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Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: Elfi Churnia

## Article History

Received: 27 Dec 2022

Revised: 12 Oct 2023

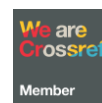
Accepted: 30 Dec 2023

## How to cite this article (APA)

Setiana, S., Taufik, A., Rusmana, N., & Nurihsan, J. (2023). The effectiveness of personal-social guidance services through strength-based advising for the development of social adjustment in adolescents. *Jurnal Konseling dan Pendidikan*. 11(4), 298-312. <https://doi.org/10.29210/187300>

The readers can link to article via <https://doi.org/10.29210/187300>

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## Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)



Indonesian Institute for Counseling, Education and Therapy



# The effectiveness of personal-social guidance services through strength-based advising for the development of social adjustment in adolescents

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## ABSTRACT

Personal-social guidance through strengths-based advising is an effort to synchronize education with guidance and counseling services. This study aims to produce a personal-social guidance model through strength-based advising to develop social adjustment in adolescents. The research problem formulation is the effectiveness of the personal-social guidance model through strengths-based advising on adolescent social adjustment. This study uses a quantitative and qualitative approach (mixed method). The model used is explanatory sequential mixed methods. The research results show personal-social guidance model through strength-based advising can be effective for developing social adjustment. The social adjustment aspect with the highest significance is the recognition aspect, with a significance of 0.235 compared to other aspects. The implication of this study is that a strengths-based approach to providing personal-social guidance can potentially improve adolescent social adjustment. This underscores the importance of integrating a strengths-based advising approach in personal-social guidance services to assist adolescents in overcoming their social challenges.

## Keywords:

Counseling guidance,  
Strengths-based advice,  
Social adjustment,  
Adolescents

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## Introduction

In adolescents, weak aspects of personality or psycho-socio-spiritual dimensions can be reduced if they understand social adjustment to avoid getting trapped in moral decadence and create a comfortable psychological atmosphere. [Schneider \(1964 p. 121\)](#) states that the determining factor of the ability to social adjustment is personality. So that by understanding social adjustment, good personality aspects will be created. Incorrect handling of social adjustment can harm the further development of adolescents. Social adjustment can also have an impact on self-confidence, where the role of parents is very much needed in the pattern of assistance ([Solikhatun, \(2013\)](#), [Sufi, Aspin, & Silondae \(2020\)](#)).

Personal-social guidance through strengths-based advising in developing social adjustment is needed to support the achievement of an independent and responsible golden generation in 2045. This social adjustment is an answer to lifelong learning. This activity is inherent in everyday human life when faced with environmental changes that require humans to continuously adjust, improve, and improve the quality of behavior to function effectively in the environment ([Sunaryo Kartadinata, 2013 p. 3](#)).

There are several models for giving this advice (Powers & Wartalski, 2021): 1) Intrusive Advising. Intrusive advising is used for students who experience failure in academic standards, giving advice directly by focusing on academic problems; 2) Strengths-Based Advising emphasizes students' awareness of their strengths, talents, and abilities. Advisors motivate self-confidence, self-awareness, and overcoming challenges in a changing society. The goal of this approach is an academic and professional improvement. 3) Advising as Coaching, this approach includes a new approach in which this approach is carried out by building relationships, assessing, feedback, planning, implementing, evaluating, and following up. This approach emphasizes routine interaction processes in suggesting and reinforcing responsibilities.

Strengths-based advising is a method that focuses on helping students identify and utilize their strengths to achieve success. According to Schreiner & Anderson (2004), there are six steps involved in strengths-based advising. The first step is to establish a foundation for understanding the differences between advisors and students. The second step involves focusing on the student's strengths rather than their weaknesses. The third step is framing, where open-ended questions and assignments are used to encourage self-reflection. The fourth step is feeling, where students are given advice and guidance. The fifth step is confidence, which focuses on building the student's self-confidence and belief in their abilities. Finally, the sixth step is direction, where students are provided with specific steps and guidance to take after discussions with advisors (Chen et al., 2016).

In the context of personal social guidance for students, it is important to consider elements that contribute to maintaining essential relationships and achieving collaborative partnerships. Powers & Wartalski (2021) identified three key elements: character, communication, and ability. Character involves consistency in behavior, setting goals, and keeping agreements. Communication includes sharing information, maintaining confidentiality, and building relationships. Ability refers to the skills needed to involve others in decision-making processes (Sartinah & Anggraini, 2019).

