



Research Article

The Working Framework of Religious Counseling Services to Strengthen Undergraduate Gifted Student's Mental Ability: as a Powerful Alternative Strategy for Achieving Academic Success

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Abstract

Students' mental strength in higher education plays a very important role in academic success, especially for gifted student. Many findings indicated that there were a few academically gifted students without troubles. This research was conducted to produce a counseling service strategy by combining religious aspects with aspects that are always used in human daily life in displaying certain behaviors. The strategy developed by author was applied to 23 the final year gifted students whom had non-technical problems related to student motivation and emotions. Treatment was done to help strengthen the mental of gifted students in achieving academic success in the form of completing studies in a timely manner. Student's mental strength was observed from several indicators which were part of the content of the strategy developed. The development of mental strength of students after being given treatment was reviewed using the results of the questionnaire interpretation that had been filled by students, which were then analyzed qualitatively. The results showed that religious counseling services with strategies developed could help gifted students to have aspects of behavior that were very important to themselves, so that there were no obstacles that arise in themselves to achieve academic success through the completion of timely studies with satisfactory results.

Keywords

Gifted Student, Religious Counseling, Mental Strength, Counseling Strategy, Academic Success

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Introduction

The greatest gift given by God is talent that can be recognized and then developed. Many students in Indonesia have hidden talents, they excel in their respective fields. Gifted students could show different levels of talent and different talents. In addition, from a psychological perspective, they have diverse social-emotional levels and various cultural backgrounds. They could also have different learning styles and expressions of talent that had different manifestations (Passow, 1981; VanTassel-Baska 2005; Wellisch & Brown, 2012). The characteristics of gifted students that can be measured by the teacher is students who consistently get the highest score in the learning process, or may be measured by other extraordinary abilities and characteristics (Ngoi & Vondracek, 2004). Gifted students tend to be defined as students who have high intelligence, high cognitive thinking, high potential, and factors related to learning, such as deep understanding, good memory, and fast learning speed (Persson, 1998; Chan, 2000; Bracken & Brown, 2006; Moon & Brighton, 2008; Siegle et al., 2010). In this study, the definition of gifted undergraduate students are academically gifted (AL-Khayat, AL-Hrout, & Hyassat, 2017). Academically gifted undergraduate students used to indicate individuals who tend to determine high scores on tests conducted by instructors. In particular, students, whose cumulative average of 3.66 (out of 4) or more and who had abilities that were superior between peers in terms of study oriented, is considered an academically gifted.

As well as the meaning of gifted students, the definition of academic success was not the same in several different contexts. For example, research conducted by Parker, Summerfeldt, Hogan, and Majeski (2004) focuses on the relationship of emotional intelligence and academic success during the transition of students from high school to university. Meanwhile, research on academic success by Steinberg, Elmen, and Mounts (1989) described the strength of authoritative parenting and psychosocial maturity to academic success. Based on two examples of these studies, we can conclude that the definition of academic success discussed in each context will certainly be different, depending on which the academic success variable will be imposed. In this study, the definition of academic success is the success of final-level gifted students in higher education in completing studies on time or even earlier with satisfactory results according to the best graduation criteria. Academic success had been investigated through several recent studies (Beaulac & Rosenthal, 2019; Ball, Rittner, Chen, & Maguin, 2018; Broda, Yun, Schneider, Yeager, Walton, & Diemer, 2018; Nachatar Singh, 2018; Roksa & Kinsley, 2018). These studies described the factors that could influence academic success, who was contributed and involved in achieving academic success, and about how the relationship between achieving academic success and other variables according to the research context, such as emotional intelligence. Research on how to achieve academic success through

counseling techniques had been carried out (Cholewa & Ramaswami, 2015; Lee, Olson, Locke, Michelson, & Odes, 2009; Schwitzer, Grogan, Kaddoura, & Ochoa, 1993). However, no research had revealed or offered a solution to instill spiritual values as a strategy to achieve gifted student academic success. Recent research related to academic success has been oriented towards students' mental health (Schwitzer, Moss, Pribesh, John, Burnett, Thompson, & Foss, 2018; Rauch, 2018). Therefore, we were interested in providing an alternative strategy that explores religious values to help gifted students achieve academic success with positive mental strength through counseling techniques.

As explained in the previous paragraph, academic success in this study was closely related to the length of study. The results of research studies on Indonesian gifted students in higher education indicated that the thesis guidance process that had been running so far had been carried out as usual. Although it had measurable guidelines and monitoring, the model was considered to be less effective in improving the quality of gifted student thesis and completion of studies. There were even Indonesian students who have had difficulty sleeping soundly, sweating in their palms, decreasing appetite, feeling stomach ache at certain times, and feeling like they want to defecate and urinate at a certain time. These symptoms are psychosomatic symptoms (Mattebo, Tydén, Häggström-Nordin, Nilsson, & Larsson, 2018; Babamiri, Zahiri, Neissi, Arshadi, & Shahroee, 2015; Cao, Sun, Wan, Hao, & Tao, 2011; Natvig, Albrektsen, Anderssen, & Qvarnström, 1999). These symptoms arise when they feel they were experiencing obstacles in the study completion process, such as they always feel anxious when facing a supervisor, they are not confident in writing research articles, they have difficulty revising work, they feel depressed when there are differences of opinion between some lecturers the supervisor, they find it difficult to divide their time, and they are always pessimistic because the thesis or final assignment was not finished so they are lazy to finish it. The obstacles they experience were actually only negative suggestions in the mind and self of the student, which means that their mental strength in facing a difficult condition or situation was still low. In the end, these symptoms have an impact on the completion of studies that exceed the time requirements. Students who experience the degree had obstacles in completing the thesis, so that they were not directly able to achieve academic success. Psychosomatic symptoms described the condition of mental strength possessed by students was still low, because psychosomatic symptoms are positively correlated with mental strength a person has (Glozah & Pevalin, 2017). That is, mental strength contributes indirectly to students' academic success. Based on the above problems, it is necessary to have follow-up that can help students overcome their difficulties and improve their mental strength. There needs to be a strategy to achieve student academic success that not only

