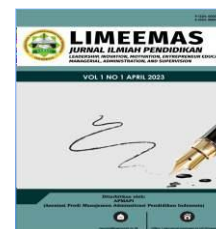


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The Effectiveness of Solution-Focused Brief Therapy (SFBT)-Based Group Counseling in Reducing Delinquency in High School Students

Shine Ayariha Hafshah

WriteLab Scholar Indonesia

E-mail: shine.wlindonesia@gmail.com

Abstract: This study aimed to examine the effectiveness of Solution-Focused Brief Therapy (SFBT)-based group counseling in reducing delinquency among high school students. The research employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The study was conducted at SMA Nurul Huda involving 10 students selected through purposive sampling based on their moderate to high levels of delinquent behavior. Data were collected through delinquency questionnaires, observations, and documentation. The counseling intervention consisted of six SFBT-based group counseling sessions focusing on students' strengths, future goals, and solution-building processes. The findings revealed that students demonstrated significant reductions in delinquent behavior after participating in the counseling program. Improvements were observed in emotional regulation, peer interaction, classroom participation, and compliance with school rules. Statistical analysis using the Paired Sample t-Test showed a significant difference between pretest and posttest scores, indicating that SFBT-based group counseling was effective in reducing student delinquency. The study concludes that solution-focused group counseling provides a practical, supportive intervention model for helping adolescents achieve positive behavioral change in school counseling settings.

Keywords: Solution-Focused Brief Therapy, Group Counseling, Student Delinquency, High School Students, Counseling Intervention

Abstrak: Penelitian ini bertujuan untuk mengkaji efektivitas konseling kelompok berbasis Solution-Focused Brief Therapy (SFBT) dalam mengurangi kenakalan di kalangan siswa SMA. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pretest-posttest satu kelompok pra-eksperimental. Penelitian dilakukan di SMA Nurul Huda dengan melibatkan 10 siswa yang dipilih melalui purposive sampling berdasarkan tingkat perilaku nakalnya sedang hingga tinggi. Data dikumpulkan melalui kuesioner tunggakan, observasi, dan dokumentasi. Intervensi konseling terdiri dari enam sesi konseling kelompok berbasis SFBT yang berfokus pada kekuatan siswa, tujuan masa depan, dan proses pembangunan solusi. Temuan mengungkapkan bahwa siswa menunjukkan pengurangan perilaku nakal yang signifikan setelah berpartisipasi dalam program konseling. Perbaikan diamati dalam regulasi emosional, interaksi teman sebaya, partisipasi kelas, dan kepatuhan terhadap aturan sekolah. Analisis statistik menggunakan paired sample t-Test menunjukkan perbedaan yang signifikan antara skor pretest dan posttest, yang menunjukkan bahwa konseling kelompok berbasis SFBT efektif dalam mengurangi kenakalan siswa. Studi ini menyimpulkan bahwa konseling kelompok yang berfokus pada solusi memberikan model intervensi praktis dan suportif untuk membantu remaja mengembangkan perubahan perilaku positif dalam pengaturan konseling sekolah.

Kata kunci: Terapi Singkat yang Berfokus pada Solusi, Konseling Kelompok, Kenakalan Siswa, Siswa SMA, Intervensi Konseling

INTRODUCTION

Delinquency among high school students has become a major concern in the educational environment, particularly in relation to behavioral deviations that disrupt academic processes and students' social development. Student delinquency may manifest in various forms, such as truancy, bullying, fighting, smoking, vandalism, disobedience of school regulations, and aggressive behavior toward peers or teachers. Adolescence is a transitional phase characterized by emotional instability, identity exploration, and a strong influence from peer groups. In many schools, delinquent behavior is often addressed through punitive disciplinary measures, such as suspensions or verbal punishment, without considering the psychological factors underlying students' behavior. As a result, disciplinary approaches frequently fail to produce long-term behavioral change and may instead increase students' resistance to school authority (Santrock, 2018). In this context, schools require more adaptive counseling interventions that focus not only on punishment but also on helping students develop positive solutions for their behavioral problems.

