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**MODEL OF SOLUTION-FOCUSED ONLINE COUNSELING (SFOC) TO
INCREASE STUDENT ACHIEVEMENT MOTIVATION**

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ABSTRACT

The quality of graduates is strongly influenced by the achievement of graduate competencies which are manifested in academic achievement. Several research results show that academic achievement is strongly influenced by achievement motivation. The increase in achievement motivation is expected to occur through a solution-focused online counseling model. This research uses the type of literature study research. Sources of data that will be used as material for this research are books, journals and proceedings. The data analysis technique used is content analysis method. The results show that the features developed in SFOC include interactive and non-interactive. The interactive features consist of technical, synchronous, and asynchronous features, while the non-interactive features consist of information on the use and policy of the counseling website.

Keywords: model, solution-focused online counseling, achievement motivation

INTRODUCTION

The concept of achievement motivation was first put forward by Henry A. Murray in 1938 in his taxonomy of twenty needs. Achievement motivation according to Murray (Schunk et al., 2008) is the need to solve difficult things, master, outperform, match and surpass other individuals as well as overcome obstacles and achieve high standards. Furthermore, (McClelland, 1987) states that achievement motivation is an attempt to achieve the best possible results by referring to a certain standard of excellence. (McClelland, 1987) also gives characteristics of individuals who have high achievement motivation, namely: (1) liking tasks that have a moderate level of difficulty; (2) take personal responsibility for its performance; (3) seek feedback for the performance performed; and (4) have a high power of innovation in completing tasks.

The quality of graduates is strongly influenced by the achievement of graduate competencies which are manifested in academic achievement. Several research results show that academic achievement is strongly influenced by achievement motivation. (McClelland, 1987) concludes that achievement motivation can contribute up to 64% of learning achievement. Fyans and Mechr's research states that among 3 factors: family background, school condition/context and achievement motivation, the last factor is the best predictor of learning achievement. Suciati's research concludes that the contribution of achievement motivation is 36% to learning achievement (Wahyudi, 2010).

The results of the analysis of (Purwanto, 2011) regarding the theory of achievement motivation with a cognitive approach resulted in a trident model of achievement motivation. The components of achievement motivation are: task-value, self-efficacy, and goal orientation. Task value is an individual's belief that the tasks at hand are interesting, important, and useful for him in the future. Self-efficacy is an individual's belief in his ability to be able to master academic tasks successfully. The goal orientation is the formulation of goals or objectives that individuals really want to achieve in the academic situation at hand.

Furthermore, (McClelland, 1987) states that individuals who have high achievement motivation will obtain long-term benefits, namely job success and entrepreneurial success. The results of Mahone's research show that individuals who have high achievement motivation will choose realistic job choices with current abilities and performance (McClelland, 1987). Furthermore, according to (McClelland, 1987) individuals who have high achievement motivation are very likely to be interested and able to do business well, dare to take moderate risks in business, assume personal responsibility for performance, pay attention to feedback in terms of costs and benefits, and find ways to improve performance. new or innovative ways to create new products or provide new services.

One symptom of low achievement motivation is academic procrastination. Research by Sweeny, Biordy, and Aitken found a negative correlation between achievement motivation and academic procrastination (Rumiani, 2006). This shows that a proportional decrease in achievement motivation will be followed by an increase in academic procrastination. The results of this study are supported by research by (Rumiani, 2006) which also found a negative correlation between achievement motivation and academic procrastination. Some forms of academic procrastination such as being late for school, being late in completing assignments to delaying studying for exams. Likewise, research (Sagita et al., 2017) found a significant relationship between self-efficacy, achievement motivation, and academic procrastination with

academic stress. The research advice given is the need for efforts to increase self-efficacy and achievement motivation, as well as reduce/prevent procrastination and academic stress.

