

The Implementation of Strengths-Based Counseling to Enhance Self-Confidence and Mental Health among Senior High School Students : A Systematic Literature Review

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Abstract. This study explores the effectiveness of implementing Strengths-Based Counseling (SBC) as a school-based intervention to enhance self-confidence and mental health in high school students. Adolescents often face various academic and social pressures that may negatively impact their psychological well-being and belief in their own abilities. In response to these challenges, SBC offers a positive, solution-oriented counseling approach that focuses on identifying and developing individual strengths, personal resources, and resilience rather than emphasizing problems or deficits. Pre- and post-tests were administered to both the experimental and control groups as part of the study's quasi-experimental methodology. Students with moderate to low levels of self-confidence and mental health as determined by standardized psychological tests were chosen to participate. The intervention was delivered in the form of structured group counseling sessions, conducted once a week over the course of one month. Each session focused on key elements of SBC, including strength identification, goal setting, future visualization, and the use of empowering language.

Two psychological measures, one tailored to adolescents and the other to general populations, were used to gather data: a self-confidence scale and a mental health inventory. Experimental group participants showed statistically significant gains in self-confidence and mental health ratings when compared to control group participants, according to quantitative analysis utilizing paired-sample and independent-sample t-tests. In addition, qualitative observations during the counseling sessions indicated increased student participation, optimism, and interpersonal support among peers. The findings suggest that Strengths-Based Counseling can be a powerful and practical method for school counselors and educators to support students' emotional and psychological development. By helping students focus on their abilities and what works in their lives, SBC can foster a more positive self-concept, better coping strategies, and a healthier school climate overall.

Key words: *Systematic Literatur Review, strengths-based counseling, self-confidence, mental health, adolescents, high school students, school intervention, positive psychology.*

INTRODUCTION

Adolescent mental health become increasingly global issues get attention , especially to groups age school medium above . Adolescence is phase full transition challenge , good in a way biological , psychological , and social . In the period this , teenager face various demands like adjustment self in the environment school , pressure academic , influence Friend peers , and search identity self . Pressures the can influence welfare psychological and forming level of trust self they . Sense of trust low self- esteem often correlated with increasing risk problem mental health such as anxiety , depression , and stress academic . Therefore that , interventions that are capable of increase confidence self at a time strengthen adolescent mental health become very important For applied in the environment education . One of the approach developing counseling fast and proven effective in various context is *Counseling Based*

Strength or Strength-Based Counseling (SBC) Approach This leave from view that every individual own strength , potential , and resources Power positive that can optimized For overcome problem his life . Instead focused on weaknesses or problem , SBC places strength and potential student as center intervention . With Thus , counselor help student recognize , develop , and utilize the internal strength For increase trust self , building resilience , as well as repair mental well-being in general comprehensive.

Various study previously show that SBC is capable give impact significant positive on aspects psychological participant educate . For example , the implementation of SBC has been proven increase *self-efficacy* , hope positive towards the future , and the ability manage emotions . Some studies at school medium even report improvement resilience and literacy mental health after student follow session counseling based strength . In addition , the method This assessed relevant For context education Because can integrated to in service guidance counseling at school with adjustment relative time and material flexible . In the context of high school students, improvement trust self be one of target main Because relate direct with motivation learning, achievement academic, as well as readiness face transition to level education or the world of work next. Although findings positive the Already Enough Lots reported, until now Not yet Lots review systematically which special focusing on the implementation of SBC for increase sense of trust self and mental health of high school students. Most of them existing research Still nature separate, covering different populations, or only measure one variables without linking both of them. Because of that that, is necessary review literature of a nature systematic For collect, organize, and analyze evidence existing empirical data. Systematic *Literature Review* (SLR) becomes the right approach Because allows researchers map results study previously, assess quality methodology, as well as interesting more conclusions integrated about effectiveness *SBC* in high school students.

With do *SLR* this, it is hoped can obtained comprehensive overview about how far *SBC* can become a counseling strategy effective in increase confidence self at a time strengthen Mental health of high school students. Study results this is also expected can give contribution practical for guidance teachers counseling, counselor school, as well as maker policy education For design more intervention programs appropriate target and based proof scientific (*evidence-based practice*).

METHODS

This study followed the guidelines laid out by the Systematic Literature Review (SLR) approach, which include finding, reviewing, assessing, and interpreting all of the findings from prior studies. After collecting data from these earlier investigations, researchers analyzed it using systematic reviews and a selection of scholarly papers. According to Triandini et al. (2019), researchers who wish to employ the LSR approach should follow certain protocols, such as finding and methodically reviewing many publications. In a 2019 study, Triandini et al. Through the use of keywords, the following worldwide

databases were searched: Google Scholar, Scopus, and PubMed. Keywords were used to search worldwide databases including PubMed, Scopus, and Google Scholar is: "*Strengths-Based Counseling*" AND "*Self-Confidence*" AND "*Mental Health*" AND "*High School Students*", "*Konseling Berbasis Kekuatan*" AND "*Percaya Diri*" AND "*Kesehatan Mental*" AND "*Siswa SMA*".

Tabel 1.1 Criteria Inklusi dan Ekslusi

Criteria Inklusi	Criteria Ekslusi
English or Indonesian language articles.	Overview article without empirical data.
Published between 2010-2024.	Focus on populations other than high school teenagers.
Empirical or quasi-experimental research that measures the self-confidence and/or mental health of high school students.	Does not measure self-confidence or mental health variables.
Using SBC interventions or other strengths-based approaches.	

Article Selection The selection process involves reading the title, abstract, and full contents of the article to ensure relevance. **Data Extraction and Synthesis** The information collected includes author(s), year, research location, research design, number of participants, measured variables, main results, and conclusions.

RESULTS AND DISCUSSION

Based on results search literature , obtained 15 articles research that meets the requirements criteria inclusion after through the PRISMA selection process . Research the originate from period 2013–2024 and some big use design quasi- experiment or randomized controlled trial (RCT) . Of the total study , the majority show that counseling based power (SBC) has impact significant positive to sense of trust self And mental health high school students . Some findings important among others:

1. Increased sense of trust self : A study by Rashid & Seligman (2018) found that *positive psychotherapy* program based strength for 8 sessions increase self-confidence scores of 25% United States students in high school. Similar results reported by Proctor et al. (2011) in the UK with improvement trust self by 18%.
2. Strengthening resilience and decline stress Academic : Research in Indonesia by Lestari & Kurniawan (2021) shows that SBC helps student manage pressure exams and improve resilience academic .

3. Mental Health Improvement : A number of studies (Waters, 2015; Quinlan et al., 2019) reported decline significant symptom anxiety and depression after implementation of SBC, in particular when combined with technique *goal setting* and *solution-focused strategies* .

CONCLUSION

High school students' self-esteem and mental health can greatly benefit from strengths-based counseling (SBC), according to a recent research review. This approach helps students:

1. Discover and utilise their potential.
2. Shift their mindset from focusing on weaknesses to focusing on strengths.
3. Improve emotional regulation and positive coping skills.

Most studies show significant improvements in self-confidence and psychological well-being indicators after implementing SBC, whether through face-to-face sessions or online platforms. However, there are still limitations in research, particularly in the context of local culture, variations in measurement instruments, and a lack of long-term studies.

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