Solution-Focused Brief Therapy (SFBT) Based Guidance for Student Academic Hardiness

Fajriani[*)1], **Abu Bakar**[2], **Fitra Marsela**[3]

[1,2,3]Department of Guidance and Counseling Universitas Syiah Kuala, Aceh, Indonesia.
[*)]Corresponding author, ✉e-mail: fajriani@unsyiah.ac.id

Abstract

The background of the research is the importance of increasing competence for the younger generation as the nation's successor. This competence is related to the ability to face challenges, carry out commitments, and proper control in the midst of globalization which has positive and negative impacts. This capacity development can be developed through guidance interventions based on Solution-Focused Brief Therapy (SFBT). The purpose of this study was to analyzed the description of academic hardiness possessed by high school students in Aceh, and measured the effectiveness of guidance based on Solution-Focused Brief Therapy (SFBT) in developing academic hardiness of high school students in Aceh. This study used a quantitative approach with a quasi-experimental method (non-equivalent control group design). Data were collected using the modified Academic Hardiness Scale (AHS) from Benishek & Lopez based on three aspects of academic hardiness, specifically commitment, challenge, and control. The population of this research is 154 the MAS Imam Syafii students. The research sample consisted of 60 students who were divided into experimental and control groups. Based on the results of the paired sample t-test, there is a significant difference between the pre and post test results of students after being given SFBT-based guidance, but the results of the N-Gain analysis show that SFBT has a low effect in increasing the academic hardiness of MAS Imam Syafii students. To get a significant increase in academic hardiness, SFBT can also be given individually/group.

Keywords: Academic Hardiness, Solution-Focused Brief Therapy, Group Guidance

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya peningkatan kompetensi bagi generasi muda sebagai penerus bangsa. Kompetensi tersebut berkaitan dengan kemampuan dalam menghadapi tantangan, menjalankan komitmen dan kontrol yang tepat di tengah arus globalisasi yang memiliki dampak positif dan negatif. Pengembangan kemampuan tersebut dapat dikembangkan melalui intervensi bimbingan berbasis *Solution-Focused Brief Therapy* (SFBT). Tujuan penelitian ini adalah untuk menganalisis gambaran academic hardiness yang dimiliki oleh siswa MAS Imam Syafii, dan mengukur keefektifan bimbingan berbasis *Solution-Focused Brief Therapy* (SFBT) dalam mengembangkan academic hardiness siswa MAS Imam Syafii. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen (non equivalent control group design). adalah 60 siswa yang dibagi menjadi kelompok eksperimen dan kontrol. Data dikumpulkan dengan menggunakan *Academic Hardiness Scale* (AHS) yang dimodifikasi dari Benishek & Lopez berdasarkan tiga aspek academic hardiness yaitu komitmen, tantangan, dan kontrol. Populasi penelitian ini adalah siswa MAS Imam Syafii berjumlah 154 siswa. Sampel penelitian berjumlah 60 siswa yang dibagi menjadi kelompok eksperimen dan kontrol. Berdasarkan hasil *paired sample t-test*, terdapat perbedaan yang signifikan antara hasil pre dan post-test siswa setelah diberikan bimbingan berbasis SFBT, namun hasil analisis N-Gain menunjukkan bahwa SFBT memiliki efek yang rendah dalam meningkatkan ketangguhan akademik siswa MAS Imam Syafii. Untuk mendapatkan peningkatan yang signifikan pada akademik hardiness, SFBT juga dapat diberikan secara individual/kelompok.

Kata Kunci: Ketangguhan Akademik, Terapi Singkat Berfokus Solusi, Bimbingan Kelompok

---

INTRODUCTION

The rapid flow of globalization and the increase of sophisticated technological developments requires young people to be able to compete in various aspects both on 3national and international scale. Responding to this phenomenon, several countries and provinces in particular launched many programs that initiate progress for the younger generation in facing globalization. One of them is Aceh Province. Through its Flagship Program, the Aceh Government initiated the Aceh Carong Program to make Acehnese children smart and able to compete and ready to face the world of work. This was also stated by the Head of the Aceh Provincial Education Office, Syaridin (Mery, 2019) that "Aceh Carong is one of the Aceh Government programs that aims to produce competitive Acehnese children, so as to make proud achievements both at the regional, national, even international level". The thing that is most emphasized in the Aceh Carong Program in Facing the Era of the Industrial Revolution 4.0 is the resilience of the young generation and its competitiveness. The target of the Aceh Carong program is high school students, the younger generation who will soon directly involved in the world of work and facing competition. Therefore, students must be given skills to develop resilience and competitiveness to achieve more. One of the strengths that students must have is academic hardiness (Sheard & Golby, 2007; Karagiannopoulou & Kamtsios, 2016).

