Development of The Solution Focused Brief Counseling (SFBC) to Improve The Autonomy of Vocational School Students

Ni Kadek Ayumi Swandevi[1], Kadek Suranata[2] , I Ketut Dharsana[3]

[123]Program Studi Bimbingan Konseling, Program Pascasarjana, Universitas Pendidikan Ganesha
yumikadek@gmail.com, kadek.suranata@undiksha.ac.id, profdharsana@yahoo.com

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Abstract: This study was aimed to know the procedure of implementing a solution focused brief counseling to improve student autonomy and to study and validating the contents of guidebook for a solution focused brief counseling model. This type of research is research and development (R&D), the research model using Four-D (4D). The Four-D model consists of four stage of research that is defining, designing, developing, and disseminating. Data analysis to test the validity of the manual book content using the Lawshe CVR and CVI formulas. Tests carried out by 5 experts who are competent in Counseling and Psychological Guidance. The results of the research based on validity analysis of the content are, the CVR values per item obtained between +1 to 0 (CVR> 0). Furthermore, the results of the Lawshe CVI analysis obtained a score of 0.97 greater than 0 (0.97> 0). Based on the analysis of these data, the validity value of the manual book content is high.

Keywords: guidebook product, solution focused brief counseling, research and development

Introduction

Guidance and Counseling is an activity that seeks to help students in understanding themselves and the situation in order to develop themselves and their potential, so they do not encounter obstacles, and if they encounter obstacles, students can find alternative solutions to their own problems (Sulistyarini and Jaufar, 2014). Guidance and Counseling at school serve to provide understanding to students about themselves and their environment, functions to anticipate obstacles that may arise in students, serves to alleviate the obstacles faced by students in their development, serves to maintain and develop the potential of students to provide fluency in the lives of students in the present and the future. Counseling Guidance helps students to overcome various obstacles and obstacles in the fields of personal, social, learning, and career problems. Guidance and

Counseling in schools is carried out by professionals, who are competent in the field. BK teachers who are competent in service delivery will have a change in impact on students, especially students who need to be given intervention to improve their personality to produce quality human resources not only academically but also have personal character. The human resources produced not only have high academic ability, but also must have a positive personal character.

Observation on students of SMK PGRI 1 Gianyar in Gianyar Regency found problems experienced by students, ranging from general problems such as personality problems and low student character, learning difficulties, ditching, lack of courtesy, disobeying discipline, social problems with peers, to problems that are quite serious such as stealing, problems with families that cause disruption to the learning process of students, and problems of maladaptive behavior. These problems must be given attention and addressed so as not to further develop and disrupt learning activities and have a negative impact on the future of the students themselves and provide obstacles in achieving the expected educational goals. In helping students deal with and alleviate problems encountered. The implementation of guidance and counseling services must be successful. This success is certainly influenced by various factors. The stages of counseling must be precise, facilities to support complete activities, have a comfortable infrastructure, instruments used in full, and professional service providers. Important factors in the counseling process are the selection and implementation of appropriate counseling models for alleviating student problems and the accuracy of the procedures and stages of the counseling model. Based on observations made by researchers at SMK PGRI 1 Gianyar, it was found that some BK teachers in applying the theory of counseling were not in accordance with the proper procedures and stages. That is due to the limitations of the BK teacher in applying the stages that are detailed, and in accordance with the guidelines for the counseling model used. In line with research by (Arofah, Nawantara, & Puspitasari, 2018) found that not all professional BK teachers in schools knew and understood the procedures of the solution-focused brief counseling (SFBC) model, based on interviews with BK teachers he found that the SFBC model was only known, and it has never been implemented in schools so the BK teacher stated the need for socialization regarding this counseling model. Subsequent research by (Prakoso, 2015) in his research found that some BK teachers did not fully know the theories and models of counseling, this was because teachers did not follow the development of existing counseling theories, the seminars also did not provide much input on counseling theory, in private teacher school's BK found is not an appropriate educational background, therefore, counseling theory handbooks need to be developed. Of course, from association organizations or from seminars and workshops participated in by BK teachers, there have been given various direct trainings and disseminating guidelines for implementing models and counseling in schools. However, not evenly distributed BK teachers have guidelines for implementing counseling. This was also conveyed by several BK teachers in SMK PGRI 1 Gianyar as a place of observation for this study, that did not have complete and detailed guidelines for counseling models and theories. Various counseling theories can be utilized and applied to students one of the counseling models that provide the effectiveness of the counseling process namely Solution-Focused Brief Counseling (SFBC) or Short Counseling Focusing on Solutions.

