



## **EFFECTIVENESS OF SFBC GROUP COUNSELING WITH EXCEPTION AND MIRACLE QUESTION TECHNIQUES TO INCREASE SELF CONTROL IN STUDENTS AS BRAWLER IN SMK NATIONAL CIREBON**

**Widayanti<sup>1\*</sup>, Sugiyo<sup>2</sup>, Ali Murtadho<sup>3</sup>**

<sup>1</sup>SMK Nasional Cirebon, Indonesia.

<sup>2</sup>Prodi Bimbingan Konseling Program Pascasarjana Universitas Negeri Semarang, Indonesia.

<sup>3</sup>Prodi Bimbingan dan Penyuluhan Islam Universitas Islam Negeri Walisongo Semarang, Indonesia

\*Email korespondensi : [widayanti0520@gmail.com](mailto:widayanti0520@gmail.com)<sup>1</sup>

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**Abstract:** *The purpose of this study is (1) To analyze the effectiveness of SFBC group counseling with an exception technique in increasing self control of students who fight in the SMK National Cirebon. (2) To analyze the effectiveness of SFBC group counseling with miracle question techniques in improving self control of students who fight in the SMK National Cirebon. The research method uses true experimental method with pretest-post control group design. Data collection techniques using questionnaires, and documentation. Data analysis techniques using descriptive statistics, and inferential statistics with the average difference test. The results of the study concluded that (1) There is effectiveness of SFBC group counseling with exception techniques to improve self-control in group A on the results of hypothesis testing with paired sample test analysis, meaning that SFBC group counseling with exception techniques succeeded in increasing self-control in students fighting at the Cirebon National Vocational School. (2) There is effectiveness of SFBC group counseling with miracle question technique on increasing self-control in group B, on the results of hypothesis testing with Wilcoxon test analysis, meaning that SFBC group counseling with miracle question technique has succeeded in increasing self-control in students fighting in SMK National Cirebon.*

**Keywords :** *Group Counseling, SFBC, exception, miracle question, self control.*

In counseling there are many alternative approaches and techniques that have proven effective to be used as therapy for students who have low self control, including research conducted by Arumsari (2016) proving that individual counseling with symbolic modeling techniques effectively develops self-control of three students of research subjects in all self control control, namely feeling and behavior, discipline,

emotion and lust. Research by Ariningsun & Pratiwi (2014) proves that giving emotive behavior rational group counseling can improve self-control of eighth grade students of SMP Negeri 4 PanggulTrenggalek. So the researchers assumed that counseling with the SFBC approach was also effective for improving student self control.

Based on the phenomena previously described, and the importance of improving self-

control and the advantages of a solution-focused counseling approach, researchers are interested in testing the effectiveness of SFBC group counseling with exception techniques and miracle question techniques to improve self-control in students fighting in SMK National Cirebon.

The purpose of this study is (1) To analyze the effectiveness of SFBC group counseling with an exception technique in increasing self control of students who fight in the National SMK Cirebon. (2) To analyze the effectiveness of SFBC group counseling with miracle question techniques in improving self control of students who fight in the National SMK Cirebon.

#### LITERATURE REVIEW

Solution-Focused Brief Counseling (SFBC) therapy techniques, among others: Focus on change (focusing of change), problem free talk, finding exceptions, miracle questions, scaling questions, assignments home (exploring resources), Providing compliments counts, coping with questions, forming collaborative relationships. And in this study, the counselor used two techniques out of ten techniques in SFBC therapy, which are exceptions and miracle questions.

The exception technique is considered essential for the SFBC approach because it provides a solution to the "problem". Exceptions assume that all problems have exceptions that can be used to facilitate solutions. In this way, the counselee has hope and is empowered by his ability to influence his environment (Erford, 2016).

SFBC therapy asks exception questions to direct the counselee at a time when the problem does not exist or when the problem is not so

intense. Exception is past experiences in the counselee's life when it deserves to have some hope that the problem occurs, but somehow it still does not occur (de Shazer in Corey 2009). This exploration reminds the counselee that problems are not all strong and do not always exist, but also provide opportunities to generate resources, use the power of strength and place possible solutions. In the solution focus vocabulary, this is called change-talk (Corey, 2009).

