

Group Exercise Technique For Developing Adolescents Resilience

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Abstract— The ability to continue to live in an environment of heavy pressure is known as resilience. Individuals with high levels of resilience are able to adapt to various conditions to change circumstances and be flexible in solving problems. This study aims to examine the effectiveness of the group exercises techniques in developing adolescent resilience. This research uses a quantitative approach with pre-experimental methods and uses one-group pretest-posttest design. The population of this research is all students at Cimahi Public Middle School 3, West Java. The number of subjects as many as 15 were taken based on convenience sampling techniques. Researchers use resilience scale to obtain data. The data analysis technique uses the two-difference test (t-test). The results showed that the use of the group exercises techniques was effective in developing adolescent resilience.

Keywords: Group Exercise Technique, Resilience, Adolescents.

1 INTRODUCTION

Resilience is the ability that individuals need to survive in the event of adversity. In addition, resilience is the ability to continue living in an environment with heavy pressure [1]. Individuals with high levels of resilience are able to adapt to various conditions and be flexible in solving problems. While individuals with low levels of resilience have little adaptability flexibility, are unable to react to changing circumstances, tend to be hard-hearted, and experience difficulties to adjust to the experience of trauma [2]. The resilience of adolescents can be self-protective so that it does not have a negative impact on life. Adolescents who have high resilience are more resistant to stress and have fewer emotional and behavioral disorders [3]. Whereas someone with a low level of resilience will not be able to judge, overcome, and change themselves from adversity in life [4]. Teenagers have the potential to succeed, develop healthily, and have the capacity to develop positively [5]. Teenagers will try to meet basic needs both physically, personally and socially, and use competencies that are seen as important for life, in the present and in the future [6]. The rapid physical and cognitive development of adolescents has a great influence on emotional development, social and moral development so that it needs proper guidance from the school for optimal potential development.

The creativity and innovation of the counselor are very important in helping students develop. The guidance given should be easily accepted by students. Counselors also need to pay attention to the culture and value inherent in the culture of the community [7]. Adolescents who face a set of demands without adequate ability will respond in a dangerous or maladaptive manner [8]. Resilience increases the likelihood of teenagers to succeed in school, participate in class and be confident in their lives despite unpleasant events occurring [9]. Resilience development is very important to be implemented in schools, so there needs to be an appropriate approach to develop it. One of them to develop student resilience is group

guidance of the group exercises techniques. The technique is used because it makes group dynamics a medium for behavior change that is very appropriate for adolescents. Guidance to develop resilience is expected to be able to develop the personal strengths of Cimahi Public Middle School 3 students, namely individual competencies related to healthy development. It consists of four aspects of resilience, including social competence, problem-solving ability, independence, and conscious of goals and a positive future [10]. Given the importance of developing resilience in adolescents, this study aims to examine the effectiveness of group counseling programs with a group exercises techniques to develop adolescent resilience.

2 LITERATURE REVIEW

2.1 The concept of resilience

Life runs dynamically, there are times when individuals are in happy situations and walk without obstacles, but there are times when individuals are forced to face unpleasant situations such as pain and misfortune. Humans basically have the ability to realize themselves. This unique and tangible ability allows individuals to think and take decisions. When a person realizes and understands his responsibilities, he will think, learn, and be motivated so that he can change his negative thoughts into positive ones [11]. Sadness and difficulties that occur must be addressed properly by individuals, one way is to prepare good self-resilience. Resilience is generally defined as a dynamic process whereby individuals exhibit adaptive functioning in the face of adversity or difficulties and pain [12]. Although many experts do not agree on the absolute definition of resilience, experts agree that individuals must, at a minimum, experience the misfortune to be able to experience resilience [13]. Two conditions are needed to identify resilience. The first is a significant threat to the individual in the form of high-risk status or experience of chronic misfortune and trauma; the second is the quality of individual adaptation or the development of behaving in a competent manner [14]. Individuals are declared to have resilience if they have four aspects, namely: 1) social competence; 2) problem-solving skills; 3) autonomy; 4) sense of purpose [10]. Self-resilience is influenced by two factors, risk factors and protective factors. Risk factors can increase an individual's vulnerability to adversity and hinder the development of resilience; Protective factors can strengthen resilience, which leads to successful adaptation [12].

In addition, there are some experts who argue that resilience is divided into three levels, namely the individual level,

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organizational level resilience, and national-level resilience [15]. Resilience is also divided based on social structure, namely individual resilience, family resilience, and community resilience [16].

