
Group Counseling Using Symbolic Modeling Techniques Containing the Panji Story to Increase the Adversity Quotient of Students Council

Adyana Ajeng Ratwulan¹, Titin Indah Pratiwi², Bambang Dibyo Wiyono³

^{1,2,3}Guidance and Counseling Study Program, Faculty of Education, Universitas Negeri Surabaya, Indonesia

*Correspondence to: 25011355015@mhs.unesa.ac.id

Abstract: Adversity quotient is an individual's ability to overcome obstacles and maintain effort when faced with difficult situations. This ability is important for OSIS (Student Council) administrators who face various demands in implementing organizational work programs. However, initial observations suggest a tendency towards low fighting spirit and difficulties for some OSIS administrators in addressing organizational challenges. This study aims to determine the effectiveness of symbolic modeling techniques based on the values of the Panji Story in group counseling to increase the adversity quotient of OSIS administrators. The study used a single-subject research design with four OSIS administrators of SMKN 1 Plosoklaten who had low adversity quotient levels based on the initial assessment results. Interventions were provided through group counseling services using symbolic modeling techniques with the Panji Story as a medium for modeling adaptive behavior in facing difficulties. Data analysis was conducted by comparing baseline and intervention conditions. The results showed that the application of symbolic modeling techniques based on the Panji Story in group counseling was able to increase the adversity quotient of the research subjects. These findings suggest that the integration of local wisdom in guidance and counseling services can be an alternative approach to developing students' psychological resilience.

Keywords: *Group Counseling, Symbolic Modeling, The Panji Story, Adversity Quotient, Student Council.*

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INTRODUCTION

Adversity quotient (AQ) is an individual's ability to face obstacles, manage pressure, and sustain efforts to achieve goals (Phoolka & Kaur, 2012; Safi'i et al., 2021). This ability is crucial for Intra-School Student Organization (OSIS) administrators, who are responsible for implementing work programs and managing organizational dynamics (Saputra & Sugiarti, 2021). However, in practice, OSIS administrators still struggle to face challenges, give up easily when faced with obstacles, and perform less than optimally in completing organizational tasks (Widya et al., 2020). This situation highlights the need for guidance and counseling services that can develop students' resilience and fighting spirit.

One guidance and counseling service that can be used to develop these skills is group counseling. Group counseling utilizes group dynamics as a medium for interaction, reflection, and support between members to help individuals overcome the problems they face (Corey, 2016; Prayitno, 2017). In a behavioral approach, group counseling can be combined with modeling techniques based on Bandura's social learning theory, namely the learning process through observation and imitation of certain model behaviors (Bandura, 1991). One form of modeling that can be applied is symbolic modeling through the media of stories, films, videos, and written materials (Nursalim, 2018).

Symbolic modeling techniques have been used as an alternative strategy in school counseling services (Apriliana & Nalle, 2025; Arumsari, 2016). However, the application of this technique still largely relies on general media and has not integrated local cultural values as a source of behavioral models. Therefore, this study developed symbolic modeling based on local wisdom through the Panji Story narrative as a medium in group counseling to improve students' adversity quotient.

The Panji story was chosen because it embodies exemplary values, leadership, resilience, and adaptability in facing various challenges. In addition to its historical and cultural closeness to the client's region of origin, the Panji story has also been recognized as a world cultural heritage through the UNESCO Memory of the World program (Tol, 2019). Using the Panji story narrative as a symbolic model is expected to present a role model that is more

emotionally and culturally meaningful, making it easier for clients to identify with the positive behaviors displayed by the characters in the story.

Unlike previous studies that primarily used cognitive strategies such as self-instruction and problem-solving to improve adversity quotient, the Panji Story-based symbolic modeling approach presents a learning process through observation of role models steeped in cultural values. Thus, this intervention is not only aimed at improving the ability to face difficulties but also strengthening the meaning of leadership values and self-resilience in students. This study aims to determine the effectiveness of the Panji Story-based symbolic modeling technique in group counseling to improve the adversity quotient of student council (OSIS) administrators.

METHODS

This study used a quantitative approach with a single subject research (SSR) design with an A-B pattern (baseline–intervention). The SSR design is used to observe changes in individual behavior or psychological abilities through repeated measurements before and after intervention (Kazdin, 2019; Sunanto, 2005). The research subjects consisted of four OSIS administrators who had low adversity quotient levels based on the initial assessment results. In the baseline phase (A), initial measurements were conducted to obtain an overview of the adversity quotient condition before treatment was given, while in the intervention phase (B), group counseling services were provided using symbolic modeling techniques based on the Panji Story.

