The Effectiveness of Personal-Social Guidance Services through Strengths based Advising for the Development of Social Adjustment in Adolescents

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Abstract: Personal-social guidance through strengths-based advising is an effort to synchronize education with guidance and counseling services. This study aims to produce a personalsocial guidance model through strength-based advising to develop social adjustment in adolescents. The research problem formulation is the effectiveness of the personal-social guidance model through strengths-based advising on adolescent social adjustment. This study uses a quantitative and qualitative approach (mixed method). The model used is explanatory sequential mixed methods. The research results show that the social adjustment profile is in a low category, averaging 52%. The personal-social guidance model through strength-based advising can be effective for developing social adjustment. The social adjustment aspect with the highest significance is the recognition aspect, with a significance of .235 compared to other aspects.

Keywords: counseling guidance, strengths-based advice, social adjustment, adolescents

INTRODUCTION

In adolescents, weak aspects of personality or psycho-socio-spiritual dimensions can be reduced if they understand social adjustment to avoid getting trapped in moral decadence and create a comfortable psychological atmosphere. Schneider (1964 p. 121) states that the determining factor of the ability to social adjustment is personality. So that by understanding social adjustment, good personality aspects will be created. Incorrect handling of social adjustment can harm the further development of adolescents. Social adjustment can also have an impact on self-confidence, where the role of parents is very much needed in the pattern of assistance (Solikhatun, (2013), Utomo et al., 2022)Sufi, Aspin, & Silondae (2020)).

Personal-social guidance through strengths-based advising in developing social adjustment is needed to support the achievement of an independent and responsible golden generation in 2045. This social adjustment is an answer to lifelong learning. This activity is inherent in everyday human life when faced with environmental changes that require humans to continuously adjust (Zubaedi et al., 2022), improve, and improve the quality of behavior to function effectively in the environment. (Sunaryo Kartadinata, 2013 p. 3). Meanwhile, only a few guidance and counseling experts pay attention to implementing personal-social guidance through strengths-based advising in developing social adjustment in adolescents.

There are several models for giving this advice (Powers & Wartalski, 2021): 1) Intrusive Advising. Intrusive advising is used for students who experience failure in academic standards, giving advice directly by focusing on academic problems; 2) Strengths-Based Advising emphasizes students' awareness of their strengths, talents, and abilities. Advisors motivate self-confidence, self-awareness, and overcoming challenges in a changing society. The goal of this approach is an academic and professional improvement. 3) Advising as Coaching, this approach includes a new approach in which this approach is carried out by building relationships, assessing, feedback, planning, implementing, evaluating, and following up. This approach emphasizes routine interaction processes in suggesting and reinforcing responsibilities.

Strengths-based advising is one way to influence students to develop strengths and help them utilize their strengths to achieve success—steps in doing strengths-based advising. 3According to Schreiner & Anderson (2004), there are six steps. Namely, Step 1 builds a foundation for the differences between advisors (teachers/counselors) and students. The 2nd step

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focuses on the problem. In this case, the counselor or teacher tries to avoid one 3point of student weakness but will focus more on other aspects where students have 4strengths, talents, and abilities, which become assets or resources in facing challenges. The 3rd step is framing, where an advisor (teacher or counselor) will ask open questions and give assignments. In the 4th step feeling, students begin to be given advice. The 5th step of confidence, in this step, is focused on increasing strength. Moreover, the 6th step is direction, and students begin to get directions/steps that must be taken after discussions with advisors (teachers/counselors).

In carrying out personal social guidance to students/adolescents, it must be connected to elements in maintaining essential relationships in building collaborative partnerships and the goals of change. The elements, according (Powers & Wartalski, 2021), namely character, communication, and ability. Character includes consistency in behavior, especially in managing expectations, setting goals, delegating work appropriately, and keeping agreements. Communication includes sharing information, admitting mistakes, maintaining confidentiality, creating relationships with others, and inspiring confidence in building relationships. Skills include the ability to involve others and oneself in the decision-making process. Fiddler & Alicea (1996) states that advising is a complex activity that involves the integration of skills, knowledge, attitudes, and values. The complexity will deepen when dealing with students in formal education who require several experiences, responsibilities, goals, and emotions. Giving good advice can encourage an increase in students' academic achievement, attitudes, and behavior (Hutson, 2002; Zubaedi et al., 2022). Hey's (2009) focus on the strengthbased approach lies in experience, encouragement of hope and optimism for the future, and developing emotional satisfaction with the present. Another driving factor in strength-based advising is building self-confidence and motivation to achieve better 26 achievements.(Schreiner & "Chip" Anderson, 2005).

