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# A Group Guidance Strategy Using a Narrative Therapy Approach to Enhance the Resilience of Grade XI Students at SMA Negeri 10 Pandeglang, Academic Year 2026/2027

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**Abstract**

Low resilience may make it difficult for students to regulate emotions, manage impulses, and adapt to challenges. This study assessed resilience among Grade 11 students at SMA Negeri 10 Pandeglang and examined changes following six sessions of group guidance using narrative therapy. The study used a pre-experimental one-group pretest–posttest design. The initial sample comprised 77 students from a population of 343, with the sample size calculated using Slovin's formula and a 10% margin of error. The 10 students with the lowest resilience scores were purposively selected for the intervention. The resilience questionnaire assessed emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. Among intervention participants, the mean resilience score increased by 10.9 points, from 96.7 before the intervention to 107.6 afterward. A Wilcoxon signed-rank test indicated a statistically significant pretest–posttest difference ($p = .005$). The observed gains suggest that group guidance using narrative therapy may help school counselors support student resilience.

**Keywords:** Group Guidance; Narrative Therapy; Student Resilience; School Counseling; Secondary Education


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## INTRODUCTION

Education extends beyond academic achievement to encompass students' personal, social, and psychological development. One essential aspect of this development is resilience, defined as the capacity to cope with adversity, adapt to challenging circumstances, and recover from difficulties (Faridah et al., 2025). This capacity is particularly important during adolescence, when students experience emotional, social, and cognitive changes alongside academic demands and identity formation (Rahman BP et al., 2022; Santrock, 2012). Hurlock (1980) characterizes adolescence as a developmental period frequently accompanied by emotional fluctuations and conflicts that require adequate adjustment.

Resilience represents an adaptive capacity that enables individuals to maintain positive functioning when confronted with challenging circumstances (Ramadhani & Setiawati, 2026). Grotberg (1995) conceptualizes resilience as the ability to overcome adversity through environmental support, personal strengths, and individual competencies. Similarly, Masten (2001) introduces the concept of ordinary magic, emphasizing that resilience is an adaptive capacity that can develop through everyday experiences and appropriate support systems. Reivich & Shatté (2002) identify seven fundamental dimensions of resilience: emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out.

Low resilience among adolescents remains a concern in educational settings. Sari et al. (2017) reported that 46.2% of respondents demonstrated low resilience, while Wahyuni & Wulandari (2022) identified 23.36% of adolescents within the same category. Similarly, Marta et al. (2023) found that 45% of respondents exhibited low resilience. These findings suggest that some adolescents require additional support to develop their ability to cope with failure, manage psychological pressure, and respond adaptively to challenging situations.

A similar concern emerged from preliminary observations and interviews with the guidance and counseling teacher at SMA Negeri 10 Pandeglang. Several eleventh-grade students demonstrated difficulties in responding to academic challenges, regulating emotions under pressure, confronting problems, and maintaining confidence following failure. These circumstances indicate the need for interventions that extend beyond problem recognition to strengthen students' personal resources and adaptive coping abilities. In this regard, school guidance and counseling services play an important role in facilitating self-understanding, personal development, and environmental adjustment (Harahap & Sumarto, 2020).

Group guidance represents one potential service for supporting these developmental needs. By utilizing group interaction and dynamics, this service provides opportunities for students to develop self-understanding, social competencies, and problem-solving abilities (Hasanah et al., 2022). Gladding (2020) emphasizes that group dynamics facilitate interpersonal interaction, experience sharing, and mutual support among participants. Empirical findings also support this approach. Bashirah et al. (2016) identified differences in students' resilience before and after participating in group guidance services. Suprihatin et al. (2019) similarly demonstrated the potential of group guidance incorporating group exercises to facilitate resilience development.

Nevertheless, group guidance requires an approach that corresponds to students' developmental characteristics and specific needs (Megawati et al., 2025). One relevant approach is narrative therapy, which is grounded in the principle that individuals are not the problem; rather, they are people experiencing problems. White & Epston (1990) explain that individuals construct meaning from their life experiences through narratives that shape their perceptions of themselves and their surroundings. Morgan (2002) describes narrative therapy as a respectful, non-blaming approach that helps individuals develop alternative interpretations of their experiences. Corey (2024) further emphasizes that individuals possess valuable knowledge of their own lives and have the potential to construct more adaptive personal narratives.

