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Effectiveness of Narrative Counseling to Improve the Academic Self-Efficacy of Broken Home Students

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Abstract

This study aims to analyze the effectiveness of narrative counseling in improving the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunungjati, Cirebon Regency. Low academic self-efficacy in students from broken homes is often characterized by a lack of confidence in completing academic tasks, low resilience in facing learning difficulties, and doubts about one's ability to achieve academic success. This study used a quantitative approach with an experimental method using a One Group Pretest–Posttest Design. The study population consisted of 53 grade 10 broken home students from the DPK program, with a sample of 10 students selected using a purposive sampling technique based on low and moderate academic self-efficacy categories. Data collection was conducted using an academic self-efficacy questionnaire, observation, documentation, and supporting interviews. The results showed an increase in academic self-efficacy scores from 55.5 in the pretest to 82.4 in the posttest. The Wilcoxon Signed Rank Test obtained a significance value of 0.005 ($p < 0.05$), indicating a significant difference between the conditions before and after treatment. Thus, narrative counseling has proven effective in improving the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunungjati, Cirebon Regency.

Keywords: academic self-efficacy, narrative counseling, students from broken homes.

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INTRODUCTION

Education is a process of developing students' potential, oriented not only toward academic achievement but also toward their psychological, social, and emotional development. In the context of modern education, learning success is influenced by an individual's belief in their capacity to complete academic tasks, known as academic self-efficacy. According to Albert Bandura, self-efficacy plays a crucial role in determining motivation, resilience in the face of adversity, and individual success in achieving learning goals. Students with high academic self-efficacy tend to have a strong belief in completing tasks, are more optimistic, and are able to persist when facing learning obstacles. Conversely, low academic self-efficacy can lead to students giving up easily, lacking confidence, and experiencing decreased academic achievement (Schunk & DiBenedetto, 2021). This situation indicates that academic self-efficacy is a crucial aspect that requires attention in educational and counseling services in schools.

Academic self-efficacy issues are often found in students from broken homes. Disharmonious family situations, such as parental divorce, prolonged conflict, or the loss of a parent, can impact adolescents' psychological development. Research shows that students from broken homes are prone to anxiety, low self-esteem, difficulty concentrating on learning, and decreased academic motivation (Amato, 2022). Unfavorable family situations deprive students of the emotional support they need for their learning, leading to doubts about their own abilities. This directly impacts students' low academic self-efficacy in the school environment. In the context of vocational high school education, this issue becomes even more significant because vocational high school students are required to possess both academic readiness and vocational skills, which require high self-confidence to face the demands of learning and the world of work.

The phenomenon of low academic self-efficacy among students from broken homes was also found at SMK Negeri 1 Gunung Jati based on initial observations and information from the Guidance and Counseling teacher. Some students displayed a lack of confidence during learning, tended to be passive in class discussions, gave up easily when faced with difficult assignments, and had low learning motivation. Furthermore, some students experienced difficulty managing emotional stress due to family circumstances, which affected their concentration and engagement in the learning process. Initial data from the Guidance and Counseling service showed that there were students from broken homes with low to moderate levels of academic self-efficacy. This situation indicates a gap between ideal educational goals and the psychological reality experienced by students at school, requiring appropriate intervention to help improve their academic self-confidence.

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Guidance and Counseling Services play a strategic role in helping students develop optimal personal and academic abilities. One counseling approach considered relevant to helping students from broken homes is narrative counseling. Narrative counseling is an approach developed by Michael White and David Epston that focuses on the process of reconstructing the meaning of an individual's life experiences through personal stories or narratives. This approach helps individuals separate themselves from the problems they experience (externalization), enabling them to view themselves more positively and rebuild a more adaptive self-identity (White & Epston, 1990). In the context of students from broken homes, narrative counseling provides a space for students to reinterpret family experiences that have been viewed negatively into experiences that can strengthen their psychological resilience and academic self-confidence.

Several previous studies have shown that narrative counseling approaches are effective in helping improve students' psychological well-being. Research by the Journal of Education and Counseling found that narrative counseling can increase the self-confidence and learning motivation of high school students. Another study by the Journal of Guidance and Counseling Studies showed that narrative counseling helps students from broken homes develop a more positive and adaptive self-perception. Furthermore, international research published by the American Psychological Association explains that narrative counseling is effective in helping adolescents cope with emotional distress and improve self-regulation skills. These findings indicate that narrative counseling has great potential for application in school guidance and counseling services, particularly for students with psychosocial problems.

However, research on the effectiveness of narrative counseling on the academic self-efficacy of students from broken homes at the vocational high school level is still relatively limited. Most previous studies have focused on improving self-concept, learning motivation, or general self-confidence. Furthermore, the context of vocational high school students has different characteristics compared to students in general schools because vocational high school students face academic demands and vocational skills simultaneously. Research specifically examining the relationship between narrative counseling and the academic self-efficacy of students from broken homes in vocational high school settings is still rare, especially in the school context in Cirebon Regency. This research gap indicates the need for further research to strengthen empirical studies on the effectiveness of narrative counseling in helping improve students' academic self-efficacy.