The preliminary study was conducted in December 2021 at the Surabaya City Public High School involving 1809 students as respondents. The instrument used is the achievement motivation scale which has been developed based on (McClelland, 1987) theoretical construct and has been tested for validity and reliability. Based on the results of the launch of the online achievement motivation scale through google form, data obtained that 0.83% of students have high achievement motivation, 66.33% of students have medium achievement motivation, and 32.84% of students have low achievement motivation. There are still many students who experience low achievement motivation.

Several facts obtained from the results of research on achievement motivation indicate the importance of strategies to deal with low achievement motivation. Low achievement motivation can reduce academic achievement. Low achievement motivation can cause students to avoid learning, learning achievement is not optimal, likes to delay completing assignments, easily gives up when experiencing failure, and avoids feedback from educators. This phenomenon needs to be resolved immediately because it has short-term and long-term impacts. The short-term impact is a decrease in academic achievement, while the long-term impact is a failure in work and entrepreneurship (McClelland, 1987).

One of the assistance efforts provided by the counselor in order to help solve the problems faced by students is to provide counseling services. Counselors have a responsibility to provide professional counseling services to counsees in an effort to help improve achievement and develop self-potential in students at school. Theoretically for Indonesia, counselors at the SMA/MA/SMK level have a percentage of responsive service delivery time (including counseling) between 15-25%. The time provided is very limited compared to the other two services, namely basic services and individual planning (Gysbers & Henderson, 2012) (Depdiknas, 2007).

Counselors are expected to have the ability to be skilled, master, and apply effective and efficient counseling approaches in order to realize professional counseling services in schools. So, a counseling approach is needed that pays attention to aspects of effectiveness and efficiency in realizing counseling changes in helping counsees to solve the problems they face. According to (Gladding, 2009), solution-focused counseling skills are needed by counselors working in assistance settings who are expected to provide more services in a shorter period of time. (Charlesworth & Jackson, 2004) stated that solution-focused brief counseling is suitable for school settings because it is able to provide effective counseling and in a shorter time.

Results of a systematic review of solution-focused brief counseling for children and families by (Abdulla & Woods, 2021); (Oliagba, 2015); (Jung, 2020); (Sucipto et al., 2020); (Rakich & Martinez, 2021) explained that short solution-focused counseling showed positive results for dealing with children's external behavioral problems (e.g., aggression, cooperation, truancy) and children's internal problems (e.g., shyness, anxiety, depression, self-esteem, self-efficacy). Furthermore, research by (Dahlan, 2011) shows that specifically the short counseling model focuses on effective solutions to improve almost all aspects of psychological power, namely interpersonal skills (self-understanding, self-direction, and self-esteem) and intrapersonal abilities (sensitive to oneself and others). others, comfortable with oneself and others, letting

others free, realistic expectations about oneself and others, and self-protection in interpersonal situations) except for the assertive aspect. Research conducted by (Nugroho et al., 2018) showed that short solution-focused counseling resulted in therapeutic changes in increasing the self-esteem of high school students. Research by (Rakauskiene & Dumciene, 2013) showed that short focused counseling was effective in increasing the academic self-efficacy of junior high school students.

Research by (Nugroho et al., 2018) shows the application of Solution-Focused Brief Counseling (SFBC) to improve students' academic self-concept. (Setiono et al., 2019) research proves that short solution-focused counseling can increase student motivation. Researcher proved that short counseling focused on effective solutions to reduce students' academic procrastination (Kurnanto, 2019); (Kusumawide et al., 2019); (Popowiranta et al., 2019). (Altundağ & Bulut, 2019) concluded that solution focused brief counseling (SFBC) is effective in reducing exam anxiety. Research (Eryanti, 2020) shows short solution-focused counseling is effective in increasing adolescent self-confidence. According to research by (Swandevi, 2020) the SFBC model can increase the independence of vocational students. Researcher proves that short counseling focused on effective solutions to increase resilience (Hendriani & Mulawarman, 2020); (Putri et al., 2019). Sitindaon & Widyana (2020) proved that short counseling focused on effective solutions to reduce stress levels. Researcher found that creative counseling (proops) through the SFBC (Solution-Focused Brief Counseling) approach can increase self-esteem (Nugroho et al., 2021). Researcher shows that solution-focused brief counseling is effective in developing students' self-esteem (Nugroho et al., 2021).

