The Effectiveness of Adventure Based Counseling Program to Improve Student Happiness

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Abstract

The purpose of this study was to determine the effectiveness of Adventure Based Counseling program to increase student happiness. Results to be achieved is the increasing level of happiness student. Happiness is a positive emotion in order to achieve significance in the life of each individual. Each individual strives to achieve happiness by the role and environmental conditions. Individuals who have happiness tend to produce things that are positive in the personal-social aspects, learning, and career. Research conducted using an experimental model design with one group pretest-posttest. The research subjects are students of class III D4 Semester Study Program Guidance and Counseling UAD selected with purposive sampling technique. Data is collected using questionnaires and interviews. The data obtained and analyzed by non-parametric data analysis with Test Wilxon. The results obtained by analysis meaning significant value 0.798> 0.05, adventure-based counseling program administration no significant effect on student happiness. However, there is the influence of adventure-based counseling services before and after treatments are mainly on the aspect of significance and accomplishment. This is evident from the change in happiness scores of students before and after treatments.

Keywords: adventure based counseling; happiness; positive emotion; guidance and counseling

Introduction

Each individual expects to be happy, as well as in early adulthood. Not all of the people happy, one that affects happiness is pursued education. Happiness is a feeling that is in one's self in the form of positive emotions, favorable circumstances, positive activities, and critical components determining the quality of life of individuals (Hapsari and Wiwin Dinar, 2015).

Widely goals of education focused on the things want to achieve during life or the same as the purpose of life. No individual who wishes to obtain a harmful life purpose. That there is the intention with the perfect life materially, spiritually, and concerning all aspects of human personality. Only when humans behave in nature as rational beings, then people will be able to achieve happiness (Jang & Park, 2016).

The phenomenon of amoral behavior resulting from lack of happiness like a brawl, smoking, drug abuse, promiscuity, and others. Research conducted by the BKKBN in 2008 to students who live in boarding houses, where the total population of 2,000 people from 16 universities in Yogyakarta and 1660 obtained around respondents or 83% of the total population. The results showed that 97.5% of the students had lost her virginity, and 90% of them had an abortion, so that concluded there is a tendency of free sex among students (http://one.indoskripsi.com/node/647). Deviant behavior is a
form of diversion from the unhappiness of the individual. Guidance and counseling services are expected to facilitate people to achieve happiness (Rusmana & Kusherdyana, 2017).

Adventure Based Counseling constitutes a counseling model that can be adjusted through many settings and deliberately took advantage of adventure activities to facilitate the socio-emotional growth and personal and behavioral changes in participants. Besides, ABC is a model of strength-based counseling where the counselor/trainer allows the natural action to facilitate personal insight and provide time at the end of each session to process their insights activity (Kam Kenneth, 2015).

Literature Happiness

The concept of happiness has disclosed various figures and experts from the field of psychology. Reveals that happiness (subjective well-being) is defined as a positive psychological state characterized by a high degree of life satisfaction, positive affect, and a low degree of negative affect. Describes some favorable circumstances that describe happiness. It also explained that happiness is a complex construct that is prepared on the constructs simple in it. Various terms are used to describe a positive state associated with happiness. The first term is subjective wellbeing (subjective well-being), the individual's perception of how satisfied his life, as the ongoing evaluation of the event life (Jang & Park, 2016).

Positive Emotions

Elements of positive emotions (joyful life / pleasant life). Positive emotions are a part of the happiness of the most widely studied because of positive emotions showed high validity, providing a conceptual component to the literature covering negative emotions and have a high intuitive judgment.

Engagement

Involvement, as well as positive emotions, measured only subjectively. Engagement means as a psychological state in which people engrossed (absorbed) And focus on what to do. Engagement means as flow or an overall feeling that refers to the meaning of “being in the zone.” Involvement at a high level has the following characteristics. (1) the individual has clear objectives and primarily interested in the task at hand. (2) The task presents challenges met by the skill level of the individual. (3) the task of providing reciprocal (feedback) directly and immediately to individuals. (4) people feel personal control (sense of personal control) during the conduct of such activities. (5) actions and awareness be joined, as people become immersed in activities (Nurmina, 2018).

Positive Relationship

The positive social relationships or social support is the belief that someone cared for, loved, respected, and considered necessary. Reis and Gable suggested that positive social relationships have been recognized as one of the determinants that affect happiness in individuals of all ages and cultures.

Significance of Life (Meaning)

Meaningfulness of life continued to be used as a fourth element of happiness. Meaningfulness of life is to love or serve something that is believed to be something bigger than yourself. Meaningfulness of life has a subjective component, and so it may be assumed to belong to the positive emotions. Meaningfulness of life criteria, namely happiness element (1), has contributed to happiness. (2) the meaningfulness of life has pursued the sake of the meaningfulness of life itself. (3) the meaningfulness of life is defined and measured independently of positive emotions and involvement and independent of the other two elements.