Previous studies have provided empirical support for narrative-based interventions in resilience development. Hariyadi et al. (2025) demonstrated that a narrative therapy group counseling program improved resilience and self-efficacy. Rahmah et al. (2026) also reported that group counseling incorporating narrative therapy could improve academic resilience among students who had experienced bullying. Furthermore, Faozi (2020) found that group guidance using sociodrama techniques could enhance student resilience, while Lombu et al. (2023) demonstrated the potential of Solution-Focused Brief Counseling in group-based resilience development.

Research gap in the present study concerns the differences in participant characteristics, research contexts, and intervention approaches adopted in previous studies. Adawiyah et al. (2026) focused on seventh-grade students, whereas Sopah et al. (2023) examined academic resilience among bullying survivors. Meanwhile, Faozi (2020) and Lombu et al. (2023) investigated different group-based intervention approaches.

Consequently, the application of narrative therapy within structured group guidance to develop general resilience among eleventh-grade senior high school students remains relevant for further investigation. The conceptual relevance of this approach is also supported by Aulia et al. (2024), who highlighted the potential of narrative therapy to help individuals reconstruct more positive perceptions of themselves.

The novelty of this study lies in integrating narrative therapy into a structured group guidance strategy designed around the seven resilience dimensions proposed by Reivich and Shatte (2002). The intervention consists of six sessions incorporating problem externalization, deconstruction of dominant narratives, identification of positive experiences (unique outcomes), and the development of alternative narratives (re-authoring). This integration provides opportunities for students to explore personal experiences, recognize individual strengths, receive peer support, and develop more adaptive interpretations of adversity. Accordingly, the intervention offers a structured approach tailored to the developmental needs of adolescents.

Based on this rationale, the present study aims to describe the resilience levels of eleventh-grade students at SMA Negeri 10 Pandeglang before the intervention, examine the implementation of group guidance using the narrative therapy approach, and identify differences in resilience levels before and after the intervention. The findings are expected to contribute empirical insights to the development of school guidance and counseling practices, particularly in designing group-based strategies to strengthen students' resilience.

## METHODS

This study employed a quantitative approach using a pre-experimental method and a One Group Pretest-Posttest Design. The design was intended to examine differences in students' resilience before and after participating in group guidance services incorporating narrative therapy. The procedure consisted of an initial assessment ($O_1$), an intervention (X), and a subsequent assessment ($O_2$). The research was conducted at SMA Negeri 10 Pandeglang, Banten, during the 2026/2027 academic year. According to the thesis, the research process lasted approximately two months from the issuance of the research permit. The first month was allocated to questionnaire distribution, pretest data collection, and preliminary data processing, while the second month was devoted to the intervention and posttest.

The research population comprised 343 eleventh-grade students. The initial sample size was calculated using Slovin's formula with a 10% margin of error, resulting in 77 students who participated in the pretest. Subsequently, non-probability sampling through purposive sampling was applied to select the intervention participants. Ten students with the lowest resilience scores on the pretest were selected to receive the intervention. This selection was based on the study's objective of providing group guidance to students identified as having relatively low resilience (Sugiyono, 2017).

The dependent variable was student resilience, measured using the seven dimensions proposed by Reivich and Shatté (2002): emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out. These dimensions were operationalised through six indicators: managing emotions under pressure; controlling impulses before responding; maintaining optimism and recovering from failure; identifying the causes of problems; understanding others' feelings while maintaining confidence in one's abilities; and adapting to difficulties by utilising available support and opportunities. The independent variable was group guidance using a narrative therapy approach (Marsha, 2025). Its implementation was indicated by active participation, sharing personal experiences, identifying negative dominant narratives, practising externalisation, recognising unique outcomes, developing alternative personal narratives through re-authoring, and engaging in group reflection. This approach draws on the view that individuals can reconstruct the meanings of their experiences through the process of retelling their life stories (White & Epston, 1990; Corey, 2024).

The primary instrument was a closed-ended resilience questionnaire using a four-point Likert scale: strongly agree, agree, disagree, and strongly disagree. The initial instrument contained 52 statements. Content suitability was assessed through expert judgement by two guidance and counselling specialists. Construct validity was examined using Corrected Item-Total Correlation in SPSS, involving 34 respondents and an r-table value of 0.339. The analysis identified 36 valid items and 16 invalid items. The 36 retained items were subsequently tested using Cronbach's Alpha, yielding a coefficient of 0.807, indicating high reliability. The questionnaire was administered to 77 students during the pretest to assess resilience and identify intervention participants, then readministered to the 10 selected students after the intervention. Supporting data were collected through observation, preliminary interviews with the school counsellor, and documentation. Observations focused on participation, experience sharing, self-reflection, and peer support. Documents included

student records, research administration, attendance lists, service plans, and activity photographs.