The miracle question technique forces the counselee to consider what they really want, not just what they don't want so that the counselee discovers possibilities that were not previously realized. In other words, if the counselee has never considered what the "better" is, how will the counselee recognize it as soon as it is achieved ?, and in the process reach the focus path of the solution, emphasizing hopes for a better future in an effort to determine what wanted (Erford, 2016).

The difference with the research that researchers want to do is that there is an approach and technique used, this study uses group counseling solution focused brief counseling (SFBC) where this approach emphasizes the assumption that individuals have self-strength, these basic assumptions are in line and appropriate to improve self control.

Violation of norms that are often done by adolescents, is a reflection of the failure of adolescents in developing self control. As his age develops, adolescents should be able to control themselves well. Teenagers with high levels of self-control should be able to control external stimuli that can affect behavior. Self control in

adolescents is a capacity within oneself that can be used to control external variables that determine behavior. Genetic refers to developmental growth not biological inheritance (heredity). (Hergenbahn & Olson, 2010). Whereas Piaget (in Ibda, F. (2015) states that cognitive abilities in adolescents have reached the stage of formal operational implementation. At the formal operational stage adolescents are able to decide, solve the problems they face and are responsible for the decisions they make.

Environmental factors that influence the development of self control are mainly influenced by parents. Parents become the first forming of self control in children. The way a parent enforces discipline, the way a parent responds to a child's failure, the style of communication, the way a parent expresses anger (full of emotion or is able to hold back) is the beginning of a child's learning about self control. Parenting style influences the development of children's competence (Sameroff et al., 2014).

This study focuses on class X students of the Cirebon National Vocational School with moderate and high category brawl behavior and low self control ability. This study uses SFBC group theory framework counseling with exception and miracle question techniques as an intervention to help students with brawl behavior in improving self control.

## **METHODS**

This research was conducted using a Randomized pretest-posttest Comparison Group Design. Purwanto (2016) states that the Randomized pretest-posttest Comparison Group

Design design is the best design in controlling the threat of internal validity. The steps are to do a pretest about students' self control who are brawlers so that the level of self control is known to be high, medium and low. Then a random assignment is carried out on the subjects to be formed in the experimental group then given intervention and finally posttest.

The subjects in this study were 21 students of Cirebon National Vocational School, the criteria for selecting subjects in this study were students of class X who were brawlers with moderate and low levels of self control.

This research instrument was developed from self-control characteristics consisting of 5 aspects, namely: (1) Self-Discipline (self-discipline), (2) Deliberate / Non Impulsive (Control of impulsive actions), (3) Healthy Habits (Healthy living habits) (4) Work Ethic (work ethic), (5) Reliability (self-reliability). Each aspect is further divided into several indicators and further elaborated in the form of instrument item statements.

Data analysis techniques used descriptive and inferential statistics with parametric or non-parametric mean different tests.

## **RESULT AND DISCUSSION**

In this research quantitative descriptive analysis is used through the calculation of the mean (mean) and standard deviation (SD). This analysis is used to see the level of self control of students before (pre-test) is given an intervention. To see the level of self control of students at the National Vocational School before (pre-test) on the SFBC group with exception techniques, miracle question techniques and in the combined group of

exception techniques and miracle question techniques, presented in table 1 below:

**Table 1 Students Self Control Category on Pretest**

Group	N	O <sub>1</sub>		Information
		M	SD	
KA	7	59.4	1.9	Low
KB	7	67.7	1.7	Medium
KC	7	68.6	1.6	Medium
Total	21	196	5.2	Medium

Source : Data analyzed, 2020

- KA : Exception group
- KB : Miracle exception group
- KC : Combined group
- O<sub>1</sub>: Pretest
- N : sample
- M: Mean
- SD : Standard deviation

The pattern of students' self control level of brawlers based on each study group based on the results of research from preliminary data before being given SFBC counseling intervention shows the level of self control in each group with different treatment, namely in group A before being given SFBC group counseling intervention with exception techniques From the results of the pre-test explain the low level of self control category with M = 59.4 and SD = 1.9 and in group B before SFBC group counseling intervention with miracle question technique from the results of the pre-test explains the level of self control category is moderate with M = 67.7 and SD = 1.7. Whereas in group C before being given the SFBC counseling intervention group with a combination of exception and miracle question techniques the results of the pre-test showed a moderate level of self control with M = 68.6 and SD = 1.6. Based on observations before being given the SFBC counseling intervention group they basically have a

similar problem that is the pattern of counselee attitudes tend to experience mood disorders, they quickly experience angry emotions, and less able to control the emotional outbursts.

