

## Symbolic Modeling Techniques to Increase Student Academic Resilience During Online Learning

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Received 12 June 2023;

Revised 25 June, 2023

Accepted 28 June 2023

Published Online 14 July 2023

### Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.



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**Abstract:** The research objective was to apply group counseling and symbolic modeling technique to improve students' academic resilience during online learning at SMP Negeri 15 Palu. This action research used Kemmis and McTaggart's model was conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection. The research participants were eight students who got the lowest academic resilience questionnaire scores on online learning. Data collection techniques were questionnaires, observation instructions, interviews, and documentation. The research results indicated that the average level of student academic resilience during online learning is pre-action by 48.86%, increasing to 65.90% after the first cycle is carried out, and the second cycle increased to 79.54%. The success rate of cycle II has been improved based on the results of reflections from the first cycle. Therefore, it can be concluded that group counseling with symbolic modeling technique can affect increasing students' academic resilience during online learning at SMP Negeri 15 Palu.

**Keywords:** Guidance and Counseling Service, Symbolic Modeling, Academic Resilience

**Abstrak:** Tujuan penelitian ini untuk meningkatkan resiliensi akademik siswa selama pembelajaran daring pada siswa SMP Negeri 15 Palu melalui bimbingan kelompok teknik modeling simbolik. Penelitian ini menggunakan jenis penelitian tindakan yang dilaksanakan dalam dua siklus menggunakan model Kemmis dan Mc Taggart. Setiap siklusnya terdiri atas empat tahap, yaitu : perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini terdiri dari delapan siswa. Dengan pertimbangan subjek yang memiliki hasil skor angket resiliensi akademik selama pembelajaran daring terendah. Teknik pengumpulan data dalam penelitian ini menggunakan instrumen penelitian angket, pedoman observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa setelah dilaksanakan siklus I, rata-rata tingkat resiliensi akademik siswa selama pembelajaran daring menjadi 65,90% dari 48,86%. Sedangkan pada siklus II persentase tingkat resiliensi akademik siswa selama pembelajaran daring meningkat menjadi 79,54% dari 65,90%. Hasil penelitian ini menunjukan tingkat keberhasilan pelaksanaan tindakan pada siklus II yang telah diperbaiki berdasarkan hasil refleksi dari siklus I. Jadi dapat disimpulkan bahwa melalui bimbingan kelompok teknik modeling simbolik dapat berpengaruh meningkatkan resiliensi akademik siswa selama pembelajaran daring pada siswa SMP Negeri 15 Palu.

**Kata Kunci:** *bimbingan kelompok, modeling simbolik, resiliensi akademik*

## Introduction

The Covid-19 outbreak has been declared a pandemic by the World Health Organization, which previously emerged in Wuhan, China (Widiyono, 2020). Anticipating the transmission of the virus, the government has issued various policies, such as isolation, social and physical distancing to large-scale social restrictions (PSBB). (Surya Siregar et al., 2020). The government through its circular also ordered all activities to be carried out at home. This condition obliges all people to stay at home, work, worship and study at home at that time.

Educational institutions must follow government regulations to innovate in the learning process when natural disasters or global pandemics occur through online learning (in the network) to improve the quality of learning (Syarifudin, 2020). Therefore, schools as formal educational institutions are strongly encouraged to conduct joint learning by maximizing digital platform applications such as Whatsapp (WA), telegram, Zoom, google classroom or e-learning applications.

As a result, students are "forced" to be literate in technology and do learning from home. What's more, many students who are not used to learning online have never even experienced online learning. Many of the obstacles experienced by students during online learning during the Covid-19 pandemic, it is understandable that the online learning process cannot be carried out effectively, so that psychological readiness (e-learning) is absolutely necessary as a condition for them to be able to survive (Durrotunnisa et al., 2020).

