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Development of guidelines reality group counseling-based on cyber counseling to increase student adversity quotient

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Abstract
Adversity quotient is the ability of individuals to face various difficulties and make it an opportunity to achieve their goals. Adversity quotient can be changed or enhanced, so it is not a permanent personality. Cyber counseling based on reality group counseling can be one of the efforts to increase the adversity quotient of students. This study aims to produce Guidelines of Reality Group Counseling-based on Cyber Counseling to Increase Student Adversity Quotient and see how effective it is. The research method is Research and Mevelopment. This guide consists of several components, and the feasibility of the guide was validated by 2 expert validators and 2 practitioner validators. Reality group counseling-based on cyber counseling to increase student adversity quotient is effective to increase the adversity quotient. This conclusion is based on pre-test and post-difference test scores, where there is an increase in the adversity quotient of students before and after the implementation of cyber counseling-based reality group counseling.

Keywords: Adversity quotient, reality group counseling, cyber counseling, students

Introduction

Adversity quotient (AQ) is the ability of individuals to face various difficulties and make it an opportunity to achieve their goals. The term fighting power was introduced by Paul G. Stoltz which was developed in 1977. A high adversity quotient in individuals can increase the individual's persistence so that it has an impact on his performance in teamwork, and the external environment (Phoolka and Kaur 2012). A high adversity quotient will help individuals achieve success (Nuralisa, Machmuroch, and Astriana 2014), and are better able to realize their goals (Saidah and Aulia 2014). Other research shows that there is a positive effect of adversity quotient on performance and has a big role in everyday life including increasing competitiveness, creativity, productivity, motivation, daring to take risks, increasing perseverance in learning, and dealing with problems (Aminah 2015).

Reflecting on the previous description, it can be seen that the adversity quotient has an important role in every aspect of human life. The world of education is no exception. Students are also expected to be able to complete each lecture and assignment given. With this, of course, students are required to study extra and enrich their self-knowledge by learning more independently. Stoltz (2005) describes the high adversity quotient in students as indicated by the ability to overcome obstacles, not to give up easily, to be responsible when facing various problems. Octavia and Nugraha (2013) added that they have endurance and do not give up easily, and have good time management skills.

Various phenomena in the field show that there are students who easily give up when facing difficult college assignments, are irresponsible in completing assignments, procrastinate completing assignments and lecture administration, tend to be passive in the lecture process, and have low motivation. These various phenomena indicate that students have a low adversity quotient. The low adversity quotient is

caused by factors of competitiveness, productivity, creativity, motivation, taking risks, perseverance, and learning (Stoltz, 2005).

Adversity quotient has aspects consisting of Control, Origin, and Ownership (O2), Reach, and Endurance which is commonly abbreviated as CO2RE. The level of a person's adversity quotient depends on these four aspects (Stoltz, in Fitria 2016).

Students with a high adversity quotient can maximize all their potential to achieve the best results and have high achievement motivation (Stoltz, 2005). There is a positive relationship between adversity quotient and learning achievement in high school and college students (Dimas, 2016; Andyani and Indryawati, 2018, Juwita 2020). The adversity quotient also influences a person's stress level (Inayatillah, 2015, Nadhira and Arjanggi 2020). Based on the various research results, it can be concluded that every student needs to have a high adversity quotient. This is because a low adversity quotient has an impact on the achievement of personal and career development tasks.

Adversity quotient (AQ) can be changed or increased, so it is not a permanent personality (Benoit and Rajshree, in Fitria 2016). The focus of changing the adversity quotient lies in its aspects (Stoltz, in Fitria 2016). Efforts that can be made to increase adversity quotient include social support training (Ahyani 2016), adversity quotient development program (Prakaew & Leesattrupai, 2017), and discovery learning (Frimadani & Widjajanti, 2018). Based on the results of the literature review, there have not been many attempts to increase the adversity quotient.

Counseling is a field of science that is rich in approaches to overcome various behavioral problems, mindsets, and feelings that have been tested through various research results so that they can be used as an alternative to increasing the adversity quotient. The presence of counseling services in universities supported by reliable professionals is believed to be a determining factor in the success of the implementation of guidance and counseling services in universities, specifically in overcoming the low adversity quotient of students. Reality counseling is one of the counseling approaches that can be used.

