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Group Guidance Model to Improve Students' Resilience in the Covid-19 Era

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Abstrak

Resiliensi merupakan kemampuan yang penting untuk dimiliki remaja, dikarenakan tanpa adanya resiliensi maka remaja akan kesulitan dalam menjalani hidup yang berakibat tidak bisa mengaktualisasikan diri, prestasi diri tidak optimal dan cenderung menjadi pribadi yang pesimistis bahkan dapat menderita depresi. Pemberian layanan konseling kelompok adalah satu upaya yang dapat dilakukan pihak sekolah untuk meningkatkan school engagement siswa. Tujuan penelitian ini adalah untuk mengetahui bentuk layanan konseling kelompok dalam peningkatan school engagement siswa pada masa pandemi. Penelitian ini menggunakan metode kajian pustaka (literature review) dengan teknik pengumpulan data yakni mengumpulkan artikel dan buku dari beberapa pangkalan artikel jurnal secara online. Hasil penelitian menunjukkan peningkatan school engagement siswa dalam pembelajaran di sekolah dapat dilakukan melalui pemberian layanan konseling kelompok dengan menggunakan pendekatan yang sesuai.

Kata Kunci: Model Bimbingan Kelompok, Resiliensi Siswa, Covid-19

Abstract

Resilience is an important ability for adolescents to have, because, without resilience, adolescents will have difficulty in living a life that results in not being able to actualize themselves, self-achievement is not optimal, and tends to be the pessimistic person and can even suffer from depression. The provision of group counseling services is an effort that can be made by the school to improve student school engagement. The purpose of this study was to determine the form of group counseling services in increasing student school engagement during the pandemic. This study uses a literature review method with data collection techniques, namely collecting articles and books from several online journal article bases. The findings from this study indicate that enhancing student engagement in learning at school can be done through the provision of group counseling services using an appropriate strategy.

Keywords: Group Guidance Model, Students' Resilience, Covid-19 Era

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INTRODUCTION

The COVID-19 pandemic caused by the SARS-Cov-2 virus has had a massive impact worldwide. With the pandemic, community activities have also changed. This change in activity then disrupted various fields. The disruption caused by this pandemic was also supported by modern technological developments, especially in information technology. With the disruption caused by this pandemic, the community's activities have undergone quite drastic changes, including for workers and teachers. Based on data from UNESCO, the pandemic has impacted at least 70% of school activities worldwide (UNESCO, 2020). Meanwhile, according to a consultancy agency Deloitte report, employee well-being was never as important as before the COVID-19 pandemic (Deloitte, 2020).

The situation of the COVID-19 pandemic has had a broad impact on various dimensions of people's lives. It cannot be denied that this pandemic condition spurs people to adapt quickly to various changes in the order of life in various sectors, including educational activities in schools. Various policies have been implemented to reduce the rate of spread of the virus. In the world of education, a large-scale social restriction (PSBB) policy causes all learning activities to be carried out through online mode.

The implementation of various policies in education makes students' mental health and psychological well-being one of the essential issues that need attention. This is because the school routine is one of the coping mechanisms owned by adolescents (students). There is a change in learning activities from face-to-face to online mode, which is one of the risk factors for the emergence of symptoms of psychological disorders in students (Lee, 2020).

Several studies have reported psychological disorders experienced by students during the pandemic, such as experiencing sleep disturbances, the emergence of behavioral disorders, and the increased risk of students experiencing stress (Ardan et al., 2020); (Cornine, 2020); (Singh et al., 2020); (Arundhana, A. I. et al., 2020). Lee et al (Lee, 2020) reported that pandemic conditions had triggered an increased risk of students experiencing negative emotions (anxiety, depression, anger) and triggered a decreased level of life satisfaction.

In Indonesia, especially distance learning activities that students must follow during the pandemic caused students to experience relatively high anxiety because most students had difficulty understanding the material, difficulties in doing assignments and faced various technical obstacles such as limited internet network conditions (Ardan et al., 2020); (Oktawirawan, 2020). The level of learning saturation (academic burnout) experienced by students has increased relatively high (Rinawati & Darisman, 2020).