Advising is a complex activity that requires the integration of skills, knowledge, attitudes, and values. Fiddler & Alicea (1996) emphasize the importance of considering the complexity of advising, especially when dealing with students in formal education who have diverse experiences, responsibilities, goals, and emotions (Liashenko et al., 2020). Providing good advice can have a positive impact on students' academic achievement, attitudes, and behavior (Amado & Shiferew, 2022). Strength-based advising focuses on building self-confidence and motivation to achieve better outcomes (Chen et al., 2016).

In the field of education, there is a growing recognition of the importance of guidance and counseling services for students. Amado & Shiferew (2022) highlight the need for guidance and counseling services in higher education institutions to support students in maintaining good physical and mental health, handling stress, and making wise decisions about their educational and vocational paths (Rahmat et al., 2020). The provision of guidance and counseling services in schools is considered an effective way to support students in dealing with various problems and issues in their educational, career, and personal/social areas (Supriatna & Ervina, 2020).

The success of guidance and counseling services depends on the competence of counselors. Rahmat et al. (2020) emphasize the importance of counselors' competence in providing inclusive guidance and counseling services. This includes personal competences, core competencies, and supporting competencies (Wasidi, 2020). The effectiveness of personal-social guidance in developing students' emotional intelligence has also been demonstrated. Supriatna & Ervina (2020) found that personal-social guidance can help students develop emotional intelligence, which includes the ability to regulate emotions, understand others' emotions, and motivate oneself and others (Özmen & Hursen, 2020).

In the context of vocational and technical high schools, conducted a study to identify the needs of students for guidance. The study found that students need guidance services in personal-social, educational, and career development areas. Similarly, Wasidi (2020) explored the factors that

influence the pedagogical creativity of teachers and found that parental guidance, self-motivation, and adversity quotient are important factors .

Social adjustments made by adolescents aim to support activities in organizations where the involvement carried out is driven by the existence of perceived interest, liking the relationships that occur with peers and adults, and the intensity, duration, and amount of activity (Stanley & Bohnert, 2011). Social adjustment is an individual's success in relationships with others personally or in groups and showing pleasant attitudes and behaviors (Princess & Dahlia, 2020). Social adjustment is closely related to a person's emotional intelligence; if someone has high emotional intelligence, that person has a high social adjustment, and vice versa (Revelation et al., 2018).

On the other hand, social adjustment in the school environment is also influenced by the formation of emotional intelligence. It can be a predictor of one's level of success in the future (Suyatno & Hidayat, 2018). The management of emotional intelligence can support a person's success in the future in that person, where the person can easily make connections and interact with their environment. Wahyu et al. (2018) state that there is a significant relationship between emotional intelligence and social adjustment. If someone has high emotional intelligence, that person has a high level of social adjustment, and vice versa.

The results of research conducted by Mualifah, Barida, & Farhana (2019) show that social adjustment impacts a student's self-concept. This self-concept is the essential part that exists in a person in understanding himself and his environment. On the other hand, it shows that if you are going to improve students' social adjustment, it needs to be done to develop students' positive self-concept (Friskadia Putri Ekinasmara and Hermien Laksmiwati, 2013).

Research conducted by Mualifah et al. (2019) shows that self-acceptance and social adjustment significantly affect students' positive self-concept. Thus social adjustment impacts the achievement of a student's positive self-concept so that it requires guidance for its achievement. Meanwhile, according to Cavell (1990), social adjustment is one component of social competence possessed by a person. Furthermore, Schneider (1960, pp. 455-458) states that the aspects contained in social adjustment include five aspects, namely 1) recognition (award or recognition), 2) participation (participation), 3) social approval (social concern), 4) altruism (putting the public interest first), and 5) conformity (adjusting or harmonizing). They are essential in helping achieve a positive self-concept and harmony with the surrounding environment in forming a reasonable person's identity. Namely self-commitment to goals, values , or norms and belief in carrying out one's life. In this study, social adjustment includes the five urgent aspects of forming social adjustment in adolescents. The five aspects are recognition, participation, social approval, altruism, and conformity.

Several relevant research results using strength-based advising as a social, personal guidance model for the development of social adjustment have increased self-compassion (Nurul Azizah; Purwanto, Edy; Wibowo, 2020). It reduces disruptive student behavior in the classroom (Ramadhoni et al., 2020) and increases underachieving students' behavioral and emotional involvement (Siu & Chan, 2020). They increase the power of hope in students (Amina et al., 2020). Trust and distrust of familiarity are intertwined (Liu et al., 2021).

