



# Effectiveness of solution-focused brief counseling to increase achievement motivation of bullying victims

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# Effectiveness of solution-focused brief counseling to increase achievement motivation of bullying victims

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## ABSTRACT

The phenomenon of bullying has been a problem in almost every school, and many factors have been attributed to someone becoming a victim of bullying. The intimidation that occurs to victims of bullying has a negative impact on many facet of their live, one of which is a decrease in academic achievement due to lack of motivation. Achievement motivation is required by every student to accomplish academic tasks and achieve set goals, especially victims of bullying who have low achievement motivation. This study aims to test the effectiveness of the Solution-Focused Brief Counseling approach to increase the achievement motivation of students who are victims of bullying at SMP Negeri 35 Surabaya. This study uses a quantitative approach adopting pre-test post-test control group research design. The research participants comprised 6 students of class VIII of SMP Negeri 35 Surabaya who were selected using simple random sampling technique which were then divided into 2 groups, namely the experimental group and the control group. Data collection was carried out using a scale instrument for bullying victims and achievement motivation which had been tested for validity and reliability. This study consisted of 3 treatment meeting sessions and 2 test sessions, namely pre-test and post-test. Data were analyzed using the Mann-Whitney test. The results showed a significant increase in achievement motivation of bullying victims in the experimental group compared to the control group ( $0.046 < 0.05$ ). So it can be concluded that individual counseling with the Solution-Focused Brief Counseling approach has proven effective in increasing the achievement motivation of bullying victims. Solution-focused brief counseling can be an option for school counselors to increase the achievement motivation of students who are victims of bullying.

## Keywords:

Bullying victims  
Achievement motivation  
Solution-focused brief  
Counseling  
Effectiveness  
Increase

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## Introduction

In the last few decades, there has been an increasing incidence of bullying cases by teenagers that have attracted a lot of attention from the world community. This is certainly not in accordance with the values of character education that exist (White, 2018). Moreover, this kind of violence has been reported in various circles, not only in cyberspace but also physically in schools (Çakar-Mengü & Mengü, 2023; Dvoryanchikov et al., 2020). This may include the ones which occurs in student

environment, and in various forms, namely physical, verbal, and psychological/relational (Jayousi, 2020). It may also include aggressive behaviors by teenagers such as insults or threats aimed at their victims (Makarova & Makarova, 2019; Reisen et al., 2019).

Global research results obtained suggests that the problem of bullying transcends political frontiers. For instance in 2001 the United States Department of Justice reported that 77% of American students experienced bullying either physically, verbally, or mentally (Kennedy, 2021). Also in a survey conducted by Sejiwa in 2006 at an anti-bullying workshop attended by 250 participants, 94.9% of participants confirmed that bullying occurred in schools in Indonesia (Nugrahani & Andriani, 2020; Do et al., 2020; Craddock et al., 2024). These results indicated that in 3 major cities in Indonesia, verbal bullying behavior was recorded in 67.9% of high school adolescents and 66.1% of junior high school adolescents (Sejiwa, 2008). In the second week of January 2020, there was an act of bullying that was highlighted by CNN, where a student from SMPN 16 Malang, East Java, became a victim of bullying and had his middle finger amputated due to serious injuries. The victim was abused by being lifted, dropped and sat on and his hand was stepped on by 7 people (Nugrahani & Andriani, 2020).

Bullying is a negative action that occurs continuously from superior individuals/groups to inferior ones with the aim of hurting, putting pressure, even without any clear reason (Smokowski et al., 2019). This phenomenon is part of the abuse of power/position to dominate the weak to the point of being unable to defend themselves (Medina et al., 2020; Mishra et al., 2021). Adolescents who are victims of bullying tend to be passive in their daily academic activities, they are very easy to intimidate because they do not feel safe and comfortable (Rosen et al., 2017; Ybarra et al., 2019). Bullying experienced by teenagers needs special attention because it can a disrupting influence on self-development of bullying victims (Anjani et al., 2024; Trihadi et al., 2022).