Subjects were selected through initial observations and interviews with student council (OSIS) administrators who were being mentored by the researchers. Adversity quotient (AQ) was measured using an instrument adapted from Paul G. Stoltz's theory (Stoltz, 1999), which encompasses four main dimensions: control, ownership, reach, and endurance (CORE). In addition to quantitative data collected through the adversity quotient scale, this study also utilized supporting data in the form of behavioral observations and in-depth interviews to describe changes in the subjects' behavior and experiences during the intervention process.

The intervention was provided through group counseling services using symbolic modeling techniques based on Bandura's social learning theory, namely the process of learning through observation and imitation of model behaviour (Bandura, 2001; Bandura & Hall, 2018). Symbolic modeling was presented through the narrative of the Panji Stories, specifically the story of Panji Semirang and the Golden Snail, which contains values of resilience, leadership, and adaptability. Counselees were invited to reflect on the values in the stories and relate them to their experiences as OSIS administrators, as well as to practice applying adaptive behavior in organizational activities.

In the final stage, an evaluation was conducted through post-test measurements, behavioral observations, and interviews to determine changes in adversity quotient after the intervention. Data analysis was conducted by comparing the subjects' conditions in the baseline and intervention phases to determine the direction of change for each individual. The symbolic modeling technique in group counseling is also supported by the concept of behavioral counseling intervention (Corey, 2016) and the use of symbolic media in counselling (Nursalim, 2018), so it is hoped that it will be able to provide more adaptive behavioral changes in student OSIS administrators. As an illustration, we present **Figure 1**, below to make it easier to understand the research process:

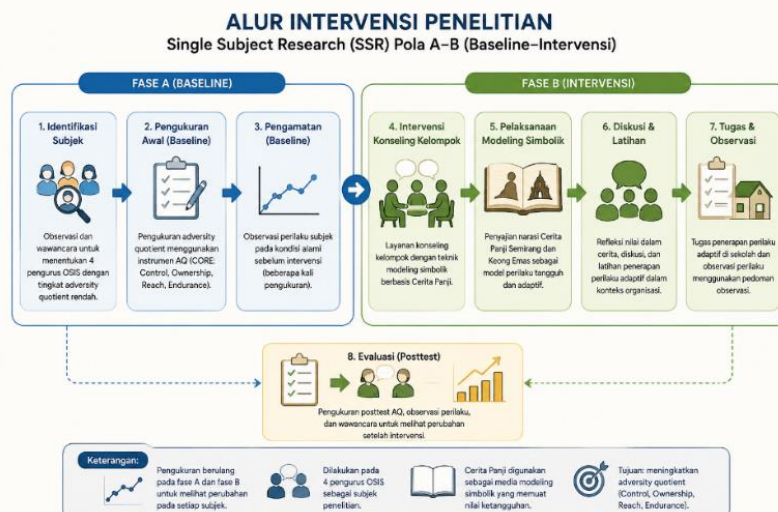


Figure 1. Shows the research flow of the Panji story intervention for OSIS Student Administrators.

RESULT AND DISCUSSION

Result

From the results of group counseling with a symbolic model using the Panji story, data was obtained through an open questionnaire, as follows:

Table 1. Interview Result Codes

No	Subjects	Core Statement	Code
1	DS	<i>"Panji's story teaches responsibility, perseverance, and a strong work ethic in fulfilling his role in the Student Council."</i>	Responsibility, Resilience, Work Ethic, Goal Orientation
2	FSAL	<i>"I emulate Galuh Candra Kirana by always trying, never complaining, and having empathy."</i>	Persistence, Self-Regulation, Empathy
3	KSA	<i>"I'm not afraid of failure, I always try, I work together, I'm optimistic, and I dare to try new things."</i>	Courage to Facing Failure, Teamwork, Optimism, Initiative
4	ARA	<i>"I don't give up easily, I motivate myself, and I encourage my friends to strive for their best."</i>	Resilience, Self-Motivation, Leadership, Social Support

Interview results indicate that participants internalized various values relevant to Adversity Quotient development after participating in group counseling using symbolic modeling techniques based on Panji's story. As shown in **Table 1**, the most dominant codes were resilience, persistence, self-motivation, responsibility, and optimism. Furthermore, participants also demonstrated the development of social skills in the form of empathy, cooperation, and leadership, which support their ability to face various challenges within student organizations.

Table 2. Development of Adversity Quotient Scores of 4 Subjects

Evaluation Session	Subject 1	Subject 2	Subject 3	Subject 4	Avarage
Pre-test	50	45	50	55	50.00
Intervention 1	60	60	65	60	61.25
Intervention 2	70	75	75	78	74.50
Post-test	86	90	90	88	88.50

Based on **Table 2**, the measurement results show an increase in Adversity Quotient scores for all participants during the intervention. The average participant score increased gradually from 50.00 in the pre-test to 61.25 after the first intervention. This increase continued in the second intervention, with an average score reaching 74.50 and increasing to 88.50 in the post-test. These findings indicate an improvement in the participants' ability to face challenges, manage difficulties, and maintain efforts to achieve goals during the group counseling process.