These findings emphasize that there has been an increasing threat of risk to students' mental health in this pandemic situation. Psychological disorders experienced by students can have an impact on decreasing academic performance and psychological well-being (Wahid et al., 2018). Therefore, the role of schools as educational institutions that aim to help students achieve comprehensive development is very much needed. Efforts that can be made are through the revitalization of psychoeducational services (WHO, 2020), one of which is through guidance and counseling services which, as mandated in Permendikbud number 111 of 2014, play an essential role in ensuring that students can develop psychological aspects optimally and can deal with various dynamics in his life. Guidance and counseling are the pillars of education in schools in a love resilience and psyche ecological well-being of students (K Suranata, 2016).

The resilience ability of students is closely related to the achievement of psychological well-being and improving the quality of mental health (Stewart-Brown, 2016). The relationship between resilience with mental health and psychological well-being has been widely discussed in various studies. A longitudinal analysis of the relationship between resilience and the mental health of students conducted by Wu et al (2020), found that resilience can significantly predict students' mental health status. Therefore, this study also explained that students with high resilience tend to show lower levels of psychological disorders such as depression and anxiety than students with low resilience levels. Resilience is also cited as one of the non-cognitive factors that contribute to a student's academic success and psychological development.

Strength-based counseling model is one of the counseling models that can be used to increase students' resilience and psychological well-being. This model is guided by the positive psychology paradigm, which views that every student has self-potential and essential resources to realize and develop (Scheel et al., 2018). The concepts in strength-based counseling line with the new paradigm of providing comprehensive & developmental counseling, which views students as individuals who have the resources, potential, and positive competencies that can be empowered to help students achieve optimal self-development (Brewington & Kushner, 2020).

Although it is a relatively new model in counseling practice, the strength-based counseling model can be widely used in guidance and counseling services in schools to develop resilience and psychological well-being and optimize academic achievement. Several studies have reported on the effectiveness of strengths-based counseling models. In Indonesia, exciting findings from Suranata et al (2017) show that strength-based counseling has a positive impact on the development of student resilience. The study results have also proven that the effect of strength-based counseling can be compared with established counseling models such as CBT, REBT, SFBT, and other counseling models (Kadek Suranata et al., 2017).

With the rapid advancement of information technology and pandemic scenarios that necessitate technological adaptation in many aspects of life, technology-based counseling models that can facilitate the implementation of guidance and counseling services are required. Although it is a new strategy that has not yet been fully implemented, using technology and information in guidance and counseling services has several benefits, including more effective time management (Kadek Suranata & Prakoso, 2020).

METHOD

The method used in this research is a literature review. The literature review was carried out by collecting articles related to research questions from 2010 to 2020. Most articles were obtained from guidance and counseling journals, psychology, and education, both national and international journals. The data collection technique was carried out by collecting related articles and books through searches on journal article bases such as GARUDA, ScienceDirect, Google Scholar, and Directory of Open Access Journal (DOAJ) with the keywords "Group Guidance Model," "Student Resilience," and "Covid-19".

RESULTS AND DISCUSSION

Group Guidance Model to Improve Student Resilience

Academic resilience is defined as the ability of individuals to achieve academic success even amid stressful situations that prevent them from succeeding (Benard, 1991; Dewi et al., 2021). A high level of resilience will encourage individuals to have high spirits to face stressful situations in learning and tend to show good academic abilities. Furthermore, according to Cassidy (2016), academic resilience is an individual's ability to increase success in education, even in difficult situations. Cassidy further explained that three aspects form academic resilience skills, namely (1) Perseverance, which describes individuals who work hard (continue to try and do not give up quickly), focus on plans and goals, receive and utilize feedback, can solve problems creatively and imaginatively, and position difficulties as opportunities. To develop; (2) Reflecting and adaptive help-seeking, namely individuals who can reflect on their strengths and weaknesses and can seek help, support, and encouragement from other individuals to individual adaptive behavior; (3) Negative affect and emotional response is a picture of anxiety, negative emotions, optimism-pessimism, and negative acceptance that individuals have during life. In this case, resilient individuals can avoid things related to negative responses and feel calm (low anxiety and have meaningful feelings where individuals have confidence in their goals in life and the things they live in).

The individual's ability to overcome the academic difficulties he faces is academic resilience. Academic resilience is defined as the ability to respond to a situation by an individual in an affective, cognitive, and behavioral manner in the face of academic difficulties/failures that they experience (Cassidy, 2016).