This is supported by the results of previous research, namely reality counseling can overcome various individual psychological problems, such as reality counseling to increase responsibility (Saputri, 2016), increase positive attitudes (Ginting and Gulo 2017), improve learning discipline (Permatasari 2019), and changing self-concept (Hardianti, 2020). However, the results of research on reality counseling have not been found to increase the adversity quotient.

Reality counseling is a counseling approach that emphasizes the achievement of goals related to the five basic human needs, namely security, love and belonging, power, freedom, and pleasure. This approach holds that a person fails to achieve his goals because he chooses the wrong course of action. A person with a high adversity quotient tends to perceive obstacles as opportunities so that they can choose appropriate actions to achieve their goals. People who are unable to choose the right course of action in achieving their life goals can be said to be people with a low adversity quotient.

Reality counseling can be carried out in the form of groups. The implementation of counseling is usually carried out directly between the counselor and the counselee, but now it can be done remotely by utilizing technology that allows remote counseling (Pasmawati, 2016), the technology is connected to the internet network and is known as cyber counseling (Ifdil and Ardi 2013). Cyber counseling is believed to be more effective in many ways when compared to conventional counseling. Cyber counseling has also been proven to be effective in the form of group counseling (Puspita, Elita, and Sinthia 2020).

Based on various reviews, a guide is needed to carry out reality group counseling-based on cyber counseling to Increase the adversity quotient.

Method

The research method used is the Research and Development (R & D) method. This research method is used to produce products based on needs analysis and tests the effectiveness of these products so that they can be used by a large audience (Sugiyono, 2011). The product developed in this research is a cyber counseling-based reality group counseling guide to increase the adversity quotient of students.

The development of this guide uses the development model proposed by Sugiyono (2011) with ten stages, namely: 1) potential and problems; 2) data collection; 3) product design; 4) design validation; 5) design revision; 6) product trial; 7) product revision; 8) trial use; 9) product revision, and 10) mass

production. The research was carried out in Institut Agama Kristen Negeri (IAKN) Kupang pada Program Studi Bimbingan dan Konseling Kristen dan Pastoral Konseling in 2021.

Development Procedure

The guide development procedure is carried out in three stages, namely 1) the pre-development stage, which is the stage to collect information related to the development of the guide. Collecting this information by conducting a need assessment to determine the need for a cyber counseling-based reality group counseling guide to increasing the adversity quotient of students. The pre-development stage is divided into two parts, namely conducting a literature review and gathering information; 2) the development stage is the activity of preparing product drafts, and 3) the post-development stage is the trial stage, namely: a) assessment by experts, and b) assessment by practitioners (college counselors). Product trials are carried out to obtain information in the form of suggestions, feedback, and criticism from experts and practitioners that can be used as a basis for improving the product. After the expert test, it is continued with c) small group test and d) limited field test.

Product Trial

This stage is the stage to collect several data needed as a basis for decision making to improve product quality and to determine and determine the level of effectiveness of the products that have been produced. Three stages need to be taken in the trial of this product, which is as follows:

1. Design Validation Phase (Expert Test and Practitioner Test)

The expert test design is intended to validate the counseling guide that will be used to determine the acceptability of the guide. The expert assessment is the first trial carried out after the guide is completed. The goal is to find out the weaknesses in the guide. The subject of the expert test consisted of 2 people, namely counseling guidance experts, and 2 practitioners, namely college counselors. The data obtained are acceptability assessments from experts and practitioners on the guide prototype in the form of quantitative and qualitative data. The data collection instrument used was an acceptability rating scale. These aspects include usability, feasibility, and accuracy. The data collected were analyzed qualitatively and quantitatively. Data in the form of comments, suggestions, and criticisms were analyzed qualitatively. Meanwhile, quantitative data were analyzed by scoring.

2. Product Trial Phase (Small Group)

Small group trials were conducted by users (college counselors), the design used was descriptive. The subjects in the small group test were 5 students from the Christian Guidance and Counseling and Pastoral Counseling study programs who had a low adversity quotient. The data obtained from the small group test (students) consisted of quantitative and qualitative data. The instruments used in this small group trial were assessment questionnaires and discussion sheets. This assessment is intended to determine the level of acceptability of the guide in terms of usability, feasibility, and accuracy. Small group trials were conducted by users (college counselors), the design used was descriptive. The subjects in the small group test were 5 students from the Christian Guidance and Counseling and Pastoral Counseling study programs who had a low adversity quotient. The data obtained from the small group test (students) consisted of quantitative and qualitative data. The instruments used in this small group trial were assessment questionnaires and discussion sheets. This assessment is intended to determine the level of acceptability of the guide in terms of usability, feasibility, and accuracy.