The phenomenon that can be seen in schools is that a number of students can go through and achieve various stages well, but some fail to live it. Students who experience difficulties have the choice of continuing to fight or giving up. For this reason, students are required to have a high level of academic resilience in order to quickly adapt to a new learning process, namely online learning. The achievement of resilience is expected to be able to foster motivation in students, and they need support from family, parents and teachers (Durrotunnisa et al., 2018).

Academic resilience is defined as "a student's ability to effectively deal with setbacks, challenges, adversity, and pressure in academic settings" (Martin & Marsh, 2006). Based on this definition, Martin and Marsh emphasize that students who are academically resilient are students who are able to effectively deal with four situations, namely setbacks, challenges, adversity, and pressure in an academic context. According to Petranto (HADIANTI et al., 2017) resilience is how high a person's resistance is in dealing with stress and adversity and misfortune. Academic resilience is a term that represents a person's toughness in dealing with various academic tasks in the school environment and learning environment. Students who can go through various pressures, challenges and difficulties in their academic process are high resilience students. Unfortunately, nowadays many students more easily give up on their academic life than struggle with adversity. This indicates the low resilience of these students.

Resilience can increase if it is influenced by environmental conditions and individual characteristics (Khomsah et al., 2018), so that resilience can be formed and trained (Akmaliyah et al., 2020). Meanwhile, according to Rojas (Rojas F., 2015) there are two conditions that can increase resilience in individuals, namely the first experiences of difficulties and obstacles experienced by individuals and have affected them. Both individuals can adapt to difficulties, responsibilities, obstacles and setbacks which cause them to become more resilient. At present the factor that affects the low academic resilience of students is the change in the learning process from offline (outside the network) to online (in the network).

Every student needs academic resilience, so that they are able to survive and maintain balance in facing situations or strong pressure during the learning process. Therefore, a way is needed to motivate them to be able to increase resilience, especially academic resilience, so that they are able to adapt to new situations that feel difficult, namely by using guidance and counseling services.

Based on the results of direct interviews with guidance and counseling teachers at SMP Negeri 15 Palu, it was found that the behavior of students who tended to lack confidence could persist in completing their assignments and obligations as students during the Covid-19 pandemic. From the results of these interviews, researchers can conclude that some students have a low level of academic resilience. In addition, from interviews with guidance and counseling teachers, it was found that no one had held group guidance on symbolic modeling techniques to increase the resilience of students at SMP Negeri 15 Palu during online learning during the Covid-19 pandemic.

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Guidance and counseling are services that are needed to increase motivation to survive in difficult circumstances, because guidance and counseling aims to achieve optimal development for each individual and group so that they can develop themselves as optimally as possible according to their potential and capacity and their environment. Therefore, guidance and counseling services are needed to increase their resilience by using one of the guidance and counseling services, namely group guidance services.

Research conducted by Puspitasari and Menanti (Puspitasari & Menanti, 2020) shows that after receiving group guidance services students' academic resilience is higher than before receiving group guidance services. Furthermore, research conducted by (Kus Hendar, 2019) shows that guidance and counseling services are effective for increasing academic resilience. With this research, it can be seen that guidance and counseling services are services that can increase students' academic resilience.

Through counseling services, group counselors can facilitate and motivate students who have low academic resilience to increase client resilience by using symbolic modeling techniques. One of the main things about this technique is that one can learn by observing others. Group guidance on symbolic modeling techniques is presented through written materials, audio, video, films or slides. Symbolic modeling can be developed for individual clients or can be standardized for groups of clients (NURSALIM, 2005). Based on the explanation above, researchers conducted research on "Group guidance of symbolic modeling techniques to increase students' academic resilience during online learning" at SMP Negeri 15 Palu.