The intervention consisted of six group guidance sessions incorporating narrative therapy. Pretest and posttest scores were analysed quantitatively using SPSS 25 for Windows. The Shapiro–Wilk test was conducted to assess normality. The significance values were 0.015 for the pretest and 0.035 for the posttest, indicating that both distributions were non-normal. Therefore, the hypothesis was tested using the Wilcoxon Signed-Rank Test for paired observations. Statistical decisions were based on a 5% significance level ($\alpha = 0.05$), with an Asymp. Sig. (2-tailed) value below 0.05 indicating a statistically significant difference in students' resilience before and after the intervention.

## RESULTS

### Students' Resilience Profile Based on Its Dimensions

The initial assessment revealed that students' resilience levels were predominantly in the moderate category across all seven dimensions. The distribution of resilience levels is presented in Table 1.

**Table 1. Distribution of Students' Resilience Levels by Dimension**

| Resilience Dimension | Low (%) | Moderate (%) | High (%) |
|---|---|---|---|
| Emotion Regulation | 12 | 65 | 23 |
| Impulse Control | 8 | 73 | 19 |
| Optimism | 14 | 59 | 27 |
| Causal Analysis | 8 | 70 | 22 |
| Empathy | 8 | 58 | 34 |
| Self-Efficacy | 6 | 78 | 16 |
| Reaching Out | 6 | 78 | 16 |

*Source: Compiled by the researcher (2026)*

Table 1. Distribution of Students' Resilience Levels by Dimension shows that all resilience dimensions were predominantly in the moderate category, with self-efficacy and reaching out recording the highest percentages (78%). Empathy had the highest proportion of students in the high category (34%), whereas optimism recorded the highest proportion in the low category (14%).

## Comparison of Students' Pretest and Posttest Scores

The assessment involved 10 students whose initial resilience levels were classified as low. Measurements were conducted before and after six sessions of group guidance using a narrative therapy approach. The comparison is presented in Table 2.

**Table 2. Comparison of Students' Resilience Pretest and Posttest Scores**

| No | Respondent | Pretest | Pretest Category | Posttest | Posttest Category |
|---|---|---|---|---|---|
| 1 | LVA | 96 | Low | 110 | Moderate |
| 2 | NRF | 98 | Low | 100 | Moderate |
| 3 | RM | 98 | Low | 118 | High |
| 4 | R | 95 | Low | 100 | Moderate |
| 5 | DAF | 95 | Low | 105 | Moderate |
| 6 | RN | 98 | Low | 117 | High |
| 7 | AH | 94 | Low | 100 | Moderate |
| 8 | ZH | 98 | Low | 107 | Moderate |
| 9 | NS | 97 | Low | 119 | High |
| 10 | MDR | 98 | Low | 100 | Moderate |
| Mean | | 96,7 | | 107,6 | |

*Source: Compiled by the researcher (2026)*

Table 2. Comparison of Students' Resilience Pretest and Posttest Scores shows that the mean resilience score increased from 96.7 in the pretest to 107.6 in the posttest. Following the intervention, seven students were classified in the moderate category, while three reached the high category. These findings indicate an increase in students' resilience scores after the intervention.

## Normality Test Results

The Shapiro-Wilk test was conducted to determine the appropriate statistical procedure for hypothesis testing. The results are presented in Table 3.

**Table 3. Shapiro-Wilk Normality Test Results**

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | .297 | 10 | .013 | .802 | 10 | .015 |
| Posttest | .230 | 10 | .142 | .831 | 10 | .035 |

a. Lilliefors Significance Correction

*Source: Compiled by the researcher (2026)*

Table 3. Shapiro-Wilk Normality Test Results shows that the significance values for the pretest (0.015) and posttest (0.035) were below 0.05, indicating that both datasets were not normally distributed. Therefore, the Wilcoxon Signed-Rank Test was selected for hypothesis testing.

### Hypothesis Testing Results

The Wilcoxon Signed-Rank Test was employed to examine differences in students' resilience levels before and after the group guidance intervention using a narrative therapy approach. The results are presented in Table 4.