focuses on administrative matters and thesis technical problems, but who can also complete the non-technical focus of students' mental strength.

Several studies had revealed several counseling strategies that can be used to achieve academic success, such as academic counseling (Webber, McKinley, & Rubie-Davies, 2016), strategies to support the educational goals of adolescents with healthy mental conditions (Biebel, Ryder-Burge, Alikhan, Ringeisen, & Ellison, 2018), and group counseling oriented to cognitive behavior with independent instruction techniques (Hasan, Sugiharto, & Sunawan, 2019). Regarding the context of gifted students, several studies on counseling strategies for gifted students (Kennedy & Farley, 2018; Pfeiffer & Prado, 2018). However, the counseling strategy has not led to the achievement of academic success. Therefore, the strategy developed in the research was the strategy of religious counseling to increase mental strength in the process of completing studies, so that students are able to achieve academic success. Religious content was chosen because it is related to the psychological conditions and mental strength of students, researchers see great opportunities and potential when integrating religious or spiritual aspects in counseling services to achieve academic success. Spiritual strategies had also been applied as counseling techniques for psychotherapy (Richards & Bergin, 1997). The impact of religious counseling services applied was observed from several aspects of behavior in humanitarian life. As expressed by Prayitno (2012) that human life takes place in the dynamics that lead to as desired by the Creator, God Almighty, to peace, prosperity, happiness, glory and progress, with the position of humans as caliphs on earth. Such a life can be carried out through the dynamic aspects of behavior. The religious counseling strategy in the form of an integrated framework can be used as a reference for the counseling process in guiding students in such a way that they are able to overcome technical and emotional problems, and can finish the thesis in a timely manner by obtaining very satisfying results.

Method

Research Design and Procedures

We used qualitative and quantitative methods. This research was conducted in two stages, namely development and measurement. We adopt the ADDIE development model (Branch, 2009), where the stages include Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, we analyze the need for counseling strategies that we should develop. The results of the need analysis are then interpreted as a basis for designing and developing a spiritual counseling strategy. At the design stage, we designed a counseling strategy component that became a strategy charge, where all components of the strategy developed were the result of integration of spiritual aspects and aspects of behavior in life. At the development stage, we develop the strategy component into a treatment derivative

that we will apply to students based on that strategy. In the fourth stage, we apply the strategies that we have developed to the final level students during the thesis guidance process. The results of the implementation of the strategy are then evaluated to describe the mental state of students and the achievement of academic success which is the last phase of the research procedure that we undertake. At the implementation stage, counseling services are implemented with strategies that have been developed. We provide treatment for 6 months with 1 meeting in two weeks. 23 students are collected in one large room accompanied by 3 counselors, then they are given treatment in the form of group counseling with developed strategies. After the treatment was given that week, then in the following week the students' mental strength was measured by a validated instrument. Spiritual content and aspects of behavior in life are given when giving counseling services, so the questionnaire to measure the mental strength of gifted students only contains 5 aspects of life behavior that should be owned by them, where 5 aspects consist of Thinking, Feeling, Behaving, Acting, and Responsibility. Another rationality of the existing aspects of the instrument is to see the fact that talented students sometimes have problems with these five aspects of behavior.

Participants

In the phase of need analysis in this study, we involved 100 undergraduate students in Bandar Lampung, Indonesia who were in the final process of completing the study. We had not yet made a diagnosis of the hundred students whether they were classified as gifted because we want to get a general perceptions of the strategy that would be developed. Then, in the implementation phase, we chose 23 academically gifted undergraduate students from 100 students who were involved in the needs analysis phase. We use purposive sampling technique. The twenty-three students are currently undergoing the final semester of lecture and must complete the thesis as a graduation requirement. The students who participated in this study were volunteered.

Research Instrument, Data Collection, and Data Analysis

The instrument for needs analysis used in this study includes 7 measurement indicators which consisted of 25 questions that were used to map the strategy development needs that can be seen in Table 1. The content and construct aspects of the strategy developed was validated by the expert judgment. The questionnaire used to investigate student's mental strength was TheeBAR Open-Ended Questionnaire. The questionnaire we used was an instrument that we developed ourselves, where the questionnaire contained 11 open question items where the 11 items represented the five aspects of the strategy that we developed, namely aspects of thinking (item number 1,2), feeling (item number 3,4,5), behaving (item number 6,7), acting (item number 8,9), and being responsible (item number 10,11). The questionnaire to measure the student's mental strength after implementing the