The urgency of this study arises from the increasing complexity of adolescent behavioral problems in modern educational settings. Technological development, social media exposure, family conflicts, and peer pressure have intensified the risk of delinquent behavior among students. Many adolescents experience emotional stress but lack appropriate coping mechanisms and supportive communication spaces within schools. (Purwanto, 2022; R.A Rodia Fitri Indriani et al., 2024). Guidance and counseling teachers are often overwhelmed by the number of students requiring intervention, while available counseling programs tend to emphasize problem identification rather than solution development. (Dacholfany et al., 2024; Hidayad, Agustin, & Purwanto, 2023). Therefore, there is a strong need for an efficient, practical counseling approach that helps students recognize their strengths and make constructive behavioral changes within a relatively short intervention period. Steve de Shazer introduced Solution-Focused Brief Therapy (SFBT) as an approach emphasizing solutions, strengths, and future-oriented thinking rather than focusing excessively on problems. This approach is considered relevant for adolescent counseling because it encourages students to become active participants in creating positive behavioral changes. (M Bambang Purwanto et al., 2025).

This problem is closely connected to real educational needs, especially in schools seeking effective strategies to reduce disciplinary violations and improve students' social behavior. In practice, schools frequently encounter repeated behavioral violations despite implementing strict disciplinary regulations. Some students even become labeled as "problematic students," which gradually affects their self-esteem and academic motivation (Indriansyah et al., 2025). Interestingly, many adolescents who engage in delinquent behavior actually possess personal strengths and social potential that are rarely explored

through conventional counseling methods (Bambang, 2017; Marisya et al., 2023). Schools, therefore, require counseling interventions that foster supportive group dynamics, emotional openness, and self-reflection among students. Group counseling based on SFBT offers a collaborative atmosphere where students can share experiences, identify strengths, and develop realistic behavioral goals together. Such conditions make counseling sessions feel less intimidating and more meaningful for adolescents who often resist formal authority structures.

Several previous studies have examined interventions to reduce student delinquency using behavioral counseling, cognitive behavioral therapy, and disciplinary management systems. Research by Corey (2017) emphasized the effectiveness of group counseling in improving adolescents' interpersonal behavior, while Franklin et al. (2012) found that SFBT positively influenced students' emotional and behavioral adjustment in school settings. However, most existing studies focus on individual counseling settings, mental health issues, or academic stress rather than specifically examining delinquency reduction through SFBT-based group counseling among high school students. In the Indonesian educational context, studies integrating SFBT with group counseling for adolescent delinquency remain relatively limited. This gap indicates that there is still insufficient exploration regarding how solution-focused group interactions influence students' behavioral transformation in school environments. Consequently, this study attempts to address that gap by examining the effectiveness of SFBT-based group counseling specifically for reducing delinquency among high school students.

Based on the issues above, this study aims to analyze the effectiveness of Solution-Focused Brief Therapy (SFBT)-based group counseling in reducing delinquency among high school students. Specifically, this research seeks to identify the level of delinquent behavior prior to counseling intervention, examine behavioral changes following treatment, and evaluate the effectiveness of SFBT-based counseling sessions in helping students develop more positive behaviors. The research questions formulated in this study are: (1) What is the level of student delinquency before the implementation of SFBT-based group counseling? (2) What changes occur after the implementation of SFBT-based group counseling? Moreover, (3) Is SFBT-based group counseling effective in reducing delinquency among high school students? These questions are intended to provide systematic insight into the practical contribution of SFBT within school counseling services.