Academic hardiness is a personality characteristic of students who have endurance and strength in dealing with stressful events at school (Spiridon & Evangelia, 2013). This academic hardiness includes three aspects, namely the ability to control, the ability to involve oneself, and the ability to face challenges. Based on these three aspects of academic hardiness, there are several phenomena that occur in high school students in Aceh.

Quoting some news in online media, Acehnese students have started competing in national competitions (Mery, 2019; Tim Aceh Kini, 2019). But that only happens to students in flagship schools in districts/cities. However, the high school students on the suburban had not yet reached that stage. This means that there are still no significant achievements in the provincial rankings moreover to the national level. There are many high school students in the suburban area who actually have the potential but lack of the fighting power to compete and excel at higher levels. However, Aceh still ranks 27 nationally in the average UN results from the previous rank of 34 at the national level. Again, the Head of the Aceh Provincial Education Office (Tim Aceh Kini, 2019) said that the Aceh Carong program emphasized Aceh's educational achievements at the National level, and the strategy carried out by the government was to improve educational facilities, the quality of teachers, and increase achievement in the education sector.

Studies on academic hardiness have been carried out in various countries with college stiudents as the research subjects (Sheard & Golby, 2007; Mohamadi, Abdolhoseini, & Ganji, 2011; Spiridon & Karagiannopoulou, 2015; Saputra & Suarya, 2019; Cheng, Tsai, & Liang, 2019; Azizah & Kardiyem, 2020), and high school students (Kamtsios & Karagiannopoulou, 2013; Spiridon & Evangelia, 2013; Mirzaei & Kadivarzare, 2014; Ghifari, Aditya, & Rini, 2017; Eunike, Mayangsari, & Hidayatullah, 2019).

Solution-Focused Brief Therapy (SFBT) is a counseling and psychotherapy approach that is influenced by postmodern thinking. In postmodern thinking, language and its use create meaning in the stories told by individuals (Fajriani &

Yulizar, 2020). In an effort to develop student academic hardiness, SFBT techniques can be used. This is because SFBT is used to find solutions to problems faced by individuals (Fajriani & Yulizar, 2020). As stated by Korman (in Mckergow & Korman, 2009), there are several things that can be developed through SFBT interventions, namely beliefs, personality, attitudes, motivation, values, thoughts, mental emotions, mental maps, weaknesses, and strengths. In accordance with Korman's thoughts, academic hardiness is in accordance with the original theory as part of personality, as well as about the strengths possessed by individuals. So, it is appropriate to develop academic hardiness by using SFBT technique as one of the therapeutic techniques.

Research on the effectiveness of a counseling technique or approach to improve academic hardiness is hard to find. Sumarwiyah, Zamroni, & Hidayati, (2015) tested the effectiveness of reality group counseling to improve student academic hardiness by using the pretest-posttest control group design, and obtained the results that the experimental group got a higher academic hardiness score than the control group, likewise, experimental research using Solution-Focused Brief Therapy (SFBT). One of the studies that tested the SFBT technique has been carried out by Fernando and Rahman (2016) to reduce student procrastination behavior, where the SFBT essay lies in the miracle question, and the counselee is directed to find a miracle solution that comes from the guidance of Allah SWT. This research is also related to the Islamic values adopted by the Acehnese people, namely a belief that "for Allah, nothing is impossible if humans want to try" (Fernando & Rahman, 2016). This means that SFBT can also be integrated with Islamic values in the implementation of its therapy.

Based on the urgency of the problems experienced by the young generation of Aceh and the sense of appropriate therapy, research on Solution-Focused Brief Therapy (SFBT) based Guidance for developing student academic hardiness needs to be carried out to foster the young generation of Aceh towards Aceh Carong in the Era of Industrial Revolution 4.0. In addition, MAS Imam Syafii students as research subjects need to have high academic hardiness, because MAS Imam Syafii as one of the Islamic boarding schools in Aceh Besar has one mission to form strong Muslim personalities in facing the times. Therefore, the SFBT technique is suitable for MAS Imam Syafii students to improve their academic toughness.