strategy were also validated by expert judgment. Then, we estimated the reliability of the instrument by using an internal consistency estimation technique with the Chronbach-alpha formula that was assisted by IBM SPSS 20. If the value of Cronbach's Alpha is 0.60 and less than 1, then the instrument was reliable. Whereas if the value of Cronbach's Alph was below 0.50 down, the instrument was unreliable (Basuki & Hariyanto, 2014; Al-Kabani, 2004). We also analyzed the validity of the instrument by using the Product Moment Pearson formula. The results of the analysis in the form of a correlation coefficient were then interpreted using the degree of validity of the evaluation criteria according to Guilford (1956), where $0.90 < r_{xy} \leq 1.00$ was interpreted as very high correlated (very valid), $0.70 < r_{xy} \leq 0.90$ was interpreted to be highly correlated (valid), $0.40 < r_{xy} \leq 0.70$ means moderate correlation (quite valid), $0.20 < r_{xy} \leq 0.40$ was interpreted as low correlated (less valid), $0.00 < r_{xy} \leq 0.20$ means very low correlation (very less valid), and $r_{xy} \leq 0.00$ means not correlated (invalid). The questionnaire we developed was used to obtain pretest and posttest data. Pretest data were obtained by distributing questionnaires to 100 students before being given treatment in the form of a developed strategy. Of the 100 students who took the pretest, then we recruited 23 students who met the criteria of academically gifted undergraduate student but had problems in achieving academic success for treatment. Thus, the posttest data obtained was no longer 100 students but only 23 students had been selected. Posttest 1 results were pretest 2 for the next treatment. At the implementation stage, pretest data was collected before being given the treatment. Posttest data was collected 1 week after being given counseling services. Because there were 12 meetings in a period of six months, so the posttest data collected also included 11 data sets. The results of the pretest and posttest were then analyzed using inferential (*Wilcoxon Signed Rank Test*) and descriptive statistics. The flow of data obtained from pretest, posttest, and treatment can be seen in Figure 1.

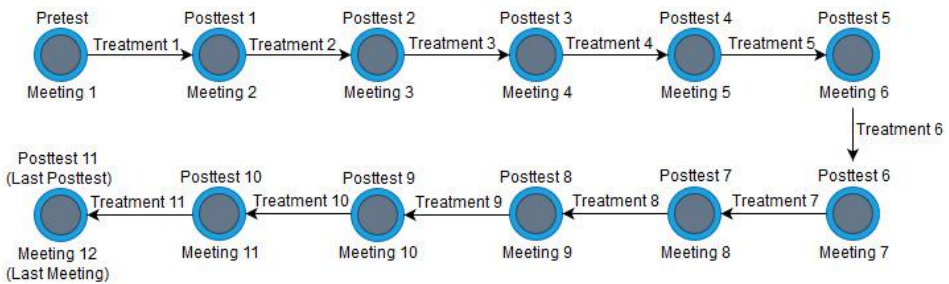


Figure 1
The Flowchart of Data

We assess student’s answers to the open-ended questions given by making criteria or rubrics with a maximum score of 5. The high or low score refers to the quality of the answers given. Then, we convert the mean score of each aspect into ranges of 4,1-5,0 (very high), 3,1-4,0 (high), 2,1-3,0 (sufficient), 1,1-2,0 (low), and 0,1-1,0 (very low) because we want to get a mapping of students' mental strength descriptively in the good sense or not.

Results

Analysis Stage

At the analysis stage, we identified the need to develop counseling strategies for gifted students by conducting questionnaires to 100 undergraduate students using a need analysis instrument. This instrument reveals several aspects felt by students when completing the thesis process as a requirement to pass the study. Of the 100 students, there were 39 talented students based on the results of the study notes. Further analysis of the results of the answers given leads to the conclusion that there are 23 talented students who are facing problems related to the completion of their studies. The recapitulation of the answers to 23 respondents can be seen in Table 1.

Table 1

Counseling Strategy Development Needs Analysis

No	Measured Aspects	Types of Answer	Percentage
1	Thought of gifted students about thesis	Thesis is a condition for completing studies that requires a long and tiring process	67.82%
		The thesis made a headache and stress	6.90%
		The thesis guidance process was confusing	3.45%
		Making a thesis was very difficult	3.45%
		Completing a thesis is an unavoidable obligation and must be resolved to the fullest	18.38%
2	Thought of Gifted Students about the Thesis Guidance Process	The thesis guiding process is very closely related to consultation	62.54%
		Long process	7.69%
		The thesis guidance process was very confusing	3.85%
		The thesis coaching process is often complicated	6.41%
		The thesis guidance process required high level of patience	7.69%
3	Things Students	Load	12.73%
		Confused	9.09%

