



The Effectiveness of the Solution-Focused Brief Counseling Approach to Increase Social Awareness in Class VIII A Students at Enrekang 2 Public Middle School

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Abstract

Social awareness is a process in which a person understands and understands a situation that makes the individual himself aware and understands very well what is happening and what will happen. Facts on the ground show that students at SMP Negeri 2 Enrekang have experienced a decline in social awareness. This is why researchers offer solutions to increase students' social awareness by using SFBC counseling (solution-focused brief counseling). The use of this approach places more emphasis on short counseling times and has a lot of research that proves its effectiveness. The purpose of this study was to determine the application of the approach and the effectiveness of the solution-focused brief counseling approach in increasing social awareness among students at SMP Negeri 2 Enrekang. The research method used in this study is a quantitative research method with a one group pretest-posttest research design. The sample used in this study were 10 students in class VIII A at SMP Negeri 2 Enrekang. The results showed that the use of the SFBC approach with the scaling question technique had an effect on increasing students' social awareness compared to without using the SFBC approach with the scaling question technique.

Keywords: SFBC approach, Scaling Question, Social Awareness

INTRODUCTION

Education can be defined as the process of using this method to help people gain knowledge, understanding, and this method to work well. Humans are complex creatures that are difficult to understand because of their uniqueness. This uniqueness is what distinguishes the human being from another organism and one person is the same as another. When i socialize in front of the public, i the community cannot be separated from the need for communication either verbally, in writing or otherwise

Education is every effort and effort to change the attitude and behavior that is desired for all society to be able to develop

human potential so that they have spiritual spiritual power or religion, have self-control, have personality, have intelligence, have noble character, and also have the skills that are needed as a member of the community and ideal citizen of the country.

Education in Indonesia today tends to prioritize mastery of scientific and intellectual aspects, but ignores Islamic education. Reforming the education system is seen as very important to produce a superior generation that will become the foundation of hope for the people in the future, and this can be done by people who care and have high social awareness.

Isocial awareness is a process in which a person understands and understands a situation that makes the individual himself

aware of and understands exactly what is happening, and what is going to happen. Social awareness is a form of self-awareness that recognizes our personality and then becomes aware of the influence of these factors on judgments, decisions and our interactions with other people.

Social awareness needs to be built on the self of each individual in everyday life in society. One of them can be pursued by building social awareness that can be through the development of a sense of empathy for other people. This social awareness will give rise to social skills i.e. the ability to create social relations that are harmonious and satisfying, i. adjustments to the i-social environment and i. solve the i-social problems that i face as well as priests. and priest i made a decision.

Seeing this, it is said that social awareness has disappeared, so that every member of society has the tendency to do whatever they want without regard to the social conventions that apply. If this continues to happen and there is no effort to change the situation for the better, then it can be ascertained that life in society will not be peaceful, those who are strong will have power, those who are smart will rule over those who are stupid and those who are rich will dominate the poor.

Facts in the field show that students in class IVIII iA at iState Junior High School i2 iEnrekang have experienced a decrease in social awareness. In this millennial era, SMP Negeri 2 Enrekang experienced many changes. Especially the changes in the quality of the educated participants. Slightly more students at i2 iEnrekang i2 State Junior High Schools' social values are still not good enough, some of them are still doing things that have not been in accordance with their social values they should be, for example some students are still busy chatting with loud voices while studying or when the teacher is explaining class, and the way i communicate with the teacher sometimes i still use the language which is not quite right or not good enough. Also, the relationship between fellow

students is still said to be far from being socially aware, it is proven by fighting between students, it occurs between students, bullying occurs between fellow students, even some students feel more senior than their younger siblings, for reasons of high feelings of heart, as in the process of interacting with or from the students themselves. . All of these will have disastrous consequences for their future if they are allowed to remain as they are. This is because they will lose their sense of respect for those who are superior, and this will reflect bad behavior in the future society.