SFBC is a postmodern counseling model, developed by Steve de Shazer, Insoo Kim Berg, and colleagues at the Brief Family Therapy Center (BFCT) located in Milwaukee, Wisconsin. SFBC is a counseling model that focuses on conversations or discussion of solutions, and is directed directly at what steps the counselee will take after exiting the counseling process in dealing with the problem at hand. Therefore, counseling activities can be done briefly because they focus directly on the solutions that can be done (González Suitt, Franklin, & Kim, 2016). (Shazer & Dolan, in Corey, 2014) states, "*SFBT emphasizes individual strengths and resiliencies by focusing on listening to their ideas about solutions and exceptions to their problems. Therapists encourage clients through several interventions to increase those behaviors that have worked for them in the past.* " Solution-Focused Brief Counseling emphasizes the strength and resilience of individuals by focusing on listening to their ideas about solutions and exceptions to the problems they face. Counselors encourage counselees to convey and can recognize things that are fun or that run smoothly when the counselee faces a problem, the exception is used as a constructive intervention for himself (Liu, Zhang, Franklin, Qu, Chen, Kim: 2015). The SFBC approach, which avoids the often futile search for the cause of the problem, takes a direct focus towards the solution. Focusing on solutions is not a problem, the future is not the past, what good things happen are not problems, leading to positive and pragmatic ways to make changes, and promoting beneficial behavior today (Stark, Kim, & Lehmann, 2018). Unlike the conventional approach that assumes problems by analyzing the root of the problem, understanding the problem is considered the best way to solve the problem. SFBC is built on the strengths and strengths of counselees by helping them realize their own

potential strengths to solve the problems they face. The future is considered more important in the SFBC model than the past or present (Kurnanto, 2019). SFBC counseling sessions are conducted to collect data about what works or does not work well for the counselee, identifying the use of positive emotions, such as expectations and sources of change experienced by the counselee (Zhang, Ji, Jennifer, Solomon, Chen, Li, Jones, Franklin, Nowicki: 2018). Search for information or data is prioritized to obtain things or behaviors that are useful for counselees and communication methods that will help counselees to know and realize their own strengths, visualize goals and see the possibility to change towards progress or to the desired future counselee. SFBC allows discussion about presenting the problem of the counselee's experience and letting draw the pain, struggle, and frustration that is felt, but the exploration is carried out briefly. "*The solution-focused philosophy based on the assumption when people focus on past or present problems they can become blocked and mired in unresolved past conflicts rather than focus on how to find solutions for the future*" (deShazer, in Corey, 2014). SFBC does not completely ignore the background of the counselee's problem, problems or unpleasant feelings from the counselee is still heard, but the main focus point remains on finding solutions to problems and discussion of the problem becomes the second point (Choi, 2019)

The assumptions underlying counseling focus on solutions, namely: a) by concentrating on success, favorable changes are likely to occur if utilized; b) individuals who come to the counselor have the ability to behave effectively, but are blocked by negative cognition or negative language, problem-focused thinking will prevent individuals from thinking of effective ways that they have and their biases do (Kim, Brook, & Akin, 2018); c) in every problem must have an "exception" by examining the successes that have been achieved will bring up the solution of the problem at hand, even the counselee can understand the problems which he can solve himself with his abilities and which need help. When the counselor asks, "what successful things have you done in the past?" the counselee will develop a new perspective on their situation (Froerer & Connie, 2016); d) counselees tend to only convey one side of themselves (the problematic side), SFBC counselor's direct counselees to examine and recognize the other side of the story they tell; e) small changes will open up larger changes, and such changes are often needed to resolve counselee problems; f) every individual wants to change, can change, and does his best to make a change. The counselor must build a cooperative attitude; g) each solution will differ from one individual to another individual, because everyone is unique as well as each solution (Guterman, in Corey, 2014); h) do not need to know all the problems to find a solution; i) a little change is better, than nothing; j) knowing and acknowledging what is right are more important than recognizing what is wrong (Hanton, 2011).