This study attempts to fill the knowledge gap by exploring the development of strengths-based personal-social guidance models as an effort to improve social adjustment in adolescents. The uniqueness of this study lies in the strengths-based approach used in providing personal-social guidance to adolescents, which has the potential to improve various aspects such as self-confidence, development of individual strengths, as well as better academic and behavioral achievement. In addition, the study identified several important aspects in adolescent social adjustment, including recognition, participation, social approval, altruism, and conformity, which contribute to the formation of positive identities. The main objective of this research is to create an effective strengths-based personal-social guidance model to help adolescents achieve optimal social adjustment, which is in line with the vision of creating an independent and responsible golden generation by 2045. The research also highlights the importance of elements such as character, communication, and skills in



achieving desired change goals in adolescents, which have a major impact on the formation of social identity and the development of adolescent self-concept.

## Methods

### Research design

This study uses a mixed method approach, a quantitative approach to analyze social adjustment profile data and the impact of social, personal guidance through strength-based advising on adolescent social adjustment. Meanwhile, a qualitative approach is used to determine the implementation of social, personal guidance through strength-based advising on adolescent social adjustment. The model used in this research design is explanatory sequential mixed methods (Creswell, 2009).

Explanatory sequential mixed methods design. Namely, research starts from collecting quantitative data followed by qualitative data, and this qualitative data collection was carried out to clarify the quantitative data obtained. The reasons for using an explanatory sequential design are 1) following the implementation of the research where the initial data, namely the profile of social adjustment of class XI students at SMAN 1 Cilimus, is carried out quantitatively. After that, qualitative data is collected. 2) the problems examined in this study started with quantitative data and then continued with qualitative data collection.

Meanwhile, a qualitative approach in this study was used to formulate a social, personal guidance model through strength-based advising in developing social adjustment to counseling guidance experts to make expert judgments. Moreover, applying a personal-social guidance model through strength-based advising to develop social adjustment in adolescents with narrative techniques utilizing field observations at SMAN 1 Cilimus Kuningan District.

### Participants

This research was conducted at SMAN 1 Cilimus, where the research subjects were class XI students. The basis for considering the choice of place and subject of this research is that the results of the initial study show two empirical facts, namely, 1) the initial survey results are among the lowest in terms of social adjustment. Furthermore, 2) SMAN 1 Cilimus is one of the schools with the most significant number of students in Kuningan.

Sampling in this study used a purposive sampling technique based on two considerations, namely contextual considerations and conceptual considerations. These two considerations appear in the following characteristics: 1) The results of the initial study show that the level of social adjustment of students/adolescents is still at a level that could be more optimal. Hence, they need help to develop their social adjustment; 2) Rapid development during adolescence requires personal attention and attention from family and other people around them in order to obtain positive and healthy development (William Damon and Richard M. Lenner, 2008, p. 5); 3) Developments that occur in adolescence are the desire to have a place in their social environment and try to find identity (Erikson in Syamsu Yusuf LN, 2017 p. 20); 4) Adolescence shows a stage of development between childhood and adulthood; the age limit for adolescents is between 12 and 21 years (Desmita, 2012, p. 190). Class XI SMA students are 16-17 years old and need help achieving optimal development. There are four fundamental problems in adolescents: behavioral deviations, cognitive behavior, behavioral development, and adolescents (Solehuddin, 2008, pp. 15-16).

Sampling using purposive sampling techniques based on contextual and conceptual considerations, taking the subjects of grade XI students as relevant populations. This research is important because the results of early studies show that the level of social adjustment of students at SMAN 1 Cilimus is still not optimal, and adolescents in the age range of 16-17 years need help in dealing with basic developmental problems. This model is expected to help students understand and develop their potential and abilities in the context of social adjustment, which is an important aspect in adolescent development.

### Instruments

The research instrument used in this study was adapted from the theory of Personal Adjustment and Mental Health (Schneider, 1960), which was developed on aspects of social adjustment. The aspects of social adjustment studied include recognition, participation, social approval, altruism, and conformity.

According to Schneider (1960: 455-458), the aspects included in the social adjustment above have an impact, namely recognition (award or recognition) on the application of the basic principles (fundamental principles), participation (participation) has an impact on the process of adjusting well, social approval (social care) has an impact on the emergence of empathy (feeling events that are felt by others as events that happen to him), altruism (putting the public interest first) has an impact on reasonable adjustments, and conformity (adjusts or harmonizes) has an impact on healthy adjustments. It can be concluded that the conformity aspect is the culmination of achieving the development of social adjustment, meaning that if this aspect is achieved, then the other four aspects are present in the development of adolescent social adjustment.

Instrument has been developed for assessing social adaptation, employing the Likert scale methodology with four response options: always, often, seldom, and never. Scoring on this assessment ranges from 1 to 4, with 4 signifying the highest rating and 1 denoting the lowest. A total of 49 items have been incorporated within this instrument, with half of them presented in a positive context and the other half in a negative context. The inclusion of positive and negative statements serves the purpose of examining the responsiveness and consistency of participants in responding to each statement, thereby enabling the collection of data that effectively represents the conditions of the respective participants.