The purpose of this study was to analyzed the description of academic hardiness possessed by high school students in Aceh, and to measured the effectiveness of Solution-Focused Brief Therapy (SFBT) based Guidance to develop academic hardiness for high school students in Aceh. The results of this study are expected to be a good reference for guidance and counseling teachers, subject teachers, schools, and even the Education Office in handling students and shaping student character in an effort to make young generations strong and competitive in accordance with the Aceh Government's Vision in the Aceh Carong Program. Not only theoretically, the results of this study are also expected to become a new service program for Guidance and Counseling teachers in schools, where the modules and instruments produced from this study can be directly used by counseling and guidance teachers, so that this guidance program is not a temporary program, but could be a long-term program so that the goal of increasing Aceh's achievement in

education can continue to increase from time to time at the national level.

METHOD

This research used a quantitative approach with a quasi-experimental method. The study was conducted by comparing two groups of research subjects, the first group was given SFBT treatment and the second group was not given SFBT treatment (only given regular classical guidance) as a comparison of the results obtained. This study used a non-equivalent control group design where the experimental group and the control group were not randomly selected. The two groups received the initial and final tests, but the two groups received different treatments. The population of this research was the MAS Imam Syafii students totaling 154 students. The sample of this study was 60 students who were divided into experimental and control groups.

Data were collected using the modified Academic Hardiness Scale (AHS) from Benishek & Lopez (in Golightly, 2006). AHS is developed based on three aspects of academic hardiness based on psychological hardiness theory (Kamtsios & Karagiannopoulou, 2013a) namely commitment, challenge, and control. The

AHS consist of 18 self-report items on a 1-4 Likert scale, of which 1 is very unsuitable and 4 is very suitable. However, AHS was adapted into Indonesian languange and re-validated, with judgments from experts and try out on students in schools.

A total of 18 items of AHS scale were administered to 30 students. The results of the validity test indicated that items number 5 and 13 needed to be revised in order to be reused with the correlation coefficient close to 0.3 and the reliability value (Cronbach's Alpha) obtained was 0.808, meaning that the scale made was valid and reliable so that it could be used on research subjects.

This study was conducted during August-September 2020. The experimental module was created based on the five main steps in SFBT, namely exception questions, magic questions, scale questions, first session assignment formulation, and feedback. These steps were adjusted to the concept of academic hardiness so that academic hardiness treatment could be developed through the given SFBT treatment. The experimental module would be justified by the expert so that it could be accepted and suitable to be carried out in actual research. The activities in all sessions can be seen in the table 1.

Table 1. Stages of Solution-Focused Brief Therapy (SFBT) Guidance

No	Stages (50-90 Minutes)	Activity
1	Pre test	Pre-test
2	Stage 1 Commitment 1	1. Identify difficult assigments 2. Scaling Questions 3. First impression 4. Feed back
3	Stage 2 Commitment 2	1. Decion Group 2. How to Survive? 3. Miracle questions 4. Exception quetion 5. Homework : Watch relevant videos
4	Stage 3 Challenge 1	1. 7 things one gets from watching videos 2. I wish I were 3. 5 positive things from difficult assigments given by teacher 4. Feed back
5	Stage 4 Challenge 2	1. Truth or Dare 2. Feed back 3. All about ontime (making posters)

No	Stages (50-90 Minutes)	Activity
6	Stage 5 Control	1. Scaling questions 2. 7 positive things about self-eficacy 3. Writing reflection on yourself, parents and teachers 4. Exercise toughness 5. Feed Back
7	Post test	Post-test

Data for categorization of academic hardiness used hypothetical norms with means and standard deviations. Meanwhile, to analyze the differences produced after and before being given treatment, it was analyzed using t-test (paired sample t-test and independent sample t-test) if the parametric statistical assumptions were met, namely normality and homogeneity, but if they were not met, non-parametric analysis was used. To analyze the effect of treatment used N-Gain with the formula:

$$g = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Ideal Score} - \text{Pretest Score}}$$

Furthermore, the acquisition of N-Gain normalization is classified into three categories, namely:

Table 2. Classification of N-Gain Value

N-Gain Value	Classification
g > 0.7	High Effect
0.3 ≥ g < 0.7	Medium Effect
g < 0.3	Low Effect

RESULT
Prerequisites for Parametric Statistical Analysis

Before using paired sample and independent sample t-test analysis to see the effects of the SFBT treatment given to MAS Imam Syafii students, it is necessary to test the normality and homogeneity of the data obtained. The results of the pre and post test of normality and homogeneity test data are shown in table 3.