The novelty of this research lies in integrating Solution-Focused Brief Therapy with group counseling strategies specifically designed to address delinquent behavior among high school students. Unlike conventional disciplinary approaches that emphasize sanctions and behavioral control, this study focuses on students' strengths, future goals, and solution-building

processes through collaborative group interaction. Furthermore, this research highlights the importance of positive communication patterns within peer-group counseling settings, where students are encouraged to support one another in developing constructive behavioral changes. The use of SFBT in group counseling also represents a relatively practical and time-efficient intervention model for school counseling programs (Indriani et al., 2025). Another interesting aspect is that this study does not merely evaluate behavioral reduction statistically but also explores the social dynamics that emerge during counseling sessions (Purwanto & Al Firdaus, 2023), including students' emotional openness, confidence, and development of self-awareness (Aisyah et al., 2024).

It is hoped that this study will contribute both theoretically and practically to the development of school counseling programs, particularly in addressing adolescent delinquency through positive, solution-oriented approaches. The findings of this study are expected to serve as a useful reference for guidance and counseling teachers, school administrators, and future researchers interested in adolescent behavioral interventions. In the long term, this research may encourage schools to move beyond punitive disciplinary systems toward more humanistic counseling approaches that prioritize empathy, communication, and students' personal growth. Perhaps that is what schools need today — not merely stricter rules, but spaces where adolescents feel heard, understood, and guided toward better versions of themselves.

METHODOLOGY

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest model. The quantitative approach was selected because the research aimed to measure the effectiveness of Solution-Focused Brief Therapy (SFBT)-based group counseling in reducing delinquency among high school students through numerical data analysis. Meanwhile, the pre-experimental design was considered appropriate, as the study focused on observing behavioral changes before and after the counseling intervention without a control group.

The one-group pretest-posttest design allowed the researcher to compare students' delinquency levels before and after participating in SFBT-based group counseling sessions. In this design, students were first given a pretest to determine their initial delinquency level. Afterward, participants received counseling treatment through several SFBT-based group counseling sessions. Finally, a posttest was conducted to evaluate behavioral changes following the intervention.

Research Design Formula:

$$O_1 - X - O_2$$

Description:

- O_1 = Pretest score
- X = SFBT-based group counseling treatment
- O_2 = Posttest score

A design like this is actually quite common in counseling studies because behavioral change is often easier to observe directly through intervention phases. Even so, adolescent behavior can shift unpredictably in response to peer interactions and emotional states during the study period. (Budiyanto et al., 2024).

This research was conducted at SMA Nurul Huda, located in Bandar Lampung City, Lampung Province, Indonesia. The school was selected as the research site because preliminary observations indicated several student delinquency behaviors, including truancy, classroom disruption, rule violations, and peer conflicts. In addition, the school actively supports counseling programs and provides access to guidance and counseling activities, making it suitable for implementing SFBT-based group counseling interventions.

The research was carried out from 12–22 January 2025. During this period, the researcher conducted pretest assessments, counseling treatment sessions, observations, and posttest evaluations. The counseling sessions were implemented gradually according to the intervention schedule prepared in collaboration with the school counselor.

The study population consisted of all students at SMA Nurul Huda. However, given the research's specific purpose, the sample was selected purposively. Purposive sampling was applied because the researcher intentionally selected students who demonstrated delinquent behaviors and met specific research criteria.

The sample consisted of 10 students identified by the school counselor as having moderate to high levels of delinquency. Selection criteria included:

- students frequently violating school rules,
- involvement in peer conflicts,
- truancy behavior,
- disruptive classroom behavior,
- recommendation from the guidance and counseling teacher.

The relatively small sample size was deemed appropriate for implementing group counseling, enabling participants to interact more openly and effectively during sessions.

Table 1. Sample Criteria

No	Criteria	Description
1	Behavioral Violations	Students frequently violate school rules
2	Truancy	Students absent without permission
3	Peer Conflict	Students involved in fights or disputes
4	Counselor Recommendation	Identified by a school counselor
5	Willingness to Participate	Students agreed to join counseling sessions

Table 2. Research Participants

Category	Number of Students
Male Students	6
Female Students	4
Total Participants	10

The primary instrument used in this study was a student delinquency questionnaire developed based on indicators of adolescent behavioral problems. The questionnaire employed a Likert Scale with five response categories ranging from strongly disagree to agree strongly. The instrument aimed to measure the frequency and intensity of delinquent behaviors among students before and after the counseling intervention.