Achievement (Accomplishment)

Achievement (accomplishment) is pursued its interests, even when these achievements did not bring positive emotions, it is not meaningful and does not lead to positive social relationships.
Achievement can be defined as achievement, success, or the mastery of high levels that may be achieved in a particular field. At the individual level, achievements can be defined in terms of the achievement of the desired conditions and the achievement of progress towards other goals (Abueita & Al-Kousheh, 2017).

**Adventure Based Counseling to Improve Student Happiness**

Adventure Based Counselling adventure-based counseling philosophy is rooted in the tradition of "experiential," which is defined as "learning by doing, with reflection." Learning with "experiential" is based on learning confidence is the result of direct individual experiences, and the best learning happens if it involves all individual feelings (multiple sense) actively.

Adventure Based Counseling constitutes a counseling model that can be adjusted through many settings and deliberately took advantage of adventure activities to facilitate the socio-emotional growth and personal and behavioral changes in participants. Besides, ABC is a model of strength-based counseling, where the counselor allows natural action to facilitate personal insight and provide time at the end of each session to process their insights activity. Group cohesion is an essential variable for the group. Cohesion in the classroom can be formed when the group was asked to cooperate in a variety of tasks, and 'Adventure Based Counseling is one method used. Adventure Based Counseling uses experiential education in an outdoor scene to improve self-esteem, trust in others, and the positive behavior of students (Christian, Perryman, & Portrie-Bethke, 2017).

**Stages of Adventure Based Counseling**

Seven key elements Adventure Based Counseling is to: build trust (trust-building), objectives to be achieved (goal setting), challenge (challenge), peak experiences, excitement (humor/ fun), and problem-solving (problem-solving), Schoel (1989: 12). The role of the counselor in adventure Based Counselingis preparing elements for each participant in the form of scenario and explain the duties of each group. Once the task is completed, whether it succeeded or failed, leaders take time to process the activity that has taken place. Adventure Based Counseling provides the opportunity for members to discuss his experiences in detail, relate it to everyday life, and discover the meaning of events Adventure Based Counseling. Techniques to assess the group process is PARS (Processing: activity, Relationships, and Self) model. PARS Model helps members to identify and examine what is happening in the group and how the members of the group experience. PARS model processes involving Reflecting stage, Understanding, and Applying (Rusmana & Kusherdyan, 2017)

**Method**

The study uses a quantitative approach to the design of research Pre-Experimental Design model of one group pretest-posttest to determine the effectiveness of Adventure Based Counseling program to increase student happiness. The study design used with the previous one group was given a pretest. After being given a pretest, the researchers provide an appropriate treatment plan is then executed the posttest. The study will compare the results of the pretest to posttest results.

Primary considerations researchers used a study design above because researchers can not control the possibility of extraneous variables influence on student happiness. Also, the researchers did not do random in the selection of research subjects, and the results will be more accurate because they can compare the situation before and after the treatment.

Researchers determined one group, namely the third-semester students’ Class D Subjects Theory and Practice of Mechanical Comprehension Individual Tests. Furthermore, the implementation of the research carried out outside the lecture. The experimental group was given treatment using Adventure Based Counseling program. The research subjects in this study are the third-semester students of class D Subjects Theory and Practice of Mechanical Testing Individual understanding. The subject of this research using a Non-Probability Sampling design with a purposive sampling
technique. Researchers experiment formed a group which later will be treated under the draft. Researchers chose the purposive sampling technique in order to test the effectiveness of Adventure Based Counseling program to increase student happiness. The implementation of this research was conducted for three months. After giving treatments and collecting data, researchers analyzed data with the analysis of non-parametric inferential statistics, according to that the non-parametric analysis does not require standard distributed data. Researchers have non-parametric analysis because it does not make a random selection of subjects, so it is likely the data are not normally distributed — techniques used in the analysis of non-parametric Wilcoxon test.

Researchers compared the average scores obtained before and after treatment was given. Researchers have non-parametric analysis because it does not make a random selection of subjects, so it is likely the data are not normally distributed — techniques used in the analysis of non-parametric Wilcoxon test. Researchers compared the average scores obtained before and after treatment was given. Researchers have non-parametric analysis because it does not make a random selection of subjects, so it is likely the data are not normally distributed — techniques used in the analysis of non-parametric Wilcoxon test. Researchers compared the average scores obtained before and after treatment were given (Dupen, 2015).

Result and Discussion

Happiness students result from using a pretest questionnaire student happiness. The results of data processing shows aspects of student happiness experimental class before being given treatments. Aspects of positive emotions that are in the medium category with an average score of 71.7. Aspects of positive emotions cover have hope for success, proud of the academic results, and happy while on campus. In more detail, happiness students on aspects of positive emotions students marked with faiths IP each semester would increase. Feeling comfortable when you are on campus, confidence has a chance to succeed on the course to be taken, and pleasant free from trouble while on campus. Aspects of the engagement is in the category of being with a score of 76.7. Aspects include the involvement of concentrate while studying as a student, excited when learning activities, and are keen to learn for the sake of achievement. In more detail, the happiness of students on aspects of involvement characterized by feeling where time spent on campus dashing. Always looking for additional information related to the course to be taken, the focus of the lecture material to make people forget about the problems outside the campus, and always try to understand the course materials that already taught.

