



## STRENGTH BASED COUNSELING: ALTERNATIVE COUNSELING TO INCREASE WORKING STUDENTS' RESILIENCE

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### Abstract

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Resilience is a critical psychological capability, particularly for students who also work. Given the complexity of problems they encounter, working students must possess resilience to tackle challenges. Low resilience can lead to negative outcomes such as depression, anxiety, and stress. Therefore, interventions are necessary to enhance this resilience, one of which is through guidance and counseling services. One effective approach is strength-based counseling. This study employs a literature review method, drawing on data sources like Research Gate, Mendeley, and Google Scholar. This article discusses how counseling approaches that emphasize individual strengths and positive potentials can help improve the resilience of working students. The results indicate that strength-based counseling is effective in enhancing the resilience of working students. Strength-based counseling focuses on empowering individuals by utilizing the positive energy within themselves and their environment, rather than defining them based on problems or illnesses. Through this approach, working students can better manage the pressures and challenges they face, thereby improving their mental health and academic performance.

**Keywords:** Strength Based Counseling; Resilience; Work; Students

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## INTRODUCTION

Studying while working is a common occurrence, especially for students from disadvantaged backgrounds. For many, choosing to work is a necessity if they wish to pursue their education further. According to Baum (2010), students from disadvantaged backgrounds work to support their academic ambitions. Students must therefore deal with the requirement of participating in both college and employment activities. Students need to be able to control and adapt to these two activities in order to run in balance when faced with the demands of studying and working. On the other hand, it also causes issues, including issues at work and in the classroom.

These are some of the issues that students who work and study confront, according to the authors' survey of these issues: 1) Due to the high cost of college tuition if you don't work, you are unable to go. 2) Juggling work and school obligations (Sometimes clashes). 3) Having trouble achieving course requirements, such as completing coursework, 4) The lecturer's allotted time to finish the assignment is insufficient, 5) The organization or agency where they work charges for a variety of tasks or jobs, 6) They feel worn out from work and school-related tasks, 7) Their employer does not fully comprehend the situation of students who work and study, and 8. It can sometimes be late for college because of how distant the workplace or home is from the university.

According to some earlier studies, students often struggle to manage their limited study time, are overworked or under stress from their jobs, which causes them to sometimes be late completing and collecting assignments or even be lazy about going to class and losing interest in what is being taught (Oktavia & Nugraha, 2013). Students must possess psychological skills such as resilience in order to deal with the many issues they experience. Students must have resiliency to overcome challenges in the educational process (Amelasasih et al., 2019). Individual resiliency in the face of strain or adversity is referred to as resilience. According to Reivich & Shatte (2002), resilience is the capacity to confront, manage, get through, and recover from adversity. As a result, resilient students will be able to deal with their challenges and overcome them.

Students in the employee class are expected to be more resilient than other students. This is due to the fact that the intensity of employee class students is the same as that of students who study while working, resulting in higher problem-solving intensity (Lingard, 2015). Students who have studied while working will be more equipped to handle obstacles and challenges, and their resilience will be higher than that of those who are not working or attending regular classes (Chung et al., 2017). This occurs as a result of working students having more obligations and demands than regular students (Taniguchi & Kaufman, 2005)

According to the aforementioned argument, it's critical for students to build resilience. How come? due to the fact that resilience is a dynamic feature that grows through an individual's engagement with their environment as well as through educational processes that allow them to develop their cognitive, social, and emotional skills (Masten et al., 2008; Yates & Masten, 2004). The capacity to adapt to or recover from a traumatic or stressful situation is known as resilience (Flether & Sarkar, 2013). According to the results of earlier research, Indonesian students' resilience falls primarily within the medium category (Amelia et al., 2014; Septiani & Fitria, 2016). This indicates that although pupils are quite capable of changing and returning to their initial state when under duress, this skill is not yet at its best.

The numerous negative effects that will result from pupils' lack of resilience underscore the significance of helping students build resilience. Resilience has a major impact on students' mental health, according to Wu et al. (2020). According to the study, students with low resilience are more likely than those with high resilience to display indications of psychological problems like anxiety and sadness. Resilience was also identified as one of the non-cognitive variables that improved students' psychological development while also making a positive contribution to their academic achievement (Gräbel, 2017; Handarini, 2019).