Research suggest that a decrease in learning activities was noticed at school among students who experience bullying (Cecen-Celik & Keith, 2019). In the results of research conducted by (Contreras, 2016) it was stated that in Chile, school children in grade 7 often experience bullying and that, this affects their performance at school resultings in a decrease in academic achievement. This is particularly noticeable among those who have cultural differences and below average abilities (Menesini & Salmivalli, 2017). Particularly among those with low level of motivation to excel in academics. Motivation is an important feature that must be possessed by every student, including victims of bullying, because motivation is very closely related to the abilities possessed by a person, especially for students (Contreras, 2016).

There are several indicators of students who have low achievement motivation with a background as victims of bullying, namely not getting a sense of security and comfort so that they feel intimidated, afraid, inferior, having difficulty concentrating, and decresing academic achievement, resulting in bullying victims being hampered in actualizing themselves so that they will easily feel down and lose their self-confidence. Students who have a background as victims of bullying generally have a tendency to have low achievement motivation when compared to students who have a background as non-bullying victims (Kellij et al., 2022; Oliveira et al., 2018). However, it does not mean that all students who have a background as victims of bullying have low achievement motivation (Jungert & Perrin, 2019); (Samara et al., 2021). The results of a study showed a significant relationship between achievement motivation and victims of bullying (Karaman, 2023). Motivation is defined as a driver that conditions individuals and is then directed to achieve a goal. A person will only learn if they have the will to learn. The willingness to learn shows that the individual has the motivation to learn. Thus, to achieve even for victims of bullying, they must have a strong achievement motivation (Hussein, 2022).

Achievement motivation is a drive or desire that drives someone to overcome challenges and obstacles in achieving goals, achievement motivation can also be interpreted as an effort or hard work in increasing self-achievement as high as possible (McClelland, 1987). Achievement motivation is a drive that comes from within the individual himself, either consciously or unconsciously so that this is what triggers or stimulates the individual in carrying out activities in order to achieve goals in accordance with the provisions that have been set by him (Beulahbel Bency, 2019). Based on the

research results that achievement motivation is a drive for a person's desire to fulfill needs and self-satisfaction by overcoming obstacles faced with their skills and efforts with the best possible standards in order to achieve success (Aziz et al., 2023). However, in reality, the problem of low achievement motivation is one of the problems of students in schools that needs special attention, especially from counselor, one of whose efforts to increase students' achievement motivation is by implementing counseling services using certain better approach strategies.

In the results of research which states that low motivation experienced by victims of bullying has an impact on decreasing their academic achievement, because they feel unable to overcome the problems they face (Al-Raqquad et al., 2017). To understand these problems, counselors are required to be sensitive and try to help with the problems faced by students who are victims of bullying, one of which is by increasing achievement motivation through providing counseling services using certain effective approach strategies (Wiyono et al., 2023). By providing counseling services using the Solution-Focused Brief Counseling approach, students are able to increase achievement motivation in order to improve competence and academic achievement (Hendar et al., 2019). This is reinforced by the results which shows that brief counseling that focuses on solutions is effective in increasing student achievement motivation (Wiyono, 2015).

The selection of the SFBC (Solution-Focused Brief Counseling) approach adheres to the core belief of finding solutions to problematic situations, how to encourage, and empower clients that result in actions for success (Taylor, 2019). Counseling with the Solution-Focused Brief Counseling approach is more oriented towards solving solutions and goals rather than dwelling on problems, therefore it has more focus on the present and the future (Corey, 2017). The Solution-Focused Brief Counseling approach functions to build trust for clients who feel helpless in the face of the problems they experience (Putri et al., 2023). Solution-Focused Brief Counseling provides evidence that they actually have the knowledge, resources, strengths, skills and abilities to make the necessary changes in life to take responsibility for those changes (Murphy, 2022). Based on the explanation above, as a professional counselor, it is necessary to understand the advantages that can be done by providing counseling services using the Solution-Focused Brief Counseling approach, of course by looking at the phenomena that occur, especially in efforts to increase the achievement motivation of students who are victims of moderate bullying (Dolan, 2023).