**Table 2 Student Self Control Category on Post-Test**

Group	N	O <sub>2</sub>		Information
		M	SD	
KA	7	68.6	1.6	Medium
KB	7	77.7	8.9	Medium
KC	7	82.7	3.9	Medium
Total	21	61.6	4.7	Medium

Source : Data analyzed, 2020

Based on statistical tests seen significant changes in counselees with SFBC group counseling intervention. Increased self control occurred in each group A, group B and group C. The results of the post-test of the three groups after being given the counseling intervention of the SFBC group did not change in the category of self control level, but each of them there was an increase when viewed from the value the average is shown from pre-test to post-test. And group B although it increased but not as much as an increase in group A and group C. In group A the results of the pre-test M = 68.6 and SD = 1.6. In group B post-test results M = 77.7 and SD = 8.9. In addition, group C experienced the highest increase in self control, namely M = 82.7 and SD = 3.9.

The pattern after the post-test above illustrates that individuals with the awareness and calm that can be obtained from the excess counseling of SFBC groups can help individuals form self-control. From the observations, it can be seen that there is a therapeutic change in the counselee, which is marked by changes in attitude patterns that are more able to control themselves. This change in attitude leads to a high sense of self

control. The counselee becomes a person who has self-discipline, control of impulsive actions, good habits, work ethic, self-reliance. The characteristics shown by the counselee are in accordance with the characteristics of high self control according to Tangney (2004).

The first group is a group that gets treatment in the form of SFBC group counseling with an exception technique. Before providing SFBC group counseling services with exception techniques to improve students' self control at the National Vocational School first, the selection of research subjects was conducted. The selection of research subjects in this study was done by purposive sampling in class X by taking 7 students. Then the research subjects are directed to fill the self-control scale before (pre-test) and after (post-test) in providing SFBC group counseling services with an exception technique to see the effect of services provided on changes in self-control of research subjects. The measurement results can be seen in the table below:

**Table 3. Level of Self Control Pre\_Test-Post\_Test in Groups A, B and C**

Group	N	O <sub>1</sub> - O <sub>2</sub>		P
		M	SD	
KA	7	59.4	1.9	0.000
		68.6	1.6	
KB	7	67.7	1.7	0.021
		77.7	8.9	
KC	7	68.6	1.6	0.000
		82.7	3.9	
Total	21			

Source : Data analyzed, 2020

Table 3 shows the results of the sample t test for the self-control group A, paired sample t test is a parametric statistical method used for normally distributed data (normality test). Paired sample t test results are as follows:

**Table 4. Paired Test Results for Group A t-test**

Stat	t	df	Sig.	Info
Paired	-16.525	6	0.000	H1 proven

Source : Data analyzed, 2020

Based on table 4 for group A, it can be interpreted that from a total of 7 research subjects, the pre-test M = 59.4 and SD = 1.9. In the post-test M = 68.6 and SD = 1.6.

From the above interpretation it can be understood that the level of Self Control in group A after being given SFBC group counseling with an exception technique is higher than before being given SFBC group counseling with an exception technique. This shows an increase in the level of self-control after treatment.

The decision making of the results of the hypothesis test for self-control group A, namely:

1. Ho: SFBC group counseling with exception techniques has no effect on improving self-control.
2. Ha: SFBC group counseling with exception techniques has an effect on improving self-control.

Decision making whether or not there is an influence, the calculation results using a significance level of 5% through the following conditions:

1. If the significance value or Sig (2 tailed) > 0.05, then Ho is accepted and Ha is rejected.
2. If the significance value or Sig (2 tailed) < 0.05, then Ha is accepted and Ho is rejected.

Based on the paired sample test results for group A self-control in table 4.2, it can be seen that the value of Sig = 0,000 is smaller than 0.05 (0,000 < 0.05) then Ha is accepted and Ho is rejected, thus it can be concluded that SFBC group counseling with the exception technique there was a

significant change in the improvement of self-control in students fighting in the Cirebon National Vocational School.