Research conducted byMualifah et al. (2019) shows that self-acceptance and social adjustment significantly affect students' positive self-concept. Thus social adjustment impacts the achievement of a student's positive self-concept so that it requires guidance for its achievement. Meanwhile, according to Cavell (1990), social adjustment is one component of social competence possessed by a person. Furthermore, Schneider (1960, pp. 455-458) states that the aspects contained in social adjustment include five aspects, namely 1) recognition (award or recognition), 2) participation (participation), 3) social approval (social 2concern), 4) altruism (putting the public interest first), and 5) conformity (adjusting or harmonizing). They are essential in helping achieve a positive self-concept and harmony with the surrounding environment in forming a reasonable person's identity. Namely self-commitment to goals, values , or norms and belief in carrying out one's life. In this study, social adjustment includes the five urgent aspects of forming social adjustment in adolescents. The five aspects are recognition, participation, social approval, altruism, and conformity.

Several relevant research results using strength-based advising as a social, personal guidance model for the development of social adjustment have increased self-compassion (Nurul Azizah; Purwanto, Edy; Wibowo, 2020). It reduces disruptive student behavior in the classroom (Ramadhoni et al., 2020) and increases underachieving students' behavioral and emotional involvement (Siu & Chan, 2020). They increase the power of hope in students (Amina et al., 2020). Trust and distrust of familiarity are intertwined (Liu et al., 2021).

This study uses strength-based advising as a social, personal guidance model for developing social adjustment in recognition, participation, social approval, altruism, and conformity. So that this aspect of social adjustment is different from the results of previous research and can be used as a form of novelty from research carried out by researchers.

METHOD

This study uses a mixed method approach, a quantitative approach to analyze social adjustment profile data and the impact of social, personal guidance through strength-based advising on adolescent social adjustment. Meanwhile, a qualitative approach is used to determine the implementation of social, personal guidance through strength-based advising on adolescent social adjustment. The model used in this research design is explanatory sequential mixed methods (Creswell, 2009).

This research was conducted at SMAN 1 Cilimus, where the research subjects were class 10 XI students. The basis for considering the choice of place and subject of this research is that 11 the results of the initial study show two empirical facts, namely, 1) the initial survey results 12 are among the lowest in terms of social adjustment. Furthermore, 2) SMAN 1 Cilimus is one 13 of the schools with the most significant number of students in Kuningan.

The research instrument used in this study was adapted from the theory of Personal Adjustment and Mental Health (Schneider, 1960), which was developed on aspects of social adjustment. The aspects of social adjustment studied include recognition, participation, social approval, altruism, and conformity.

Data analysis in this study uses a quantitative and qualitative approach. A quantitative approach is used to analyze the impact data from the application of personal social guidance through strength-based advising and social adjustment profiles of students/adolescents, which are tested through a pretest-posttest control group design experimental procedure (Sugiyono, 2018, pp. 112-113). The personal social guidance program through strength based advising is said to be effective if the average score of the experimental group is higher than the control group. This is in line with the statement of Corday (1986) and Creswell (2012), which states that if two groups are initially the same, then one of the two groups is given treatment, and it turns out that after the treatment is over, the group that gets the treatment becomes different. It is logically concluded that the difference is the effect of the treatment on research subjects. A qualitative approach was used for data analysis to formulate formulas and program validation. Based on the considerations of experts and practitioners, including domain analysis, taxonomic analysis, component analysis, and theme analysis.

RESULT AND DISCUSSION

In order to reveal the impact of social self-guidance through strength-based advising 1on the social adjustment of adolescents, pretest and post-test procedures were carried out. The pretest and post-test procedures determine the difference after treatment, namely the strengths-based advising guidance model. The tools used in carrying out the pretest and post-test are questionnaires or questionnaires in uncovering social adjustments. The pretest procedure is carried out by filling out a questionnaire before being given treatment. In contrast, the post-test is completed by filling out a questionnaire after being given the strength-based advising guidance model treatment..