Guterman (Jung Jin Choi, 2019) identifies and explains several SFBC principles, namely: (a) solution focus, focus on what works in the counselee's life, not focusing on what doesn't work; (b) collaborative approach, actively involving both parties, in other words, the counselee and the counselee collaborate in defining the desired problem, purpose, and solution; (c) small changes can lead to big results, small changes can provide big changes if done to the maximum and are often done; (d) emphasis on process, the hallmark of SFBC is its focus on solutions to the process of change that occurs, the task of the counselor to identify and provide reinforcement of the 'exceptions' that the counselee has; (e) strategic approach to eclecticism; (f) brief by design, but not always, by focusing counseling on the solution carried out will produce brief counseling, but what is meant briefly is the counseling process that directly focuses on the desired solution; and (g) responsiveness to multiculturalism and diversity, counselors and clients learn from one another in counseling sessions in order to foster a conducive and collaborative activity.

The objectives of the SFBC model are 1) identifying and making full use of the strengths and competencies of the counselee, 2) being aware of 'exceptions' in themselves when having problems, 3) directing the counselee to understand and know the 'exceptions that they have to be used as solutions to problem solving, (Nugroho, Puspita, & Mulawarman, 2018). SFBC aims to identify the counselee's strengths, build together the goals and jointly create possibilities to achieve the expected goals of the counselee. The result is that the counselee knows his own strengths and abilities. The counselee understands that his abilities can be used to solve his problems in the future, with small forces possessed and carried out maximally (Zhang, Franklin, Currin-McCulloch, Park, & Kim, 2018). The counselor does not try to change the wrong perception of the counselee, but rather aims to help the counselee articulate the desired future and the efforts that must be made to achieve that goal (Jordan, Froerer, & Bavelas, 2013). The role of the counselor in counseling the SFBC model is to help counselees recognize the resources they already have, such as self-endurance, courage, and self-ability. Counselors who focus on solutions are involved in conversations with counselees about what

has been going well in their lives so far, the future possibilities that occur in the behavior that appears now, and the possibilities that the counselee wants in the future (Corey, 2014). SFBC builds a collaborative relationship between counselor, and counselee can begin with an open attitude and humility, some ways to build relationships according to (Murphy, 2015) are: a) at the beginning of counseling approach counselee with humility, curiosity and interest in the counselee's life; b) look, listen, ask, and learn as much as possible about the counselee before together determine a solution; c) treat the counselee as an expert for himself and as an important contributor to himself; d) respect the counselee's freedom to accept and reject the solutions found by revising together to adapt to the counselee's unique style and situation; e) respect the various counselors, ideas, expressions, and cultural background of the counselee; f) involve the counselee in their every conversation and life decision, including service evaluation. In the implementation of counseling, the counselor as a service provider must certainly have counseling skills that can provide the effectiveness of the counseling process. (Dharsana, 2016) States that counseling skills need to be possessed by counselors, namely: *multicultural from client and culture counselor, attending behavior, client observation skills, open and close questions, encouraging, paraphrase, summa rations, reflection of feeling, reflection of meaning, focusing, influencing skills, confrontation, sequencing skills and structuring the interview, personal and theory counseling, style counseling.*