Social relationships have a high category with a score of 76.3. Positive aspects of social relationships include the presence of conditions cared for by a friend on campus, loved by friends on campus, respected by friends, and is considered necessary by a friend on campus. Aspects of positive social relations marked by a college friend who helped and comforted me as having a problem. A college friend who always accepts the presence of individuals both in the learning and leisure group. Moreover, a college friend who was to lose when people do not go to college.

Aspects of meaningfulness are on the category of being with an average score of 73.7. Aspects include the value or significance of a valuable thing for dirty himself, proud of the college, and have achieved the purpose of college. In more detail on aspects of meaningfulness characterized by no cheating during the exam, aspiring to work correctly after graduating from college, came just in time lecture, and choose a department by the ideals held.

Aspects of achievement have a high category with an average score of 76.5. Aspects accomplishments include achieving the desired conditions on campus and making progress toward other goals. In detail, the aspects of happiness student achievement marked by a strong understanding of the course material before not understood, satisfaction for successfully reducing bad habits in the study, the satisfaction when successfully increase GPA, and satisfaction when having new skills that may affect the future.
In line with the results of the above data, one study conducted on the students shows the scale of happiness that is in the category of extremely low as 0%, subjects in the low category of 0%, and the subjects in the category of being at 8%, and subjects who are at high category amounted to 62.67%, while the subjects in the category was very high at 29.33%. The results showed that the highest frequency of happiness subject in a high category.

Based on the results of studies conducted by researchers that supported previous research, happiness every phase of life has been in the category are heading higher. Kebahagiana, each individual, is always evolving developmentally appropriate individuals. The individual is aware of the need for happiness into one of the elements that must be possessed at any time. Efforts to increase happiness is an attempt to make people as individuals who maps indicate the existence of oneself.

Guerrero and Andersen mention an essential thing to be able to have happiness. That is by developing a relationship or interaction of warm and sincere with others, while Adler gave another statement that someone will be happy when he or she has everything good things as (1) health and welfare, (2) friendship, (3) knowledge, and (4) virtue.

Adventure-based counseling program can improve the socio-emotional development, personal as well as behavior, one of which is happiness. Based on the results of statistical tests to determine the effectiveness of adventure-based counseling program showed a sufficient increase in happiness in the aspect of significance and achievement. While on aspects of positive emotion, engagement, and positive social relationships, there are no significant changes (Kam Kenneth, 2015).

**Test Results Statistics Adventure Based Counseling (ABC)**

Statistical test results Adventure Based Counseling is aimed as an effort to gain the confidence of empirical data on the effect of interventions to increase student happiness. The procedure adopted to determine the effectiveness of Adventure Based Counseling to improve student happiness with hypothesis testing. The average score of each aspect. Changes in scores that occurs varies. Based on the average score of Adventure Based Counseling program to increase the happiness of the students do not have significant influence or can be said to be ineffective. However, the adventure-based counseling program has a good effect on two aspects, namely the significance and achievements.

<table>
<thead>
<tr>
<th>Table 1. Test Results Statistics</th>
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<tbody>
<tr>
<td>posttest - pretest</td>
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<tr>
<td>Z</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
<tr>
<td>.256b</td>
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<tr>
<td>.798</td>
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a. Wilcoxon Signed Ranks Test
b. Based on actual ranks.

Statistical test results from Table 1. states that the significant value of 0.798, which means> 0.05, adventure-based counseling program administration no significant effect on student happiness. However, there is the influence of adventure-based counseling services before and after treatments are mainly on the aspect of significance and accomplishment. This is evident from the difference in happiness scores of students before and after treatments (Cleveland & Sink, 2017).

**Conclusion**

Based on the results of statistical tests on the effectiveness of adventure-based counseling programs to increase the happiness of students showed the total score pre-test and the post-test experimental group did not change significantly. Thus, the adventure-based counseling program has
not been sufficient to increase student happiness. Nevertheless, a significant practical basis, adventure-based counseling program spawned changes in happiness on a student who visits from an average score of pre-test and post-test on certain aspects in the aspect of the significance and achievements of significant changes. The most dominant qualitative change appears on the significance and achievements aspects where more students have a view of the purpose of life after college, came to college on time

The recommendations can be put forward for implementing the study is to monitor participants filled out the instruments used in uncovering happiness students with actual conditions. So that the data obtained more accurately, plan follow-up for participants who did not experience an increase, for example, with individual counseling.

For the next researcher who is interested in examining more deeply about the happiness or strengthening the study of happiness is that researchers used a variety of techniques to measure the happiness of the students so that visible changes intact happens to students like observes naturalistic intense over time and interviews. Research using pre-experimental methods have drawbacks so that researchers can then use the action research method, so it looks bright, and accurate results or changes were observed. The research design should be to measure the behavior of learners from time to time, as measured after the intervention, such as Practical Action Research (PAR).

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**References**