No	Measured Aspects	Types of Answer	Percentage
	Feel When Hearing the Word "Thesis"	Anxious	20.00%
		Excited	3.64%
		Difficult	7.27%
		Dizzy	32.73%
		Tiring process	7.27%
		Sad	5.45%
		Lazy	1.82%
4	Students Feeling during the Thesis Guidance Process	Dizzy	11.49%
		Need help	10.34%
		Stress and under pressured	39.07%
		Anxious	13.79%
		There was no one to share	23.79%
		Want to try	1.49%
5	Obstacles Faced by Students during the Thesis Coaching Process	The lecturer was complicated	6.09%
		Lack of references	8.04%
		Many times revision	10.00%
		Student response or attitude to a positive thing was not what the lecturer wish	24.14%
		Expectation of lecturers was too high, while student's ability was limited, thus giving indirect pressure to students	51.73%
6	How to Overcome Obstacles when Experiencing Difficulties In The Process of Preparing a Thesis	Praying	2.59%
		Asking	2.89%
		Motivating own self	2.31%
		Change the thesis title or topic	4.19%
		Patient	2.04%
		Stay calm	2.00%
		Delaying the preparation of the thesis	45.31%
		Not continuing the thesis completion	58.42%
7	Things that Were Expected in the Process of Preparing the Thesis as a Condition for	The existence of academic activities (such as seminars, workshops, and training) aimed at final level students so as to obtain additional information and knowledge, so that the thesis completion process will be faster.	21.74%
		Intensive counseling as mentoring and mental reinforcement in the process of preparing a	78.26%

No	Measured Aspects	Types of Answer	Percentage
	Completion of the Study	Thesis as the main condition for completing studies and achieving academic success	

Based on Table 1, it could be described that of the six aspects measured, the percentage of the biggest answers from each aspect leads to negative answers. Even 45.31% are threatened not to graduate on time and 58.42% are threatened not to complete their studies, because thesis is one of the conditions for completion of university studies. Table 1 illustrates the mental condition of students who are still not ready to face obstacles when the thesis coaching process is one of the main requirements for completing the study, so graduating with a satisfying predicate is very difficult to achieve even though the high potential students. Apparently, the surprising thing was that they expected intensive counseling to strengthen their mentality. That is, they acknowledge that they need to prepare themselves mentally first to complete their studies in college.

Looking at the problems that arise, required an alternative solution so that there was a treatment in the form of counseling services to improve collaboration between students and lecturers in the thesis guidance process to help achieve the academic success of these talented students. So we proceed to the design stage to design a work frame of reference in the form of counseling services for gifted students during the thesis coaching process, so that not only thesis can be completed on time, but talented students have strong mentality and religion in facing difficulties in completing a thesis they face.

Design Stage

At the design stage, we began the process of designing a counseling strategy developed. At this stage we began to focus on the characteristics of counseling strategies in accordance with those needed by gifted students who experienced obstacles in the study completion process. The mindset for the design of counseling strategies developed can be seen in Figure 2.

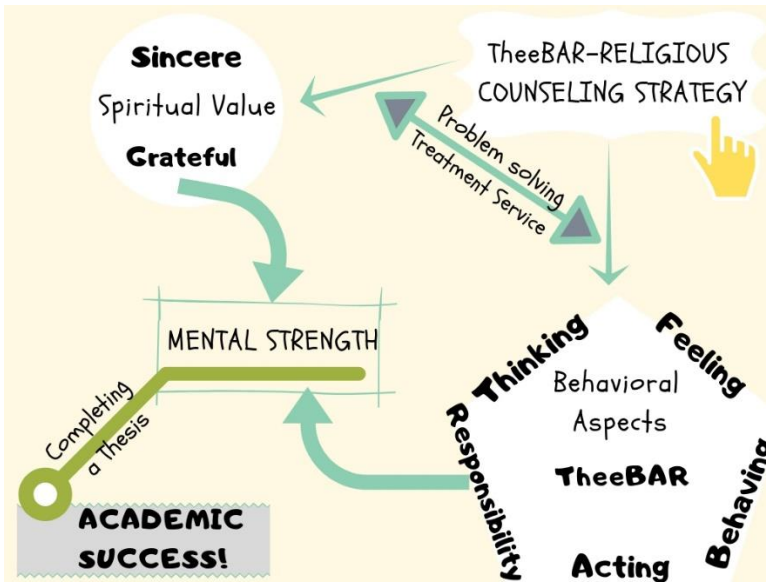


Figure 2
TheeBAR-Religious Counseling Strategy Development Thinking Framework

The rationality of the development of spiritual values is based on empirical reasons for the results of in depth interviews with undergraduate students, where the results of these interviews show that sincerity and gratitude are two values that must be embedded in each talented student. Meanwhile, the rationality of the development of behavioral aspects as the content of the strategy developed is theoretical, where aspects of behavior that will become content in providing counseling services for gifted students with strong mentality are Thinking (Peng & Akutsu, 2001), Feeling (Berger, Franke, Hofmann, Sperth, & Holm-Hadulla, 2015), Behaving (Merrell & Gueldner, 2010), Acting (Kitzrow, 2003), and Responsibility (Zimmerman & Zimmerman, 2006). Furthermore, we compiled the flow of counseling practice activities using a strategy developed with reference to Roessler & Rubin (2006). The counseling procedure can be seen in Figure 3.