2.2 The Concept of Group Guidance for Group Exercises techniques

In guidance and counseling there are a variety of services that counselors can use in helping individual development. One of the services that can be used is with group guidance. Group exercise is one of the techniques used in group counseling and guidance. Group guidance is a group that develops the ability to achieve shared goals, using group task patterns as a method for developing knowledge and skills. Objectives Group guidance can be achieved with a variety of procedures and approaches according to the group model [17]. Group guidance is given to prevent the development of problems in individuals. Group guidance can take the form of delivering information that addresses educational, social, personal and career issues [18]. Group guidance can be defined as a process of providing assistance to individuals through a group atmosphere that allows each member to learn actively and share experiences in an effort to develop insights, attitudes or skills needed in an effort to prevent problems from arising in personal development efforts [19]. Group guidance aims to increase self-awareness, knowledge, and development of individual skills. Encourage members to exchange opinions, learn how to solve problems, and help foster a support system within. Group guidance is preventive, developmentally oriented, and remedial [20]. Group guidance can be useful for obtaining information from individuals with diverse backgrounds and experiences, stimulating creativity in problem solving, conducting feedback, self-evaluation. This guidance is more effective and efficient, beginning with individual counseling [19], [21]. Group guidance can be carried out using a variety of techniques, one of which is group exercises. The structure of exercises was first described in the form of T groups in the 1950s [22]. After that, the use of exercises in groups is described in more detail by many researchers. Many experts claim group exercises have an important role in making a group more meaningful and more interesting [17], [22]. Some reasons for using group exercise techniques in this study are: (1) helping to increase the level of comfort; (2) gives group leader's useful information; (3) helps develop discussion and focus; (4) shifting focus, (5) deepening focus; (6) provides opportunities for experimental learning; and (7) creating pleasure and relaxation. There are fourteen types of the group exercises techniques, namely written, movement, rounds, dyad and triad, creative props, arts and crafts, fantasy, common reading, feedback, trust, experiential, moral dilemma, group discussion, and touching. The choice of group exercise techniques that will be used can be adjusted to the information, understanding, experience, motivation and reinforcement of values needed based on the objectives to be achieved [22].

3 METHOD

The study uses a quantitative approach, with pre-experimental methods and research designs are one-group pretest-posttest design. The study population was teenagers of class VIII at Cimahi Public Middle School 3 in the 2019/2020 Academic Year, totaling 443 students. Sampling of research using convenience techniques is by determining the characteristics

needed in research [23]. The number of samples determined in this study were 15 adolescents Measurement instruments use resilience scale. There are four aspects measured on these scale, namely social competence, problem-solving ability, independence, and conscious goals and positive future. Research procedures include: (1) a preliminary study; (2) data collection; (3) preparation of hypothetical guidance programs; (4) testing the rational validation of an intervention program or due diligence; (5) providing interventions and conducting posttests to the study sample; (6) testing the effectiveness of the intervention program. To find out the effectiveness of group guidance of the group exercises techniques to develop adolescent resilience, an analysis of pretest scores and posttest scores with statistical techniques in the form of a t-test was used.

4 RESULT

In this study, two evaluation processes were carried out to test the effectiveness of the program. The first is evaluating the process by observing and analyzing attitudes, answers, and responses during the implementation of the group guidance intervention. Second Evaluation of results, which is done by looking at the difference in scores from the results of the pretest and posttest after the intervention. Based on the results of the pretest, it shows that all samples totaling fifteen teenagers are in the medium category with an average value of 1.72. After the intervention of the group guidance with group exercise's technique, it increased to 3.15. There are eleven teenagers in the high category, four in the moderate category. The effectiveness test is then conducted, which aims to obtain empirical data confidence about the effect of interventions carried out on increasing the development of student resilience.

Table 1. Results of the t-test

Sample	t	df	Sig. (1-tailed)
Pair 1 Pre - post	-5.134	14	.000

Based on table 1, it is obtained the value of -t count <-t table (-5.134 <-1.761) and the level of sig (1-tailed) <significance level (0,000 <0.05). It can be concluded that the group guidance program with group exercise techniques is effective for developing adolescent resilience. Based on the results of the process evaluation it was concluded that there was an increase in adolescent resilience, which was shown by positive behavior in each session of group exercises conducted; the ability to adjust to each indicator intervened; and there are behavioral changes based on the results of filling in a daily journal as well as observations from teachers of behavior at school.

5 DISCUSSION

Various research results confirm that the development of resilience is needed by adolescents as a competency to face the transition to adulthood, which is full of challenges and pressures. It also encourages the formation of good mental health and is maintained throughout the next lifetime [25]. The potential for resilience within oneself can show extraordinary

power in one area but not in another. All individuals have sufficient capital to develop resilience in the form of natural and instinctive adaptability. Individuals are expected to be able to increase their responsiveness from the negative impact of adversity they experience [26]. Adolescent resilience can be developed by interrelated "external assets" including 1) the delivery of support with love, a message of presence, trust and unconditional love for adolescents; 2) clear, positive, youth-centered expectations; and 3) provide opportunities for young people to participate and be involved in activities that are challenging and interesting to develop resilience [10]. The development of resilience will ultimately have an impact on the success of adolescents in the future including the success of individuals, healthy families, effective schools, and the success of learning organizations in research and the application of their research results [10].

6 CONCLUSION

Based on this, it was concluded that there was a significant change in adolescent resilience, so that group exercises techniques were declared effective for developing resilience. This intervention program is recommended for school counselors so that it can be integrated in line with the existing guidance program in the school.

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