused Brief Counseling in group setting is effective to develop student self-determination.

Specifically, the effectiveness of Solution Focused Brief Counseling in group settings to develop self-determination of students tested in this research has a significant effect, i.e. capable of generating significant improvement of 9 at average mean rank score. This indicates that Solution Focused Brief Counseling gives significant effect to develop self-determination. It can be seen in Table 2.

Table 2: Student self-determination profile after solution focused brief counseling.

Self-Determination	Experimental Group		Gain
	Pretest	Posttest	
	Mean of Rank	Mean of Rank	Mean of Rank
	3.00	11.00	9.00

With $m_2 < 0.05$, the significance of student self-determination development is reviewed from the aspect after following Solution Focused Brief Counseling in group setting to develop student self-determination. The following is empirical results of

Solution Focused Brief Counseling in group settings to develop student self-determination. It can be seen in Table 3.

Table 3: The effectiveness of solution focused brief counseling empirical test in group settings are reviewed from each aspect of student self-determination.

Aspects	Mann Whitney Test		Descriptions
	U	m_2	
Competence	3.000	0.004	Significant
Connectivity	2.500	0.002	Significant
Independence	6.000	0.017	Significant

The data in Table 3 shows that Solution Focused Brief Counseling in group setting is effective to develop each aspect of student self-determination. Based on the results of empirical tests on self-determination aspects, it indicates that H_0 is rejected, thus Solution Focused Brief Counseling in group settings effective is to develop self-determination on the aspects of competence, connectedness and independence.

Specifically, the effectiveness of Solution Focused Brief Counseling in group settings to develop self-determination can be seen in table 4. It portrayed the comparison of the three aspects of self-determination average rank test.

Table 4: Experimental group average test ranking of student determination aspect.

Self-Determination Aspects	Experimental Group		Gain
	Pretest	Posttest	
	Mean of Rank	Mean of Rank	Mean of Rank
Competence	4.33	10.57	6.24
Connectivity	4.35	10.64	6.29
Independence	4.65	10.14	5.49

Table 4 shows that the effectiveness of Solution Focused Brief Counseling in developing self-determination of students can be seen from the difference of each aspect, spreading on each of the three aspects with the order of connectedness aspects, competency aspect and independence aspect.

Self Determination of 2016 S-1 UPI student is mostly at the level of identified regulation and a small part of them is at the level of external regulation and interjected regulation. The proportion of students' self-determination level spread to five levels, i.e. identified regulation; integrate regulation, intrinsic regulation, interjected regulation and external regulation.

The use of a Solutions Focused Brief Counseling new approach in group settings to develop self-determination can be tested by comparison of the average ranking test in terms of three aspects of self-

determination, the difference of each aspect, spreads by sequence of connectedness, competence and independence. The findings found that the difference of the highest-ranking average in connectivity aspect is 6.29 which mean that teaching and practicing the skill are able to give a change to the students significantly.

From the observation examination, it is found that there are some behaviors in the competence aspect have not been optimally developed. The indication can be found during the intervention process that the students tend not to be aware of their ability to find solutions of the problems related to their study, not yet optimally using the advantages possessed to achieve better performance, has not worked hard to improve their low grades, and have not trained the skills of doing the task on time to get high grade in the study.

The profile of the group members' assessment of the group process based on each solution-focused brief counseling session showed that there is a decrease in all aspects of the fourth session. This is due to the fact that prior to the fourth session the group members felt that skill exercises that they had could train positive habits in thinking and acting, so that the group members felt sufficient to develop self-determination without any follow-up. However, during the fourth session there were some group members having difficulty in resolving the barriers of self-determination, so the facilitator suggested individual counseling services after the post-test.

Deci and Ryan (1985) shows that individuals who have an identified regulation level have performances that occur based on the interest or relevance to the individual objectives or irrelevance to the individual. The result of the study of Deci and Ryan (1985) explains that the category of identified regulation is a low category. The students who have inadequate self-determination will show insufficient behavior in facing various demands, problems or academic or non-academic pressure that give negative impact on study completion that may cause them to respond in a destructive way to the problem (Thoresen and Eagleston; in Roberson, 1985).

Correlated with self-determination theory of Deci and Ryan (1985) and Witriani's, et al (2007) findings of this study implies that the ability of students in acting and cognitive changing deliberately will affect the level of self-determination i.e. changes in dynamics of students in dealing with self-manage if facing certain tasks. The more individuals internalize and assimilate the values within themselves, the greater the individual will feel autonomy in their behavior (increasingly self-determined). Research

findings on self-determination of students after Solution Focused Brief Counseling, results of this study are relevant to the optimistic assumptions about Solutions Focused Brief Counseling by Henderson and Thompson (2007) which explains that individuals have good character, can think rationally, able to implement positive behavioral changes, and make decisions. Furthermore, Solutions Focused Brief Counseling in group settings are developed in principle: focusing on change and possibilities, creating favored goals and futures, building strengths, skills and resources, looking for what is good and what works, full of curiosity, creating cooperative and collaborative activities, using a sense of humor as well as creativity (Sharry, 2007; in Dahlan, T. H, 2011).

Glass, Singer and Miller (1980: in Deci and Ryan, 1985) states that when individuals are sure and believe that they control the demands of their environment, the individual can act more effectively, develop self-determination based on self-authorization, actions taken based on self-reflection become attractive, self-benefiting and directing the behavior of happy, voluntary, committed, enterprising work (Niemiec, Ryan and Deci, 2008; Joussemet, Mireille, Renne and Koestner, 2008).

4 CONCLUSIONS

The findings obtained in the preliminary study of self-determination of 2016 S-1 UPI students in four departments obtained the result that the students are at the level of regulation. Overall 2016 S-1 UPI students in four departments put aspect of connectedness in the lowest rank in all aspect of self-determination; Skill exercises given in Solution Focused Brief Counseling techniques are proven empirically effective for developing self-determination of students, unless the competence aspect with self-awareness of self-ability indicator to change the situation for the better, the connectivity aspect of obtaining support from the family indicator and having adults who can be consulted when individuals experience confusion indicator and independence aspects with thinking carefully about the decisions made and dare to risk the decisions made indicators. This is because students find it difficult to identify the potencies they have, they assume that the potencies they have can only be identified with others, so they have not realized the potencies to be developed optimally; The evaluation result of the Solution Focused Brief Counseling process show that in general Solution

Focused Brief Counseling is very satisfying the counselee with the highest rank rate of 5 from level 1-5.

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