The instrument's validity was assessed to determine the appropriateness of items for measuring social adaptation facets. Spearman's Rho Correlation was used to calculate correlations between item scores and total scores. Items were considered valid if their correlation coefficients yielded p-values less than 0.05. The results of this validation process indicate that all 49 tested items are considered valid. Subsequently, reliability testing was conducted through the split-half method, with results transformed into Spearman-Brown Coefficients. The reliability analysis indicates that items with correlation coefficients equal to or greater than 0.918 are considered reliable.

### Data Analysis

Data analysis in this study uses a quantitative and qualitative approach. The personal social guidance program through strength-based advising is said to be effective if the average score of the experimental group is higher than the control group. This is in line with the statement of Corday (1986) and Creswell (2012), which states that if two groups are initially the same, then one of the two groups is given treatment, and it turns out that after the treatment is over, the group that gets the treatment becomes different. It is logically concluded that the difference is the effect of the treatment on research subjects. A qualitative approach was used for data analysis to formulate formulas and program validation. Based on the considerations of experts and practitioners, including domain analysis, taxonomic analysis, component analysis, and theme analysis.

To examine the difference in mean social adaptation scores between the control and experimental groups, the ANCOVA technique was employed with a significance level ( $\alpha$ ) set at 0.05. Prior to conducting the ANCOVA analysis, the research data was initially transformed into an interval scale using the Successive Interval Method. The data conversion process was carried out using the Stat97 software application.

### Procedures of Implementing the Intervention Model

The implementation phases of the Social Personal Guidance Intervention Model can be described as follows: 1) Assessment (Pre-test): The assessment is conducted to determine the need for developing a social personal guidance program through strengths-based advising concerning the social adaptation of 11th-grade students at SMAN 1 Cilimus during the 2021-2022 academic year. It involves the distribution of a social adaptation questionnaire to obtain an objective profile of the

students' social adaptation. The collected data are then analyzed to serve as a basis for creating the necessary social personal guidance intervention model; 2) Service Orientation: This phase encompasses the actual execution of the social personal guidance through strengths-based advising, aimed at enhancing the social adaptation of students. The approach follows various steps, each lasting 15 minutes for a total duration of 90 minutes. The steps include: a) Phase I (Relation/Building Relationships): In this step, clients provide their personal information and make a commitment to follow each stage of the model. b) Phase II (Listen/Listening): During this step, clients listen to the presented material, identify issues within it, and propose solutions based on their strengths. c) Phase III (Deliver/Delivery): Clients share the problems they have identified and deliver their proposed solutions based on their strengths. d) Phase IV (Sense/Feeling): Clients come to understand that these issues need not be burdensome and start feeling empowered to do better. e) Phase V (Direct/Guiding): Clients determine a positive direction and channel their strengths toward it. f) Phase VI (Adjust/Applying): In this phase, clients display positive behaviors, committing to ongoing improvement; 3) Goals and Outcomes: The objective of this intervention is to achieve positive social adaptation, specifically in the areas of recognition, participation, social approval, altruism, and conformity. Success in this social personal guidance through strengths-based advising is measured by: a) Fostering respect for human values, solidarity, empathy, and a commitment to act responsibly and in the best interests of the community. b) Encouraging compliance with norms and rules in adapting to the environment; 4) Evaluation and Follow-up:

The evaluation process has three aspects: 1) Process Evaluation: This assesses the alignment between the model and its implementation. It examines the model's relevance to student needs and its adherence to the programmed schedule, including whether additional content is required. 2) Outcome Evaluation: This involves the distribution of social adaptation questionnaires to measure the achievement of the model's objectives, including fostering respect for human values, solidarity, empathy, and commitment to act responsibly. 3) Impact Evaluation: This evaluates the influence of the strengths-based advising social personal guidance model on student social adaptation. It seeks to identify and overcome obstacles, allowing for future minimization. Follow-up on the Model: After the model's implementation, responsive follow-up services are provided by the BK counselor to address potential issues related to students' social adaptation.

## Results and Discussion

### Results

In order to reveal the impact of social self-guidance through strength-based advising on the social adjustment of adolescents, pretest and post-test procedures were carried out. The pretest and post-test procedures determine the difference after treatment, namely the strengths-based advising guidance model. The tools used in carrying out the pretest and post-test are questionnaires or questionnaires in uncovering social adjustments. The pretest procedure is carried out by filling out a questionnaire before being given treatment. In contrast, the post-test is completed by filling out a questionnaire after being given the strength-based advising guidance model treatment.