Solution-focused brief counseling has also been shown to be effective in group settings. Researcher shows that short group counseling focused on effective solutions to improve academic achievement and attendance of junior high school students (Newsome, 2004). Similarly, review of meta-analysis found that short solution-focused group counseling showed small, but positive changes for: external behavioral problems, internal behavioral problems, and family and relationship problems (Kim, 2008). The research of (Naraswari et al., 2021) shows that short solution-focused group counseling can improve self-regulation and academic achievement of junior high school students. Researcher also shows that short group counseling focused on effective solutions to reduce adolescent aggressive behavior (Baskoro, 2013). Researcher proved that solution-focused group counseling is effective in helping post-traumatic mothers have children with ASD (Zhang et al., 2018).

Likewise, research by (Ilbay & Akin, 2014) on the effect of short group counseling focuses on solutions to reduce student burnout through coping with burnout programs. Furthermore, research shows that short group counseling focuses on effective solutions to increase achievement motivation of vocational high school students (Wiyono, 2015). Researcher proves that short group counseling focused on effective solutions to overcome school burnout (Ates, 2016). Likewise, research by (Sarvi & Ghazi, 2016); (Hendar et al., 2019) proved that short group counseling focused on effective solutions to improve academic resilience and self-efficacy. The research of (Novriansyah et al., 2019) showed that short group counseling focused on effective solutions to improve students' self-concept. (Brogan et al., 2020) proved that small group counseling focused on effective solutions to increase self-esteem. Researcher found that group counseling with a solution-focused brief counseling (SFBC) approach can increase the resilience of junior

high school students (Diana, 2021). Likewise, research by (Sumini et al., 2020) proves short group counseling focused on effective solutions to improve students' self-concept.

Counseling programs must be adapted to the growing trends among students today. The results of a study conducted by the Ministry of Communication and Informatics show that almost 98% of children and adolescents know about the internet and 79.5 percent of them are internet users (Broto, 2014). With the high tendency of students to use the internet, as well as the COVID-19 pandemic conditions which have limited the implementation of face-to-face counseling, the right counseling program to develop is an online-based counseling program. This is in accordance with the opinion of (Ifdil & Ardi, 2013) that conducting online counseling is an effective thing if the problems faced need to be resolved immediately while there is no opportunity or constrained by distance to be able to do face to face counseling.

The use of developing technology is in line with the trend of counseling integration to optimize counseling outcomes. (Gaete & Gaete, 2015) say, "to our knowledge, there is no good reason for being uniperspectivist". Integration is defined by (Guterman & Rudes, 2005) as a combination of two or more different theories, resulting in a superior new framework. Meanwhile, (Holm-Hadulla et al., 2011) show that the available time frame is limited and wide in various living conditions and the needs of the counselee requires a wide variety of interventions available for counselors working with students. (Norcross & Goldfried, 2005) states that there are four routes to integration including: technical eclecticism, theoretical integration, common factors, and assimilation integration.

Based on the description above, this article aims to examine the Solution-Focused Online Counseling (SFOC) model to Improve Student Achievement Motivation.

METHODOLOGY

This research uses a research type/approach in the form of literature study. Sources of data that will be used as material for this research are books, journals and proceedings related to the chosen topic. Journals, proceedings and books used are from Google Scholar.

The stages in the comparative study of literature used in the preparation of this article refer to (Zed, 2008). There are four steps that must be taken, namely (1) preparing the equipment for the study: in the form of pencils/ballpoints, notebooks, and computers/laptops connected to the internal network; (2) compiling the selected or appropriate bibliography (which is actually used); (3) manage time and focus on activities so as to reduce or even avoid bias; and (4) read carefully, take notes, and write down the results. The data analysis technique used in this research is content analysis method. This analysis is used to obtain valid inferences and can be reviewed based on context.