This is the reason why researchers offer solutions to increase students' social awareness by using iSFBC counseling (isolation-focused brief counseling) i. the use of this approach places more emphasis on the short time counseling and has a lot of research that proves its effectiveness. positive i to be used iwith icons that vary and focus on basic changes in thinking that emphasize small changes in behavior. In this way, social awareness becomes the key to the importance of capital for living a social life, this shows the importance of social awareness which is sufficient for students to have in their late teens who will be included in the order of a wider society.

The reason researchers used the SFBC approach as a technique used in increasing students' social awareness was because it was seen that the SFBC approach had its own advantages compared to other services. This is also because the SFBC approach can stimulate a person to express feelings that are felt by using time effectively and focusing on the desired solution.

METHODOLOGY

The research method used is the experimental method because in this case the researcher uses a treatment to determine an effect of the treatment. The one group pretest-posttest research design is used to determine the effect of certain treatments given to students in one group. In the form

of a one group pretest-posttest design, there is a pre-test (initial evaluation) before being given treatment (treatment) and a post-test (evaluation of results) after being given treatment (treatment). In this study, class VIII A students at SMP Negeri 2 Enrekang were the targets of research to increase students' social awareness.

The techniques used in collecting data in this study were observation, questionnaires, and interviews. The collected data were then analyzed using descriptive statistics and inferential statistics.

RESULTS AND DISCUSSION

Results

The results of research that has been conducted on class VIII A students at SMP Negeri 2 Enrekang are as follows:

1. Description of the Process for Implementing the SFBC Approach Using the Scaling Question Technique)

This research was conducted at SMPN 2 Enrekang. In this research process, researchers used group counseling with a scaled question technique. A description of the process of implementing group counseling research using a scaled question technique is carried out by presenting the results of observations during the research process. Then the results of observations that have been made during the research process will be explained as follows:

At the first meeting the researcher gave an initial questionnaire (pre-test). The pre-test was conducted on January 19, 2023 with the aim of getting an overview of the initial conditions of students' social awareness at SMPN 2 Enrekang. The results of the social awareness questionnaire given to class VIII A students included 6 students with very low social awareness categories, and 4 students with low social awareness categories. The students enthusiastically took part in the pre-test. After the researcher gets the data from the results of the pre-test the researcher then determines the treatment

that will be given to students who have low social awareness. So the behavior of low social awareness must be overcome, to overcome this the researcher uses group counseling services with a scaled question technique.

The group counseling process using a scaled question technique is guided by the main elements, namely the creation of conducive environmental conditions and several procedures that serve as guidelines to encourage change in counselees. Practically, through several stages, namely:

- a. The first stage, the counselor builds a relationship with the counselee (establishing relationship).
- b. The second stage, identifying problems that can be solved.
- c. The third stage, setting goals (establishing goals)
- d. The fourth stage, designing and implementing interventions
- e. The fifth stage is terminating, evaluating, and following up.

In the first stage, the counselor begins the meeting by being authentic, warm and concerned about the relationship being built. Counselors must be able to involve themselves in counselees by showing a warm and friendly attitude. The relationship that is built between the counselor and the counselee is very important, because the counselee will be open and willing to undergo the counseling process if he feels that the counselor is involved, friendly, and can be trusted. Therefore, positive acceptance is very essential for the counseling process to run effectively. Showing involvement with the counselee can be demonstrated by attending behavior. This behavior is seen in eye contact (staring at the counselee), facial expressions (showing his interest seems artificial), sitting in an attitude directed at the counselee, making reflection responses, paying attention to the counselee's nonverbal behavior, and paraphrasing responses. In addition, the counselor shows a friendly attitude.

In the early stages, the counselee generally shows that he does not need the help of a counselor, especially if the counselee does not come voluntarily. Even though the counselee shows displeasure, anger, or behavior that is not relevant and so on. The counselor must still show a friendly and polite attitude, stay calm, and not intimidate the counselee, the sentences expressed also express what the counselee is doing at that time, but address the counselee's strength and flexibility, not the counselee's weakness and stiffness. Why because basically the counselee is not happy to be angry with the counselor. Therefore, the counselor's response must contain the content that he is conveying that sometimes anger is not a mistake, because under certain circumstances, anger is sometimes an option. The following is an example of a counselor's response that shows the above attitude.