Table 4.5 shows the results of the Wilcoxon test for self-control group B, the Wilcoxon test is a non-parametric statistical method used as an alternative to the paired sample t test, because research data for Group B after normality is obtained data that are not normally distributed, so the data does not meet the requirements in parametric statistical testing especially the paired sample t test. Wilcoxon test results are as follows:

**Table 5 Wilcoxon Group B Test Results**

Test Statistics <sup>b</sup>		
Statistic	Pos_TestPre_Test	Information
Z	-2.120 <sup>a</sup>	H2 proven
<b>Sig.</b>	<b>0.034</b>	

Source : Data analyzed, 2020

Based on the self-control level table for group B, it can be interpreted that from a total of 7 data, the pre-test values are  $M = 67.7$  and  $SD = 1.7$ . While the post-test score  $M = 77.7$  and  $SD = 8.9$ .

From the above interpretation it can be understood that the level of Self Control in group B after being given SFBC group counseling with miracle question techniques is higher than before being given SFBC group counseling with miracle question techniques. This shows an increase in the level of self-control after treatment.

Decision making whether or not there is an influence, the calculation results using a significance level of 5% through the following conditions:

1. If the significance value or Sig (2 tailed) > 0.05, then  $H_0$  is accepted and  $H_a$  is rejected
2. If the significance value or Sig (2 tailed)

<0.05, then  $H_a$  is accepted and  $H_0$  is rejected

For group B self-control, a Sig value of 0.021 is smaller than 0.05 ( $0.034 < 0.05$ ), this means that there is a change in group B from pre-test to post-test, so the results of the hypothesis  $H_a$  are accepted and  $H_0$  was rejected.

Table 6 will show the results of paired sample t test for self-control group C, paired sample t test is a parametric statistical method used for normally distributed data (normality test). Paired sample t test results are as follows:

**Table 6 Paired Test Results for Group C t-test**

Stat	t	df	Sig.	Information
Paired	-9.723	6	0.000	H3 proven

Source : Data analyzed, 2020

Based on table 2 for group C, it can be interpreted that from a total of 7 research subjects, the pre-test  $M = 68.6$  and  $SD = 1.6$ . While nilia on the post-test  $M = 82.7$  and  $SD = 3.9$ .

From the above interpretation it can be understood that the level of Self Control in group C after being given SFBC counseling with a combination of exception techniques and miracle question techniques is higher than before being given SFBC group counseling with a combination of exception and miracle question techniques. This shows an increase in the level of self-control after treatment.

Decision making whether or not there is an influence, the calculation results using a significance level of 5% through the following conditions:

1. If the significance value or Sig (2 tailed) > 0.05, then  $H_0$  is accepted and  $H_a$  is rejected.
2. If the significance value or Sig (2 tailed) < 0.05, then  $H_a$  is accepted and  $H_0$  is rejected.

Based on the results of the Paired Sample Test for self-control group B in table 2, it can be seen that the value of Sig = 0,000 is smaller than 0.05 (0,000 <0.05) then  $H_a$  is accepted and  $H_o$  is rejected, thus it can be concluded that SFBC group counseling with a combination of exception and miracle question techniques, there is a significant change in the improvement of self-control for students fighting in SMK National Cirebon.

In the post-test case it appears that the significance ( $p$ ) = 0.005 <0.05, then  $H_o$  is rejected and  $H_a$  is accepted, meaning that the hypothesis states that there is no difference between groups A, B and group C when the post-test is rejected, meaning there is a difference at the time of the post-test between groups A, B and group C.

So that the final conclusions of the analysis conducted by paired sample test, Wilcoxon Signed Ranks Test and Kruskal-Wallis Test found that SFBC group counseling with exception techniques in group A, miracle question techniques in group B and a combination of exception techniques and miracle question techniques in group C is effective against increasing self-control in students fighting in National Vocational Schools

Discussion on the effectiveness of SFBC group counseling with exception techniques and miracle question techniques to improve self-control in students fighting in Cirebon National Vocational School based on the results of research that has been done by researchers, will be discussed further in this section.