In giving the pretest and post-test, two groups were used: the experimental and the control groups. Where each number of samples between the experimental group and the control group was 60 students, taken from 12 classes with five aspects of social adjustment studied. The results of the pretest and post-test calculations in the experimental group can be seen in table 1.

Table 1. Descriptive Experimental Group Data

Experiment Descriptive	N	Range	Minimum	Maximum	Means	std. Deviation	Variance
Experiment Pretest	60	21.00	19.00	40.00	31.5000	5.12058	26,220
Posttest Experiment	60	7.00	33.00	40.00	37.5833	1.88924	3,569

Based on the results of the descriptive analysis of the experimental group from the pretest and post-test data listed in table 12, it is known that the pretest average was 31.50, and the post-test average was 37.58. The maximum pretest score is 40, and the maximum post-test score is 40. Meanwhile, the standard deviation of the pretest is 5.12, and the post-test is 1.89. The descriptive statistical calculations showed an increase in the minimum pretest score of 19.00 to 33.00 (post-test) and an increase in the average score from 31.50 to 37.58. It means a better score change in the experimental group from the pretest to the post-test.

Data from the experimental group pretest results that have been collected are then displayed in the calculated score categorization, where the results are listed in table 2.

**Table 2.** Pretest Experimental Score Category

Category	intervals	Frequency
Very high	$X \geq 39.12$	4
Tall	$39.12 \geq X > 31.5$	28
Low	$23.88 \leq X < 31.5$	23
Very low	$X \leq 23.88$	5
Total		60

Table 2 shows that the frequency of very high scores was four students, the high category was 28 students, the low category was 23 students, and the deficient category was five students. These results indicate that the experimental group's initial conditions (pretest) were in the deficient category with an interval score of less than 23.88 and the very high category with a score of more than 39.12. In the initial conditions (pretest), the experimental group with the highest frequency was in the high category. Furthermore, the categorization of post-test data in the experimental group is shown in Table 3.

**Table 3.** Posttest Experiment Score Categories

Category	intervals	Frequency
Very high	$X \geq 40.39$	0
Tall	$40.39 \geq X > 37.58$	34
Low	$34.77 \leq X < 37.58$	23
Very low	$X \leq 34.77$	3
Total		60

Based on Table 3 above, it is known that the frequency of high scores is 34 students, low conditions are 23 students, and poor conditions are three students. These results indicate that the experimental group's final condition (post-test) was in the deficient category, with a score of less than 34.77, and the high category, with a score of more than 40.39. In the final condition (post-test), the experimental group with the highest frequency is in the high category.

The pretest and post-test data were tested using the paired t-test for differences. Before carrying out the paired t-test, the data were tested for normality and homogeneity. The experimental data normality test results can be seen in Table 4.

**Table 4.** The output of the Experimental Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	.168	12	.200*	.944	12	.547
Experiment						
Posttest	.164	12	.200*	.965	12	.846
Experiment						

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction



The normality test in table 4 uses the Kolmogorov-Smirnov test formula with the help of SPSS 21 software. The normality test results for the experimental group's pretest and post-tests obtained a significance (Sig) of 0.200, which is greater than 0.05. Because the pretest and post-test significance were more than 0.05, it was concluded that the data were normally distributed and parametric tests could be used.

After testing for normality, then the data is tested for homogeneity. A homogeneity test was carried out to determine the variety of experimental data. The homogeneity test results can be seen in Table 5.

**Table 5.** The output of the Experimental Homogeneity Test

Test of Homogeneity of Variances			
Experiment Data	df1	df2	Sig.
Levene Statistics			
1,504	11	47	.162

Based on Table 5, the homogeneity test output results at 0.162. Where the number 0.162 indicates greater than 0.05 means that the experimental group data have homogeneous characteristics. This homogeneity test uses the Levene Statistical test with a calculating tool using SPSS 21.

After carrying out the normality test and homogeneity test, the paired sample t-test was then tested. As explained above, the paired sample t-test was used to determine whether there were differences after the guidance treatment. The results of the paired sample t-test output test for the experimental data are shown in table 6.

**Table 6.** The output of the Experimental Sample T-Test Paired Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Means	Paired Differences		95% Confidence Interval of the Difference				
			std. Deviation	std. Error	Lower	Upper			
Pair 1	Pretest - Posttest	-6.083	4.179	.539	-7.162	-5.003	-11.275	59	.000

Table 6 above shows that a significant number of 0.000 means smaller or less than 0.05. It means that there are differences in the social adjustment of students after the implementation (treatment) of personal-social guidance through strength-based advising. Therefore, based on this difference test, the treatment is effective in the experimental group. In addition to using the experimental group, this study also used a control group. A control group is a group that receives personal-social guidance in general without any special treatment (treatment). The control group was also given a pretest and post-test to measure differences in social adjustment average scores. The results of the pretest and post-test questionnaires for social adjustment in the control group are listed in Table 7.