Academically resilient students are characterized by optimism in the face of adversity, able to reflect on themselves to achieve long-term goals, and persistently strive to achieve the goals set. In the context of online learning, academic resilience can help students adapt to change. This can be seen from the studies conducted (Sari & Suhariadi, 2019), which found that academic solid resilience will make students committed to facing various changes in their academic life. Furthermore, academic resilience will help students overcome online learning difficulties, which will increase satisfaction in online learning.

Hence, SFBC (Solution Focused Brief Counseling) is one of the current counseling approaches that is categorized as beneficial for counselors to assist counselors in getting out of the problems they are experiencing (W. N. E. Saputra et al., 2018). Moreover, Corey emphasized that the counseling process is based on a view that truth and reality are not absolute. In the counseling process, this approach triggers the counselors to independently resolve and find solutions quickly and precisely in solving the problems experienced. This solution-focused concise counseling approach argues that every individual has a solution to solving the problem. However, sometimes individuals are too fixated on the problem that they forget their strengths (Corey, 2015). This is related to someone who lacks academic resilience since they frequently lose motivation, are unfamiliar with learning tools, and cannot create academic goals.

Increasing academic resilience through concise solution-focused counseling is believed that students are capable of making sustainable change. In the opinion of brief, solution-focused counseling views each individual as capable and has his or her solution to every problem he or she faces. Solution-focused counseling is based on the assumption that solutions must be found through a process of changing interactions and creating new meaning for the client's problems and that the client can solve problems and overcome habitual patterns. This assumption is supported by other underlying opinions that small changes cause changes in the system as a whole, and change is constant, problems that occur continuously and variedly, consensus optimism by creating positive expectations that change is possible, future-oriented rather than past, and focuses on solutions rather than problems.

The stages of solution-focused brief counseling include (1) building relationships; (2) identification of the problem to be solved; (3) goal setting; (4) formulation and implementation of solutions; and (5) termination, evaluation, and follow-up (Corey, 2015). This counseling stage guides counselors in implementing solution-focused brief counseling to improve academic resilience. When fostering a relationship to achieve the expected changes, the counselor and the counselor need good and collaborative communication. One of the steps that can be taken so that immediate interaction with the counselor can build awareness of the counselor at the beginning of the counseling process is to start a neutral topic conversation about the social development of the problems at hand.

Some research evidence related to the effectiveness of the SFBC approach in helping to solve counselor problems includes research by Kaharja & Latipah (2016), proving that brief counseling focusing on practical solutions influences the self-esteem of MTsN students. The research collaborates on a straightforward counseling process focused on solutions based on Islamic counseling. The technique used in this study uses Miracel questions, goals setting, exceptions, and scales questions inserted with the meanings of Islamic teachings.

Another study conducted on students of class 10th Science, 1 of SMAN 1 Mojosari, proved that students' interpersonal communication skills could be improved through focused, concise counseling (Wahyuni, 2016). This study used the type and design of pre-experimental research with one group pretest and post-test. The data instrument used was a questionnaire instrument given to the research subjects, totaling six students, while this study used a scale supported by observation. There were differences in the value of the score between the pretest and post-test, so the results of the study can be said to be effective. Another study states that the achievement motivation of vocational (SMK) students can be increased through a solution-focused brief counseling process (Wiyono, 2015).

When adolescents have resilience abilities adolescents can overcome the pressures of life they face daily (Connor KM, & Davidson (2003) in Edmawati (2021) and can overcome problems during their development (Crump et al., 2016). The success of group counseling activities can be seen in the skills of group members, which are marked by increased self-resilience abilities. Group counseling activities can be ended if the group's overall goals are achieved. The termination stage is marked by disbanding the group and discussing follow-up or follow-up if it is still needed (Setiawan, 2015). Without resilience, adolescents will have difficulty living life, which results in not being able to actualize themselves; self-achievement is not optimal, and they tend to be pessimistic and can even suffer from depression (Mujahidah & Listiyandini, 2018).

The implementation of group counseling activities supports a change in student resilience from low to more significant, which is marked by self-acceptance and adaptation when faced with pressure from within the individual and from outside the individual. Through the implementation of activities in the form of singing the lyrics of the song *macapat sin* and its meaning, students instill self-awareness that every individual in the world will always be faced with problems. To face and solve problems, it is necessary to have a strong, enthusiastic, not lazy feeling so that they can solve every problem in life. The existence of group dynamics supports changes in group members because of the opportunity to exchange ideas, discuss, motivate each other and help each other in solving problems (Wibowo, 2019).