**Table 4. Wilcoxon Signed-Rank Test Results**

**Test Statistics[a]**

| | Posttest - Pretest |
|---|---|
| Z | -2.805[b] |
| Asymp. Sig. (2-tailed) | .005 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

*Source: Compiled by the researcher (2026)*

Table 4. Wilcoxon Signed-Rank Test Results shows a Z-value of -2.805 and a significance value of 0.005 (p less than 0.05). This result indicates a statistically significant difference in students' resilience scores before and after the intervention. Therefore, the null hypothesis ($H_0$) was rejected, and the alternative hypothesis ($H_a$) was accepted.

## DISCUSSION

The findings indicate that group guidance incorporating narrative therapy was followed by an increase in resilience scores among Grade XI students at SMA Negeri 10 Pandeglang. The initial assessment of 77 students identified 10 students with high resilience, 57 with moderate resilience, and 10 with low resilience. Although most students demonstrated a moderate level of resilience, the results also revealed a group requiring more focused support. The 10 students with the lowest pretest scores were therefore selected to participate in the intervention. Their initial scores ranged from 94 to 98, with a mean of 96.7, placing all participants in the low-resilience category. This baseline condition suggests a need to strengthen their capacity to manage pressure, make sense of difficult experiences, and respond more adaptively to challenges.

Following six group guidance sessions, the participants' mean resilience score increased to 107.6, representing a gain of 10.9 points. The categorical distribution also changed: seven students moved into the moderate category, while three reached the high category. All participants recorded higher posttest scores, although the magnitude of individual improvement varied from two to 22 points. This variation suggests that students did not respond to the intervention in exactly the same way. Nevertheless, the consistent upward direction across all participants indicates that their resilience scores were higher after completing the programme than at baseline. These findings address the study's objective of identifying differences in resilience before and after the intervention. They also demonstrate that the observed change was reflected not only in the group mean but also in the distribution of resilience categories.

The statistical analysis provides further support for the descriptive findings. The Shapiro–Wilk test produced significance values of 0.015 for the pretest and 0.035 for the posttest, indicating that neither dataset met the assumption of normality. Accordingly, the difference between paired measurements was examined using the Wilcoxon Signed-Rank Test. The analysis yielded a Z value of −2.805 and a significance value of 0.005, which is below the 0.05 threshold. This result indicates a statistically significant difference in students' resilience scores before and after the intervention. Thus, the observed increase was not limited to a descriptive change in scores but was also supported by inferential statistical testing. However, this finding should be interpreted in relation to the study design: it establishes a significant difference within the participating group, rather than demonstrating that the intervention was the sole cause of the change.

The findings can be understood through the complementary roles of group guidance and narrative therapy. Group guidance creates an interpersonal environment in which students can share experiences, listen to others' perspectives, exchange feedback, and develop mutual support. Such interaction may help students recognise that personal difficulties do not necessarily have to be faced in isolation. This interpretation is consistent with Hasanah et al. (2022), who describe group dynamics as an important element of group guidance services that supports students' personal development. In the present study, group interaction functioned not merely as an opportunity to exchange stories but also as a setting in which participants could reconsider how they understood themselves and the challenges they encountered.

Narrative therapy provides a framework for examining and reconstructing dominant stories associated with difficult experiences. White and Epston (1990) conceptualise therapeutic work as a process of constructing and reconstructing individuals' life stories, while Corey (2024) explains that narrative approaches help individuals reinterpret their experiences and develop healthier alternative narratives. This perspective is reflected in the sequence of activities implemented in the study. Through externalizing, students were encouraged to distinguish their identities from the problems they faced. Consequently, failure or emotional pressure did not have to be interpreted as a complete representation of their personal worth or abilities. Conceptually, this process relates to emotion regulation and impulse control because it creates an opportunity for students to recognise a problem, gain distance from immediate negative judgements, and consider their responses before acting.

The exploration of the problem's influence and contributing factors further encouraged students to examine the relationships between situations, thoughts, feelings, and behaviours. This process corresponds to causal analysis, one of the resilience dimensions identified by Reivich and Shatté (2002). The subsequent identification of unique outcomes encouraged participants to recognise occasions when they had persevered, completed tasks, corrected mistakes, or sought assistance. Such experiences can provide concrete evidence that individuals are not defined solely by their difficulties. In theoretical terms, recognising previous strengths and achievements is associated with optimism and self-efficacy. Through re-authoring, students were then encouraged to construct alternative stories that incorporated their efforts, abilities, values, and hopes rather than focusing exclusively on negative experiences. Reflection and mutual support during the final session also provided opportunities to reinforce empathy and reaching out. Nevertheless, these connections represent a conceptual interpretation of the intervention process; the study did not statistically examine changes in each resilience dimension separately.