**Table 7.** Control Descriptive

	Pretest Control	Posttest Control
N	60	60
Range	18.00	15.00
Minimum	22.00	25.00
Maximum	40.00	40.00
Means	32.8000	33.9167
std. Deviation	4.05387	3.36629
Variances	16,434	11,332

Based on table 7 above, it is known that the pretest average was 32.80, and the post-test average was 33.92. The maximum pretest score is 40, and the maximum post-test score is 40. The pretest standard deviation is 4.05, and the post-test standard deviation is 3.37. The results of descriptive calculations, when seen from the calculation of the post-test average score, are better than the average pretest score. There is a change in the minimum pretest score from 22 to 25 in the post-test minimum score, which means a better score change from the pretest to the post-test in the control group.

The pretest and post-test results data that has been collected, a score categorization is performed that has been calculated. The results can be seen in tables 8 and 9.

**Table 8.** The Pretest and Post-test Results Data

Category	intervals	Frequency
Very high	$X \geq 38.83$	3
Tall	$38.83 \geq X > 32.80$	32
Low	$26.77 \leq X < 32.80$	21
Very low	$X \leq 26.77$	4
Total		60

Table 8 shows that the frequency of very high scores is three students, the high category is 32 students, the low category is 21 students, and the low category is four students. The control group's pretest results (initial conditions) score is in the deficient category at an interval score of less than or equal to 26.77, and the very high category is at an interval score of more than or equal to 38.33. In comparison, the highest frequency in the initial conditions of the control group was in the high category.

**Table 9.** The Final Condition (post-test) of The Control Group

Category	intervals	Frequency
Very high	$X \geq 38.92$	2
Tall	$38.92 \geq X > 33.92$	35
Low	$28.91 \leq X < 33.92$	19
Very low	$X \leq 28.91$	4
Total		60

Furthermore, the data in Table 9 shows the final condition (post-test) of the control group with a very high category of 2 students, a high category of 35 students, a low category of 19 students, and a deficient category of 4 students. The scores obtained for the deficient category are at intervals less than or equal to 28.91, and the scores for the very high category are at intervals greater than or equal to 38.92. In the final condition, the control group showed the highest frequency in the high category.

Subsequent tests for the pretest and post-test data of the control group were carried out by carrying out the normality test and homogeneity test before testing the difference in mean scores using the paired sample t-test. The normality test results that have been carried out are listed in table 10.

**Table 10.** The Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistics	df	Sig.
Pretest Control	.133	12	.200*	.948	12	.606
Posttest Control	.178	12	.200*	.926	12	.337

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

Table 10 shows that the normality test results based on the Kolmogorov-Smirnov obtained a significance score for both the pretest and post-test 0.200. Where the significant number of 0.200 is greater than 0.05, it can be concluded that the data is the normal distribution, and parametric tests can be used.

After the normality test, the homogeneity test is then carried out. The homogeneity test results using the Levene Statistical formula and assisted by SPSS 21 to calculate it obtained a significant number of 0.397. The significant number of 0.397 is greater than 0.05, meaning that the control group data have homogeneous characteristics.

Testing the following data is to do a paired sample t-test. Where is the paired sample t-test conducted to determine any differences after the guidance treatment. The results of the paired sample t-test are listed in Table 11.

**Table 11.** The Results of The Paired Sample t-test

		Means	Paired Differences				t	df	Sig. (2-tailed)
			std. Deviation	std. Error Means	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestControl - PosttestControl	-	1.35411	.17481	-	-	-	59	.120
		1.11667			1.46647	.76686	6.388		

Based on table 4.21, it is known that the significance value is 0.120. A significance value of 0.120 indicates more than 0.05, and it means no difference in social adjustment in the control group.

Testing was carried out using the independent sample t-test formula, where the data used to carry out the test were experimental and control post-test data. Before testing the effectiveness of the model (independent sample t-test), steps must be taken to carry out statistical prerequisite tests by conducting normality and homogeneity tests on the data.

**Table 12.** Data Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistic	df	Sig.
PosttestExperiments	.103	60	.181	.967	60	.102
Posttest Control	.110	60	.069	.958	60	.040
a. Lilliefors Significance Correction						

In this normality test using the Kolmogorov-Smirnov formula, the results obtained are listed in Table 12, which shows the experimental post-test significance figure of 0.181 and the control post-test significance rate of 0.069. Where the two significant figures are more than 0.05, the data is normally distributed and can be used parametric test. In order to find out the variety of research data, the next step is to test the homogeneity, where the results of the homogeneity test are listed in Table 14.