3. Usage Trial Phase (Limited Field Test)

In a limited group trial conducted by users (counselors), the design used is cyber counseling based on reality group counseling. The subjects in the small group test were five students from the Christian Guidance and Counseling and Pastoral Counseling study programs who had low adversity quotient. The data obtained from the limited group test consisted of quantitative and qualitative data. The instruments used in this limited group trial were a scale and an evaluation sheet. This assessment is intended to determine the level of acceptability of the guide in terms of usability, feasibility, and accuracy.

Results and Discussion

Adversity Quotient Profile

Based on the results of a preliminary study on the level of adversity quotient of students from the Pastoral Counseling study program and the Christian Guidance and Counseling study program, totaling 104 students, it was found that 16 students had the level of adversity quotient in the very high category, 64 students in the high category, 21 students in the medium category, 3 students in the low category, and there were no students in the very low category. The adversity quotient profile can be seen in the following table.

Table 1 <Adversity Quotient Profile>

Category	Total	Percentage (%)
Very low	0	0
Low	3	3
Middle	21	20
High	64	62
Very high	16	15
Total	104	100

Reality Group Counseling-Based on Cyber Counseling to Increase Student Adversity Quotient

Based on the results of the preliminary study, the researchers developed a hypothetical model of Cyber Counseling-based Reality Group Counseling to Increase Adversity Quotient. The hypothetical model of Cyber Counseling-based Reality Group Counseling consists of rationale, objectives, the scope of the guidance, guiding objectives, and stages of cyber counseling-based reality group counseling.

The product of the cyber counseling-based reality group counseling model to increase the adversity quotient that has been tested effectively requires a rational feasibility test of the model. The feasibility test of this model is carried out through expert assessment (expert validation) and practitioner assessment (practitioner validation). The expert assessment and practitioner assessment in this study amounted to 2 people each. Operationally, expert validation is intended to assess the feasibility of each component of the model from the scientific side of guidance and counseling, while practitioner validation is more emphasized on the feasibility of the model developed to be implemented in universities.

The model feasibility test was carried out by two expert validators/experts. The two validators are lecturers in the field of guidance and counseling. The researcher uses an assessment model and instrument in the form of a validation sheet in which there is an input or suggestion column per aspect. Based on the results of the discussion in the guidance process, researchers were given input and suggestions that could be considered to improve the model. The results of the test/expert are in the following table:

Table 2 <Results of Expert/Expert Validation of Reality Group Counseling-Based on Cyber Counseling to Increase Adversity Quotient>

No	Expert Validator	Comments/Suggestions
1	Ev 1	a. Add an explanation about the essence of cyber counseling b. Add an explanation regarding the rules using zoom or other applications used in group counseling c. The use of an ice breaker can take advantage of the emoticon feature to describe the mood
2	Ev 2	Overall, Cyber Counseling-based Reality Group counseling to Increase Adversity Quotient is appropriate and can be used

The practitioner test was carried out by 2 lecturers in the fields of guidance and counseling and psychology. The researcher uses an assessment model and instrument in the form of a validation sheet in which there is an input or suggestion column per aspect. The results of practitioner validation are shows in table 2:

At the stage of improving the hypothetical model, cyber counseling-based reality group counseling to increase the adversity quotient which has been validated by experts and practitioners has received input and suggestions as material for the revision of the developed model. The activities carried out at this stage are evaluating the results of the model feasibility test, making improvements according to the input

provided, and compiling a cyber counseling-based reality group counseling model to increase the adversity quotient that has been tested in stage 1.

Table 3<Results of Validation of Reality Group Counseling-Based on Cyber Counseling to Increase Adversity Quotient>

No	Practitioner Validator	Comments/Suggestions
1	Pv 1	a. Add a description of the developmental tasks of adolescents according to Havighurst (page 3) b. Add a foundation that needs to be emphasized at the pre-group stage c. Each sub-chapter title can be marked using the letters A, B, etc d. Revised the word inform to report (page 57)
2	Pv 2	At the stage of reality group counseling, the word student can be changed to individual/target group or you can also add a slash (/)

The effectiveness of the Reality Group Counseling-Based on Cyber Counseling to Increase Adversity Quotient

The trial of using cyber-counseling-based reality group counseling to increase the adversity quotient was given to 5 students who were members of the group. This test was carried out for 7 meetings. The implementation of group counseling is adjusted to the mutual agreement of group members so that each group member can attend and actively participate in every meeting. Group counseling is carried out continuously by the stages of reality group counseling.