The selection of moderate bullying victims is because the researcher has considered the ease and difficulty in implementing the counseling process that will be carried out on the client later, if choosing a high/severe bullying victim is feared that it will complicate/hinder the counseling process with the client. So through the Solution-Focused Brief Counseling counseling service, it is hoped that a change will arise, even though it is small, but it can have a positive impact on the success of overcoming student problems. In the Solution-Focused Brief Counseling Approach, it is also effective for moderate bullying victims who feel helpless and have no self-confidence.

Based on the background, research results, interview results, AKPD data results and previous relevant research results that have been presented. Related to the problems found by the researcher, namely the problem of achievement motivation in class VIII students, the researcher is interested in conducting research that focuses on class VIII students of SMP Negeri 35 Surabaya with a background of bullying victims who have low achievement motivation. The existence of this research can be used by researchers as a comparison to test whether or not there is a difference in achievement motivation of students who are victims of bullying after being given treatment in the form of Solution-Focused Brief Counseling. Based on the above, this study aims to test "The Effectiveness of Solution-Focused Brief Counseling to Increase Achievement Motivation of Students Who Are Victims of Bullying".

## Methods

### Research Design

The research that will be used is quantitative research. This type of quantitative research emphasizes concrete/empirical phenomena with certain populations and samples according to the data obtained

in the field. This method in collecting data is in the form of numbers, data analysis with statistics, and has the aim of testing the hypothesis that has been revealed (Mertler et al., 2021). The research design used is a true experimental design research with a pre-test post-test control group design. In this research design, two groups as research subjects were taken by random sampling, to then be tested on the hypothesis that had been revealed by giving a pre-test and post-test to the experimental group and the control group to determine whether or not there was a difference in results between the two groups (Creswell & Creswell, 2018).

Table 1. Research design

R1	O1	X	O2
R2	O3	--	O4

- R1 : Subjects are taken randomly (experimental group)  
O1 : Pretest before being given treatment (experimental group)  
X : Treatment (Solution-focused brief counseling)  
O2 : Posttest after being given treatment (experimental group)  
R2 : Subjects are taken randomly (control group)  
O3 : Pretest in the control group  
- : Without being given SFBC treatment (general counseling that tends to reality counseling " as usual" )  
O4 : Posttest in the control group

The provision of counseling services to the experimental group using the Solution Focused Brief Counseling approach was carried out in three meeting sessions, and in the control counseling group, the provision of counseling services (counseling as usual) was carried out in three meeting sessions. Counseling activities in the experimental and control groups include pre-counseling activities, counseling treatment, and post-counseling. Pre-counseling activities begin with the client's consent to participate in counseling and pre-test. At the counseling treatment stage, activities are in accordance with the SFBC and counseling stages as usual. Furthermore, at the post-counseling stage, counseling evaluation and post-test are carried out.

### Research Subject

The subjects of this study were students of class VIII B, F, and H of SMP Negeri 35 Surabaya who had a background of the criteria of students who were victims of bullying who had low achievement motivation with selection through the scale of bullying victims and achievement motivation. Based on the results of administering a bullying victim scale to 93 students, there were 66 students who were victims of bullying at a moderate level. Furthermore, the results of administering the achievement motivation scale to 66 students found 6 students with low achievement motivation scores. Subjects were grouped using simple random sampling technique into 2 groups, namely 3 students in the experimental group (Solution-Focused Brief Counseling) and 3 students in the control group (counseling as usual).