So with group dynamics in group counseling based on the philosophical values of the *macapat sin* apart from *Sinom* song, group members become more resilient in facing various challenges and obstacles of youth. The implementation of group counseling activities supports changes in student resilience from low to higher, which is marked by acceptance and adaptation when faced with pressure from within the individual and from outside the individual. By implementing activities in the form of singing the lyrics of the *Macapat Sinom* song and its meaning, students instill self-awareness that every individual in the world will always be faced with problems. To face and solve problems, it is necessary to have a strong, enthusiastic, not lazy feeling so that they can solve every problem in life. The existence of group dynamics supports changes in group members because of the opportunity to exchange ideas, discuss, motivate each other and help each other solve problems (Wibowo, 2019). So that with the existence of group dynamics in group counseling, based on the philosophical values of the *Macapat Sinom* song, group members become more resilient in facing various challenges and obstacles of youth.

The previous research regarding the effectiveness of group counseling in solving student problems, namely research by Aftiani (2013) entitled "Application of Behavioral Group Counseling to Improve Student Discipline at Sman 1 Kedungadem Bojonegoro School", concludes that group counseling behavior is to improve student discipline. Furthermore, Setiawan (Setiawan, 2015) conducted a study entitled "Group Counseling Model With Problem Solving Techniques To Improve Students' Academic Self-Efficacy," The results showed that the group counseling model with problem-solving techniques was effective in increasing students' academic self-efficacy. In another research by Mahardika (2020) entitled "Reducing Dysfunctional Academic Procrastination Through Group Counseling Services Using Behavior Contract Techniques," the results indicate that academic procrastination dysfunction in students can be reduced after being given group counseling services using behavior contract techniques. This is proven by the pre-cycle, which obtained an average of 21 with very high categories. During the cycle, I obtained an average score of 35 with enough categories. In cycle II the second cycle obtained a score of 49, a deficient category. Based on these three previous studies, it can be concluded that group counseling is effective in overcoming various student problems both in the personal, learning, social, and career.

The Effectiveness of Group Counseling Based on Local Wisdom Tembang *Macapat Sinom* to Improve Generation Z Resilience is suitable for adolescents. Group counseling is very effective in dealing with adolescent problems because of the interaction of group members to meet psychological needs, the need for discussion, the need for mutual understanding and sharing of feelings, discovering and interpreting values in life that are useful as life guidelines and the need to solve problems independently (Habsy, 2017).

Simons et al. (Simons et al., 2018) findings show that although students have many challenges while doing the module, they have much sense in utilizing the support provided by the module team and support from family and friends. Students are overall optimistic about their experience in the K101 module and demonstrate their resilience in continuing the module despite the challenges they face. Furthermore, the support they receive from the university and family and friends enhances their ability to make positive adaptations in the face of the challenges they face and, therefore, to persist with their studies. Their positive attitude toward their module experience is evident in their desire to urge potential students to 'do it rather than obsessing about learning.

Moreover, Liebenberg et al. (2016) imply that teachers and schools, and peers can reduce youth resilience processes (e.g., when enabling and respecting school experiences reduces people's perceptions of young people about additional relational resources, such as caring parents). However, the quality of the relationships school professionals build with students makes a solid contribution to their resilience—mainly when teachers/schools facilitate a respectful educational experience and agency, resource resilience is supported. School psychologists, in particular, have a responsibility to make teachers and the school system aware of their strong potential. Dray et al. (2017) highlight the ongoing difficulties in developing effective school-based prevention programs for mental health problems in adolescents. Given the increased prevalence of reported stress, anxiety, and depression among college students, Colleges need feasible and effective interventions such as RCI that reduce stress and help students develop coping skills and strategies (First et al., 2018). Responding to the reported prevalence of stress, anxiety, and depression among students, colleges and universities urgently need effective interventions to reduce college stress and further develop students' psychological coping resources. The RCI group process allows group members to share and validate their own experiences, express and process their thoughts and feelings regarding a problem, observe their existing coping strategies, learn new positive coping strategies from peers, engage in group problem solving, and derive satisfaction from helping others. Group interventions, such as RCI, are essential tools for social workers in assisting students by improving their coping skills and psychological resources (First et al., 2018). Russell et al. (2020), show that viewing performance feedback, including low estimated scores, is not associated with withdrawal from the course for at-risk students.