Pretest Result

The scale of the results of the trial was distributed to the target population of the study to determine the research subjects. The subject of this study was to test the effectiveness of the cyber counseling reality-based group counseling guide to increase the adversity quotient of students. Based on the results of the scale distribution, 5 students were determined as the experimental group. The following are the results of the pretest.

Table 4<**Research Subjects and Experimental Group Pretest Score**>

No.	Experimental Group	Pretest Score	Category
1.	A.M	63	Rendah
2.	I.T	79	Rendah
3.	M.T	68	Rendah
4.	M.B	87	Sedang
5.	R.S	85	Sedang

Posttest Result

Research subjects who have been determined are given cyber counseling service intervention based on reality group counseling. The results of the intervention can be seen in the posttest in the following table.

Table 5<Research Subjects and Counseling Group Posttest Scores>

No.	Group Counseling	PosttestScore	Category
1.	A.M	102	Middle
2.	I.T	100	Middle
3.	M.T	109	High
4.	M.B	110	High
5.	R.S	109	High

The following is a description of the results of the pretest and posttest data.

Table 5<Research Subjects and Scores Pretest and Posttest Counseling Group>

No.	Group Counseling	PosttestScore	Category	PosttestScore	Category
1.	A.M	63	Low	102	Middle
2.	I.T	79	Low	100	Middle
3.	M.T	68	Low	109	High
4.	M.B	87	Low	110	High
5.	R.S	85	Low	109	High

Figure 1<Pre-testandPost-testgroup counseling>

Normality Test

Normality test is carried out as a prerequisite to find out the data is suitable to be used in hypothesis analysis. Test the normality of the pretest and posttest data using Shapiro-Wilk with the help of SPSS 25 software for windows. Based on the results of the normality test with Shapiro-Wilk, it is known that Sig. pretest and posttest are 0.093 or greater than > 0.05, then the data is declared normally distributed and then continued with hypothesis testing.

Hypothesis Testing

The results of the prerequisite test, namely the normality test, said that the data was normally distributed, so a parametric statistical test was carried out, namely the Paired Sample T-Test test. The test was carried out with SPSS 25 software for windows. Based on the test results, it is known that the value of Sig. (2-tailed) is 0.002, which means the value is <0.05, then the hypothesis is accepted, namely the cyber counseling-based reality group counseling guide is effective for increasing the adversity quotient of students.

Discussion

Adversity quotient is one of the determinants of a person's success (Nuralisa, Machmuroch, and Astriana 2014) as well as the ability to overcome obstacles in achieving success (Aminah 2015 and Stoltz, 2005). Adversity quotient (AQ) can be changed or increased, so it is not a permanent personality (Benoit and Rajshree, in Fitria 2016).

This cyber counseling-based reality group counseling guide to increasing adversity quotient consists of two parts, namely Part One is "Model of Reality Group Counseling Based on Cyber Counseling to Increase Adversity Quotient".
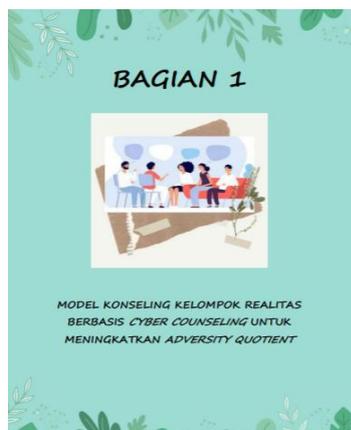
Figure 2<Part 1>

The reality group counseling model based on cyber counseling to increase the adversity quotient is built from three theoretical studies, namely reality group counseling, cyber counseling, and the concept of adversity quotient.

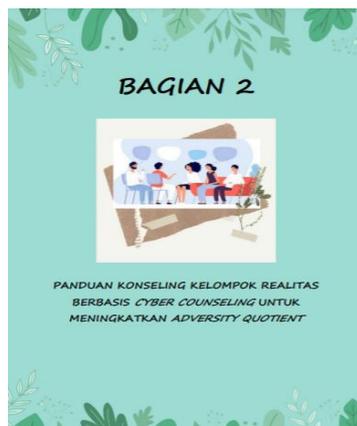Part Two is "Reality Group Counseling Based on Cyber Counseling to Increase Adversity Quotient".