### Data Collection Technique

The data collection technique used in this study is a scale in the form of a measuring tool used by researchers to reveal aspects of student personality and cognition (Azwar, 2022). The measurement scale used in this study is a scale of bullying victims and achievement motivation which is a description of the variables into statement items or questions (favorable and unfavorable) which will be distributed to be filled in by students (Wiyono, Hidayah, Ramli, & Atmoko, 2023). The bullying victim scale was adapted from (Radhiah, 2020) research with a total of 46 statement items referring to (Coloroso, 2007) theory, where 40 items were declared valid and had high reliability with a cronbach's alpha value of 0.771. The achievement motivation scale consists of 38 statement items referring to Mc Clelland's theory (1987), where 36 items are declared valid and have high reliability with a Cronbach's alpha value of 0.726.

### Data Analysis Technique

The data analysis technique adopted for this study was Mann-Whitney test. Research opined that this statistic is used to test for the significance of changes in behaviour between before and after

intervention score of two independent samples (Sugiyono, 2019). Being a non-parametric statistical data test with data that are not normally distributed, with an ordinal measurement scale and with a small number of samples ( $n < 30$ ), Mann-Whitney test has been found to be the appropriate approach for this study (Gunawan, 2017).

## Results and Discussion

### Results

There were 66 students identified as having a moderate category of bullying victim scores from a total of 93 grade VIII students, then from 66 students there were 6 students identified as having low achievement motivation. The following is a comparison of the results of the pre-test and post-test achievement motivation scales in the experimental group, which can be seen in Table 1.

Table 1. Pre-Test and Post-Test Results of the Experimental Group

No	Name	Pre-test ((y <sub>1</sub> ))	Category	Post-test ((y <sub>2</sub> ))	Category
1	RAD	92	Low	109	Medium
2	ALM	92	Low	115	High
3	ARI	90	Low	111	Medium
Total		274		335	
Mean		91,3		111,6	
Median		92		109	
Range		2		6	

Based on the data results presented in the table above, the changes in the level of achievement motivation of clients in the experimental group after being given a pre-test and post-test can be seen in Figure 1.

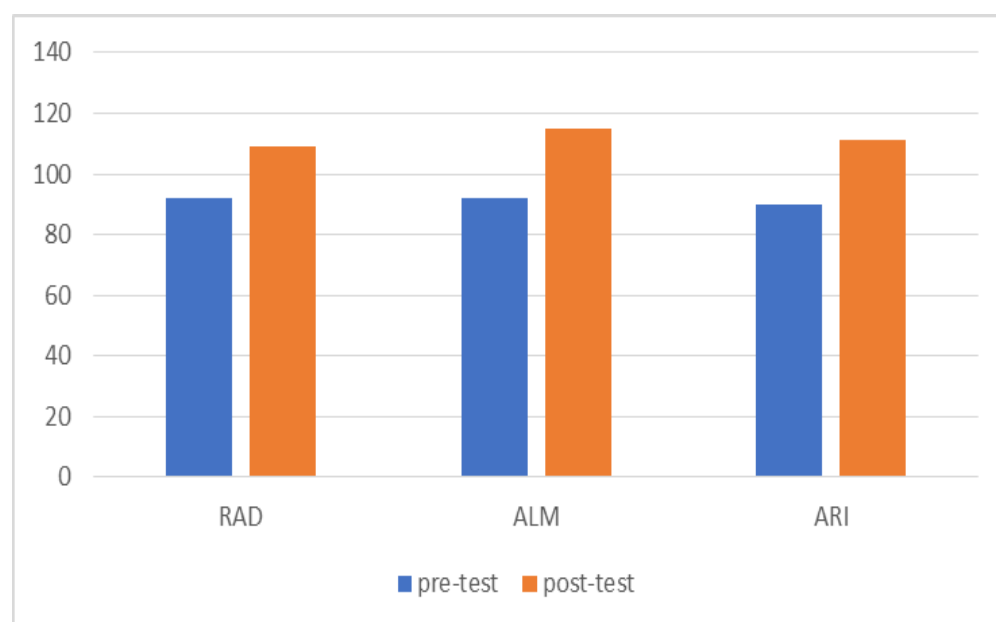


Figure 2. Differences in Achievement Motivation Levels During the Pre-Test and Post-Test of the Experimental Group

Furthermore, a comparison of the results of the pre-test and post-test achievement motivation scales in the control group can be seen in Table 2.