In the second stage, after the counselee can involve himself with the counselor, the counselor identifies the problems that exist in students. The problems that most students experience at this time are students who are often teased by their classmates by mentioning their father's name, students who have a lack of empathy so they don't think about the feelings of their friends. This second stage is self-exploration for the counselee. The counselee expressed the discomfort he felt in dealing with his problem and asked what to do in dealing with this condition. After identifying the problems experienced, the counselor then explains the scale to the counselee so that the counselee has no difficulty following the service process with a scaled question technique.

In the third stage, the counselor and counselee discuss to determine specific, observable, measurable and concrete goals. After setting goals, the counselor asks questions about the current position. The questions asked are directed to find out where the counselee is currently in, so there are three questions the counselor asks the counselee, namely: 1) On a scale of 1-10,

where 1 is when you feel calm and 10 when you feel very anxious, in the position What worries or problems do you experience? 2) On a scale of 1-10 where 1 is when you never try to solve your problem, and 10 when you always try to solve it, how often do you try to solve the problem you face, 3) If you are given the opportunity to give a range between 1- 10, where 1 is very dissatisfied and 10 is very satisfied. On which scale would you rate your social awareness? This can be seen in the table below:

Table 1 Answer Scale Before Service is Given

Student's initials	Question Scale Answers		
	1	2	3
MF	5	4	5
AG	6	5	4
RKP	5	5	5
AM	7	6	3
AI	7	5	5
NS	6	5	5
NAR	5	4	4
DAA	5	5	3
MNRF	7	6	5
FH	8	5	5

Entering the fourth stage, the counselor asks the counselee if there are any changes after trying to solve the problem. The function of the counselor is not to judge the right or wrong of the counselee's efforts, but to guide the counselee to assess the changes that are happening at this time. Counselors provide opportunities for counselees to apply alternative interventions in solving the problems they face. At this stage the counselor's response includes asking whether what the counselee is doing can help him from his problem or vice versa.

Furthermore, when the counselee has not succeeded in making changes, it is his choice and he will feel the consequences of his actions. The counselor gives understanding to the counselee, that his

condition will improve if he is willing to make improvements. In addition, counselors do not give up easily. The effective counseling process, among others, is shown by how much the counselor hopes to give up by being passive, uncooperative, angry, or apathetic, but it is at this stage that the counselor can show that the counselor's persistence can motivate the counselee to jointly solve problems. And at the last stage in counseling, the counseling counselor evaluates the progress achieved, counseling can end if the goals that have been set are achieved, but counseling can be resumed if the goals that have been previously set have not been achieved according to plan. Each stage of counseling above must be passed properly and thoroughly, if each stage is not completed then the next stage will be hampered.

Next is the ending stage or the fifth stage, at this closing stage the counselor and group members gather together to conclude the results of the several meetings that have been held. Also at this stage, the counselor asks the counselee again using the same questions as in the third stage of the counseling process using a scaled question technique with the aim of knowing the counselee's changes compared to the initial changes in counseling. This can be seen in the table below:

Table 2 Answer Scale After Service is Given

Student's initials	Question Scale Answers		
	1	2	3
MF	2	8	7
AG	3	7	6
RKP	4	7	8
AM	2	8	7
AI	3	7	7
NS	3	7	8
NAR	4	8	9
DAA	2	8	6
MNRF	4	9	7
FH	3	9	8

Counselors encourage counselees to become counselors for themselves and apply their problem solving skills to the problems they face. Then the counselor invites group members to be able to express impressions from group counseling with a scaled question technique. The impressions they felt were that they were very happy to be able to feel the benefits and knowledge to change themselves for the better, to be more familiar with friends, to learn to respect people around them, to learn to be more empathetic or care for friends, and also very impressed to have had the opportunity to take part in group counseling session with scaled question technique. Although it appears that in the early stages the group members are awkward and shy, in the end the group members or students can understand, and are very enthusiastic during the group counseling activities.