In giving the pretest and post-test, two groups were used: the experimental and the control groups. Where each number of samples between the experimental group and the control group was 60 students, taken from 12 classes with five aspects of social adjustment studied. The results of the pretest and post-test calculations in the experimental group can be seen in table 12 below.

Table 12. Descriptive Experimental Group Data

Experiment Descriptive	N	Range	Minimum	Maximum	Means	Std. Deviation	Variances
Experiment Pretest	60	21.00	19.00	40.00	31.5000	5.12058	26,220
Posttest Experiment	60	7.00	33.00	40.00	37.5833	1.88924	3,569

Based on the results of the descriptive analysis of the experimental group from the pretest and post-test data listed in table 12, it is known that the pretest average was 31.50, and the post-test average was 37.58. The maximum pretest score is 40, and the maximum post-test score is 40. Meanwhile, the standard deviation of the pretest is 5.12, and the posttest is 1.89. The descriptive statistical calculations showed an increase in the minimum pretest score of 19.00 to 33.00 (post-test) and an increase in the average score from 31.50 8 to 37.58. It means a better score change in the experimental group from the pretest to the post-test.

Testing the effectiveness of the social self-guidance model through strength-basedadvising on social adjustment in adolescents was conducted using an independent t-test sample, which showed that each dimension obtained a significance value after being given the guidance model treatment. From the five dimensions/aspects, there is only one dimension considered ineffective, namely social approval, where the significance value is 0.001. The best significance value is on the

recognition dimension, which is 0.235, where this value is close to 1 compared to the others, meaning that the treatment given is very effective in developing the recognition dimension.

Internal and external factors undoubtedly influence the effectiveness and ineffectiveness of applying this guidance model. As expressed by several respondents when conducting an exploration, the respondent still needed to be corrected in expressing the steps to take when carrying out social care for other people. Among them, the respondent 18 still thinks that giving cheat sheets is a good thing or is usually done to help friends. However, vice versa, if there is Listening to stories from successful people is an ordinary thing that does not affect their life. This statement is undoubtedly an obstacle to the readiness of the respondent himself.

In addition, some respondents were also able to capture and reveal the steps they had to take based on the strengths that were in them. For example, some respondents wanted to apologize and admit their mistakes when they committed crimes against their friends and to say thank you and return the items that had been borrowed as recognition and respect for the rights of others. This statement is, of course, based on the respondents' readiness. When they follow the guidance, they want to take it seriously and be responsible in every process of the guidance.

Success in testing the effectiveness of a guidance model is undoubtedly inseparable from one's understanding (cognitive factors) (Rotter and Mischel in Feist & Feist, 2008, pp. 510-542). Furthermore, Kelly argues that everyone always carries out activities and their activities are guided/guided by the way they anticipate events or incidents (Feist & Feist, 3 2008, pp. 548-570).

Albert Bandura stated that human activity is the result of interaction between the environment (environment), behavior (behavior), and the characteristics of the person (person) (Feist & Feist, 2008, pp. 483-501). Meanwhile, Lazarus put forward the view that social learning affects the maintenance of personality through association and combination; modeling leads to behavior adoption; and an environment that offers reinforcement and a model for maintaining people's feelings, thoughts, and behavior (Nurihsan, 2021, pp. 408- 413). Based on this statement, effectiveness in its application is inseparable from internal and external factors.

On the other hand, in implementing a model, an introduction to the model must be carried out to assist users in using the model. Introducing this model can encourage users to decide on the model (Geb & Miller, 1986). Thus the effectiveness of the model can be seen from how the user uses the model. This study needs to increase the understanding of counseling teachers using this strength-based advising guidance model. Because this model is new, they have yet to be used to carrying out Guidance and Counseling services.

CONCLUSION

The conclusions were obtained from research on personal-social guidance through 21 strength-based advising to develop social adjustment in adolescents. The effectiveness of 22 the personal-social guidance model through strength-based advising to develop social 23 adjustment is considered adequate. The highest value of effectiveness lies in the recognition 24 aspect, namely 0.235

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