RESEARCH METHODS

This study used a quantitative approach with an experimental method to test the

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effectiveness of narrative counseling in improving the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunung Jati. The research design used was a One Group Pretest-Posttest Design, which is an experimental design carried out by providing initial measurements (pretest), treatment (treatment), and final measurements (posttest) on the same group. This approach was chosen because it is able to describe changes in the subject's condition before and after being given a narrative counseling service intervention. The study was conducted from February to May 2026. According to Sugiyono (2019) Research Design, the pretest-posttest design is effective for empirically determining the effect of treatment on changes in research variables. Thus, this method is considered appropriate for measuring the increase in students' academic self-efficacy after participating in narrative counseling services.

The study population consisted of 53 broken home students in grade X of the DPK (Regional Guidance and Counseling Service) based on school guidance and counseling service data. The study sample consisted of 20 students selected using a purposive sampling technique with the criteria of students having low and medium levels of academic self-efficacy based on pretest results. This technique was used to ensure that the selected sample truly aligns with the research objectives and required characteristics. Research data were collected using a Likert-scale academic self-efficacy questionnaire, observation, documentation, and supporting interviews. The questionnaire instrument was compiled based on academic self-efficacy indicators, which include confidence in completing tasks, resilience in facing difficulties, and confidence in learning outcomes. According to the Journal of Research in Nursing, purposive sampling is effective for research that requires specific subject characteristics to make research results more relevant and focused.

Narrative counseling was conducted through three main sessions, including exploration of life experiences, externalization of problems, and re-authoring of self-experiences. In the exploration phase, students were guided to uncover life experiences related to their family circumstances and academic obstacles. The externalization phase helped students separate their self-identity from the problems they faced, while the re-authoring phase aimed to build a more positive self-narrative regarding students' academic abilities. The data obtained were analyzed using descriptive statistics and the Wilcoxom signed-ranks test to determine differences in academic self-efficacy scores before and after treatment. Data processing was carried out using the IBM SPSS application. According to the Creswell (2013), a quantitative experimental approach allows researchers to obtain empirical evidence regarding the effectiveness of an intervention through systematic and measurable statistical analysis.

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RESEARCH RESULTS

General Profile of Career Information Needs

Overall, the initial research findings indicate that students from broken homes at SMK Negeri 1 Gunung Jati, Cirebon Regency, require interventions to help them build academic and psychological self-confidence. The low academic self-efficacy experienced by students is inextricably linked to emotional experiences resulting from disharmonious family situations. Therefore, this study aimed to test the effectiveness of narrative counseling as an approach to help students reconstruct their life experiences, thereby increasing their confidence in their academic abilities.

Based on the overall counseling process, it can be understood that narrative counseling not only functions as a problem-solving technique but also as an approach to student psychological empowerment. This approach helps students understand that less harmonious family experiences do not have to be a barrier to their academic success. Through the process of exploring experiences, externalizing problems, and forming new narratives, students are able to build more positive self-beliefs about their academic abilities. These results strengthen the research hypothesis that narrative counseling is effective in improving the academic self-efficacy of students from broken homes. Furthermore, this study also shows that guidance and counseling services based on a narrative approach have great potential to be developed in the context of vocational secondary education as a form of psychological support for students with family problems.

Table 1.

Table 1. Comparison of Pretest and Posttest Scores of Academic Self-Efficacy

Variable	Mean Pretest	Categories	Mean Posttest	Categories
Academic Self Efication	55,5	Low	82,4	Hight

The results of the statistical analysis further strengthen the findings of this study regarding the effectiveness of narrative counseling in improving the academic self-efficacy of students from broken homes. Based on the results of testing using the Wilcoxon Signed Rank Test, a significance value (Asymp. Sig. 2-tailed) of 0.005 was obtained. This value is smaller than the specified significance level, which is 0.05 ($p < 0.05$), thus indicating a significant difference between academic self-efficacy scores before (pretest) and after (posttest) narrative counseling services were provided..

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DISCUSSION

Theoretically, the narrative counseling process in this study supports Albert Bandura's self-efficacy theory. Bandura explains that successful experiences and positive emotional states are important factors in developing an individual's self-efficacy. In this study, students gained new emotional experiences through reflection and the development of a more positive self-narrative. When students successfully viewed themselves as individuals capable of facing challenges, their confidence in their academic abilities also increased. Thus, the narrative counseling process contributed to the formation of a more adaptive self-perception and supported the development of academic self-efficacy in students from broken homes.