Table 2. Pre-Test and Post-Test Results of the Control Group

No	Name	Pre-test ( $y_1$ )	Category	Post-test ( $y_2$ )	Category
1	BIL	92	Low	100	Medium
2	PRA	91	Low	100	Medium
3	DEN	89	Low	96	Medium
Total		272		296	
Mean		90,6		98,6	
Median		91		100	
Range		3		4	

Based on the data results presented in the table above, the changes in the level of achievement motivation of clients in the control group after being given a pre-test and post-test can be seen in Figure 3.

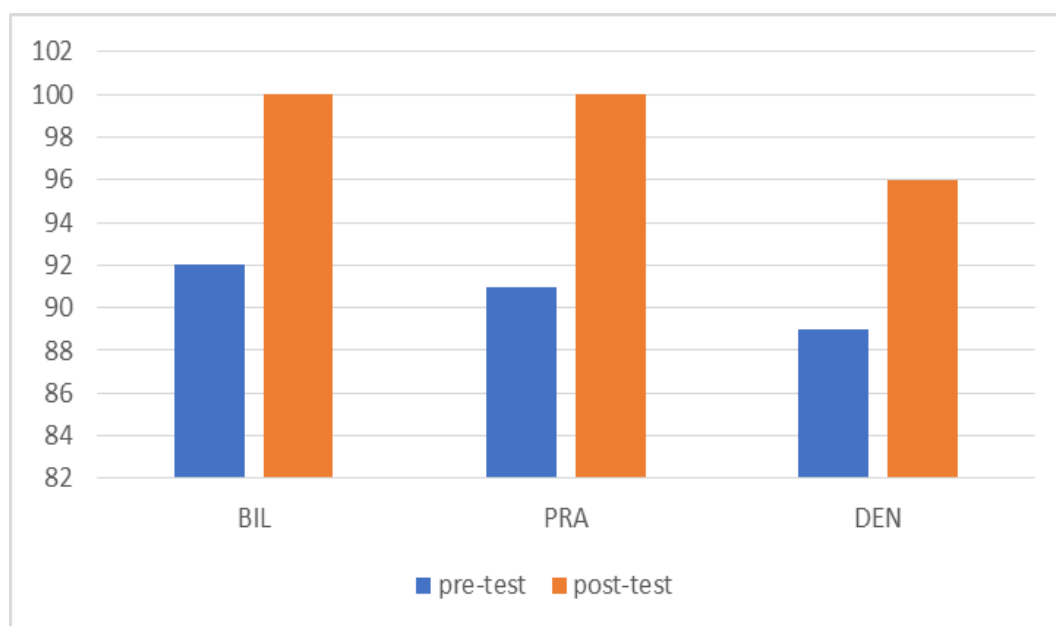


Figure 3. Differences in Achievement Motivation Levels During the Pre-Test and Post-Test of the Control Group

After getting the pre-test and post-test results, the next step is to analyze the existing data to find out whether there is a difference in the pre-test and post-test results using nonparametric statistics, namely the Mann-Whitney test. Here are the results of the Mann-Whitney test analysis:

Table 3. Mann-Whitney Test Results

Test Statistics <sup>a</sup>	
Post-test	
Mann-Whitney U	,000
Asymp. Sig. (2-tailed)	,046

Based on the results above, it can be concluded that the asymp.Sig value (2-tailed) is  $0.046 < 0.05$  so that  $H_a$  is accepted and  $H_o$  is rejected. So "the difference in score distribution in the experimental group is statistically greater than the control group to increase the achievement motivation of bullying victim students" can be accepted and the implementation of Solution-Focused Brief Counseling individual counseling services has been proven effective in increasing the level of achievement motivation of bullying victim students in class VIII of SMP Negeri 35 Surabaya.