Figure 2<Part 2>

Part two consists of the objectives of the guide, the scope of the guide, the objectives of the guide, and the stages of cyber counseling-based reality group counseling.

The stages of cyber counseling reality-based group counseling consist of six stages as proposed by Corey (2012), namely: 1) the stage of group formation (pregroup); 2) the initial stage (initial stage); 3) the transition stage (transition stage); 4) The implementation stage (working stage); 5) The final stage, and 6) the evaluation and follow-up stage. The implementation of these six stages is carried out in 1 pregroup session and 7 counseling sessions covering the initial stage to the evaluation and follow-up stages.

This guide is one of the breakthroughs in counseling. The novelty values of this guide lie in the implementation of group counseling in cyber form. Cyber counseling can briefly be interpreted as the implementation of counseling through electronic devices (Ifdil et al, 2013). Cyber counseling is now starting to be known in the counseling world. So slowly it will be possible to replace conventional counseling. This is supported by technological advances that also affect the pattern of human interaction and communication.

This research is research on developing a cyber counseling-based reality group counseling guide to overcome the adversity quotient of students. The steps used are the development model proposed by

Sugiyono (2011) with ten stages, namely: 1) potential and problems; 2) data collection; 3) product design; 4) design validation; 5) design revision; 6) product trial; 7) product revision; 8) trial use; 9) product revision, and 10) mass production.

The research begins by conducting a need assessment to find out the potential problems so that it is necessary to develop a guide. Initial observations were made about the level of adversity quotient and how the implementation of guidance and counseling services in universities was conducted. Data collection on the level of adversity quotient is carried out using the adversity quotient scale, while the description of the implementation of guidance and counseling services in universities is carried out using observation.

After collecting data, the next step is a product design and continued with validation by several experts and also by practitioners. The expert test was carried out by 2 guidance and counseling experts, and the practitioner test was carried out by 2 practitioners who carried out guidance and counseling services at IAKN Kupang with educational backgrounds in guidance and counseling and psychology. The results of expert testing and practitioner testing indicate that the guide can be used with minor improvements. Suggestions from experts and practitioners were followed up with a revised guide.

After the guide is revised, the next step is product testing. This trial was conducted in the form of a counseling simulation based on a guide. The trial was carried out 2 times with 5 students from the Pastoral Counseling and Christian Guidance and Counseling study programs. Based on the results of the trial, it was found that there were things that became references in product revision, including counseling time and a number of sessions.

The revised guide was then retested in a trial run. Participants in the trial use consisted of 5 students with a low level of adversity quotient. These five people were then designated as members of group counseling and led by a group leader. The counseling process was carried out for 7 sessions. During the trial use process, group members and 2 observers were also assessed at each session.

Based on the results of the usage trial, it was found that there were things that needed to be revised, namely, the number of sessions and the form of the assignment. In the initial and transition stages, which initially only amounted to 1 session, it was deemed necessary to add 1 more session so that the objectives of the initial stage and transition stage could be achieved. As stated by Wibowo (2005), namely the growth of interest, understanding of group counseling, cohesiveness, and readiness to be involved in the next session. After going through various trials and revisions, the counseling guide can be mass-produced.

Cyber Counseling-based Reality Group Counseling Guide can be an alternative to increase the adversity quotient of students. This can be seen from the results of the pretest and posttest which showed an increase in the adversity quotient of members of group counseling.

A cyber counseling reality-based group counseling guide to increasing the adversity quotient has been proven to be effective in increasing the adversity quotient of students. Adversity quotient has four aspects, namely Control, Origin and Ownership (O2), Reach, and Endurance which is commonly abbreviated as CO2RE. These four aspects determine the high or low adversity quotient of a person. This guide has been prepared with these four aspects in mind.

Conclusion

Based on the results of the research and discussion that have been described, several conclusions can be formulated as, (1) The results of the distribution of the adversity quotient scale on 104 students are known to be low 3 people, medium 21 people, high 64 people, and very high 16 people. This means that the adversity quotient needs to be increased. (2) Produced a cyber counseling-based reality group counseling guide to increasing the adversity quotient of students. This guide consists of several components, namely rationale, objectives, guide targets, the scope of the guidance, guiding objectives, stages of cyber counseling based on reality group counseling.The feasibility of the guide was validated by 2 expert validators and 2 practitioner validators. The validation results show that the designed guidelines are feasible to be implemented in the field.

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