The increase in academic self-efficacy in this study reinforces Albert Bandura's self-efficacy theory. Bandura explains that an individual's belief in their abilities is influenced by experiences of success, verbal persuasion, social experiences, and emotional states. Narrative counseling in this study helps students gain more positive emotional experiences through reflection and the formation of new narratives about themselves. When students begin to see themselves as individuals with positive abilities and potential, their confidence in their academic abilities also increases. Thus, the increase in academic self-efficacy in this study is influenced not only by changes in behavior but also by changes in students' perspectives on themselves.

Overall, the research results indicate that narrative counseling is effective in improving the academic self-efficacy of students from broken homes. This improvement is not only evident in changes in posttest scores, but also in changes in students' thinking, attitudes, and academic behavior after participating in counseling services. Students become more confident, better able to face learning difficulties, and more optimistic about their academic success. These findings demonstrate that the narrative approach can be an effective alternative to guidance and counseling services in helping students overcome the psychological impact of disharmonious family conditions. Thus, the research hypothesis stating that narrative counseling is effective in improving the academic self-efficacy of students from broken homes is empirically and theoretically acceptable.

Analysis of the Impact of Narrative Counseling on Increasing Academic Self-Efficacy in Students from Broken Homes

The results of this study indicate that narrative counseling significantly improved the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunung Jati. This impact was evident in the changes in students' perspectives on themselves after participating in the

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counseling process. Prior to receiving services, most students viewed their family circumstances as the primary cause of their academic failure. Students tended to feel unable to compete in their studies and had low confidence in their ability to complete schoolwork. However, after participating in narrative counseling, students began to develop a more positive self-perception. They no longer saw themselves as victims of circumstances but as individuals capable of growth. This shift in perception formed the basis for the gradual increase in students' academic self-efficacy.

Overall, the impact of narrative counseling on improving the academic self-efficacy of students from broken homes indicates that this approach is effective in helping students build more positive self-beliefs. These changes include increased learning motivation, courage in facing academic challenges, ability to manage emotional stress, and student engagement in the learning process. These findings have important implications for the development of guidance and counseling services in schools, particularly in addressing students experiencing family problems. Narrative counseling can be used as a more humanistic and reflective alternative to guidance and counseling services because it can help students rebuild a positive self-identity without positioning them as problematic individuals. Thus, the results of this study reinforce the importance of a narrative approach in supporting the academic and psychological development of students from broken homes in vocational high school education settings.

Comparison of Results with Previous Studies and Implications for Practice

The results of this study indicate that narrative counseling effectively improves the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunung Jati. This finding is evident in the increase in students' average academic self-efficacy scores after receiving narrative counseling services. These results reinforce Albert Bandura's self-efficacy theory, which states that an individual's belief in their abilities can develop through successful experiences, social support, and changes in self-perception. In the context of this study, the narrative counseling process provides students with the opportunity to reflect on their life experiences more positively, enabling them to develop new beliefs in their academic potential. These findings indicate that changes in self-narratives have an impact on changes in students' learning behavior and academic attitudes at school.

Overall, the results of this study demonstrate that narrative counseling has a strong effectiveness in improving the academic self-efficacy of students from broken homes. The findings not only reinforce previous research but also demonstrate the development of the context for

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applying the narrative approach to vocational high school students. The changes experienced by students encompass cognitive, emotional, and academic behavior aspects, demonstrating that narrative counseling can have a comprehensive impact on student development. Therefore, this study can be used as a reference for developing guidance and counseling services in schools, particularly in assisting students experiencing psychological challenges due to family circumstances. The narrative approach can be a relevant alternative guidance and counseling service to support students' academic development and psychological well-being in modern educational environments.

CONCLUSION

The results of the study indicate that narrative counseling is effective in improving the academic self-efficacy of students from broken homes at SMK Negeri 1 Gunung Jati. This effectiveness is evident from the increase in students' academic self-efficacy scores after participating in narrative counseling services. Before the intervention, most students were in the low to moderate academic self-efficacy category, characterized by low confidence in completing schoolwork, lack of resilience in facing learning difficulties, and low confidence in their academic abilities. After the narrative counseling program, there were significant changes in students' perspectives on themselves and their life experiences. Students began to show better confidence in their academic abilities, were more active in the learning process, and had more stable learning motivation compared to before participating in counseling services.

This research also has important implications for the development of guidance and counseling services in schools. Narrative counseling can be used as an alternative, more humanistic and reflective approach to guidance and counseling services in assisting students experiencing psychological challenges due to family circumstances. This approach not only helps students overcome emotional problems but also supports their comprehensive academic and social development. Thus, this research contributes to the development of guidance and counseling services in vocational high schools, particularly in efforts to improve the academic self-efficacy of students from broken homes. The findings of this study also strengthen the results of previous research regarding the effectiveness of the narrative approach in supporting students' psychological and academic development.

FUTURE DIRECTIONS

Improving the academic self-efficacy of students from broken homes is essential. They

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require support from their social environment. In this case, counselors can utilize narrative counseling as a solution to address the academic efficacy issues faced by students from broken homes.

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