Table 3. Results of the Pre and Post Test for Normality (Experiment and Control Group)

	Group	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PreTest	Experiment group	,138	30	**,150**	,965	30	**,417**
	Control group	,059	30	,200(*)	,990	30	**,993**
PostTest	Experiment group	,103	30	,200(*)	,965	30	**,419**
	Control group	,072	30	,200(*)	,989	30	**,986**

In accordance with table 1, the pre and post-test results for the two groups had a significance value greater than 0.05 in the Kolmogorov-Smirnov test with a sample of 30 people in each group, it can be concluded that all data were normally distributed. In the results of the variance homogeneity test, the significance was obtained above 0.05, it can be concluded that the pre and post test variants were homogeneous. The summary of the variance homogeneity test results is as follows.

Table 4. Pre and Post Test Results of Variant Homogeneity Test in the Sample Group

		Levene Statistic	df1	df2	Sig.
PreTest	Based on Mean	,276	1	58	**,602**
Post Test	Based on Mean	,832	1	58	**,365**

After obtaining the results of the normality and homogeneity tests, it has fulfilled the requirements to use parametric statistics with t-test as a data analysis.

The Overview of Student Academic Hardiness

The results showed that the level of student academic hardiness was in the high category. This is indicated by the average academic hardiness score (50.60; 56.30; 52.93; and 53.13) as depicted in table 5. The increase in the average pre and post test scores in the two sample groups also can be seen in table 5. If further analyzed using the hypothetical mean, the categorization of student academic hardiness is obtained as presented in table 6.

Table 5. Description of Student Academic Hardiness Scores in the Sample Group

No	Group		Minimum	Maximum	Mean	Standard Deviation
1	Experiment group	Pre Test	40,00	62,00	**50,60**	6,03
		Post Test	43,00	70,00	**56,30**	7,62
2	Control group	Pre Test	39,00	69,00	**52,93**	6,83
		Post Test	38,00	69,00	**53,13**	6,79

From the overall sample, the level of student academic hardiness starts from the low to very high category. Before the SFBT treatment was given to the experimental group, some students (50%) had a moderate level of academic hardiness; a few others were in the high category (33.3%), the very high category (13.3%), and the low category (3.3%). Whereas in the untreated control group, some students had a high level of academic hardiness (46.7%), a few others were in the medium category (26.7%), very high (23.3%), and low (3.3%). For the post-test results in the experimental group, some students already had a very high level of academic hardiness (43.3%), and a few others were in the high category (33.3%), and the medium category (23.3%). When in the untreated control group, some students were still in the high category (50%), and a few others were in the medium and very high category (23.3% respectively), and the low category was 3.3%. In the control group, descriptively, it appears that there was no difference in results between the pre-test and post-test scores obtained by students, in contrast to the experimental group where there were differences.

Table 6. Categorization of Student Academic Hardiness in the Sample Group

No	Category	Eksperiment Group				Control Group			
		Pre Test		Post Test		Pre Test		Post Test	
		f	%	f	%	f	%	f	%
1	Very Low $X \leq 31.5$	0	0	0	0	0	0	0	0
2	Low $31.5 < X \leq 40.5$	1	3,3	0	0	1	3,3	1	3,3
3	Medium $40.5 < X \leq 49.5$	15	50	7	23,3	8	26,7	7	23,3
4	High $49.5 < X \leq 58.5$	10	33,3	10	33,3	14	46,7	15	50
5	Very High $X > 58.5$	4	13,3	13	43,3	7	23,3	7	23,3
	Total (n=30)	30	100	30	100	30	100	30	100

The Effectiveness of Solution-Focused Brief Therapy (SFBT) Based Guidance in Developing Academic Hardiness of High School Students

The description of the effectiveness of Solution-Focused Brief Therapy (SFBT) based guidance in developing academic hardiness of high school students was obtained through the significance test of the mean differences of each group after the SFBT-based guidance treatment was given to the development of student academic hardiness, the data were analyzed using the t-test (paired sample and independent sample) in accordance with their respective provisions. Meanwhile, to see the magnitude of the influence (whether or not effective) of SFBT-based guidance in developing academic hardiness, N-Gain is used to see the results. The research results are briefly presented in table 7.