Based on the results of the research described, there were 6 research subjects who received physical, verbal, and relational bullying. The acts of bullying received by the 6 research subjects have an impact on psychological and emotional as well as on their social life, on the other hand this also has an impact on reducing academic development related to achievement motivation at school. This is in line with research conducted which shows a relationship between bullying actions and learning achievement of victims of bullying in junior high school (Muslikhah et al., 2020). Therefore, problems related to bullying need to be addressed immediately because based on the Law of the Republic of Indonesia Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection Article 9 Paragraph (1a) which states: Every child has the right to protection in education units from sexual crimes and violence committed by educators, teaching staff, fellow students, and or other parties.

Furthermore, it was found that changes in the level of achievement motivation in the counselees (students who were victims of bullying) appeared in two criteria, namely the difference in pre-test and post-test scores on the counselees. The experimental group and control group both experienced an increase in achievement motivation. However, the changes were more significant in the experimental group using Solution-Focused Brief Counseling individual counseling than in the control group using individual counseling as usual. The results of this study are in line with the results of previous research conducted which showed the results that counseling using the Solution-Focused Brief Counseling approach proved effective in increasing students' academic achievement motivation in vocational schools (Wiyono, 2015).

Furthermore, the results of research show that there is a significant relationship between adversity quotient and achievement motivation in victims of bullying (Handayani, 2023). Research conducted which showed a relationship between bullying actions and the learning achievement of victims of bullying in junior high school (Muslikhah et al., 2020). Reinforced by research which shows a relationship between victims of bullying and academic achievement in junior high school (Xiong et al., 2020). Other research also shows the results that the Solution-Focused Brief Counseling approach is proven effective for increasing the independence of vocational students (Fatchurahman et al., 2020).

One of the factors determining the success of improvement is the use of individual counseling as a service that provides learning experiences to counselees (Wiyono, et al., 2023). Individual counseling provides an extraordinary share or role in the self-development of the counselee. Supported by the opinion which reveals that individual counseling services are services that allow individuals to get direct face-to-face which aims to solve the problems they experience, by seeking the strength of the counselee himself in terms of his self-development (Ardi, 2019; Prayitno & Amti, 2013). In the implementation of the research, the counselor and the counselee carry out the stages of Solution-Focused Brief Counseling individual counseling in accordance with the procedures that have been made previously. Each counselee in the experimental group who received the Solution-Focused Brief Counseling counseling intervention carried out three counseling meeting sessions with the duration of the Solution-Focused Brief Counseling counseling time ranging from 30-35 minutes per meeting, adjusting the focus and dynamics that occurred. This is in accordance with research which states that the Solution-Focused Brief Counseling model counseling program is designed for 3 meetings, with a duration of time used during implementation of approximately 60 minutes (Beauchemin, 2018).

The application of techniques in Solution-Focused Brief Counseling is modified by the counselor from standard and formal language to language that is communicative and easily understood by junior high school children, so that it becomes more flexible when applying Solution-Focused Brief Counseling. This is in accordance with one of the advantages of Solution-Focused Brief Counseling, namely Solution-Focused Brief Counseling that respects diversity (Corey, 2017). Because differences in life experiences, cultural values, language, conditions and situations in each counselee are some of the influential factors in the level of change in achievement motivation in each counselee. Conditions and situations that affect such as physical and psychological health, and also the atmosphere when

counseling takes place can determine whether or not the counselee is comfortable in the counseling process. In addition, external factors such as feedback by teachers on the results of students' assignments can also affect changes in the achievement motivation of the counselees (Kurnanto, 2019).

To create and build a solution, the counselor here helps direct the counselee to be able to find the best solution according to him of course by using specific techniques in Solution-Focused Brief Counseling to make it easier for the counselee to achieve the expected goals. This is in line with the view of Solution-Focused Brief Counseling which approach has a focus on behavior change and appreciates diversity (De Shazer et al., 2021). So in different conditions and situations, the existence of a small change that changes from the previous situation is already a door that opens a path to another big change (Corey, 2017).

