

Research Article

Profile of Students Resilience and Implications of Guidance and Counseling

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Abstract

This study aims to obtain a profile of adolescent resilience in grade VIII level of junior high school students. This research uses a descriptive quantitative method. The study was conducted on students of class VIII SMP Negeri 3 Cimahi 2017/2018 academic year with the total population is 452 students, and the number of research samples is 443 students. The instrument used in this study was adapted and modified from the resilience theory in Bonnie Benard's' book "Resiliency: What We Have Learned" and a Likert-scale questionnaire. The results of this research are as follows: 1) The highest aspect is the sense of purpose and bright futures of 83.37%, 2) the lowest issue is the social competence of 68.65%; 3) the highest indicator is spirituality of 91.58%, and 4) the cancel indicator is communication of 60.87%.

Keywords: guidance and counseling; resilience; students

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Introduction

Resilience is the ability it takes an individual to adapt, overcome and past problems or misfortunes that occur so that individuals are not only able to survive but also to continue life. Accordance with the opinion which states that resilience is the ability to continue to live after the unfortunate or survive in environments with heavy pressure is not a fortune. Still, it shows a specific ability within the individual (Evrarn & Tezer, 2017; Tugade & Frederikson, 2004).

Individuals with high resilience, the ability to survive under challenging conditions, and the time of failure will be able to bounce back. Individuals with a high degree of resistance to adapt to a wide variety of shapes and flexible to changing circumstances in solving problems. Individuals with a level of resilience that is lower flexibility small adjustment, not being able to react to changing conditions, tend to be hard-hearted or become garbled when facing changes or pressure and had difficulty readjusting after a traumatic experience (Llanso & Pearson, 2016; Rinaldi, 2010).

Supports Eisenberg's statement, Hauser (1999) adds owned resilient teenagers can be protective, so it does not have a negative impact on their lives. Adolescents who have high resilience are more resistant to stress, have a good strategy in a negative mood, and less likely to experience emotional and behavioral disorders. Teenagers who have a high resilience is more resistant to stress, have a good strategy in a negative mood and less likely to experience emotional and behavioral disorders (Ching-Yu & Hsiu-Shuang, 2012). Young people are able to deal with various problems or stressors that exist, youth to positively adapt to a variety of stressful conditions, so that teens can still

excel academically, complete studies on time, and have an excellent social relation (Martins, 2017; Zdrojewski, 2008; Rinaldi, 2010).

While, a person with a low level of resilience will not be able to assess, cope with, and improve or transform itself from adversity or tribulation in life (Suwarjo, 2008). Adolescents require significant attention from the adults around because adolescence is a time of transition from the lives of children toward adult life plagued by a variety of changes in both psychological and physical, called as a period of storm and stress — a time where the emotional tension is rising as a result of hormonal changes. An individual in adolescence suffered development, modifications, and search for identity that often leads to impacts that are not pleasant. If it can not be adequately addressed, the development process will be disrupted or even blocked (Taufik & Ildil, 2016).

Teens need to be prepared to take the appropriate response when experiencing problems or misfortune caused by the unpreparedness of teenagers in the face of the reality that occurs in themselves and their environment to tackle and pass it (Rhoden, 2018). Teens also need to be prepared to get to know themselves and develop the potential in him. A child or teenager who faces a set of demands without sufficient capability will respond in a way that is dangerous or maladaptive, according to Thoresen & Eagleston (Yunica, 2015; Ningsih, 2016).

Required an effort made by the school in helping youth who are students to develop resilience. One effort to assist students in developing resilience is guidance and counseling services. The school environment is the most critical place for youth in developing their personal academic and social abilities (Johnson, 2008). Through the guidance and counseling services expected of the school, the situation can provide resiliency skills to adolescents, especially in preparation for the challenges and rigors, he would face in the future with a more focused and better (Cegielski, 2018).