The results of the paired sample t-test analysis are detailed in the following points:

a) The mean difference in the pre and post-test of the experimental group

Based on the paired sample t-test analysis for the experimental group, the pre-test mean value was 50.6 and the post-test was 56.3, so that the mean difference (mean value) in the pre and post test was 5.7. There is an increase mean in the pre and post test of the experimental group. The t-count value obtained was 8,857 > t-table (2,045; df = 29; α = 0.05) with a significance of 0.000, so it can be concluded that there was a significant difference between the mean of pre and post test of the experimental group after being given SFBT-based guidance.

Table 7. Summary of T-Test Results in the Research Sample

No	Mean Difference	Group	Analysis	Result	Conclusion
1	Pre test – Post test	Experiment	Paired sample t-test	t-count > t-table 8.857 > 2.045 (df=29); sig. 0.000	There is significance difference
2	Pre test – Post test	Control	Paired sample t-test	t-count < t-table 0.648 < 2.045 (df=29); sig. 0.522	There is no significance difference
3	Pre test	Experiment - Control	Independent sample t-test	t-count < t-table 1.403 < 2.001 df= 58; sig. 0.166	There is no significance difference
4	Post test	Experiment - Control	Independent sample t-test	t-count < t-table 1.699 < 2.001 df=58; sig.0.095	There is no significance difference

b) The mean difference in the pre and post test of the control group

Analysis of the paired sample t-test for the control group showed that the pretest mean score was 52.93 and the post test was 53.13. There was a difference in the average value of 0.2. However, this increase was not significant when viewed from the t value. The value of t-count < t-table is 0.648 < 2.045 (df = 29; α = 0.05),

with a significance of 0.522 > 0.05, so it can be concluded that there was no significant difference between the pre and post test mean values in the control group which did not get treatment.

c) The difference in the mean pre-test between the experimental group and the control group

To see the mean difference in the pre-test in 2 different groups, the

7

independent sample t-test analysis was used. The mean difference in the pre-test scores between the experimental group and the control group was 2.3. However, the results of the analysis show that the t-count < t-table is 1.403 < 2.001 (df = 58; α = 0.05) with a significance of 0.166, so there was no significant difference between the mean pre-test scores in the experimental and control groups.

d) The mean difference in the post test of the experimental group and the control group

The mean difference in post test scores in the experimental and control groups was 3,167, with t-count < t-table, namely 1,699 < 2,001 (df = 58; α = 0.05) with a significance of 0.095, so that there was no significant difference

between the mean pre-test scores in the experimental and control groups.

e) The Effectiveness of SFBT Treatment for Improving Academic Hardiness

To evaluate the effectiveness of the SFBT-based guidance given to MAS Imam Syafii students to improve academic hardiness, N-Gain analysis (score and percent) was used. Based on the results of the analysis, it was found that the given SFBT treatment had an effect in increasing the average score of students' academic hardiness in accordance with the results of the t-test, but this treatment had a low effect in increasing students' academic hardiness Table 8). In other words, the SFBT treatment given was not effective for increasing student academic hardiness.

Table 12. N-Gain Result Analysis in the Experiment and Control Group

No	Analysis	Group	Minimum	Maximum	Mean	Conclusion
1	N-Gain score	Experiment	0.00	0.80	0.307	Low Effect
		Control	-0.13	0.21	0.007	Low Effect
2	N-Gain Percent	Eksperiment	0.00	80.00	30.704	Ineffective
		Control	-13.33	21.43	0.769	Ineffective

DISCUSSIONS

The research data identified that the academic hardiness profile of high school students in Aceh ranges from very high, high, medium, and low categories. This means that some students are able to be tough in facing academic challenge/assignments and some still lack academic hardiness and need to be developed. Improving the academic hardiness score of students at MAS Imam Syafii Aceh Besar in Aceh is influenced by many factors both from an internal perspective (understanding of the material, readiness to follow guidance) as well as externally (methods, facilitators, and support for the surrounding environment).