Solution-Focused Brief Counseling consists of several stages, namely 1) the first stage includes a) beginnings, counselors build collaborative relationships with counselees, by listening, full attention, encouragement. Humor can foster comfort and security for counselee; b) goal setting (setting goals), goals must be formulated clearly by the counselee and counselor, how the expectation desired by the counselee after the problem is over; c) seeking exception (looking for exceptions), one of the main interventions in SFBC that is looking for 'exceptions, i.e. finding strengths, strengths, happiness when not experiencing problems or when problems occur, can be used to help reform the counselee's understanding of their circumstances and choices (Nicholas, 2015); d) utilization of client strengths, SFBC counselors strive to bring counselee resources (skills, excitement, positive personal qualities) into the counselee's consciousness so that they can be utilized in changing their lives. e) the miracle question, stating the miracle question is a hypothetical question (alleged answer, temporary truth) that invites counselees to imagine and explain in detail what their lives are like when they have no problems. This question can be used at the beginning of the session or the next session, which is used to help the counselee describe their goals, resources, exceptions, and strategies. 2) The Second Stage in SFBC, namely a) scaling (scaling), this technique helps counselees express their thoughts and feelings about the problems encountered by using numbers. The scale ranges from 1-10, with 0 representing the worst problem that has ever happened, or feeling when not yet following counseling and the number 10 representing a situation that has no problems; b) constructing task is a step designed by the counselor as homework for the counselee, the counselor discusses the tasks that may be given at the end of the session with the counselee, the counselor gives reasons for each assignment to the counselee, in assigning tasks there are several tasks such as notice task is a task to pay attention to their own overall situation, do something difference tasks is a task to do something different, pretend task is one of the tasks that asks counselees to pretend that the 'miracle' of the problem has occurred, keep doing what works task is the task of doing whatever works; c) the feedback, giving feedback in counseling has an important role to smooth the counseling process and clarify what has been discussed during the counseling process, in the feedback can contain compliment (praise), bridging statement (bridging statement), summary of what is already happening that is helpful (summarizing useful things that happened), task giving (agreed tasks).

Second Sessions and Beyond (second and subsequent sessions), the second session tends to be done directly focusing to discuss changes that occur during the range of the first and second sessions, because the SFBC basis is to assess the results of changes in each counseling session and maintain changes for the desired solution. Counselors help counselees to realize what they have learned by making changes, and explore and strengthen their potential that can be used to solve counselee problems (Lipchik, 2017). The counselor seeks to consolidate a change by helping the counselee clarify what works and how they make it useful. When the counselee reports positive changes, the counselor asks the counselee to describe and convey how he managed to make changes. In the second and subsequent sessions, the counselor focuses on: a) revisiting the miracle question, this stage focuses and reviews the miracle question; b) scaling (scaling), at this stage the counselor asks again about what figures describe the conditions, it provides information on how much change has

occurred during the range of the first counseling session. c) predictions. The counselee is asked to predict every night about what will happen tomorrow and what positive things he will do tomorrow.

SFBC is a collaborative process between counselor and counselee, in addition to encouraging the counselee to observe exceptions in times when problems occur, some techniques are also often used in this activity. (Murphy, 2015) reminded that SFBC techniques must be used flexibly and adapted to the unique circumstances of each individual who follows the SFBC model counseling activities, some of the techniques are 1) Pre-theraphy Canges, are techniques intended before the initial session, before the counselor meeting can assign counselee to pay attention to the occurrence of exceptions until the time of initial counseling; 2) Miracle Questions or questions related to miracles in the future when the problem can be resolved and what will be done in realizing its goals, encouraging counselees to know what is actually expected from the counseling process (Fitriyah, 2014); 3) Scaling Questions or scaling questions, with counseling scalling can describe his condition before counseling, at this time, during the first session, until changes themselves in subsequent sessions, thereby giving direction to what effort should be exerted by the counselee to reach numbers he hoped (Beyebach, 2014), the scale given was between the numbers 0 representing the saddest or most angry feelings and 10 representing happier or comfortable feelings (Edmondson & Howe, 2019); 4) Exeptions-finding questions, a technique to find out 'exceptions' in the problematic counselee. 'Exception' is meant the free, successful, or happy state the counselee feels when he has a problem. "*Exception questions direct members to times when the problem does not occur, or occur less often or less intensely*" (Corey, 2014); 5) Praise, Give praise, messages to appreciate the strength and competency of the counselee, can build the counselee's confidence in himself, that he is actually able to solve problems by utilizing the power he has. Praise is usually done right before the assignment; 6) Task, this intervention tends to increase individual optimism and expectations about the current and future situation.