The findings are consistent with Adawiyah et al. (2026), who reported that a group counselling programme based on narrative therapy supported improvements in resilience and self-efficacy among seventh-grade students. Both studies employed a narrative approach in a group setting and focused on resilience development. The present study extends this application to Grade XI students in a senior high school context. Similarities can also be identified with Sopah et al. (2023), who examined postmodern group counselling, including narrative therapy, to develop academic resilience among students who had experienced bullying. The distinction concerns the participants and the specific focus of resilience:

Fatqurhohman et al. (2026) concentrated on academic resilience in the context of bullying, whereas the present study examined students' resilience more broadly.

Further support for group-based interventions can be found in Faozi (2020), who applied sociodrama in group guidance to improve student resilience, and Lombu et al. (2023), who used Solution Focused Brief Counseling in group counselling. Although their techniques and theoretical orientations differ from those used in this study, both demonstrate the relevance of group-based services as settings for exploring problems and developing personal resources. Meanwhile, Wenda & Margaret (2026) provide a conceptual basis for understanding narrative therapy, particularly the separation of individuals from their problems and the exploration of alternative stories. The present study brings these strands together by integrating narrative processes into group guidance as a strategy for supporting students' resilience.

The study's contribution lies in applying narrative therapy within a structured group guidance programme consisting of six sessions and oriented towards the seven resilience dimensions proposed by Reivich and Shatté (2002). This integration illustrates how externalizing, the identification of unique outcomes, and re-authoring can be incorporated into group interactions to help students reinterpret experiences and recognise their personal resources. In practical terms, the findings may inform school counsellors when designing group guidance services for students identified as having low resilience. Initial questionnaire screening may also help schools identify students' needs before selecting appropriate support strategies. Such implementation, however, should take account of participants' readiness, openness, and comfort when sharing personal experiences.

Several limitations should be considered when interpreting these findings. First, the intervention involved only 10 students with the lowest pretest scores from one school; therefore, the results cannot be directly generalised to all Grade XI students or schools with different characteristics. Second, the programme comprised six sessions, and no follow-up assessment was conducted to determine whether the observed changes were sustained over time. Third, the primary outcome was measured through a self-report questionnaire, making the results potentially dependent on participants' understanding, honesty, and response consistency. Fourth, the One Group Pretest-Posttest Design did not include a control group, meaning that the possible influence of other factors during the research period could not be ruled out. Differences in students' willingness to participate and share experiences, as well as

the researcher's limited experience in implementing narrative techniques, may also have influenced the intervention process. Future studies could address these limitations by including a comparison group, recruiting participants from a wider range of settings, conducting follow-up measurements, and examining changes in individual resilience dimensions. Overall, the findings demonstrate a significant difference in resilience scores following the intervention within the participating group and indicate the potential value of integrating narrative therapy into school-based group guidance services.

## CONCLUSION

This study aimed to examine the resilience levels of Grade XI students at SMA Negeri 10 Pandeglang, describe the implementation of group guidance incorporating narrative therapy, and identify differences in resilience before and after the intervention. The initial assessment of 77 students indicated that most had moderate resilience (74%), while 13% were classified as having high resilience and another 13% as having low resilience. Ten students with the lowest scores were subsequently selected to participate in a six-session intervention structured around the stages of group formation, transition, activity, and termination. The programme integrated personal experience exploration, externalizing, the identification of unique outcomes, and the reconstruction of personal narratives through re-authoring, with activities directed towards the seven dimensions of resilience.

The findings revealed an increase in the participants' mean resilience score from 96.7 to 107.6, representing a gain of 10.9 points. All participants recorded higher posttest scores, with seven students moving into the moderate category and three reaching the high category. The Wilcoxon Signed-Rank Test produced a significance value of 0.005, indicating a statistically significant difference in resilience before and after the intervention. These results demonstrate a positive change in resilience scores among the participating students following the group guidance programme.

The study contributes to guidance and counselling practice by integrating narrative therapy into group guidance activities designed to address seven dimensions of student resilience. Its findings may inform school counsellors and educational institutions when developing programmes to support students in managing difficulties and strengthening adaptive responses. Nevertheless, the findings are limited by the small intervention group and the absence of a control group. Future research should involve larger and more diverse

samples, employ stronger experimental designs with comparison groups, and incorporate follow-up assessments to determine whether the observed changes are sustained over time.

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