In the process of carrying out this research, material related to the questionnaire was also given. The title of the material given is different and the time it is given is also different. In order to be able to analyze the material provided during the process of implementing group counseling with a scaled question technique for students, the results of observations will be presented during the process of providing material from the first to the third meeting.

2. Social Awareness of Students at SMPN 2 Enrekang After being given Treatment

Based on the results of a questionnaire about social awareness filled out by students, it was found that students were able to build good relationships with friends, a sense of concern for the environment that was more increased than before and more able to empathize with the people around them. This proves that the SFBC approach with a scaled question technique can increase students' social awareness. It can also be seen from the results of the descriptive statistical analysis that social awareness after being given treatment is in the high category.

3. Instrument Validity and Reliability Test

a. Validity

This validity test is used to determine the validity of the questionnaire instrument. The validity test was carried out using the SPSS version 25 tool.

Table 3 Test the Validity of the Social Awareness Questionnaire

Item No	r count	r table	Ket
1	0,666	0,632	Valid
2	0,750	0,632	Valid
3	0,221	0,632	Invalid
4	0,045	0,632	Invalid
5	0,310	0,632	Invalid
6	0,506	0,632	Invalid
7	0,737	0,632	Valid
8	0,747	0,632	Valid
9	0,756	0,632	Valid
10	0,885	0,632	Valid
11	0,906	0,632	Valid
12	0,961	0,632	Valid
13	0,901	0,632	Valid
14	0,952	0,632	Valid
15	0,970	0,632	Valid
16	0,939	0,632	Valid
17	0,987	0,632	Valid
18	0,931	0,632	Valid
19	0,974	0,632	Valid
20	0,970	0,632	Valid
21	0,971	0,632	Valid
22	0,966	0,632	Valid
23	0,984	0,632	Valid
24	0,981	0,632	Valid
25	0,983	0,632	Valid
26	0,986	0,632	Valid
27	0,013	0,632	Invalid
28	0,961	0,632	Valid

How to determine the conclusion whether the data is valid or invalid can be seen by comparing the r count (Pearson correlation value) with the r table. If r count > r table then the item is valid, whereas if r count < r table then the item is invalid.

Questionnaire items that are invalid are discarded because valid questionnaire items already have representatives for each indicator and are already able to answer the research conducted by the researcher.

b. Reliability

Reliability test is carried out to measure the extent to which measurement results using the same object will produce the same data. In this study, to find the reliability of the instrument using the SPSS version 25 program.

Table 4 Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.964	23

The output is the result of a reliability analysis using SPSS version 25. It is known that the Cronbach alpha value is 0.964 and is categorized as accepted because $0.964 > 0.8$ while the number of items (N) is 23 items.

4. Descriptive Statistics Analysis Results

a. Pre-test Social Awareness Descriptive Statistical Analysis

The pre-test social awareness data was obtained from giving a social awareness questionnaire. The pre-test was carried out at the beginning of the meeting on January 19 2023 with the aim of getting an overview of the initial conditions of students' social awareness at SMPN 2 Enrekang. The results of the descriptive statistical analysis of the data can be seen in the table below:

Table 5 Results of Pre-test Descriptive Statistical Analysis of Social Awareness

Statistics	Social Awareness Data
Sample Size	10
Ideal Score	115
Median	74,00
Average Score	73,30
Lowest Score	64,00
Highest Score	84,00
Score Range	20,00
Standard Deviation	6,701

Table 5 shows that there were 10 students who became the research sample. The ideal score that can be obtained by students is 115. The average score obtained is 73.30, this value is obtained from the total score of each student obtained then divided by the number of samples or students. The highest score obtained is 84.00 and the lowest score is 64.00, so the score range is 20. The median of the data is 74. The standard deviation of the data is 6.701.

b. Post-test Descriptive Statistical Analysis of Social Awareness

Post-test social awareness questionnaire data obtained from the social awareness questionnaire. The post-test was carried out at the end of the meeting on 9 February 2023 with the aim of knowing the increase in students' social awareness after being given SFBC service treatment using a scaled question technique. The results of the descriptive statistical analysis of the data can be seen in the table below:

Table 6 Results of Post-test Descriptive Statistical Analysis of Social Awareness

Statistics	Social Awareness Data
Sample Size	10
Ideal Score	115
Median	88,00
Average Score	89,30
Lowest Score	76,00
Highest Score	109,00
Score Range	33,00
Standard Deviation	10,034

Table 6 shows that there were 10 students who were the research sample. The ideal score that students can obtain is 115. The average score obtained is 89.30, this value is obtained from the total of each score obtained by students then divided by the number of samples or students. The highest score obtained is 109.00 and the lowest score is 76.00, so the score range is 33.00. The median of the data was 88.00.