Method

Research using quantitative methods with a descriptive approach aims to show a picture or measure the degree of resilience of junior high school students with a questionnaire using a Likert scale. Instruments for resilience modified concept of resilience theory consisting of the social aspects of competence, problem-solving skills, autonomy, and a sense of purpose and bright futures. This study aims to determine planing proper personal guidance programs uses group counseling services in developing resilience in the eighth-grade students of SMP Negeri 3 Cimahi. Research conducted on students of class VIII SMPN 3 Cimahi amounted to 443 people. Determination of the sample and the population with consideration of the following assumptions; (1) students in the junior high school community have their characteristics based on the objectives to be achieved by as. (2) Eighth-grade students are individuals at age13-16 years including the early teens. (3) The absence of guidance and counseling services and research on the development of the resilience of students at the secondary school level.

Result and Discussion

Resilience Students

The results of data processing known level of resilience categories of students as in the following Table 1. Based on table 1 reveals statistical resilience teens are at high category 19.64%, 80.36%, and the type of medium-low class 0%. The most significant percentage is in the moderate category that needs attention from the teacher guidance and counseling services to make the program appropriate guidance to develop the resilience of students with the class so expect all students to a high category.

Profile Resilience Student Class VIII SMP Negeri 3 Cimahi Based Aspects

Here are the results of research on resilience profile students based aspects obtained through the questionnaire as in the following Table 2. Based on Table 2 show profile resilience of students from the aspect of social competence, problem-solving skills, autonomy, and sense of purpose and bright future in which elements of communicative competence of 68.65%, problem-solving skills by 70.65%, aspects of the independence of 72.16%, then the aspect sense of purpose and bright futures at 83.37%. Therefore, The highest dimension is the aspect sense of purpose and bright futures amounting to 83.37%, while the lowest aspects that are in the element of social competence amounting to 68.65%.

Table 1. Profile Resilience Student Class VIII SMP Negeri 3 Cimahi By Category

Category	Percentage
High	19.64%
moderate	80.36%
Low	0%.

Table 2. Profile Resilience Student Class VIII SMP Negeri 3 Cimahi Based Aspects

Aspect	Percentage
Social competence	68.65%
Problem-solving skills	70.65%
Autonomy	72.16
A sense of purpose and bright futures	83.37%

Profile Resilience Student Based Indicators

Here are the results of research on resilience profile students based on indicators in every aspect obtained through the questionnaire as in the following table 3.

Table 3. Profile Resilience Student Based Indicators

Aspect	Indicator	%
Social competence	responsiveness	74.66%
	Communication	60.87%
	Empathy	73.36%
	altruism	67.93%
Problem-solving skills	Planning	72.01%
	flexibility	72.29%
	Resourcefulness	73.59%
Autonomy	critical thinking	66.23%
	positive identity	77.12%
	Internal Locus of Control	64.77%
	Self-efficacy	64.93%
	Adaptive distancing	66.03%
A sense of purpose and bright futures	Self-awareness	86.06%
	joke	77.77%
	Achievement motivation	81.41%
	special interest	66.96%
	Optimism	89.22%
	Faith	91.58%

Profile Resilience Student Based Indicators on Social Aspects of Competence

Based on the questionnaire obtained resilience social aspects competence profile based indicators are indicators of responsiveness that is equal to 74.66%, a sign of communication that is equal to 60.87%, a symbol of empathy that is equal to 73.36%, and indicators of altruism that is equal to 67.93%. Thus the social aspect of the highest competence indicator is an indicator of responsiveness that is equal to 74.66%, while the lowest index is an indicator of communication that is equal to 60.87%.

Profile Resilience Student Based on Aspect Indicator Problem-Solving Skills

Based on the questionnaire obtained resilience aspect profile problem-solving skills based on indicators such as planning indicators in the amount of 72.01%, a sign of flexibility that is equal to 72.29%, a symbol of resourcefulness that is equal to 73.59%, and indicators of critical thinking that is equal to 66.23%. Thus in the aspect of problem-solving skills of the highest symbols are indicators of resourcefulness that are equal to 73.59% while the lowest signs are indicators of critical thinking indicator that is equal to 66.23%.