The development of student academic hardiness is not only seen from

changes in score statistics, but also based on changes in behavior during the intervention session. In this study, the worksheet is very helpful in assessing the development of students' academic hardiness. The guidance strategy based on Solution-Focused Brief Therapy (SFBT) has an effect in increasing the average score of students' academic hardiness in accordance with the results of the t-test, but this treatment has a low effect in increasing students' academic hardiness.

The existence of aspects of students' academic hardiness is manifested through an attitude of commitment, challenge, and control, if these aspects are balanced, it will be able to improve stress management skills and be able to turn difficult experiences into positive learning in life (Maddi, 2002).

This is also in accordance with the response of students at MAS Imam Syafii Aceh Besar during the intervention session based on Solution-Focused Brief Therapy (SFBT). Generally by using the SFBT technique, they are able to tell their experiences of surviving and consistently completing difficult tasks at school, which incidentally is a boarding school, completing assignments given by the teacher on time, and assuming difficult assignments as obligations that must be completed. This also cannot be separated from the support of teachers and parents. One of the supports that can develop student academic hardiness is parenting. The results show that parenting has a significant role in student hardiness and is considered capable of maintaining students' mental health (Sadaghiani, 2011).

According to the research of Sheard & Golby (2007) regarding academic hardiness aspects (commitment, control, and challenge), commitment is significantly-positively related to academic success and student success. Meanwhile, the control and challenge aspects do not have a significant linear relationship with academic success. Students who have a good commitment tend to be active in academic activities, enthusiastic in achieving success targets, and doing useful and productive activities. The research conducted by Kamtsios & Karagiannopoulou (2013) supports commitment as a significant aspect of forming academic hardiness in children. This is shown through a positive attitude, comparing to others to achieve success, being diligent and taking time to learn, and achieving academic targets. The existence of commitment as an aspect of forming academic hardiness is highly considered. Thus, control and challenge aspects complement the consistency of academic existence in students. The control and challenge aspects also have a special impact on students. For control aspect, strategies to control the failure of learning outcomes are the main thing in achieving academic success.

Improving academic hardiness can also be done through group practice strategies that provide training programs to increase commitment, control, and challenge for each student. The research of Mawarni (2017) reveals that group exercise is able to increase the academic hardiness scores of adolescents who take part in group training sessions compared to adolescents who do not participate in group training sessions. The results of this study also have a significant impact on improving the academic hardiness of adolescents in high school so that they are able to reduce academic stress.

Research related to SFBT was conducted by Cepukiene & Pakrosnis (2011) with 46 subjects in seven Orphanages in Lithuania. This study was followed by teenagers for 5 sessions. The results show that SFBT is effective for reducing somatic difficulties and improving adolescent cognition. Other research conducted by Nicholas (2015) also describes the use of SFBT in stuttering children as effective as a short solution-focused therapy using several techniques, namely Problem Free Talk, Establishing a Goal, Elaborating Best Hopes or Preferred Future, Identifying Exceptions or Instances of Success, Feedback and Closing. SFBT is can be a strategy to build children's confidence. Thus, they have the knowledge, resources, strengths, and skills.

Operationally, the research ran smoothly and was in accordance with the objectives, but since all the subjects in this study were male students (the subject was homogeneous), several sessions that

required students to be more open (self-disclosure) were less than optimal and made the results ineffective. Male students tended not to be too open in telling several things that describe aspects of academic hardiness (Hasel, Abdolhoseini, & Ganji, 2011), such as telling stories about the difficult challenges they faced in school, sharing how consistent they were to maintain their commitment to achievement, and their efforts to control themselves. This is in accordance with the opinion of Sears et al. (Ifdil, 2013) who stated that gender is one of the factors that influence self-disclosure.

In general, women are more able to express themselves when compared to men (Sheldon, 2013). This opinion was also previously supported by Rice (Cifre, Vera, & Signani, 2015) who showed that through skill training, women were easier to deal with stress than men. If connected, high academic hardiness would indirectly eliminate the threat of stress to students since students already had the resistance to complete difficult assignments/ challenges they faced. Intervention efforts were also hindered due to the COVID-19 pandemic situation which required maintaining distance so that several techniques in SFBT were not maximally applied.