## Method

This type of research is Guidance and Counseling Action Research (PTBK). PTBK is a strategy that utilizes real action and the process of developing capabilities in detecting and solving problems using a series of cycles. The research variables are group guidance services using symbolic modeling techniques and students' academic resilience. Indicators of academic resilience are perversion, reflecting and adaptive help-seeking, and negative affect and emotional response. The research subjects consisted of 8 subjects, with details of 5 female students and 3 male students. The research subjects were determined according to the results of the lowest resilience questionnaire score given in class VIII SMP Negeri 15 Palu.

Data collection i used a student academic resilience questionnaire during online learning using 11 statement items (the highest total score was 33 and the lowest score was 22), guidelines for observing the implementation of student or group member activity services with the highest score of 51 and the lowest score of 17. Description of the research data done by looking at the guidelines for classifying students' academic resilience during online learning and observation guidelines 91% - 100% (Very High), 71% - 90% (High), 41% - 70% (moderate), 21% - 40% (Low) , ≤ 20% (Very Low). (Rini, 2016).

## Results and Discussion

### 1. Observation Results of Student Activities

The results of the first cycle of observation showed that at the formation stage students or group members still felt awkward with each other, this caused the service process to be ineffective because a good group atmosphere was not built. Hartanti said (Hartanti, 2022) that group dynamics is very important because in carrying out group guidance services what is needed is interaction between fellow group members which is characterized by a lively, throbbing, moving atmosphere. In the transitional stage students are less enthusiastic about playing together. At the activity stage the students were quite good at providing responses related to the material and videos displayed by the group leader, this is in accordance with the structure of group members, namely the role of group members which refers to tasks that need to be carried out by group members according to their status in the group (Hartanti, 2022). At the closing stage the students were quite good at conveying impressions and messages while participating in the service.

The results of the second cycle of observation show that at the formation stage students are more familiar with each other. This indicates the development of a group atmosphere from cycle I to cycle II and the achievement of group guidance goals, namely training students to dare to express opinions in front of their

friends, students can be open. in groups as well as students can build familiarity with friends in groups in particular and friends outside the group in general (Hartanti, 2022), also in accordance with the general goal of group guidance, namely the development of students' social skills (Ningsih et al., 2023). In the transitional stage students are better at carrying out games together and the service atmosphere feels more pleasant. At the activity stage students are better at providing feedback related to the material and videos displayed by the group leader which shows that the guidance service is running in accordance with the group guidance function, namely the development function to develop the overall potential of students, especially socialization and communication skills (Hartanti, 2022). Group members convey ideas, views or opinions on the issues discussed, thus group members can learn and facilitate communication to be effective, besides that students can carry out the goals of group guidance services to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the embodiment of behavior more effective behavior, namely increasing the ability to communicate both verbally and nonverbally of students (Hartanti, 2022). At the closing stage students are better at conveying impressions and messages while participating in the service.

#### b. Observation Results of BK Teacher Activities

The results of the first cycle of observation showed that the group leader was very stressed at the formation stage so that he did not show open acceptance or friendly indulgence towards group members so that the service delivery process was less effective due to dissatisfaction with one of the the tasks or roles of the group leader, namely creating a comfortable atmosphere and loving affection in the service delivery process (Prayitno, 1995). Group leaders don't play together with group members, so the service atmosphere feels boring. The group leader is not careful in observing group members who are less active in providing responses. This shows that the group leader is not carrying out the role of the group leader, namely being able to organize group guidance activities so that they take place well and are directed (Prayitno & Eman, 2009). During the service, the volume of the group leader's voice was not loud enough to attract the attention of group members during the service. The group leader did not explain that the activity would end.

The results of cycle II observations show that the group leader has corrected the deficiencies that occurred in cycle I which is marked by the group leader being more calm in carrying out services and showing open or friendly acceptance of group members, so that the service atmosphere is more intimate and friendly, this is in accordance with the role of the group leader, namely providing emotional encouragement and caring for group members (Tatiek, 2001). In the transition stage the group leader is better at carrying out the game together with group members so that group members are more enthusiastic about participating in the service. At the activity stage the group leader is careful in observing the situation of group members who are less active to become more active so that all members can feel the benefits of group guidance, namely developing social and opinion skills (Zawani Yasmin, 2016), and the volume of the group leader's voice becomes clearer while providing services. In the ending stage the group leader is better at explaining that the activity will end.