The delinquency indicators included:

- aggression,
- rule violation,
- truancy,
- peer conflict,
- risky behavior.

Before implementation, the questionnaire underwent validity and reliability testing to ensure the instrument's accuracy and consistency. Validity testing was conducted using Pearson Product-Moment correlation, while reliability testing used Cronbach's Alpha coefficient. Data collection in this study was conducted through questionnaires, observation, and documentation techniques.

Questionnaire

The questionnaire was administered twice:

- before treatment (pretest),
- after treatment (posttest).

The pretest aimed to identify students' initial delinquency levels, while the posttest measured behavioral changes after participating in SFBT-based group counseling sessions.

Observation

Observation was conducted during counseling sessions to monitor participants' attitudes, emotional responses, communication patterns, and levels of participation. The researcher also observed changes in students' interpersonal behavior throughout the intervention process. Sometimes the atmosphere during group counseling became unexpectedly emotional. A few students who initially appeared resistant slowly became more open after hearing similar experiences from their peers. That group dynamic became one of the most interesting parts of the intervention process.

The treatment consisted of six SFBT-based group counseling sessions facilitated by the researcher and supervised by the school counselor. Each session lasted approximately 60–90 minutes.

The counseling stages included:

1. Building rapport and group agreement
2. Identifying students' behavioral problems
3. Miracle question technique
4. Scaling questions
5. Identifying strengths and solutions
6. Evaluation and termination

The counseling process emphasized students' strengths, future goals, and solution-building strategies rather than focusing excessively on past mistakes.

Table 3. Counseling Session Procedures

Session	Activity	Objective
1	Rapport Building	Build trust among participants
2	Problem Identification	Explore delinquent behaviors
3	Miracle Question	Encourage future-oriented thinking
4	Scaling Questions	Assess behavioral progress
5	Strength Identification	Discover personal strengths
6	Evaluation	Reflect on behavioral changes

The collected data were analyzed using descriptive and inferential statistical analysis. Descriptive statistics were used to describe students' delinquency levels before and after treatment through mean scores, percentages, and category classifications. Inferential analysis employed a Paired Samples t-Test to determine whether there was a significant difference between pretest and post-test scores following the implementation of SFBT-based group counseling. Prior to hypothesis testing, normality was assessed to ensure the data met statistical assumptions. The statistical analysis was performed using SPSS software.

Table 4. Statistical Analysis Techniques

Analysis Technique	Purpose
Descriptive Statistics	Describe delinquency levels
Normality Test	Test data distribution
Paired Sample t-Test	Test intervention effectiveness
SPSS Analysis	Process statistical data

This study considered ethical principles throughout the research process. Participants voluntarily agreed to participate in the counseling sessions and were informed of the study's objectives. Confidentiality of students' identities and personal information was maintained throughout the intervention to protect participants' privacy and emotional well-being. Given that the participants were adolescents, emotional sensitivity became an important consideration during counseling sessions. The researcher therefore ensured that all discussions within the group remained respectful, supportive, and non-judgmental.

RESULT AND DISCUSSION

Result

The findings obtained from the implementation of Solution-Focused Brief Therapy (SFBT)-based group counseling at SMA Nurul Huda. The results were derived from questionnaires, observations, counseling session records, and school documentation conducted during the research period from 12 to 22 January 2025. The study focused on identifying students' delinquency levels before and after counseling intervention, as well as examining behavioral changes that emerged during the group counseling process.

Overall, the findings revealed that SFBT-based group counseling contributed positively to reducing delinquency among high school students. Significant behavioral changes were observed in terms of students' emotional control, interpersonal communication, classroom participation, and compliance with school regulations. In addition, students demonstrated greater self-awareness regarding the consequences of their actions and began developing more constructive coping strategies after participating in counseling sessions.