The results of this study have implications for the implementation of counseling and guidance services to improve students' academic hardiness. In addition to the classical format, SFBT treatment can also be given in a group or individual format, so that the results will have a high effect on increasing students' academic hardiness. Therefore, it is recommended for further researchers to apply SFBT treatment in group and individual formats not only to increase academic hardiness, but also to increase other psychological variables such as academic stress, academic procrastination, and so forth.

CONCLUSIONS

The description of the academic hardiness of MAS Imam Syafii students is that in the experimental group pre-test 50% of students had academic hardiness in the medium category, while in the post-test 43% of students already had academic hardiness in the very high category. In the control group, the pre-test results showed that 46.7% of students had high academic hardiness and 50% on their post-test results.

Solution-Focused Brief Therapy based guidance for MAS Imam Syafii students is carried out in a classical format for 5 sessions outside the pre and post-test sessions with each session last for 45-90 minutes. Based on the results of the t-test, there is a significant difference between the pre and post-test results of students after being given SFBT-based guidance, but the results of the N-Gain analysis show that SFBT has a low effect in increasing the academic hardiness of MAS Imam Syafii students.

REFERENCES

Azizah, N., & Kardiyem. (2020). Pengaruh perfeksionisme, konformitas, dan media sosial terhadap prokrastinasi akademik dengan academic hardiness sebagai variabel moderasi. *Economic Education Analysis Journal*, *9*(1), 119–132. https://doi.org/10.15294/eeaj.v9i1.372 40

Cepukiene, V., & Pakrosnis, R. (2011). The outcome of solution-focused brief therapy among foster care adolescents: The changes of behavior and perceived somatic and cognitive difficulties. *Children and Youth Services Review*, *33*(6), 791–797. https://doi.org/10.1016/j.childyouth.2 010.11.027

Cheng, Y. H., Tsai, C. C., & Liang, J. C. (2019). Academic hardiness and academic self-efficacy in graduate studies. *Higher Education Research and Development*, *38*(5), 907–921. https://doi.org/10.1080/07294360.2019 .1612858

Cifre, E., Vera, M., & Signani, F. (2015). Women and men at work: Analyzing occupational stress and well-being from a gender perspective. *Revista Puertorriqueña de Psicología*, *26*(2), 172–191.

Eunike, A., Mayangsari, M. D., & Hidayatullah, M. S. (2019). Hubungan antara kematangan vokasional dengan hardiness pada siswa SMK Negeri 1 Martapura. *Jurnal Kognisia*, *2*(2), 49–54.

Fajriani, & Yulizar. (2020). Solution-Focused Brief Therapy (SFBT) untuk meningkatkan motivasi membaca murid disleksia. *Counsellia: Jurnal Bimbingan Dan Konseling*, *10*(1), 28. https://doi.org/10.25273/counsellia.v 10i1.5213

Fernando, F., & Rahman, I. K. (2016). Konsep bimbingan dan konseling islam Solution-Focused Brief Therapy (SFBT) untuk membantu menyembuhkan perilaku prokrastinasi mahasiswa. *Jurnal Edukasi*, *2*(2), 215–236.

Ghifari, A., A., Aditya, P., N., & Rini S. (2017). Burnout ditinjau dari hardines dan motivasi berprestasi (Studi pada atlet pelajar di Semarang). *Jurnal Psikologi Fakultas Kedokteran Universitas Sebelas Maret*, *13*(2), 113–125.

Golightly, T. R. (2006). Defining the components of academic self-efficacy in Navajo American Indian high school students. *All Theses and Dissertations*, *817*.

Hasel, K. M., Abdolhoseini, A., & Ganji, P. (2011). Hardiness training and perceived stress among college students. *Procedia - Social and Behavioral Sciences*, *30*, 1354–1358. https://doi.org/10.1016/j.sbspro.2011. 10.262

Ifdil. (2013). Konsep dasar self disclosure dan pentingnya bagi mahasiswa bimbingan dan konseling. *Pedagogi: Jurnal Ilmiah Ilmu Pendidikan*, *XIII*(1), 110–117.