Based on the data that has been collected, the data collected can be described as follows:

**Table 1 Results of Student Academic Resilience Questionnaire**

No	Subjek	Pra Tindakan	Siklus I	Siklus II	Peningkatan Pra Tindakan-Siklus II (Skor/%)
		Skor/%/Klasifikasi			
1	AL (F)	21/63,63%/medium	23/69,69%/medium	26/78,78%/high	5/15,15%
2	MA (M)	12 /36,36%/low	18/54,54%/medium	24/72,72%/high	12/36,36%
3	MF (M)	13/39,39%/low	23/69,69%/medium	25/75,75%/high	12/36,36%
4	MR (F)	16/48,48%/medium	21/63,63%/medium	24/72,72%/high	8/24,24%
5	NZ (F)	20/60.60%/medium	24/72,72%/medium	29/87,87%/high	9/27,27%
6	PL (F)	15/45,45%/medium	22/66,66%/high	27/81,81%/high	12/36,36%
7	RM (M)	13/39,39%/low	18/54,54%/medium	24/72,72%/high	11/33,33%
8	SQ (F)	19/57,57%/medium	25/75,75%/high	31/93,93%/very high	12/36,36%

Noted:

F : Female  
 M : Male

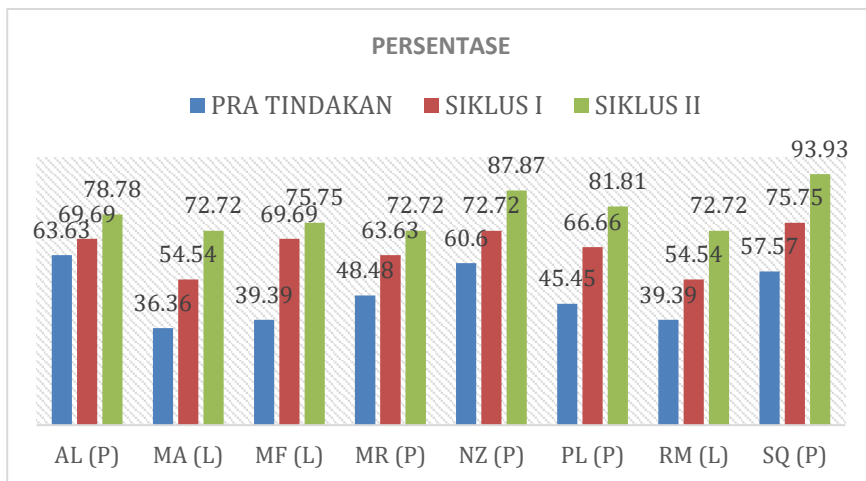


Figure 1 The results of the percentage of students' academic resilience

Table 2 Comparison of the Percentage of Academic Resilience Results Based on Gender

No	Male			Female				
	Subject	% Pra Treatment	% cycle I	cycle II	subject	% Pra Treatment	% cycle I	& cycle II
1	MA	36,36%	54,54%	72,72%	AL	63,63%	69,69%	78,78%
2	MF	39,39%	69,69%	75,75%	MR	48,48%	63,63%	72,72%
3	RM	39,39%	54,54%	72,72%	NZ	60.60%	72,72%	87,87%
4					PL	45,45%	66,66%	81,81%
5					SQ	39,39%	54,54%	93,93%
	Rata-rata	38,38%	59,59%	73,73%		55,15%	69,69%	83,03%

Based on the data above, it is known that before being given group guidance services using symbolic modeling techniques, three male students had a lower level of resilience during online learning than five female students. This shows that resilience is related to gender identity, as previous research findings show that there are differences in resilience between men and women, where women are more able to adapt and socialize, do not give up easily to failure, and make failure a source of motivation (Nurfauziah & Fitriani, 2019; Ildil et al., 2018; Suminta, 2017), while the results of Rinaldi's research (Rinaldi, 2010; Eliza, 2020; Eko Sujadi, Hengki Yandri, 2021) show the opposite, namely men have higher resilience than women.