Description of Student Delinquency Before Treatment

Before the counseling intervention was implemented, the researcher conducted a pretest using a delinquency questionnaire to determine the initial level of students' behavioral problems. The results indicated that most participants were categorized as having moderate to high delinquency levels. Several dominant behaviors identified among participants included truancy, classroom disruption, verbal aggression, peer conflict, smoking, and repeated violations of school regulations.

Based on observational findings, some students frequently arrived late to school, ignored classroom instructions, or intentionally disrupted learning activities. Several participants also demonstrated difficulty controlling their emotions during peer interactions, leading to verbal disputes and aggressive behavior toward classmates. Guidance and counseling teachers explained that these students were often identified as “problematic students” due to repeated disciplinary records.

Interestingly, many students admitted during the early counseling sessions that they often engaged in delinquent behavior as a way to gain peer acceptance or release emotional frustration. A few students even stated that they felt misunderstood by teachers and family members, which contributed to feelings of resistance toward school authority.

Table 5. Pretest Delinquency Levels

Category	Frequency	Percentage
High Delinquency	4 Students	40%
Moderate Delinquency	6 Students	60%
Low Delinquency	0 Students	0%

Table 6. Dominant Delinquent Behaviors Before Treatment

No	Type of Delinquency	Description
1	Truancy	Skipping classes without permission
2	Classroom Disruption	Interrupting learning activities
3	Verbal Aggression	Insulting or mocking peers
4	Rule Violation	Ignoring school regulations
5	Peer Conflict	Frequent arguments and fights
6	Risky Behavior	Smoking and negative peer influence

Implementation of SFBT-Based Group Counseling

The counseling intervention consisted of six SFBT-based group counseling sessions with ten participants. Each session lasted approximately 60–90 minutes and was facilitated using a solution-focused approach emphasizing strengths, future goals, and positive behavioral changes.

During the first session, students appeared hesitant and reluctant to express their feelings openly. Some participants responded briefly and avoided eye contact during discussions. However, as sessions progressed, students gradually became more comfortable sharing their experiences and personal challenges within the group setting. The supportive atmosphere created through group interaction allowed participants to feel accepted and less judged by others.

One of the most impactful techniques used in counseling was the miracle question. Students were asked to imagine how their lives would change if their behavioral problems suddenly disappeared. This activity encouraged

participants to reflect on their future goals and recognize behaviors they wanted to improve. Many students expressed a desire to rebuild trust with teachers, improve relationships with parents, and become more disciplined in their school activities.

The scaling question technique also helped students evaluate their behavioral progress from one session to another. Participants began identifying small but meaningful improvements in emotional control and social interaction. Some students admitted that they had started thinking before reacting aggressively toward peers.

Table 7. Counseling Session Activities

Session	Main Activity	Student Response
1	Rapport Building	Students were still hesitant
2	Problem Exploration	Participants began sharing experiences
3	Miracle Question	Students reflected on future goals
4	Scaling Question	Students identified behavioral progress
5	Strength Identification	Increased self-confidence emerged
6	Evaluation and Reflection	Students expressed positive changes

Description of Student Delinquency After Treatment

Following the counseling intervention, a posttest was administered to assess changes in students' delinquency levels. The results demonstrated a noticeable decrease in delinquent behavior among participants. Several students who were previously categorized as having high delinquency shifted into the moderate or low categories after treatment.

Observational findings also revealed improvements in classroom behavior and peer interaction. Students became more cooperative during learning activities and demonstrated greater respect toward teachers and classmates. Guidance and counseling teachers reported fewer disciplinary complaints involving the participants during the post-intervention period.

In addition, students showed improved emotional awareness and communication skills. During the final counseling sessions, participants appeared more capable of expressing frustration verbally without resorting to aggressive actions. Some students also reported attempting to avoid peer groups that previously influenced them negatively.

There was a subtle but visible shift in the group atmosphere by the final session. Students who initially dominated conversations aggressively became calmer, while quieter participants started contributing more confidently. Those small interpersonal changes became one of the clearest indicators that the counseling process had positively affected group dynamics.