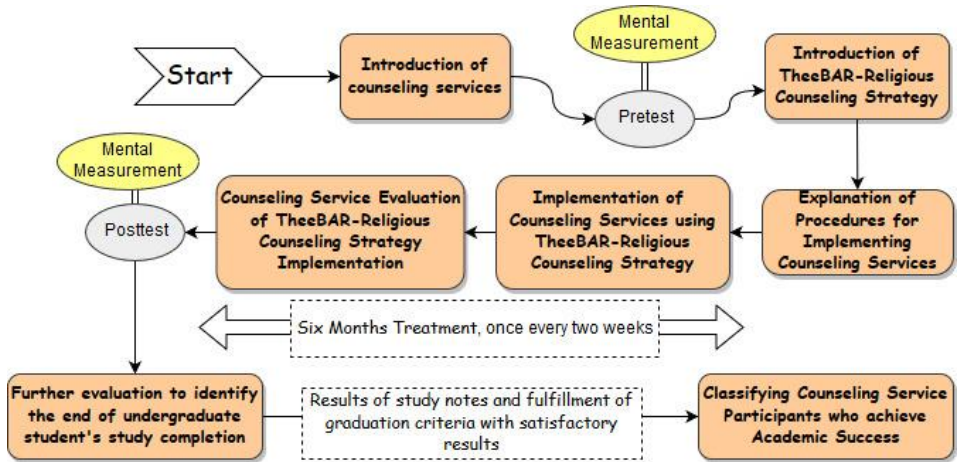


Figure 3
Flowchart of Counseling Practice Activities

We compiled instruments to measure the mental strength of undergraduate students in the form of an open questionnaire. The questions contained in each aspect measured in the questionnaire we developed ourselves based on respondents' problems. Questionnaire consists of 5 aspects measured to see the development of students' mental strength in completing their thesis. Examples of question items in the questionnaire can be seen in Table 2.

Table 2
Sample of Question Items in the Questionnaire for Each Aspect Measured

No	Measured Aspect	Questions
1	Thinking	What do you want to be able to do during the thesis preparation process?
2	Feeling	How do you feel if there are things you have to do regarding the preparation of the thesis but you don't like it?
3	Behaving	How do you behave if there is something you don't like but you have to do during the study completion process?
4	Acting	What do you do if something is very stressful during the completion of the study?
5	Responsibility	What evidence can show your sincerity to finish the thesis well and pass on time?

Development Stage

At the development stage, we combined content that had been designed at the design stage and made a prototype of TheeBAR-Religious Counseling Strategy. In this phase an intact design was developed, the writing, content and graphic design needed. So if in Figure 3 the strategy developed is still part of a series of counseling procedures carried out, but at this stage the strategy is applied when the counseling service has been designed separately as in Figure 4.

Each activity given in each phase in Figure 3 refers to Pfeiffer and Prado (2018). The key to the development of spiritual values (Wajdi, 2016) that can be lost from gifted students, besides that there are also behavioral aspects (Sperry & Sperry, 2017) character degradation that occurs in talented students. The modification of the implementation of a counseling strategy that is developed in the phase where the counselor has to prepare a drama scenario (Gladding, 2015) which will be played during the service delivery process. Counselors prepare a case or scenario that is identical to the problems they face, such as playing a drama. During counseling, students are asked to simulate the way they deal with the problem individually in their group to identify their mental strength. Pressure and challenges are in this phase, according to what they face in real situations.

The developed strategy design was then tested for validation by 3 experts. The results of the expert validity analysis showed that the strategy was feasible to be used. The content validity analysis showed a percentage of 83% which means that the validity analysis showed a percentage of 87% which also means very high.

Implementation stage

At this stage, the counseling practice procedure in Figure 2 is realized. In accordance with the procedure in Figure 2, the design of our strategy. At this stage, we determine who is involved during the counseling practice for participants, materials and media needed, what methods will be used, as well as supporting facilities and infrastructure. Other activities also carried out in this phase include duplicating and distributing other materials and supporting materials, as well as preparation for technical problems and discussing alternative plans with students. Pretest was conducted outside the 6-month period and is carried out before students are given counseling services. Pretest results related to mental strength possessed by students from 5 aspects measured can be seen in Figure 5.