After being given group counseling services using symbolic modeling techniques, the level of academic resilience of male and female students increased and there was not such a big difference. This is in accordance with the opinion of Diene Halpern (Richard I. Arends, 2012) that there are essentially differences between men and women, although the proportions are small. Even the research results (Yasin et al., 2020; & Mawarti & Mutmainnah, 2020) show that between men and women there is no difference in high or low resilience.

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The data shows that students' academic resilience increased during online learning, namely AN from 63.63% increased to 78.78% from medium to high classification, MA from 36.36% increased to 72.72% from low to high classification, MF from 39.39% increased to 75.75% from low to high classification, MR from 48.48% increased to 72.72% from medium to high classification, NZ from 60.60% increased to 87.87% from medium to high classification, PL from 45.45% increased to 81.81% from moderate to high classification, RM from 39.39% increased to 72.72% from low to high classification, and SQ from 57.57% increased to 93.93% from medium to very high classification. These data show that the provision of symbolic modeling technique group guidance services can increase academic resilience during online learning in the eight research subjects with an average questionnaire result of 48.86% increasing to 79.54%.

The Pre-Action data is classified as low, with an average of 48.86%. After being given action with 2 cycles the level of academic resilience during online learning by students increased to 79.54. In cycle I, the average level of student academic resilience during online learning is still in the moderate classification, which is 65.90%. So the researchers continued it to cycle II to get maximum results. By carrying out cycle II, the average level of student academic resilience during online learning increased by 79.54% with high classification. This is no longer continued to the next cycle considering that the actions of cycles I and II have achieved a success rate of 59.54% and have achieved a high classification.

After presenting data from group guidance services using symbolic modeling techniques as the results of pre-action, cycle I and cycle II in increasing student academic resilience during online learning, the research problems can be discussed further as well as proving the research hypothesis. The results of the first cycle of observations showed that the success of implementing group guidance services using symbolic modeling techniques by group leaders was 65.15% with moderate success classification, while group members were 72.54% with high success classifications. The results of the second cycle of observation showed the successful implementation of group guidance services using symbolic modeling techniques by the group leader of 93.93% with a very high success classification, while group members were 98.03% with a very high success classification.

Based on the data successfully presented in the previous section, it can actually be explicitly stated that group guidance on symbolic modeling techniques can increase students' academic resilience during online learning. This is evidenced from pre-action activities and the results of cycle I and cycle II questionnaires.

## Conclusion

Based on actions through group guidance services symbolic modeling techniques the average result of increasing student academic resilience during online learning from pre-action to cycle I and to cycle II, namely from 48.68% increased to 65.90%, then increased to 79.54% . The hypothesis put forward in this study was accepted, in accordance with the results of the study which showed that there was an effect of giving symbolic modeling technique group guidance services to increasing the academic resilience of students at SMP Negeri 15 Palu.

The absorption capacity of students in participating in group guidance services varies for each individual male or female. Students must have high academic resilience in both online learning and offline learning so that the learning process runs optimally. By having high academic resilience, students can survive difficult situations and are able to adapt and rise in negative situations.

## Acknowledgment

Thanks to Allah SWT. who have provided convenience in carrying out this research, thanks to the supervising lecturers who provide direction and guidance so that this journal can be of high quality and thanks to the parents who always pray for and provide support to students. My thanks go to the Principal and Guidance and Counseling Teachers and students SMP Negeri 15 Palu who have collaborated in carrying out the research.

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#### Article Information (Supplementary)

##### Conflict of Interest Disclosures:

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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Word Count: 4521