The SFBC model intervention can be used to help students with personal problems, one of which is an independent character. Independence refers to the belief in one's own ability to solve problems without getting special help from others, has the character of not willing to be controlled by others, can do the work and solve obstacles and obstacles alone without getting help from others (Susanto, 2018) . (Susanto, 2018) In his book entitled "Guidance and Counseling in Schools," mentions that there are three types of independence, namely: a) emotional independence which is a dimension of independence related to changes in dependency and emotional attachment of individuals with others, including parents; b) independence of behavior which is a type of independence that refers to the ability of individuals to take decisions and act in accordance with decisions that have been thought and considered based on the values in the surrounding environment, freely and consequently, without the influence of others to determine it. However, can accept opinions, suggestions, and advice of others; c) the independence of values, the abilities of individuals to interpret the principles of right and wrong are not important before their consideration, other people in their environment, and the values that apply in their environment.

To recognize an independent individual, the characteristics of the independent person must be described. Based on the discussion of the types of independence that have been described, independent personal characteristics can be described according to Sopiana (Susanto, 2018), namely: a) able to direct themselves (self-direction), b) show freedom to behave, free to choose behavior that is considered appropriate and in accordance with the rules, c) able to find the root of the problem, looking for alternative solutions to problems, d) have self-control, e) able to control themselves to judge what is right, f) dare to take risks, g) take responsibility, h) show initiative, creativity, and can realize ideas, i) strong self-confidence, j) not afraid to face failures and obstacles that might be obtained.

Based on the explanation above in helping counseling activities in schools to be able to run according to procedures, to provide effectiveness in counseling activities, and to minimize new problems arising because the procedures for applying counseling models are not appropriate, and can provide support resources for BK teachers in providing counseling services with the Solution-Focused Brief Counseling (SFBC) model. This research focuses on the Development of the Solution-Focused Brief Counseling (SFBC) Model Guide for Increasing Vocational Students Independence.

Method

This research is a research and development or research and development (R&D). R&D is the development and validation of educational products that can be utilized in the educational process. The study uses a 4D development model. The 4D model consists of four steps of activities, namely: (1) define, (2) design, (3) develop, and (4) disseminate. This model was chosen and used for producing the Solution-Focused Brief Counseling (SFBC) model handbook.

The first stage is defining, which is to find out the needs in counseling services in schools based on observations found in several high school / vocational schools, especially in Gianyar, there are still many BK teachers who do not understand the application and do not have guidelines for implementing counseling with the Solution-Focused model Brief Counseling and for product reference or reference alignment. The second stage is the design stage or the design is carried out to design the product that is the model guide Solution Focused Brief Counseling. The design includes the determination of the cover, compile the table of contents or sub discussion, compile the contents of the book, complete the supporting instruments. The third stage is the develop or development stage, which is an expert or expert test phase to determine the acceptability of the guidebook. Experts who carry out expert validation tests are experts in the field of Counseling Guidance and the field of Psychology, after getting input and assessments from experts, then some improvements are made to improve research products from several aspects such as product design and appearance, use of sentences, discussion of material, as well as completeness- completeness of the instruments needed in implementing the counseling model.

The research instrument used was the expertRepeated Word validation questionnaire guidebook Solution Focused Brief Counseling (SFBC) for data collection methods. This instrument is divided into three expertRepeated Word assessment indicators, namely the usability indicator of the number of statements of three items, the feasibility indicator of 12 statements, and the indicator of accuracy of 10 statements. The total number of statements in the validation instrument expert guide model solution focused brief counseling (SFBC) to develop student independence is 25 items. Scoring of respondent's answer items is in the range of numbers 1 to 4, the smallest number, 1, represents a very incompatible statement of the product, and the largest number, 4, represents very much the statement in accordance with the research product.

The product developed is then carried out an acceptability test with content validity using Lawshe data analysis techniques, to find out whether this guide is suitable to be used as a guideline for the implementation of Counseling Guidance Services in Schools to help students alleviate their problems. The content validity test in the study was conducted by five competent experts in Counseling and Psychological Guidance. The data analysis technique used is the Lawshe CVR and CVI formulas, with the formula:

$$\text{CVR} = \frac{n_e - N/2}{N/2}$$

Source: Lawshe (in, Trizano-Hermosilla & Alvarado, 2016)

This formula produces values with a number range from +1 to -1, positive values on items indicate that half of the opinions of expert or expert respondents are valid or feasible.Repeated Word TheIncomplete sentence greater the CVR value of 0 in the statement items, the more "feasible"Repeated Word and the higher the validity of the contents of the manual (Hendryadi, 2017).