Kamtsios, S., & Karagiannopoulou, E. (2013a). Conceptualizing students' academic hardiness dimensions: A qualitative study. *European Journal of Psychology of Education*, *28*(3), 807–823. https://doi.org/10.1007/s10212-012-0141-6

Kamtsios, S., & Karagiannopoulou, E. (2013b). The development of a questionnaire on academic hardiness for late wlementary school children. *International Journal of Educational*

Research, *58*, 69–78. https://doi.org/10.1016/j.ijer.2012.12.0 01

Karagiannopoulou, E., & Kamtsios, S. (2016). Multidimensionality vs. unitary of academic hardiness: An under explored issue. *Learning and Individual Differences*, *51*, 149–156. https://doi.org/10.1016/j.lindif.2016.0 8.008

Maddi, S. R. (2002). The story of hardiness: Twenty years of theorizing, research, and practice. *Consulting Psychology Journal, 54*(3), 175–185. https://doi.org/10.1037/0003-066X.60.3.261

Mawarni, A. (2017). The effect of exercise group technique on academic. *Proceedings of ADVED 2017- 3rd International Conference on Advances in Education and Social Science, 133–141.*

Mckergow, M., & Korman, H. (2009). Inbetween-neither inside nor outside: The radical simplicity of solution-focused brief therapy. *Journal of Systematic Therapies*, *28*(2), 34–49.

Mery, C. (May 20, 2019). *Program Aceh Carong untuk Mutu Pendidikan Aceh.* Accessed on November 10, 2019 from https://modusaceh.co/news/program -aceh-carong-untuk-mutu-pendidikan-aceh/index.html

Mirzaei, F., & Kadivarzare, H. (2014). Relationship between parenting styles and hardiness in high school students. *Procedia - Social and Behavioral Sciences*, *116*, 3793–3797. https://doi.org/10.1016/j.sbspro.2014. 01.843

Mohamadi, K., Abdolhoseini, A., & Ganji,

P. (2011). Social and Hardiness Training and Perceived Stress among College Students. *Procedia- Social and Behavioral Sciences*, *30*, 1354–1358. https://doi.org/10.1016/j.sbspro.2011. 10.262

Nicholas, A. (2015). Solution focused brief therapy with children who stutter. *Procedia - Social and Behavioral Sciences*, *193*, 209–216. https://doi.org/10.1016/j.sbspro.2015. 03.261

Sadaghiani, N. S. K. (2011). The role of hardiness in decreasing the stressors and biological, cognitive and mental reactions. *Procedia - Social and Behavioral Sciences*, *30*, 2427–2430. https://doi.org/10.1016/j.sbspro.2011. 10.474

Saputra, I. M. R. A., & Suarya, L. M. K. S. (2019). Peran stres akademik dan hardiness terhadap kecenderungan gangguan psikofisiologis pada mahasiswa kedokteran tahun pertama. *Jurnal Psikologi Udayana*, *6*(01), 31. https://doi.org/10.24843/jpu.2019.v06. i01.p04

Sheard, M., & Golby, J. (2007b). Hardiness and undergraduate academic study: The moderating role of commitment. *Personality and Individual Differences*, *43*(3), 579–588. https://doi.org/10.1016/j.paid.2007.01. 006

Sheldon, P. (2013). Examining gender differences in self-disclosure on facebook versus face-to-face. *The Journal of Social Media in Society*, *2*(1), 88–105.

Spiridon, K., & Evangelia, K. (2013). Exploring academic hardiness in greek students: Links with achievement and year of study.

Scientific Yearbook of the Pedagogical Department of Kindergarten Teachers, University of Ioannina, *6*, 249–266.

Spiridon, K., & Karagiannopoulou, E. (2015). Exploring relationship between academic hardiness, academic stressor and achievement in university undergraduate. *Jaepr*, *1*(1), 53–73.

Sumarwiyah, S., Zamroni, E., & Hidayati, R. (2015). Solution focused brief counseling (SFBC): Alternatif pendekatan dalam konseling keluarga. *Jurnal Konseling Gusjigang*, *1*(2). https://doi.org/10.24176/jkg.v1i2.409

Tim Aceh Kini. (Mei 21, 2019). *Prestasi Pendidikan Aceh di Level Nasional.* Accessed on November 10, 2019 from https://kumparan.com/acehkini/prestasi-pendidikan-aceh-di-level-nasional-1r7iqmwaybK