RESULT AND DISCUSSION

Solution-Focused Brief Counseling

Solution-Focused Concise Counseling (SFBC) is a goal-oriented, future-focused counseling approach to brief therapy originally developed by Steve de Shazer and Insoo Kim Berg at the Family Concise Therapy Center in Milwaukee in the early 1980s. SFBT emphasizes the strength and resilience of people by focusing on exceptions to problems and their conceptual solutions. SFBT is an optimistic, anti-

deterministic, future-oriented approach based on the assumption that the client has the ability to change quickly and can create a problem-free language while striving for new realities (Corey, 2017).

According to de Shazer SFBC usually takes place in seven stages (Seligman, 2006):

a. Identifying a solvable complaint

Identifying a solvable complaint is an important first step in counselling.

b. Establishing goals

Set goals for continuing the counseling process. The counselor collaborates with the counselee to set specific, observable, measurable, and concrete goals

c. Designing an intervention

When designing interventions, counselors draw on their understanding of clients and creative use of counseling strategies to drive change, no matter how small.

d. Strategic tasks that promote change

The strategic task then promotes change.

e. Identifying and emphasizing new behavior and changes

Positive new behaviors and changes are identified and emphasized when the counselee returns after being given an assignment.

f. Stabilization

Stabilization is important in helping people consolidate gains and gradually shift perspectives in a more effective and hopeful direction.

g. Termination

Termination of counseling occurs, often initiated by the counselee who has now achieved their goals.

According to (Corey, 2017) SFBC techniques are:

a. Exception Questions

The SFBC asks exception questions to direct the client at times when the problem is not present or when the problem is less intense. Exceptions are past experiences in the counselee's life when it is reasonable to have some hope that the problem occurred, but nevertheless did not happen.

b. Miracle Question

Miracle question is the main technique of SFBT. The counselor asks the counselee to consider that a miracle opens up various future possibilities.

c. Scaling Questions

Solution-focused therapists also use scaling questions when changes in human experience are not easily observable, such as feelings, moods, or communication.

d. Formula First Session Task (FFST)

FFST is a format of tasks given by the therapist to the counselee to complete between the first and second sessions.

e. Feedback

SFBC practitioners generally take a 5 to 10 minute break towards the end of each session to compose a summary message for the counselee.

Online Counseling

(Kraus et al., 2011) defines online counseling as a type of professional therapeutic interaction that uses the internet to connect qualified mental health professionals to their clients. This is in line with the opinion of (Ifdil & Ardi, 2013) which states that online counseling can be interpreted as a counseling process carried out with network aids as a liaison between the counselor/counselor and the counselee. Meanwhile, the American Counseling Association or known as (ACA, 2014), emphasizes the importance of an online counseling code of ethics covering distance counseling, technology, and social media. Furthermore, (Kemendikbud, 2016) explains the steps of online counseling (e-counseling) according to the stages: pre, process, and post-counseling.

Several research findings have proven the effectiveness of online-based counseling programs. Findings of (Carlbring et al., 2018) found that online-based counseling showed therapeutic results that were as effective as face-to-face counseling in dealing with psychological symptoms such as anxiety, panic disorder, and insomnia. This is in line with the findings of (Suranata, Rangka, et al., 2020) which confirmed that the website-based counseling method is effective in improving students' psychological competence and the results are not much different from the face-to-face counseling method. In addition, online counseling helps overcome several barriers to face-to-face counseling, such as time constraints, shyness, lack of emotional openness, and cost constraints (Amanvermez, 2015); (Ballesteros & Hilliard, 2016); (Gong & Hsu, 2017); (Ardi, 2019); (Bastomi, 2019).