Table 8. Posttest Delinquency Levels

Category	Frequency	Percentage
High Delinquency	0 Students	0%
Moderate Delinquency	3 Students	30%
Low Delinquency	7 Students	70%

Table 9. Behavioral Changes After Treatment

Aspect	Before Treatment	After Treatment
Emotional Control	Easily aggressive	More emotionally controlled
Classroom Behavior	Disruptive	More cooperative
Peer Interaction	Frequent conflicts	Improved communication
Rule Compliance	Frequent violations	Better discipline
Self-Awareness	Low reflection	Increased self-awareness

Statistical Test Results

To determine the effectiveness of SFBT-based group counseling, the researcher conducted a Paired Sample t-Test comparing pretest and posttest delinquency scores. The analysis indicated a statistically significant difference between students' delinquency levels before and after the intervention.

The mean pretest score was higher than the mean posttest score, indicating a reduction in delinquent behavior following counseling treatment. The significance value from the statistical test was lower than 0.05, indicating that the counseling intervention significantly reduced student delinquency.

Table 10. Paired Sample t-Test Results

Variable	Mean Score	Sig. Value	Interpretation
Pretest	78.40	0.000	Significant
Posttest	54.20		Delinquency decreased

The statistical findings support the observation results showing that SFBT-based group counseling effectively contributed to behavioral improvement among participants.

Discussion

The findings of this study revealed three major points regarding the implementation of Solution-Focused Brief Therapy (SFBT)-based group counseling to reduce delinquency among students at SMA Nurul Huda. First, the pretest results indicated that most participants demonstrated moderate to high levels of delinquent behavior, including truancy, classroom disruption, verbal aggression, peer conflict, and repeated rule violations. Second, the implementation of SFBT-based group counseling fostered positive group

dynamics, with students gradually becoming more open, reflective, and emotionally engaged during counseling sessions. Third, the posttest results showed a significant reduction in delinquency levels after the intervention, supported by improvements in emotional regulation, peer interaction, self-awareness, and compliance with school regulations. These findings suggest that SFBT-based group counseling not only reduced behavioral problems statistically but also contributed to students' interpersonal and emotional development throughout the counseling process.

The results of this study are consistent with several previous studies emphasizing the effectiveness of solution-focused counseling approaches in educational settings. Research by Steve de Shazer found that SFBT helps individuals focus on strengths, future possibilities, and practical solutions rather than excessively on problems and failures. Similarly, Franklin et al. found that SFBT interventions positively influenced adolescents' behavioral adjustment and emotional functioning in schools. Corey also emphasized that group counseling provides adolescents with opportunities to develop self-awareness and social learning through peer interaction. However, most previous studies primarily focused on emotional disorders, academic stress, or individual counseling contexts. In contrast, this study specifically examined delinquency reduction through SFBT-based group counseling among high school students in the Indonesian educational context. Therefore, this research provides additional empirical evidence on the practical application of SFBT in adolescent behavioral intervention programs in schools.

The interpretation of this study indicates that delinquent behavior among adolescents is closely related to emotional needs, peer acceptance, and the lack of constructive communication spaces within school environments. Many participants initially demonstrated resistance and defensive attitudes during the early counseling sessions, yet gradually became more cooperative after experiencing supportive group interaction. (Agustinasari et al., 2022; Dahnial Dahnial et al., 2025). This finding suggests that adolescents often require environments where they feel heard rather than judged. The effectiveness of SFBT-based counseling appears to stem from its future-oriented, strength-based approach, which encourages students to recognize their own potential rather than being continually labeled by past mistakes. Interestingly, several students responded positively not because they were forced to change, but because they began imagining better versions of themselves through the counseling process. In that sense, behavioral change seemed to emerge more naturally from internal reflection than external pressure. (Afini et al., 2023; Purwanto, Yuliasri, et al., 2024).