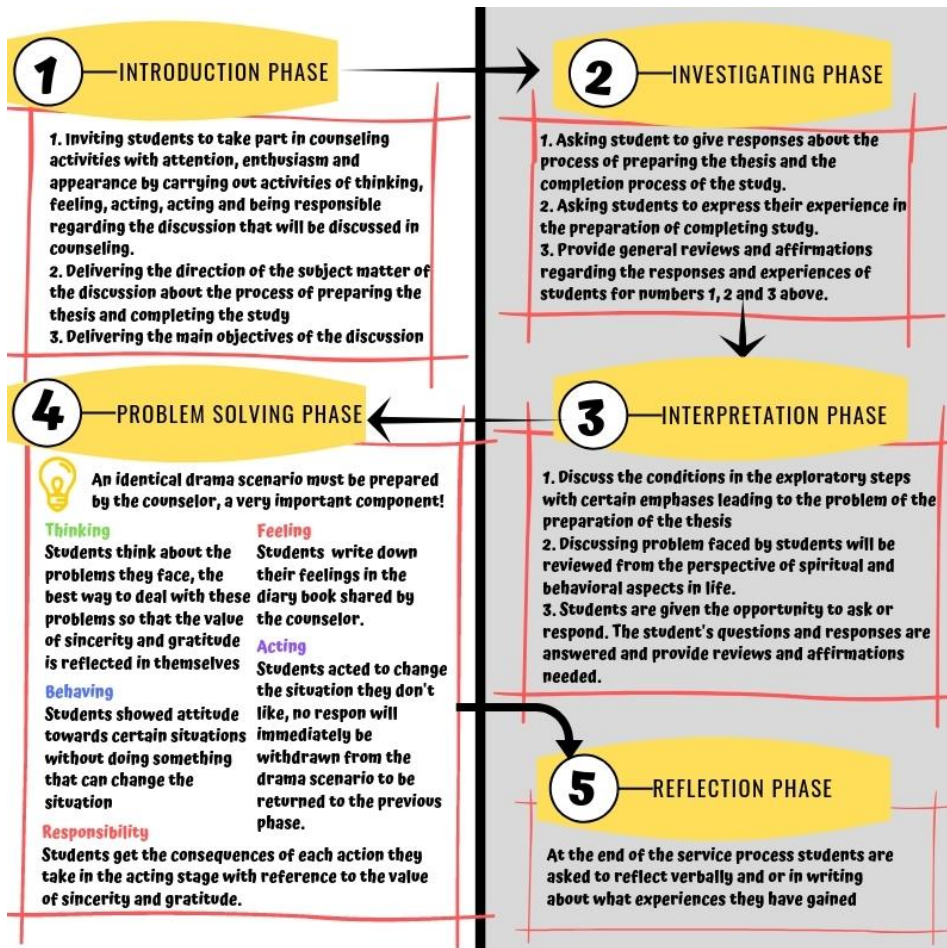


Figure 4
TheeBAR-Religious Counseling Strategy Design

Figure 4 told us the percentage of students according to the rubric category that we made for each aspect. Figure 4 showed that the measured aspects related to the mental strength possessed by students in general were still in the low category. We also used pretest data to analyze the validity and reliability of the instrument. The Cronbach Alpha Reliability Coefficient of the questionnaire was found to be 0.833 which indicated that the instrument was reliable. While, the validity of each item was more than 0.70 which means all items had to be valid.

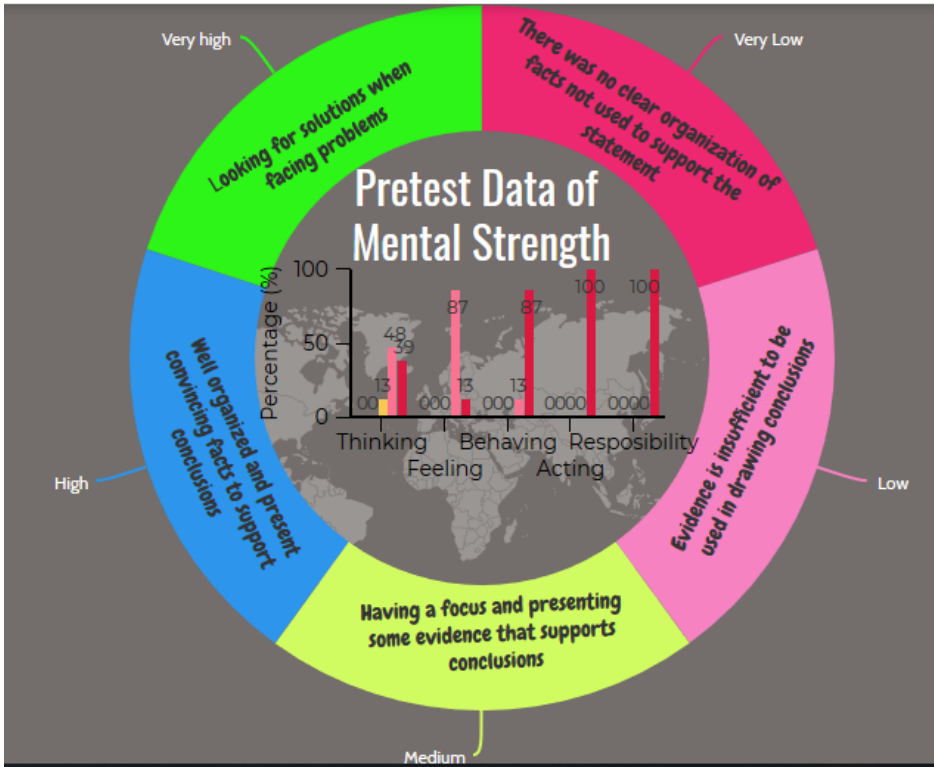


Figure 5
Pretest Data of Student's Mental Strength

Furthermore, counseling is done once every two weeks. So there were 12 meetings because they were held for six months. That means the counselor prepares 11 themes of drama scenarios that will be discussed in each service delivery. The prepared scenario will be played every first week for 5-10 minutes, then followed by giving feedback or reinforcement by the counselor. Then in the second week, participants will not get counseling services, they only fill out questionnaires for short-term assessment (posttest). The drama theme is determined based on the record of the results of the short-term assessment questionnaire. The atmosphere of implementing counseling practices can be seen in Figure 6 and Figure 7.



Figure 6
Introduction Phase in Group 1 and Group 2



Figure 7
Participant Observed the Attitude of the Participant as Respondents for the Role Played by Volunteers

Based on Figure 6, the drama scenario is already running, where students seem to be mentoring with lecturers who are so cruel to them. The counselor observes the findings that emerge from the participants. After the participants were involved

in the drama, at the end of the session the counselor will continue with giving feedback, when giving feedback this is what the counselor should improve. The atmosphere of giving feedback is illustrated in Figure 8.



Figure 8

Expression of Counseling Participants when Counselors Gave Feedback

Based on Figure 7, there were participants who were crying, silent, even ordinary. Their mentality was very much illustrated through the strategies we developed. We always evaluate the progress of their mental strength after our treatment is given. The analysis results of the pretest and posttest for each aspect of each treatment given can be seen in Table 3.