Many studies have been conducted on resilience, however they often concentrate on personal variables as antecedents (Cahyani & Akmal, 2017; Hatari & Setyawan, 2020; Roellyana & Listiyandini, 2016; Broom & Nashori, 2017). These studies primarily link students' personal (individual) characteristics to resilience, including spirituality (Cahyani & Akmal, 2017), optimism (Roellyana & Listiyandini, 2016), forgiveness and agreeableness of personality (Saputro & Nashori, 2017), self-compassion (Hatari & Setyawan, 2020), and stress (Septiani & Fitria, 2016; Wirawati et al, 2022). Also, some research findings claim that those with low resilience experience depression more frequently (Blackmon et al., 2017; Fisher & Overholser, 2014; Kaloeti et al., 2019; Sharpley et al., 2016; Ziaian et al., 2012). In the context of this study, a resilient learner will have faith in his or her ability to handle challenges in challenging circumstances (Cavazos et al., 2010). The negative effects of the pressure encountered will be lessened if the student feels in control of the circumstance (Cohrdes & Mauz, 2020). As a result, efforts are required to help students build their resilience, which not only leads to significant

psychological issues but also has a detrimental impact on their academic performance as seen by the occurrence of learning loss (Engzell et al., 2021; Hammerstein et al., 2021).

One of the counseling models that can be employed in an effort to boost resilience is the strength-based therapy paradigm (Suranata, 2017). This concept is founded on the positive psychology paradigm, which holds that each student has resources and self-potential that are crucial to recognize and develop (Scheel et al., 2018). The theories behind strength-based counseling are also in line with the new paradigm of comprehensive and developmental counseling services, which sees students as unique individuals with positive resources, potential, and competencies who can be empowered to assist students in achieving their highest levels of self-development (Brewington & Kushner, 2020; Gysbers & Henderson, 2001, 2013). In light of the aforementioned explanation, the article study's main focus is on working students' resilience and the strength-based counseling paradigm.

## **METHODS**

This study used a literature review methodology to examine the resilience of working students and the counseling strategies employed to enhance student resilience. The study utilized various academic databases and relevant literature sources such as Research Gate, Mendeley, and Google Scholar. The keywords used in the literature search included resilience, working students, and strength-based counseling. The selected articles were those relevant to the topic of resilience in working students and the strength-based counseling approach. The chosen articles were classified based on the main themes, and then synthesized to obtain a comprehensive understanding of how strength-based counseling can improve the resilience of working students.

## **RESULTS & DISCUSSION**

### **1. Student Worker Resilience**

When entering the realm of lectures, students face unique difficulties. Every person must have experienced troubles in the past, and those problems may still exist today or they may become new problems in their lives. According to Widuri (2012), people go through periods of time with a variety of issues and tensions. The difficulties and demands that college students face while they try to learn are inextricably linked to the obligations they have to fulfill both on and off campus.

According to Octavia & Nugraha (2013), students who work while they are in school must be able to juggle both their academic and professional obligations. If kids are unable to handle it correctly, one activity will be sacrificed. Indonesian students put in a lot of long hours at work, making it challenging for them to balance employment and school. Academic pursuits are generally sacrificed in this situation.

Furthermore, according to Azzahra's (2016) research, one of the factors contributing to the stress that students experience is the sheer volume of assignments and extracurricular activities that they must complete at all universities worldwide. Environmental changes, the loss of social support networks, academic pressure, the formation of relationships with peers, and financial issues are additional sources of pressure on students.

To react to the stresses that pupils are under. Resilience is a crucial quality for pupils to possess. According to Usroh & Ningrum (2018), each person has to be highly resilient in order to be able to endure a variety of challenges, boost their own potential

to sustain happy feelings, and develop their emotional maturity. The degree of psychological suffering among pupils decreases as resilience increases. But, those who lack resilience will quickly fall into disarray and despair if they encounter a crisis in their lives. Such circumstances will affect the person, regardless of whether that person feels confident in his ability to solve the issues he faces or whether he is capable of taking responsibility for his obligations. Similar to this, negative features will emerge if the person is unable to manage their emotions, which can have an effect on a variety of things (Uyun, 2012).