Furthermore, as seen in **Table 2**, all participants showed a significant increase in scores, namely Subject 1 from 50 to 86, Subject 2 from 45 to 90, Subject 3 from 50 to 90, and Subject 4 from 55 to 88. The consistent increase in all participants indicates that group counseling using symbolic modeling techniques based on Panji's story contributed to the development of Adversity Quotient, especially in the aspects of resilience in facing difficulties, optimism, and persistence in achieving goals.

Discussion

The results of the study indicate that group counseling using symbolic modeling techniques based on Panji's story can improve the Adversity Quotient of OSIS members. This improvement is evident from the increase in the average score of participants from the pre-test to the post-test stage, which indicates the development of students' abilities in facing challenges, managing difficulties, and maintaining efforts to achieve goals. This finding is in line

with the concept of Adversity Quotient proposed by Stoltz (2007), that individuals with high AQ tend to have resilience, responsibility, and the ability to turn obstacles into opportunities for development.

The increase in participants' AQ can be explained through a symbolic modeling mechanism that places characters in the story as models for learning behavior. According to Badura (1991; 2018), individuals can learn attitudes, values, and strategies for dealing with problems through the process of observing models that are considered relevant. In the context of this research, the characters in the Panji story provide concrete examples of how to deal with conflict, difficulties and uncertainty constructively. These findings also support previous research showing that modeling techniques are effective for developing adaptive behavior, resilience, and decision-making skills in adolescents (Corey, 2016; Gibson & Mitchell, 2005).

The Golden Snail story used in the intervention features the character Dewi Candra Kirana, who perseveres in the face of slander, ostracism, and various difficulties before finally achieving a positive resolution. This character reflects the endurance dimension of AQ, namely the ability to view difficulties as temporary and surmountable. Through the process of identifying with the character, participants gain an understanding that failure and obstacles are not the end of an endeavor, but rather part of the process of achieving goals. This finding aligns with research by Masten (2014) and Reivich and Shatté (2002), which explains that exposure to the resilience model can help individuals develop resilience and optimism in the face of stress.

Furthermore, the story of Panji Semirang depicts Galuh Candra Kirana's courage in facing conflict, adapting to new situations, and taking action to resolve the problems she faces. These values relate to the control and ownership dimensions of AQ, which emphasize an individual's ability to control their response to problems and take responsibility for their resolution (Stoltz & Weihenmayer, 2007). Interview results indicate that participants internalized the values of perseverance, optimism, responsibility, self-motivation, empathy, and cooperation after participating in the intervention. These findings reinforce the view that stories based on local culture can be an effective medium for building positive character while increasing an individual's capacity to face life's challenges (Atikah & Yusri, 2026; Yusron et al., 2018).

Overall, the results of this study indicate that group counseling using symbolic modeling techniques based on the Panji story has the potential to be an effective alternative guidance and counseling service to improve students' Adversity Quotient. The integration of local cultural values into counseling services not only strengthens the relevance of the material to the participants' lives but also supports the preservation of cultural wisdom as a source of character learning. Further research is recommended to involve a larger number of participants, use a control group, and test the effectiveness of various variants of the Panji story or other Indonesian folktales in improving the dimensions of Adversity Quotient, resilience, leadership, and social skills at various levels of education.

CONCLUSION

The results of the study indicate that the local wisdom contained in the Hikayat Panji has the potential to be a medium for developing Adversity Quotient for student OSIS administrators. The values reflected in the characters and storyline of Panji, such as determination, never giving up, optimism, responsibility, empathy, courage to face challenges, and the ability to motivate themselves, are relevant to the demands of students' roles in carrying out various programs and organizational responsibilities. Through the process of identifying with the characters in the story, participants obtain positive behavioral models that support the strengthening of intrapersonal and interpersonal abilities in facing various organizational and academic challenges.

The application of behavioral counseling with symbolic modeling techniques based on the Hikayat Panji has proven to be an alternative guidance and counseling service that not only contributes to increasing Adversity Quotient but also integrates local cultural values into the counseling process. This approach allows participants to internalize positive values contextually while supporting the preservation of the nation's cultural heritage. Further research is recommended to test the effectiveness of symbolic modeling techniques by utilizing various other Indonesian folktales on a larger number of participants and with more diverse respondent characteristics. In addition, qualitative and mixed methods research can be conducted to gain a deeper understanding of the process of internalizing Adversity Quotient values through a culture-based approach.

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