Judging from the results of the pre-test in table 4.1 shows students who fight have a category of low and moderate levels of self-control in groups A, B and group C. This is relevant to the

results of previous studies that there is a relationship between self-control and aggression or fighting also expressed by Dewall, Finkel & Denson (2011) who in their research stated that failure of self-control can contribute to aggressive actions even those that include violence. This was also expressed by Moyer & Susetyo 1999 (in Zahri & Savira, 2016) that aggressiveness is related to the lack of control over emotions in individuals. Teenagers with a high level of self control will be able to consider the consequences of their actions and can avoid behaving aggressively (Sentana & Kumala, 2017).

Similar research states that individuals with low self control possess characteristics to commit criminal actions or other deviant actions in the social life of Gottfredson & Hirschi (in Titisari, 2018). Therefore self-control is important to be improved by students so that they are far from impulsive behavior that violates standards of behavior, in order to make individuals display behavior that is in accordance with the demands of their environment so that it will not cause unrest in dealing with themselves and others. Individuals usually have difficulty refusing the pleasure that comes to them, even though the pleasure will have a negative impact or consequence in the future. (Tangney et al, 2004; Ghufron & Risnawati, 2014).

From table 2 we can see the pattern of self-control in group B, where the level of self-control at pre-test to post-test did not experience a big change. Although the increase in self-control in quantitative data is not significant, students' attitudes after attending SFBC group counseling with exception techniques have changed from the previous situation, because in psychological

intervention it is believed that small changes can pave the way for larger changes due to any problem. can be completed step by step (Corey, 2013).

Furthermore, in table 2 also seen group C which has a fairly high change in self-control from pre-test to post-test. This is because after attending SFBC group counseling with a combination of exception techniques and the magicacle question technique, brawlers feel they have hope and are empowered by their ability to influence their environment and have hopes for a better future in an effort to determine what they want (Erford, 2016). This is in accordance with the theory (Tangney et al., 2004) which states that the main component of self-control is an ability to rule out or change the response in a person, and eliminate the tendency of unwanted behavior and refrain from an action conducted, the aspects of which are self-discipline (self-discipline), deliberate / non-impulsive (controlling impulsive actions), healthy habits (good habits), work ethics (work ethic), reliability (self-reliability).

The intervention effectiveness test aims to find out whether SFBC group counseling with exception and miracle question techniques is effective in increasing self-control in students fighting in SMK Cirebon National. From the results of this study it is known that group counseling with the exception and miracle question techniques has an effect on increasing self-control in students fighting in the Cirebon National Vocational School.

The implementation of SFBC group counseling in this study aims to help students

assume optimism that every human being is healthy and competent and has the ability to create solutions that can improve the quality of life optimally even though sometimes we lose direction or are not aware of our abilities (McLeod J, 2010: 167). Thus increasing self-control or self-control in facing change and good adaptation between oneself and the world (Tangney et al, 2004).

SFBC group counseling is carried out in seven stages, namely Identifying a solvable complaint (identifying complaints that can be solved); establishing goals (designing goals) designing an intervention; strategic tasks that promote change (strategic tasks promote change); Identifying and emphasizing new behaviors and changes (positive new behaviors and identified changes); stabilization (consolidating profits); termination.

This research has been endeavored and carried out in accordance with scientific procedures and has successfully tested the SFBC group counseling to improve self-control in brawl students, however it still has limitations, namely:

1. In this study it cannot be concluded the magnitude of the differences of the three techniques in each group because it cannot be carried out further Post-Hoc Test because different tests use the Kruskal-Wallis Test for non-parametric.
2. Each group was not given the opportunity to follow-up and follow-up, so that the success of the intervention in each study group was not optimal.



## CONCLUSION

In conclusion, the results of the research on the effectiveness of group counseling with the exception and miracle question techniques on the increase of self-control of students fighting in the National Vocational School of Cirebon are as follows:

1. There is effectiveness of SFBC group counseling with exception techniques to improve self-control in group A on the results of hypothesis testing with paired sample test analysis, meaning that SFBC group counseling with exception techniques has succeeded in increasing self-control in students fighting in SMK National Cirebon.
2. There is effectiveness of SFBC group counseling with miracle question technique on increasing self-control in group B, on the results of hypothesis testing with Wilcoxon test analysis, meaning that SFBC group counseling with miracle question technique has succeeded in increasing self-control in students fighting in National Vocational Schools Cirebon

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