In fact, according to experts, one of the basic skills of the twenty-first century is resilience. According to Grotberg (1999), resilience is the capacity of a person to endure hardship, adapt, and confront and resolve issues. In order to respond effectively to the seriousness of life's problems and to promote the growth of mentally healthy people, resilience is the most appropriate competence (Hendriani, 2018). Resilience is also described as the process of overcoming adversity, which is characterized by a person's accumulation of minor victories interspersed with failures, setbacks, and disappointments (Desetta & Wolin, 2000; Kaplan, 1995; Wolin & Wolin, 1993).

Resilience is critical for everyone, but especially for working students, as the previous argument suggests. Students must be resilient in order to manage the multiple demands of their work and classes demands that must be satisfied concurrently or else and live both simultaneously.

## 2. Model of Strength-Based Counseling

To lessen the effects that children's poor resilience may have. Intervention is then required. The provision of advice and counseling services is one of the remedies that is possible. One paradigm that might be employed in an effort to boost resilience is the strength-based counseling model (Suranata, 2017).

The goal of the strength-based counseling method is to empower clients by utilizing the existing positive energy both within and outside of them. Individuals are not defined and characterized by a problem, diagnosis, or sickness, according to self-strength coaching. Instead, they are based on a person's capacity for development and change (Smith, 2006; Suranata, 2017).

A foundation for developing strength categories and a justification for counseling interventions is also provided by the idea of strength-based counseling. The strength category suggests a number of characteristics that affect how well or poorly social and emotional functioning (Aspinwall & Staudinger, 2003). Strength-based counseling also strives to restore healthy psychological damage and increase counselor competency. In studies on children, such as those by Seligman et al., (1995) and Seligman, Schulman, & DeRubeis (1999), participants are taught optimism as a means of preventing depression and anxiety in both adults and children. The goal of strength-based counseling is to assist clients identify their strengths so they can expand upon their current competencies (Norman, 2000).

Moreover, the positive psychology movement's central tenet that psychology must examine both disease, weakness, and damage as well as strengths and virtues is a source of inspiration for strength-based counseling (Seligman & Csikszentmihalyi, 2000). According to Smith (2006), the focus should be on instilling strength in kids through maintaining a positive outlook. Philosophically, self-strength therapy also supports the idea that counselors are heroes in their own lives. Counselors are free to choose whether or not they want to embark on a journey to address issues that make life unhappy (Hartono, 2019).

The findings demonstrated the value of strength-based therapy for students who

have a history of underachieving. School counselors can compare kids' talents and pinpoint some that are more significant than others. Counselors can then assist students in using this authority at home, at school, and outside of school (Ramadhoni & Kalsum, 2018). Moreover, character qualities like optimism, kindness, social intelligence, self-control, and perspective may be able to buffer the negative effects of stress and trauma, preventing or lessening its disease. This is according to the theory of strength-based counseling (Park & Peterson, 2006b).

When using a self-strength-based counseling approach, the counselor must prioritize three factors: first, what works in counseling is more emphasized than what doesn't; second, what things the counselor has more focused on; and third, the strength/modality of the counselor's defense in dealing with problems. An attempt of cooperation and acceptance of counselors to counseling is very vital, as is using one of your own assets, strengths, and talents to tackle issues and obstacles (Rashid, 2014). According to the theory behind strength-based counseling, people develop by enhancing their strengths rather than by downplaying their flaws and deficiencies. But on the comprehension, admiration, and fostering of their inner strength (Tim Grothaus, et al, 2012)

It is clear from the discussion above that therapy that is based on a person's strengths is appropriate for boosting a student's resilience. This is due to the fact that strength-based counseling stresses the resources, skills, and strengths that people have to deal with their difficulties or challenges. This strategy tries to increase and build people's capacity for coping with stress and difficult circumstances.

## CONCLUSION

Resilience is a critical psychological ability for students to have, especially working students. This is as a result of the fact that both lectures and the job are encountered activities. Thus the problems these two activities have caused. Students that lack resilience will suffer negative consequences, such as depression, anxiety, stress, etc. In order to combat these effects, intervention is required. One of them works in the guidance and counseling industry. Strengths-based therapy is one of the most popular strategies for enhancing the resilience of working students. By emphasizing the positive energy that is now present in both a person's immediate environment and themselves, strength-based counseling strives to empower individuals. According to self-strength coaching, people are not defined and characterized by a problem, diagnosis, or illness. Instead, they are based on a person's capacity for change and evolution. So, the main goal of strength-based counseling is to maximize the counselor's advantages and give her more influence.

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