Pomeroy & Holland (2016) describe resilience as 'a process' defined by the interdependent ability of people, communities, and societies to use resources and skills to anticipate, cope, adapt, recover and learn from the demands, challenges, and changes they face before, during, and after the hazard event. The resilience of small, geographically isolated communities can also be challenged by economic shocks, such as after the collapse of businesses that have employed many local people. Community resilience depends on individual and collective capacities for action. The greater their involvement in community affairs and projects, the more likely individuals and families will have to network and participate in communal activities.

Student Group Guidance Model in the Covid-19 Era

Group counseling is a form of guidance technique that utilizes a group atmosphere as a treatment but still focuses on the counselor individually (Nadhirah et al., 2021). The hallmark of group counseling services is to revive the dynamics within the group in alleviating the problems of individuals who are service participants. Group counseling provides convenience for individuals with the motivation and encouragement obtained to optimize potential to achieve self-actualization. In addition, the form of interaction between the counselor is dynamic, intense, and constructive under the guidance of the counselor (Siregar et al., 2018). It can be concluded that group counseling is a form of intervention carried out in a group setting by prioritizing the dynamics of the relationship between group members to help solve individual problems. Therefore, Corey (Corey, 2015) mentions the objectives of providing group counseling services which include (1) achieving the development of positive behavior and practical interpersonal skills in students; (2) modifying student behavior, especially in this case is, school engagement through a process of group empowerment; (3) helping students discover new applicative behaviors.

Blended learning or a combination of online and offline learning during the pandemic has become an option in various schools, especially in high schools, while still adhering to health protocols for face-to-face

activities. The provision of group counseling services can also be carried out directly/face to face with the application of strict health protocols. Research conducted by Dianasari & Wijayanti (2020) applies group counseling during the pandemic by using media in the form of videos to explain self-management strategies to students before the group counseling process is carried out by setting counseling goals first. In addition, Aklima et al. (2020) also conducted a similar study by implementing the provision of group guidance services to reduce student academic procrastination during the covid-19 pandemic. Group guidance services provided through these two cycles can effectively reduce academic procrastination behavior because students can take advantage of the group dynamics built in these services.

Group counseling can be an appropriate curative service in solving student problems (Nadhirah et al., 2021), especially during learning during the covid-19 pandemic. Another research conducted as a form of adaptation to the implementation of Counseling Guidance (BK) services during a pandemic is a study conducted by Edmawati (2020) by utilizing video conferencing media that can be accessed by BK teachers and students in implementing CBT group counseling to improve students' psychological well-being. Besides that, Edmawati (Edmawati, 2020) also argues that as a counseling service provider, a counselor must be able to take advantage of advances in technology and information in providing services to students in the 4.0 revolution era by providing IT-based counseling services. This shows that the ability of BK teachers to use the latest technology is the key to providing optimal counseling services during the COVID-19 pandemic. In research conducted by Nadeak & Juwita (Nadeak & Juwita, 2020), it was found that most of the applications that can be used to support online learning include Google Classroom, Zoom, and WhatsApp only a small number of respondents use other applications. Further, Putri (2020) mentioned that providing online counseling services requires several certain media and facilities and mastery of technology that must be owned. Koutsonika (Putri, 2020) also mentioned that in realizing online counseling services, counselors who are adept at communicating over the internet are needed.

Group guidance services provided in the first cycle of research by Prawitasari & Rahman (2021) are services that aim to reduce student learning boredom by identifying coping strategies. After students identify the causes of learning boredom experienced by each, students then formulate appropriate coping strategies to overcome these causes. Furthermore, each student is asked to share the results of his reflection with other friends in group guidance. Other students will provide feedback on their opinions or experiences with the coping strategies formulated by one of these students. Through such service procedures, students can empathize with each other about the conditions experienced so that social support is generated. Prawitasari & Rahman's (Prawitasari & Rahman, 2021) findings have proven that external resources owned by students, such as a positive school climate, good motivation provided by the school, and social support from teachers, and family, have a positive impact on preventing burnout. In the second action cycle, Prawitasari & Rahman (Prawitasari & Rahman, 2021) provides group guidance services to enable students to explore their strengths/strengths that can help them achieve academic success. As with the service in cycle I, the service in the cycle II of action can also reduce the boredom of learning experienced by students because activities that focus on individual strengths can increase individual motivation and coping skills, so ultimately, it can reduce stress levels (Jo et al., 2009 in (Noh et al., 2020).