Researchers in implementing the intervention have used various techniques in Solution-Focused Brief Counseling. In the conversation between the counselor and the counselee, the counselor focuses on the good changes of the counselee. This is reinforced by researcher who states that Solution-Focused Brief Counseling in the counseling process focuses on the changes and goals that the counselee wants to achieve (Hendriani & Mulawarman, 2020). In its implementation, the counselor always asks the counselee about any changes that have been felt or experienced in each session. The counselor uses the miracle question technique to find out how much or how much the counselee believes to be able to achieve or realize the changes that occur. The use of scale questions proved to be very effective because it was accompanied by explanatory descriptions related to aspects of achievement motivation.

The use of exception questions supported by praise also proved effective in encouraging the counselee to repeat the success of having high achievement motivation. The use of the first session task formulation and homework also supports the improvement of the counselee's achievement motivation (Kurnanto, 2019). The formulation of the first task also encourages the counselee to make observations related to his achievement motivation and future desires that will or want to be achieved. The homework is a continuation of the formulation of the first task which encourages the counselee to be able to observe differences in the way of thinking, feeling, and behaving regarding achievement motivation.

After completing the intervention, the researcher conducted a post-counseling post-test. Based on the results of the experimental group's post-test, it was found that the counselees felt greatly helped by the Solution-Focused Brief Counseling individual counseling intervention. In terms of the competence of counselors in providing counseling services, the competence of researchers as counselors is good enough in participating to support the good changes of counselees regularly, maintaining the confidentiality of counselees, and providing individual counseling that meets the needs of counselees' problems. This is in line with the research related to the competence of counselors in providing counseling services, namely helping to achieve student goals and providing individual counseling (Wiyono, et al., 2023). The counselee felt an increase in her achievement motivation gradually in each Solution-Focused Brief Counseling counseling session.

The counselee also felt a gradual change in how the counselee should behave in the bullying experience that had been experienced, as well as an increase in attitudes towards academic tasks, responsibility for academic tasks, the ability to innovate in learning, and the need for feedback on every learning effort made. In terms of the researcher's performance as a counselor in providing Solution-Focused Brief Counseling counseling services, the counselor's performance is good enough in exploring data on students' problems, interpreting the data that has been obtained, and following up on the data. This is in line with the research related to the performance of counselors in providing counseling services, namely professional school counselors conduct assessments to understand the conditions, needs, and problems of counselees (Wiyono, et al., 2023). This indicator contains an assessment of understanding the conditions, needs, and problems of the counselee, indicating that the counselor has a fairly good performance (Hanafi et al., 2022; Setiyowati et al., 2019; Wijaya et al., 2019).

In addition to the successes described above, of course, researchers also get some obstacles and limitations, namely at the time of counseling implementation. Due to the absence of counseling class hours for all grade levels at SMP Negeri 35, so that researchers must use other class hours or hours after the lesson is over. However, this can be overcome because of the assistance of the counseling teacher who helps to take care of licensing to subject teachers. Another limitation of the study is the relatively small number of research subjects, namely 6 students. Further researchers should involve a larger number of research subjects so that valid generalizations can be made.

## Conclusion

Based on the results of the study and discussion, it can be concluded that individual counseling services with the Solution-Focused Brief Counseling approach can improve the achievement motivation scores of students who are victims of bullying. Based on the results of the Mann-Whitney test, it is known that there is a difference in the distribution of scores in the experimental group which is greater than the control group to improve the achievement motivation of students who are victims of bullying. The research results provide theoretical implications, namely increasing empirical evidence of the effectiveness of solution-focused brief counseling. The practical implications are solution-focused brief counseling can be an option for school counselors to increase the achievement motivation of students who are victims of bullying. Further researchers should involve a larger number of research subjects so that valid generalizations can be made.

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