In addition to CVR, the data analysis used is the CVI (content validity index), which is an assessment carried out by a team of experts in determining the relevance of product's constructs, using the formula:

$$CVI = \frac{\sum CVR}{k}$$

Source: Lawshe (in, Trizano-Hermosilla & Alvarado, 2016)

Results and Discussion

Based on the analysis of content validity test data by experts, it was found that the results of the data analysis above with the Lawshe CVR test obtained per-item values between +1 to 0 (CVR> 0) and no items with values less than 0 (CVR <0). (Lawshe, 1975) states the CVR formula produces values with a range of numbers from +1 to -1, positive values on items indicate that half of the opinions of expert or expert respondents are valid or feasible. The greater the CVR value of 0 in the statement items, the more "feasible" and the higher the validity of the contents of the guidebook product. Furthermore, the results of the Lawshe CVI analysis obtained a score of 0.97. This result means that the validity value of the contents of the guidebook product is high. In addition to obtaining the score, experts or experts provide suggestions for improving the Model Solution Focused Brief Counseling (SFBC) guidebook. The first expert Dr. Kadek Suranata, M.Pd., Kons as a Lecturer in Counseling Guidance at the University of Ganesha Education said that related to the design and appearance of the product needs to be rearranged, and in the choice of sentences and presentation languages need to be chosen to minimize reader confusion. The second expert, Prof. Dr I Ketut Dharsana, M.Pd., Kons as Professor of Counseling Guidance at the Ganesha University of Education said that related citations and citations must be clear and in accordance with what is obtained through journals and other supporting sources. The third expert by Dr. I Ketut Gading, M.Psi as a Lecturer at Ganesha University of Education gave advice on providing easy access for BK teachers by providing products in the form of softcopy and to be easily accessed on online media. The fourth expert, Anak Agung Edi Wiranata, S.Pd., M.Pd as a counseling teacher at SMA Negeri 1 Sukawati, conveyed an important counseling model handbook to be given to school counselors at school to provide reading resources used to intervene in students, suggestions given so that books are easily accessed through online media and examples of counseling activities are presented. Furthermore, the fifth expert, Ni Made Ayu Dwi Anggreni, S.Pd., M.Pd from the SMK Bali Global Denpasar as a BK Teacher said this guidebook was very good to be developed and could facilitate the BK teacher in providing treatment steps for students with use the SFBC model and provide suggestions for improvement that is adding real examples of student problems that can be intervened by the SFBC model approach. From the advice given, the researchers improved and supplemented the guidebook product to make it more useful for use and distribution to school educators. Based on the analysis of the data the product guide model Solution Focused Brief Counseling (SFBC) is considered important.

To strengthen the results of expert or expert test analysis, the researcher conducts readability analysis by students. Respondents were vocational students in SMK PGRI 1 Gianyar. Students were given questions about the design, content and application of techniques, as well as the usefulness of the guidance counseling product. Based on data analysis on 20 respondents, 80% of respondents stated that the appearance or design of the book was interesting and in accordance with the contents of the book and 20% of respondents said that the appearance of the book was not attractive. Furthermore, for the sentence and ease in applying the technique 75% chose the application of the technique easy to understand and applied while 25% found it difficult to apply and understand the technique in the guidebook. Furthermore, in terms of usefulness, 95% of students consider the guidebook to provide benefits for students in their lives while 5% of students consider the guidebook to not have a significant effect. Based on the readability analysis by students, it can be concluded that guidebook products are important to develop.

Conclusion

This study examines the development of a solution-focused brief counseling manual to improve the independence of vocational students. SFBC is a postmodern counseling model that focuses on solutions, in the counseling process emphasizing solution talk rather than problem talk. SFBC considers the discussion of problems, due to problems arising, and the discussion of the past will only make the counselee longer recognize the right solution for himself and cannot develop because it is too focused on the problem and not the solution. Counseling services that focus on solutions will be more time efficient and can be more efficient in achieving success.

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