

The Role of Individual Counseling in Enhancing Students' Academic Resilience: A Study at Sang Surya Psychology Service Unit

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Abstract:

Students face various academic challenges that can affect their resilience in completing their studies. This study aims to examine the effectiveness of individual counseling using the goal-setting technique in enhancing students' academic resilience. The research employs a quantitative approach with a one-shot case study design. The sample consists of five students with low academic resilience, selected through purposive sampling. The intervention was conducted through individual counseling sessions using the goal-setting technique, which includes problem exploration, solution formulation, and behavioral change evaluation. Measurements were taken using the Academic Resilience Scale (ARS)-Indonesia before and after the intervention. The results indicate that the goal-setting technique in individual counseling effectively enhances students' academic resilience. Participants demonstrated improvements in time management, communication skills, and their ability to face academic challenges. This study suggests that goal-setting-based individual counseling can be an effective intervention strategy in educational psychology services. Future research is recommended to expand the sample and compare this technique with other intervention methods to obtain more comprehensive results.

Keywords: *academic resilience, academic pressure, individual counseling, students*

1. Introduction

Students undergo a transition phase from high school to higher education, which also marks a shift from adolescence to early adulthood. This period is characterized by various academic, social, and psychological challenges that require strong adaptability. The university environment presents significant changes compared to high school, including educational characteristics, academic demands, and social interaction patterns. Some students can adapt well and achieve their academic targets, while others struggle with academic pressures, affecting their emotional well-being and academic performance.

Academic pressure experienced by students can stem from various factors such as study demands, exams, complex assignments, and the need for independence from parental support. If not managed well, these conditions can lead to excessive stress and reduced academic resilience. Academic resilience refers to an individual's ability to persist and adapt in the face of academic pressure, maintaining optimal academic performance despite challenges and setbacks.

Each individual has a different level of academic resilience, influenced by internal and external factors. Masten, Best, and Garmezy (1990) identified three characteristics of resilience: the ability to face problems and adapt to unfavorable conditions, the ability to withstand life pressures, and resistance to traumatic experiences. Cassidy (2016) added that academic resilience involves adaptive strategies for dealing with academic challenges, including achieving grades, discipline in coursework, and managing stress from academic demands.

Previous studies have explored ways to enhance academic resilience. Fitri & Kushendar (2019) found that group counseling using cognitive restructuring techniques can improve students' academic resilience. However, these studies primarily focused on group approaches, whereas individual approaches remain underexplored. Therefore, this study aims to fill this research gap by examining the effectiveness of individual counseling in enhancing students' academic resilience. Individual counseling allows for a deeper exploration of students' issues and personalized strategies to improve their academic endurance.

In this study, the intervention employs the goal-setting technique, a component of the behavioral counseling approach. This theory, first proposed by Edwin Locke, states that individuals are more motivated when they have clear and specific goals. In an academic context, goal-setting can help students establish concrete steps to address academic challenges and enhance their resilience. This study aims to determine whether goal-setting in individual counseling can positively impact students' academic resilience and serve as a reference for educational psychology services in helping students cope with academic pressures more effectively.

2. Method

This study explores the effectiveness of individual counseling using the goal-setting technique in enhancing students' academic resilience. The research employs a quantitative approach with a one-shot case study design, where participants undergo individual counseling with the goal-setting technique, followed by an observation of the outcomes. The study population comprises students experiencing academic difficulties and exhibiting low resilience levels. The sample consists of five students selected through purposive sampling based on criteria of moderate to low academic resilience and willingness to participate in individual counseling.

This study consists of several stages. First, a pre-test is conducted using a questionnaire to measure participants' academic resilience levels. Second, the initial counseling stage involves building rapport between the counselor and the student, providing informed consent, and exploring academic challenges faced by the participant. Third, the working stage includes further exploration of factors affecting the participant's academic resilience, formulation of alternative solutions, and setting behavioral goals using the goal-setting technique. Finally, the termination stage involves reflection on changes experienced by the participant, evaluation of the benefits gained, and reinforcement of commitment to the established goals.

The instrument used in this study is the Academic Resilience Scale (ARS)-Indonesia, developed by Dewi Kumalasari, Azmi Luthfiyani, and Grasiawaty (2020). This scale measures students' academic resilience based on aspects of perseverance, endurance against academic pressure, and the ability to recover from academic failure. Data obtained were analyzed descriptively by comparing pre-test results and observations post-intervention. Behavioral changes in participants after undergoing individual counseling with the goal-setting technique were interpreted based on improvements in academic resilience, progress in managing academic stress, and success in setting and achieving academic goals.

3. Results

This study aims to measure the effectiveness of individual counseling using the goal-setting technique in enhancing students' academic resilience. The analysis results show positive changes in students' academic resilience levels after the intervention.

Table 1.

Observation Results After Treatment

Participant	Behavior Before Counseling	Changes After Counseling
AN	Difficulty managing study and work schedules	Able to manage time and prioritize tasks
FB	Suppressed emotions and felt undervalued	More open in expressing feelings
RA	Struggled with social interactions	More confident in communication and socializing
FR	Difficulty expressing needs	More open in conveying opinions
PJ	Music addiction affecting academics	Reduced music listening, more focused on academics

The analysis results indicate that after undergoing individual counseling with the goal-setting technique, all participants experienced improvements in self-management, academic scheduling, and social skills. These findings support the effectiveness of goal-setting-based individual counseling in helping students enhance their academic resilience.

4. Discussion

This study contributes to the development of individual counseling approaches to enhance students' academic resilience. Unlike previous research that focused on group counseling, this study demonstrates that individual counseling with the goal-setting technique can significantly improve students' academic resilience. These findings support Fitri & Kushendar's (2019) research, which found that group counseling using cognitive restructuring techniques effectively increased students' academic resilience. However, this study provides new insights that an individual approach using the goal-setting technique can also significantly benefit students in managing academic pressures and improving perseverance.

These findings have important implications for educational psychology services in universities. Institutions may consider implementing goal-setting-based individual counseling as part of intervention strategies to support students facing academic difficulties. This study has some limitations, including a small sample size and the absence of a control group. Future research should use an experimental design with a control group and expand the sample size to enhance generalizability. Additionally, future studies could explore other counseling techniques, such as cognitive-behavioral therapy (CBT) or rational emotive behavior therapy (REBT), to compare their effectiveness in enhancing students' academic resilience.

5. Conclusion

This study examines the effectiveness of individual counseling using the goal-setting technique in enhancing students' academic resilience. The findings indicate that this intervention effectively helps students cope with academic pressure and improve their adaptability to academic challenges. After counseling, all participants showed improvements in time management, communication skills, and the ability to set and achieve academic goals. The goal-setting technique proved useful in helping students overcome academic obstacles in a structured and targeted manner. By having clear goals, students became more motivated to overcome difficulties and develop independence in completing academic tasks. These findings suggest that individual counseling using the goal-setting technique can be an effective strategy in educational psychology services to help students enhance their academic resilience. Although this study provides significant findings, some limitations exist, such as the small sample size and the lack of a control group for comparison. Future research is recommended to use experimental methods with a broader control group and explore combinations of other counseling techniques for more comprehensive results.

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