The implications of this study are significant both theoretically and practically for school counseling programs. Theoretically, this research strengthens the application of solution-focused approaches within adolescent

counseling studies by demonstrating that positive behavioral change can occur through brief, collaborative, and future-oriented interventions. Practically, the findings suggest that schools should consider integrating SFBT-based group counseling into guidance and counseling services as an alternative to purely punitive disciplinary systems. Guidance and counseling teachers may benefit from adopting counseling strategies that emphasize students' strengths, emotional support, and collaborative problem-solving (Hidayad, Agustin, Despita, et al., 2023; Purwanto et al., 2025). Furthermore, the group counseling setting proved effective in fostering peer support and communication among students, which may help prevent social isolation often experienced by adolescents with behavioral problems (Agustin et al., 2023; Melinda Puspita Sari Jaya et al., 2023). In a way, this study reminds schools that discipline alone may not be sufficient if students are never given opportunities to reflect, communicate, and rebuild their sense of self-worth.

Despite the positive findings, this study also encountered several challenges that may warrant consideration in future research, particularly in the field of educational leadership. One challenge relates to the role of school leadership in supporting counseling interventions. Effective implementation of counseling programs requires not only competent counselors but also institutional support from principals and school management. (Nuswantoro et al., 2023; Vivin Afini, Fitri Nurdianingsih, Ridayani, 2025). In some educational settings, counseling services are still viewed as secondary compared to academic achievement, limiting the availability of time, facilities, and program support for behavioral intervention initiatives. (Netti Herawati et al., 2025; Purwanto, Firdaus, et al., 2024). Future research may therefore explore how transformational or supportive school leadership models influence the success of counseling-based delinquency prevention programs. Studies examining collaboration among principals, counselors, teachers, and parents in creating positive school climates could also make valuable contributions to the educational leadership literature. (Dita Rahmawati et al., 2026; Faridatul Faridatul & M Bambang Purwanto, 2025).

Another important area for future research concerns the role of language and communication in adolescent counseling processes. During counseling sessions, students' behavioral changes were strongly influenced by how counselors communicated with them. Supportive language, non-judgmental responses, and solution-oriented dialogue appeared to reduce students' defensiveness and increase emotional openness. Conversely, labeling students using negative terms such as "problematic" or "delinquent" may unintentionally reinforce negative self-perceptions among adolescents. Future studies could investigate how counseling discourse, communication strategies, and peer interaction language shape students' emotional responses and behavioral transformation. Research integrating counseling psychology with language

studies may offer deeper insight into how verbal interaction influences adolescents' identity formation and social behavior within educational environments. Sometimes, perhaps, a single supportive sentence from a counselor can stay longer in a teenager's mind than an entire series of punishments.

CONCLUSION

Based on this study's findings, it can be concluded that Solution-Focused Brief Therapy (SFBT)-based group counseling was effective in reducing delinquency among students at SMA Nurul Huda. Prior to the intervention, most participants demonstrated moderate to high levels of delinquent behavior, including truancy, verbal aggression, classroom disruption, peer conflict, and repeated violations of school regulations. These behaviors reflected not only disciplinary problems but also emotional and social difficulties adolescents experienced in the school environment.

The implementation of SFBT-based group counseling provided students with opportunities to express their thoughts, reflect on their behavior, and develop positive solutions collaboratively within a supportive group atmosphere. Throughout the counseling sessions, students gradually became more open, emotionally aware, and able to identify constructive behavioral goals. The use of miracle questions, scaling techniques, and strength-based discussions encouraged participants to focus on future improvement rather than past mistakes.

The Paired Sample t-Test showed a significant decrease in students' delinquency scores after the intervention. In addition, observational findings indicated improvements in emotional regulation, classroom participation, peer relationships, and compliance with school rules. These findings suggest that SFBT-based group counseling may be an effective, practical, and student-centered intervention for guidance and counseling programs in high schools. The study also highlights the importance of supportive communication and collaborative counseling environments in promoting positive behavioral transformation among adolescents.

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