Table 3*Analysis Result of Each Measured Aspect using Wilcoxon Signed Ranks Test*

Treatment	Data Set	Measured Aspects									
		Thinking		Feeling		Behaving		Acting		Responsibility	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	Mean	2.456	2.413	1.991	2.091	2.652	2.652	2.544	2.522	2.609	2.652
	Std.Dev	0.450	0.468	0.388	0.506	0.487	0.487	0.638	0.539	0.499	0.487
	Sig.	0.527 ^b		0.190 ^c		1.000 ^d		0.783 ^b		0.317 ^c	
2	Mean	2.413	2.978	2.091	2.356	2.652	2.761	2.522	2.891	2.652	2.783
	Std.Dev	0.468	0.532	0.506	0.548	0.487	0.600	0.539	0.639	0.487	0.671
	Sig.	0.001 ^c		0.056 ^c		0.291 ^c		0.016 ^c		0.180 ^c	
3	Mean	2.978	3.239	2.356	2.704	2.761	2.956	2.891	3.087	2.783	3.217
	Std.Dev	0.532	0.654	0.548	0.637	0.600	0.562	0.639	0.596	0.671	0.599
	Sig.	0.075 ^c		0.005 ^c		0.131 ^c		0.034 ^c		0.004 ^c	
4	Mean	3.239	3.478	2.704	2.822	2.956	3.217	3.087	3.130	3.217	3.326
	Std.Dev	0.655	0.804	0.637	0.559	0.562	0.671	0.596	0.626	0.599	0.596
	Sig.	0.074 ^c		0.131 ^c		0.014 ^c		0.317 ^c		0.258 ^c	
5	Mean	3.478	3.652	2.822	2.956	3.217	3.544	3.130	3.391	3.326	3.478
	Std.Dev	0.804	0.611	0.559	0.657	0.671	0.498	0.626	0.656	0.596	0.511
	Sig.	0.153 ^c		0.213 ^c		0.007 ^c		0.014 ^c		0.066 ^c	
6	Mean	3.652	3.869	2.956	3.404	3.544	3.696	3.391	3.587	3.478	3.717
	Std.Dev	0.611	0.643	0.657	0.519	0.498	0.470	0.656	0.577	0.511	0.636
	Sig.	0.040 ^c		0.008 ^c		0.066 ^c		0.034 ^c		0.101 ^c	
7	Mean	3.869	3.956	3.404	3.543	3.696	3.891	3.587	3.913	3.717	3.913
	Std.Dev	0.643	0.673	0.519	0.564	0.470	0.476	0.577	0.577	0.636	0.417

Treatment	Data Set	Measured Aspects									
		Thinking		Feeling		Behaving		Acting		Responsibility	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	Sig.	0.314 ^c		0.096 ^c		0.034 ^c		0.006 ^c		0.043 ^c	
8	Mean	3.956	4.174	3.543	3.748	3.891	3.935	3.913	4.152	3.913	4.044
	Std.Dev	0.673	0.576	0.564	0.450	0.476	0.434	0.577	0.463	0.417	0.450
	Sig.	0.008 ^c		0.011 ^c		0.414 ^c		0.078 ^c		0.063	
9	Mean	4.174	4.174	3.748	3.835	3.935	4.000	4.152	4.152	4.044	4.087
	Std.Dev	0.576	0.596	0.450	0.421	0.434	0.476	0.463	0.463	0.450	0.536
	Sig.	1.000 ^d		0.107 ^c		0.083 ^c		1.000 ^d		0.480 ^c	
10	Mean	4.174	4.217	3.835	3.848	4.000	4.000	4.152	4.304	4.087	4.130
	Std.Dev	0.596	0.560	0.421	0.421	0.476	0.426	0.463	0.419	0.536	0.527
	Sig.	0.480 ^c		0.655 ^c		1.000 ^d		0.008 ^c		0.317 ^c	
11	Mean	4.217	4.174	3.848	3.913	4.000	4.022	4.304	4.261	4.130	4.196
	Std.Dev	0.560	0.596	0.421	0.454	0.426	0.439	0.419	0.474	0.527	0.494
	Sig.	0.414 ^c		0.059 ^c		0.655 ^c		0.317 ^b		0.083 ^c	

Note:

- a) Wilcoxon Signed Ranks Test
- b) Based on negative ranks
- c) Based on positive ranks
- d) The sum of negative ranks equals the sum of positive ranks

Overall evaluation was carried out based on the results of the posttest from filling out the questionnaire by respondents which can be seen in Figure 9.