Standard deviation from the data of 10.034. The results of descriptive statistical analysis of the data can be seen in the appendix. An average score of 89.30 was higher than the average score before treatment, which was 73.30. This means that there is an increase in the average score after being treated, so it can be said that the SFBC approach with scaled question techniques can increase social awareness in grade VIII A students at SMPN 2 Enrekang.

5. Results of Inferential Statistical Analysis

This analysis aims to determine whether the SFBC approach with scaled question techniques has an influence on the social awareness of grade VIII A students at SMPN 2 Enrekang

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a. Pre-test Normality Test

Based on table 7 data, the results of pre-test normality testing data through SPSS version 25 can be obtained as follows:

Table 7 Test of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
.162	10	.200*	.941	10	.259

Normality testing is performed using the Shapiro-Wilk method, where testing is performed at a significant level of 0.05. The results of the pret-test calculation obtained data variances of 44.900 and Sig 0.259 > 0.05 the data can be said to be normally distributed.

b. Post-test Normality Test

Based on table 8 data, results can be obtained from post-test normality testing data through SPSS version 25 using the Shapiro Wilk method as follows:

Table 8 Test of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.129	10	.200*	.950	10	.170

Normality testing is performed using the Shapiro-Wilk method, where testing is performed at a significant level of 0.05. The results of the post-test calculation obtained data variances, namely 100.678 and Sig 0.170 > 0.05, the data can be said to be normally distributed.

c. Test the hypothesis

Hypothesis testing in this study used a t-test at a significant level of 0.05. Based on the results of pre-test and post-test data processing in social awareness experimental classes. Hypothesis testing in this study used post-test and pre-test data of students using the calculation of average scores. Data on the results of hypothesis testing can be seen in the appendix. Testing is done with the help of SPSS application. Hypothesis testing in this study uses pre-test and post-test data using the calculation of the average value and standard deviation value in class VIII A. Based on the data above, the results are obtained, if the sig (2-tailed) value < 0.05 then Ho is rejected and Ha is accepted and vice versa if the sig (2-tailed) value > 0.05 then Ho is accepted and Ha is rejected. Where the value of sig (2-tailed) = 0.00. So that a sig (2-tailed) value of < 0.05 or 0.00 < 0.05 is obtained, then Ho is rejected and Ha is accepted. So it can be concluded that there is an average difference between pre-test and post-test social awareness questionnaires, meaning that there is an influence of the SFBC approach with scaling question techniques on social awareness in grade VIII A students at SMPN 2 Enrekang. Based on these data, it can be said that the use of SFBC approach with scaled question technique affects students' social awareness compared to without using scaled question technique.

Discussion

In this research process, researchers used group counseling with scaled question techniques. There are several stages of activities carried out¹⁷⁰ in this study, the first stage is the provision of pre-test questionnaires with the aim of finding out how students' social awareness before being given services. Furthermore, the second stage is the implementation of group counseling with scaled question techniques which of course are accompanied by several stages of group counseling, namely: 1) First, the counselor fosters a relationship with the counselor (establishing relationship), 2) second, identifies problems that can be solved, 3) third, sets goals (establishing goals), 4) fourth, designs and implements interventions, and 5) fifth, carries out termination, evaluation, and follow-up. The third stage is the provision of post-test questionnaires to determine the increase in students' social awareness after being given services. The final stage, providing material to students related to social awareness points.