Profile Resilience Student Based on Aspects Autonomy Indicators

Based on the questionnaire, resilience obtained profile aspects of autonomy based on indicators such as indicators of positive identity in the amount of 77.12%. A symbol of internal locus of control is equal to 64.77%, a sign of self-efficacy that is equal to 64.93%, a sign of adaptive distancing that is equal to 66.03%, a symbol of self-awareness amounting to 86.06%, an indicator of humor that is equal to 77.77%. Thus the autonomy aspect of the highest signs are indicators of self-awareness that is equal to 86.06% while the lowest index is an indicator of internal locus of control is equal to 64.77%.

Profile Resilience Student Based on Aspects Indicators Sense of Purpose and Bright Future

Based on the questionnaire obtained resilience aspects profiles sense of purpose and bright future based on indicators such as indicators of achievement motivation that is equal to 81.41%, a symbol of particular interest in the amount of 66.96%. An index of optimism that is equal to 89.22%, then the indicator faith that is equal to 91.58%. Thus in the aspect of a sense of purpose and bright future of the highest indicators are indicators of trust that are equal to 91.58% while the lowest index of particular interest is an indicator that is equal to 66.96%.

Formulation of Guidance and Counseling Program

The findings have been described above becomes the basis for the drafting program to develop resilience student services. By knowing the needs of the students expected, the compiled program will be useful in developing student resilience. Based on existing findings, some relevant material needs to be given to students to develop optimal resilience. The focus of the provision of equipment provided to indicators on aspects of lowest resistance. Other articles related to the achievement of the signs that medium, high, and the highest will be given to maintain the capabilities that have been held if students in resiliency. School support in assisting the development of resilience of students is needed because the school is a critical environment for youth in developing the capacity to get out of adversity, adapt to pressures and faced with the problems, and build competencies-social, academic and vocational-were required to achieve a better life.

Given a large number of students who fall into the medium category and number of counseling and guidance, teachers are limited in SMP Negeri 3 Cimahi. According to group counseling, services are beneficial to overcome the limitations of counseling teachers and the number of students who must be guided. Guidance groups according is a process of assisting individuals through group atmosphere that allows each member to learn to participate actively and share experience in the development of knowledge, attitudes, or skills that are needed to prevent the problem or in the personal development effort. It is expected that the student group counseling services are included in the category of medium resilience can be developed into a high category.

Conclusion

Aspects of the highest resilience possessed by the eighth-grade students of SMP Negeri 3 Cimahi on the social issues of competence contained in the responsiveness indicator. In the perspective of problem-solving, skills are the indicators of resourcefulness. In the aspect of autonomy provided in the signs of self-awareness. From the standpoint of a sense of purpose and there is a bright future on the indicator faith. In general, it can be summed up as follows; (1) Aspects of the highest resilience possessed by the eighth-grade students of SMP Negeri 3 Cimahi is the aspect of a sense of purpose, and there is a bright future on the indicator of faith. (2) Aspects lowest resilience possessed by the eighth-grade students of SMP Negeri 3 Cimahi on the social issues of competence contained in the communication indicator. Based on the research implications of guidance and counseling services that can be provided that the components preventive services that cater to students who fall into the category of being in every aspect of resilience by using group counseling strategies.

Recommendation School Counselor; results of the research can be used to develop the resilience of students and as the optimization of private tutoring services in guidance and counseling services in SMP Negeri 3 Cimahi. Counselor or teacher guidance and counseling are expected to use the results as a reference to design a program of guidance counseling Personal. Use of counseling services group for students who are in the category of being to be able to develop an understanding and ability resilience to a higher level so has the readiness to face the future. For further research (1) Researchers further expected to be able to connect between resilience with another theory study. (2) Researchers are expected to develop the research further by looking at the influence of gender, social, cultural, economic, age. (3) Researchers also expected to promote research on all levels of junior high school (SMP), which is class VII and IX.

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