The use of online-based counseling methods, especially in Indonesia, is still not optimal. Whereas based on research conducted by (Radjah et al., 2017) it was found that 74% of students agreed to the blended learning method in guidance and counseling services. This shows that face-to-face counseling methods and online counseling methods are equally in demand by students. Online-based counseling methods also have a fairly good level of time efficiency, and can be done without space and time constraints (Prasetya, 2017); (Erdem et al., 2018); (Erdem et al., 2018); (Situmorang, 2020). The development of online counseling that has been carried out is the development of an online counseling website for SMAN 1 Gresik (Prahesti & Wiyono, 2017). In addition, the development of an online counseling website for children with disabilities (Wiyono & Haq, 2019). Research by (Naini et al., 2021) on the design of online counseling guidance. Likewise, research succeeded in developing a cybercounseling model for counseling services for high school students (Gading, 2020). The research of resulted in the online counseling model of *ibunda.id* (Duniawati et al., 2020).

Several studies have proven the effectiveness of online counseling to help students' psychological problems. Research by shows that the website-based SFBC program is effective in reducing academic anxiety experienced by high school students (Suranata, Apriliana, et al., 2020). Furthermore, research proves that the CBT approach cybercounseling can improve students' Self-Regulated Learning (SRL) (Hidayati et al., 2021). In line with that, research by (Fahyuni et al., 2020) shows that a website-based Islamic cybercounseling application model can increase self-regulated learning. Research (Syam, 2020) proves that individual counseling through cybercounseling is able to reduce students' learning anxiety levels. Similarly, the research of (Novella et al., 2022) proved that the comparison of concise counseling focused on online and face-to-face solutions, where the results showed significant changes in general

anxiety and social anxiety and there was no significant difference in the effectiveness of the two methods. The results of (Junita & Adyani, 2021) research also show that online counseling is very effective because it helps reduce anxiety.

Model of Solution-Focused Online Counseling (SFOC)

This model is an integration between solution-focused concise counseling and online counseling. The platform used is a website that is integrated into android.

Table 1. Design of Solution-Focused Online Counseling Model

No.	Feature	Service Type	Main course	Support Apps
1.	Interactive	Technique	(1) Miracle question (2) Exception question, (3) Scalling question , (4) Formula Fist Session Task/FFST (5) Feedback	
		Synchronous	(6) Video Counseling	Google meet, zoom
			(7) Chat Counseling	Whatsapp
		Asynchronous	Email Counseling	Gmail
2.	Non Interactive	About	Information	Youtube

An outline explanation of the menu offered in the Solution-Focused Online Counseling model is as follows:

a. Miracle Question

Is a menu in the account that can be used by the counselee to design counseling purposes.

b. Exception Question

Is a menu in the account that can be used by the counselee to design a solution.

c. Scalling Question

This is a menu in the account that can be used by the counselee to measure changes in each counseling session.

d. Fist Session Task/FFST Formula

This is a menu within the account that counselors can use to assign assignments between the first and second sessions.

e. Feedback

Is a menu in the account that can be used by counselors to provide messages at the end of counseling sessions and achievement motivation scales.

f. Video Counseling

Is a menu in the account that can be used by counselors to interact face-to-face with counsees directly. This menu can be accessed by the counselee if the counselor is willing to do online counseling.

g. Chat Counseling

Is a menu in the account that can be used by counselors to interact with counsees directly. Chat Counseling is equipped with an online or offline status display.

h. Email Counseling

This is a menu in the account that can be used by counselors to interact with counsees who are connected to the counselor's personal email account.

i. Information

Contains information on how to use the SFOC website. In addition, it also contains information on applicable policies and codes of ethics.

CONCLUSION

The Solution-Focused Online Counseling (SFOC) model to increase student achievement motivation includes interactive and non-interactive features. The interactive features consist of technical, synchronous, and asynchronous features, while the non-interactive features consist of information on the use and policy of the counseling website.

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