**Table 13.** Data Homogeneity Test

Levene Statistics	Posttest Control		Sig.
	df1	df2	
1,083	11	44	.397

Based on Table 14 above, it is known that the results of the data homogeneity test have a significance value of 0.397. A significance value of 0.397 is more than 0.05, meaning that the data has homogeneous characteristics. The post-test average difference test was carried out, and the results are listed in table 14.

Table 14. Posttest Average Difference

	Group	N	Means	std. Deviation	std. Error Means
Posttest	Experiment	60	37.9167	3.36629	.43459
	Dick	60	33.5833	1.88924	.24390

In Table 14 above, it is known that the average post-test of the experimental group was 37.92, and the average post-test of the control group was 33.58. In other words, the post-test average of the experimental group is greater than that of the control group. The standard deviation of the experimental group (3.37) is also more significant than that of the control group (1.89). After carrying out statistical prerequisite tests, an independent sample t-test was performed to determine the effectiveness of the model used/treatment. The results of the independent sample t-test are shown in Table 15.

Table 15. Independent Sample T-Test Test Output

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Postest	Equal variances assumed	13,291	.000	-7,358	118	.000	-3.66667	.49835	-4.65353	-2.67980
	Equal variances not assumed			-7,358	92,812	.000	-3.66667	.49835	-4.65632	-2.67702

Table 15 shows that the results of the Independent Sample T-Test test output obtained a significance value of 0.000 which means less than 0.05. It means that there is a post-test difference between the control group and the experimental group. This is also supported by the difference in the experimental group's post-test mean, which is greater than the control group, 37.92, more significant than 33.58. The score gain calculation determines the criteria for increasing social adjustment scores before and after treatment. The results of the N-Gain criteria score are shown in Table 16.

Table 16. Social Adjustment Score gain criteria

Group	N_Gain	Criteria
Experiment	.00699	Tall
Control	.00251	Very Sad

Table 16 shows that the n-Gain results of the experimental group scores are in the high category and the control group in the deficient category. In addition, there is a difference in the n-Gain score where the experimental group is greater than the control group,  $0.007 > 0.003$ . The experimental



group, given guidance treatment, had an increased impact on social adjustment compared to the control group. Furthermore, in Table 17 results of the effectiveness of each dimension of social adjustment are shown as Table 17.

**Table 17.** The Effectiveness of Each Post-Treatment Social Adjustment Dimension

Dimensions	Means	T Test Value	Sig. Value
Recognition	-4.16667	-4,946	.235
participation	-9.66667	-7,043	.011
Social Approval	-4.91667	-3,966	.001
Altruism	-5.91667	-6,234	.002
conformity	-5.75000	-5,389	.004

The results of the effectiveness of the guidance model for each dimension in Table 17 show that each dimension acquires a significance value after being given the guidance model treatment. Of the five dimensions/aspects, there is only one dimension considered ineffective, social approval, where the significance value is 0.001. The best significance value is on the recognition dimension, which is 0.235, where this value is close to 1 compared to the others, meaning that the treatment given is very effective in developing the recognition dimension.

Testing the effectiveness of the social self-guidance model through strength-based advising on social adjustment in adolescents was conducted using an independent t-test sample, which showed that each dimension obtained a significance value after being given the guidance model treatment. From the five dimensions/aspects, there is only one dimension considered ineffective, namely social approval, where the significance value is 0.001. The best significance value is on the recognition dimension, which is 0.235, where this value is close to 1 compared to the others, meaning that the treatment given is very effective in developing the recognition dimension.

The effectiveness of the personal-social guidance model through strength-based advising to develop social adjustment is considered adequate. Strength-based advising is an approach that focuses on identifying and building upon an individual's strengths and positive attributes (Siu et al., 2021). This approach has been found to be effective in various contexts, including academic advising (Soria et al., 2017), organizational socialization (Nifadkar & Bauer, 2016), and mental health interventions (Xu et al., 2022).

Research has shown that strength-based advising can have positive effects on social adjustment. For example, in the context of academic advising, strength-based approaches have been found to enhance students' self-awareness, confidence, and engagement, leading to improved academic success and graduation rates (Soria et al., 2017). Similarly, in organizational socialization, strength-based programs have been shown to facilitate successful adjustment and integration of newcomers into the organization (Nifadkar & Bauer, 2016).