Suranata et al. (2021) show evidence that online strength-based counseling (SBC) conducted through LMS Schoology is an effective intervention to help students improve healthy lifestyles and behaviors, resilience, and well-being. This intervention method is more effective than the implementation of self-help counseling assisted by print modules, which only increase resilience. The results of this study support empirical evidence that online counseling with website media is an effective intervention method for students (Haryati, 2020); (Hastuti & Tyas, 2021); (Kadek Suranata & Prakoso, 2020). The results of this study also support empirical evidence of the efficacy of strength-based counseling models that have previously been noted in Suranata et al (Kadek Suranata et al., 2017) and Kadek Suranata (2019).

Implementing guidance and counseling services in the era of the COVID-19 pandemic is still not optimal. This is based on the results of Hastuti & Tyas (Hastuti & Tyas, 2021), which reveal that teachers' guidance and counseling services during the Covid-19 pandemic have not been optimal. Student responses in receiving services vary. Each subject experienced different obstacles. Implementation of Group guidance in guidance and counseling services can help change students' mindsets regarding online learning during the COVID-19 pandemic (Taufik, 2021).

Various previous studies have been conducted regarding group counseling services to increase school engagement for students in schools. One of them is research conducted by Suarni & Aspin (2017) which states that students who have received group guidance services have increased school engagement through measurements taken before and after providing counseling services. In other words, group guidance services effectively increase student school engagement, which is marked by an increase in all school engagement indicators, including behavioral engagement, emotional engagement, and cognitive engagement.

Sumantri et al. (2018) also conducted a similar study on the provision of group counseling services to increase school engagement in 7th-grade students. Group counseling was chosen based on the consideration of the student's adolescent age which is generally marked by the shift in the role of parents to the role of groups or peers who are considered more important. Group counseling is carried out through several sessions, and each has its objectives. Each session uses therapeutic factors in group counseling and is adjusted to the dimensions of school engagement. The formed communication will give rise to feedback and insight that can positively influence each other among members.

Another similar study conducted by providing group counseling services in schools to increase classroom engagement through self-management strategies is the research conducted by Dwistia et al. (2016). This study suggests that group counseling with self-management techniques effectively increases student engagement in the classroom. The service's success can be seen through the role carried out by the counselor as a group leader and group member at each stage of the counseling process carried out so that group members can find the most effective solution to the problems experienced.

In addition, it is necessary to understand what causes low school engagement in students. Fredricks et al. (2004) stated that three factors influence school engagement: school-level, classroom context, and individual needs. Finn (Bilge et al., 2014) found a significant relationship between school engagement and academic success. The higher school engagement students have, the more positive their ability to cope with academic demands and problems at school. Through group counseling services, students can share experiences and information on various academic problems they face. Afriani et al. (2020) claim that by providing group counseling services, students can be invited to express their thoughts about things and essential topics and work collaboratively to build values and steps for resolving the problem. Research conducted by Fredricks et al. (2004) states that having a positive attitude and acceptance from peers correlates with students' emotional engagement, increasing behavioral engagement (Insani & Savitri, 2020). In addition, Insani & Savitri (Insani & Savitri, 2020) also confirms that peer support in the form of emotional, instrumental, informational, and partial support can increase school engagement for X class students.

Folastri and Itsar (in Afriani et al., 2020) mention that the facilitator/counselor is tasked with providing guidance and support to group members and setting service topics. In addition, Folastri and Itsar (in Afriani et al., 2020) explain that through group counseling services, students can improve and develop their understanding of themselves and others while the formation of attitude change is the goal obtained. Indirectly from group counseling activities. The development of this group counseling model itself varies according to the approach applied in service delivery, and Guidance and Counseling (BK) teachers can adjust the use of techniques to be used according to needs.

CONCLUSION

Based on the findings of this study, it can be concluded that Guidance and Counseling teachers need to identify the level of school engagement that exists in their students. Group counseling service is one of the efforts that can be made to enhance student engagement in learning at school. Therefore, researchers suggest that Guidance and Counseling teachers can seek to increase student school engagement through group counseling services.

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5444 *Group Guidance Model to Improve Students' Resilience in the Covid-19 Era – Siti Bahiroh, Abd. Madjid*
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