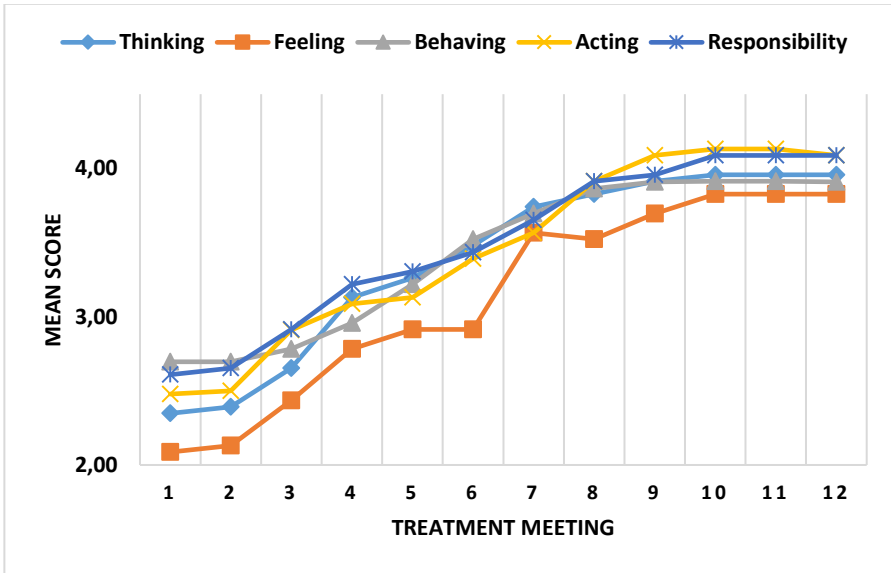


Figure 9
Posttest Results in 12 Meetings for 11 Treatments

Examples of answers given by counseling participants can be seen in Figure 10.

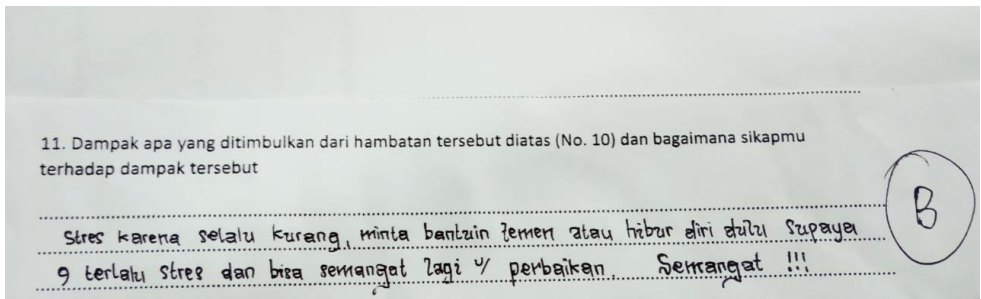


Figure 10
Student's Answer of Behaving Aspect

Evaluation Stage

At the evaluation stage, we record study notes of counseling participants to measure academic achievement. The results of our evaluation can be seen in Table 4.

Table 3*Students' Academic Achievement Evaluation Results*

Number of students	Academic achievement		Mental Strength	
	Before Treatment	After Treatment	Before Treatment	After Treatment
13	Stopped at the stage of doing research	Graduated cum laude (early graduated)	Medium	High
6	Stopped at the stage of doing research	graduated with a satisfying predicate (in time graduated)	Medium	High
3	Stopped at the stage of compiling the thesis proposal	Comprehensive exam soon (1 months late)	Low	High
1	Had not submitted a title for the thesis proposal	Had submitted the thesis proposal (1 semester late)	Low	Medium

Discussion and Conclusion

The needs analysis in the early phase of the ADDIE development model begins with the thinking of researchers who always ask why talented and smart students in the last few years cannot complete their studies on time, some even drop out of university. The results of a review of several undergraduate students in Bandar Lampung, Indonesia showed that the average gifted student who did not graduate on time experienced non-technical obstacles in the completion of the thesis as a requirement to graduate from the university. This certainly happens every year, where there must be some undergraduate students, some of whom are talented students who do not graduate on time, so of course they are not categorized as achieving academic success. That is, there is something that needs to be improved to help students improve their mentality (Mowbray, Megivern, Mandiberg, Strauss, Stein, Collins, & Lett, 2006).

Based on Table 3, a significant increase in students' mental strength measured from each aspect (thinking, feeling, behaving, acting, and responsibility) does not occur consistently in every treatment given, but if reviewed in its entirety, it can be identified that the treatment given has influenced the mentality of students for academically gifted students. After the first treatment, a significant increase has not been seen. However, the subsequent treatment given successfully showed a better

improvement in students' mental strength. The results of the pretest showed that students' mental strength was still broadly in the low and very low category. After being given treatment in the first week, the increase has been seen even though it has not been rapid. The lowest score is in the feeling aspect. That is, the feeling of undergraduate students is very unstable and troubled about the completion of the study. This weighed heavily on their feelings. But after the treatment was given at the twelfth meeting, there was a significant difference. This shows that the counseling or counseling service activities have an effect on improving students' mental strength and showing changes in the viewpoint of undergraduate students to the problem of better direction. The biggest increase is seen in the aspects of acting and responsibility, meaning that the treatment given has provided students with immediate action on a problem and are responsible for their choice.

Many variations of the counseling service approach have been developed, but good results are dependent on applying the right approach to address the problem (Ketchen Lipson, Gaddis, Heinze, Beck, & Eisenberg, 2015). Students are better prepared mentally, so they are able to manage emotions well (Wilson & Saklofske, 2018), when they experience obstacles in the thesis guidance process. Mental strength greatly influences the achievement of academic success (Bédard-Thom & Guay, 2018), the evaluation stage in the study successfully demonstrated that the counseling services we performed succeeded in assisting students to graduate cum laude, even though at first they had never thought of achieving that achievement. It also informs that the scrutiny process accompanied by the provision of counseling services with the strategies that we have developed can generate motivation and regulate students' emotions to be more positive, even though the emotions that are perceived to be negative are still reasonable where students are expected to display them fairly, not excessively.

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