Internal and external factors undoubtedly influence the effectiveness and ineffectiveness of applying this guidance model. As expressed by several respondents when conducting an exploration, the respondent still needed to be corrected in expressing the steps to take when carrying out social care for other people. Among them, the respondent still thinks that giving cheat sheets is a good thing or is usually done to help friends. However, vice versa, if there is Listening to stories from successful people is an ordinary thing that does not affect their life. This statement is undoubtedly an obstacle to the readiness of the respondent himself.

In addition, some respondents were also able to capture and reveal the steps they had to take based on the strengths that were in them. For example, some respondents wanted to apologize and admit their mistakes when they committed crimes against their friends and to say thank you and return the items that had been borrowed as recognition and respect for the rights of others. This statement is, of course, based on the respondents' readiness. When they follow the guidance, they want to take it seriously and be responsible in every process of the guidance.

Strength-based advising is particularly effective when integrated into the first-year experience, as it helps create a growth mindset in students (Soria et al., 2017). By focusing on strengths and positive attributes, students are encouraged to develop a sense of self-efficacy and resilience, which are important factors in social adjustment (Hirai et al., 2015). This approach also promotes a sense of belongingness and social support, which are crucial for successful adjustment (Nifadkar & Bauer, 2016).

Success in testing the effectiveness of a guidance model is undoubtedly inseparable from one's understanding (cognitive factors) (Rotter and Mischel in Feist & Feist, 2008, pp. 510-542). Furthermore, Kelly argues that everyone always carries out activities and their activities are guided/guided by the way they anticipate events or incidents (Feist & Feist, 2008, pp. 548-570).

Furthermore, strength-based advising can contribute to the development of social skills and interpersonal relationships. By identifying and building upon their strengths, individuals gain confidence and self-esteem, which can positively impact their interactions with others (Xu et al., 2022). This approach also encourages individuals to leverage their social capital resources, such as social networks and support systems, to facilitate their adjustment (Fang et al., 2016).

Albert Bandura stated that human activity is the result of interaction between the environment (environment), behavior (behavior), and the characteristics of the person (person) (Feist & Feist, 2008, pp. 483-501). Meanwhile, Lazarus put forward the view that social learning affects the maintenance of personality through association and combination; modeling leads to behavior adoption; and an environment that offers reinforcement and a model for maintaining people's feelings, thoughts, and behavior (Nurihsan, 2021, pp. 408-413). Based on this statement, effectiveness in its application is inseparable from internal and external factors.

It is important to note that the effectiveness of the personal-social guidance model through strength-based advising may vary depending on individual and contextual factors. For example, the impact of strength-based advising on social adjustment may be influenced by factors such as cultural background, personality traits, and social support systems (Sheu et al., 2016). Therefore, it is crucial to consider these factors when implementing and evaluating strength-based advising programs.

On the other hand, in implementing a model, an introduction to the model must be carried out to assist users in using the model. Introducing this model can encourage users to decide on the model (Geb & Miller, 1986). Thus the effectiveness of the model can be seen from how the user uses the model. This study needs to increase the understanding of counseling teachers using this strength-based advising guidance model. Because this model is new, they have yet to be used to carrying out Guidance and Counseling services.

The effectiveness of the personal-social guidance model through strength-based advising to develop social adjustment is considered adequate. Strength-based advising has been shown to enhance self-awareness, confidence, engagement, and social support, leading to improved social adjustment outcomes. However, the effectiveness of this approach may be influenced by individual and contextual factors, and further research is needed to better understand its impact in different settings.

## Conclusion

In conclusion, the findings of this research on personal-social guidance, employing a strength-based advising approach to foster social adjustment among adolescents, have yielded insights into the effectiveness of the applied model. Overall, the effectiveness of the personal-social guidance model through strength-based advising in enhancing social adjustment among adolescents can be considered satisfactory. Notably, the recognition aspect demonstrates the highest effectiveness with a value of 0.235. These results underscore the potential of strength-based advising within the realm of personal-social guidance, especially in addressing the vital facet of recognition. Adolescents undergoing this form of guidance have exhibited noticeable improvements in their capacity to respect

and honor human values, demonstrating an emerging sense of solidarity and empathy towards others. This, in turn, has translated into a heightened commitment to act responsibly and prioritize the collective good over personal interests. Furthermore, the observed inclination to adhere to norms and regulations, thereby enhancing adaptability to their surroundings, provides further evidence of the model's efficacy. These conclusions indicate that personal-social guidance, when structured around a strength-based advising approach, offers a valuable tool for adolescents seeking to enhance their social adjustment. The recognition aspect, in particular, holds great promise for facilitating the development of essential social skills and attitudes. This research, therefore, serves as a compelling testament to the potential benefits of this approach in fostering personal and social growth among adolescents.

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