If you look at the results of the overall data obtained by the researchers above, it can be seen that there are differences in the results of students' social awareness questionnaires before using the SFBC approach with scaled question techniques and the results of social awareness questionnaires after using the SFBC approach with scaled question techniques. Namely, the data from the results of the student social awareness questionnaire using the higher-scale question technique than the data from the social awareness questionnaire using the scale-scale question technique.

Based on the results of questionnaires on social awareness filled out by students, it was found that a sense of care for the environment increased, able to establish or create good relationships with classmates and students were more able to increase empathy for others. This proves that SFBC's approach with scaling question techniques can increase students' social awareness. Then it can also be seen from

the results of the social awareness questionnaire of students before and after being given treatment. From these results, it can be seen that there are differences in students' social awareness before and after being treated.

Judging from the results of the pre-test descriptive statistical analysis that there were 10 students who became research samples. The ideal score that students can obtain is 115. The average score obtained is 73.30, this value is obtained from the total of each score obtained by students then divided by the number of samples or students. The highest score obtained is 84.00 and the lowest score is 64.00, so the score range is 20. The median of those data was 74. Standard deviation from the data of 6.701. While the results of post-test descriptive statistical analysis showed that there were 10 students who became research samples. The ideal score that students can obtain is 115. The average score obtained is 89.30, this value is obtained from the total of each score obtained by students then divided by the number of samples or students. The highest score obtained is 109.00 and the lowest score is 76.00, so the score range is 33.00. The median of those data was 88.00. Standard deviation from the data of 10.034. An average score of 89.30 was higher than the average score before treatment, which was 73.30. This means that there is an increase in the average score after being treated, so it can be said that the SFBC approach with scaled question techniques can increase social awareness in grade VIII A students at SMPN 2 Enrekang.

Results of the pre-test normality test where the test was performed at a significant level of 0.05. The results of the pre-test calculation obtained data variance, namely 44.900 and Sig 0.259 > 0.05, the data can be said to be normally distributed. While the results of post-test normality testing where testing is carried out at a significant level of 0.05. The results of the post-test calculation obtained data variances, namely 100.678 and Sig 0.170 >

0.05, the data can be said to be normally distributed.

Judging from the hypothesis test using the t-test formula, the results are obtained if $\text{sig (2-tailed)} <$ then H_0 is rejected and H_a is accepted and vice versa if the value of $\text{sig (2-tailed)} > 0.05$ then H_0 is accepted and H_a is rejected. Where the value of $\text{sig (2-tailed)} = 0.00$. So that a sig (2-tailed) value of < 0.05 or $0.00 < 0.05$ is obtained, then H_0 is rejected and H_a is accepted. These results show that there is a difference between pre-test and post-test social awareness questionnaires, meaning that there is an influence of SFBC approach with scaled question techniques on the social awareness of students in grade VIII A SMPN 2 Enrekang.

CONCLUSION

Based on the results of research conducted by researchers on "The Effectiveness of the Solution-Focused Brief Counseling Approach to Increase Social Awareness in Class VIII A Students at SMP Negeri 2 Enrekang" it can be concluded that:

- 1) The implementation of the SFBC approach with group counseling services and scaled question techniques is accompanied by several stages of group counseling, namely: 1) The counselor fosters a relationship with the counselor (establishing relationship), 2) Identifies problems that can be solved, 3) Setting goals (establishing goals), 4) Designing and implementing interventions, and 5) Termination, evaluation, and follow-up.
- 2) SFBC approach with effective scale-based question techniques increases students' social awareness. It was seen that students who were sampled in this study experienced an increase in social awareness after being provided with services. This is proven by testing the hypothesis using the t-test formula, the result is obtained if $\text{sig (2-tailed)} <$ then

Ho is rejected and Ha is accepted and vice versa if the value of sig (2-tailed) > 0.05 then Ho is accepted and Ha is rejected. Where the value of sig (2-tailed) = 0.00. So that a sig (2-tailed) value of < 0.05 or 0.00 < 0.05 is obtained, then Ho is rejected and Ha is accepted, meaning that the use of the SFBC approach with scaled question techniques can increase students' social awareness compared to without using the SFBC approach with scaled question techniques.

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