'Rapid Counseling' with Single-Session Music Therapy: A Modern Approach to Boosting the Academic Self-Efficacy of Today's Generation

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Abstract
As a new student, it is a big challenge for everyone. As an individual, it is very important to have high academic self-efficacy, to optimize the educational process being undertaken. Academic self-efficacy is an individual's belief in tasks and achieving academic achievement. 'Rapid counseling' is the provision of assistance with rapid counseling, and can be combined well with art. The purpose of this study was to determine the effectiveness of 'rapid counseling' with single-session music therapy (RC-SSMT) to increase academic self-efficacy in three students. This study is a quantitative experimental study with a one-group pre-test and post-test design. The subjects of this study were three students of the Department of Guidance and Counseling, Atma Jaya Catholic University of Indonesia (class of 2021), who experienced low academic self-efficacy based on questionnaires that had been filled out by the subjects. The data collection technique in this study was using interviews and questionnaires. This study used the Academic Self-Efficacy Scale (TASES) instrument which consisted of 28 items and had a validity of 0.893 and a reliability of 0.700. In the implementation of RC-SSMT, it can be effective in increasing academic self-efficacy with just one meeting session and can make the client independent with the "soundtrack of my life" that has been created together with the counselor during the counseling service so that when the client's academic is low again, the client only needs to listen to the song that has been created together with the counselor.

1. Introduction

Self-efficacy is one aspect of personality that plays an important role in human life (Kleitman & Stankov, 2007; Perry, 2011). This is supported by Maclellan (2014) that self-efficacy is believing in one's capacity and abilities and is seen as a positive character. As a student who is prepared for a profession that forms many interactive relationships with others, it is considered important to have high self-efficacy. Individuals who have great self-efficacy will display behavior that is comfortable for themselves, considering that they have no doubts about their abilities or doubts about the knowledge they have (Makaria et al., 2019). However, in Taufik's research (2016), the distribution of the results of the academic self-efficacy assessment in the form of an attitude scale or the values of prospective elementary school teacher students showed that 3.7% of students were included in the high category, 50.2% of students were included in the medium category and 46.1% of students were included in the low category. Based on previous research that has been conducted, it is known that there are still many individuals who experience low self-efficacy. When this is not handled quickly, it can cause many new problems, such as difficult adjustment, difficulty in finding friends, difficulty in adapting to a new environment, and many other things (Taylor, 1983). Therefore, there needs to be an intervention to be able to handle low self-efficacy (Hanton, Mellalieu, & Hall, 2004).

Nowadays we are facing the generation of Digital Natives (Dingli, & Seychell, 2015). Mardina (2017) divides humans into 6 categories, the first is "the Greatest Generation" who were born during World War II, from 1901 to 1924. The second is "the Silent Generation" who were born in 1925 to 1942. The third is "Baby Boomers" who were born in 1943 to 1960. The fourth is "Generation X" who were born in 1961 to 1981. The fifth is the "Millennial Generation" who were born between 1982 to

2002. The sixth is the "Digital Natives Generation" often referred to as the "Z Generation" who were born in 1994 to the present. In addition, Mardina (2017) explains that the Digital Natives generation has the following characteristics: having pleasure when there is activity in an online environment, getting information as soon as possible, collaborating in networks, and looking for information randomly. How to get information, having a desire to get it instantly. In doing activities, working multitasking or parallel and at the same time, preferring to process information visually, enjoying information in the form of interactive images. In addition, having a desire to be appreciated by others. It can be seen that the current generation is included in the Digital Natives generation, and the Digital Natives generation enjoys the speed of finding information. The Digital Natives generation has a desire for everything to be resolved quickly (Situmorang, 2023). In addition, the results of previous research, which have been carried out by Syafrina and Khotimah (2022) found that the Academic Writing Workshop was effective but not significant in increasing Academic Self-Efficacy. Therefore, 'rapid counseling' with single-session music therapy (RC-SSMT) can be used by counselors today because, with just one counseling service meeting, they can solve the problems that the client has (Oentarto & Situmorang, 2024; Situmorang, 2022). In addition, in this study, the researcher was the first to study RC-SSMT to increase self-efficacy.

Arsanti et al. (2022) found that many students have low levels of academic self-efficacy when associated with various academic activities such as asking and answering questions in class, making study plans, asking for help from lecturers, being active in discussions, conveying ideas, and speaking in front of colleagues. Based on this, it is very necessary to have an intervention that can be used effectively and efficiently to assist individuals who experience low self-efficacy. In addition, according to Purnamaningsih (2003), self-efficacy is not an innate trait but is obtained from life experiences, and can be taught and internalized through education, so that various special efforts can be implemented and also form and increase. Special efforts are needed to increase a person's self-efficacy. Researchers make a new contribution in providing counseling services with only one meeting session and combined with one aspect of art counseling, namely music therapy (Lipe, 2002; Mucci & Mucci, 2002; Wigram et al., 2002). Researchers aim to be able to increase self-efficacy quickly so that individuals can optimize themselves, both in their academic, social, and personal aspects.

2. Method

This study used pre-test and post-test. According to Bonate (2000) and Sugiyono (2013), pre-test and post-test are experimental designs that use one sample group and take measurements before and after treatment is given to the sample. This study used two variables, with the independent variable being RC-SSMT, and the dependent variable being self-efficacy. This research was conducted at Atma Jaya Catholic University of Indonesia, Indonesia. The population of this study consisted of 28 students. Purposive sampling was used to select research subjects, subjects were selected based on the results of the questionnaire distribution with the lowest scores obtained by the three subjects, who then became the targets of the RC-SSMT service.

Pre-test and post-test data were collected using the Academic Self-Efficacy Scale (TASES) (See Table 1). This instrument was adopted by Sagone and De Caroli (2014). TASES covers the following aspects: (1) Self-involvement, (2) Self-oriented decision-making, (3) Other-oriented problem solving, and (4) Interpersonal climate. The validity in this study was 0.893 and the reliability was 0.700.

Table 1. The Academic Self-Efficacy Scale (TASES) Instrument Grid

Variable	Components	Items
Academic Self-Efficacy	Self-involvement	I can keep my attention while the lecturer is teaching in class.
		I can create useful strategies for studying subjects that I have never studied before.
		I can prepare the expected courses in a training program.
		I can relate to different topics from different courses.
		I can learn without the help of others.
		I can strive to achieve the goals that have been set.
		I can ask others for help when I have difficulties.
	Self-oriented decision-making	I can react appropriately when faced with failure.
		I can manage difficult situations.
		I can avoid unpleasant situations.
		I can read the situation and choose what is best for me.
		I can make decisions by considering the risks.

Variable	Components	Items
		I can avoid other people's influence in future decision-making.
		I can do my best even in subjects I don't like.
	Other-oriented problem solving	I can express doubts and uncertainties about the material presented by the lecturer.
		I can express my disagreement with the lecturer's ideas.
		I can discuss various difficulties with my lecturers.
		I can understand the reasons behind the failures I experienced.
		I can ask the lecturer for help to solve problems at the University.
		I can build a positive atmosphere when establishing relationships with college friends.
		I can avoid conflict.
	Interpersonal climate	I can build good relationships with my college friends.
		I can cooperate in group activities.
		I can make my ideals align with my choice of profession.
		I can discuss learning assessments that are not what I should have received.

The implementation of RC-SSMT services was provided by counselors in only one counseling session. Before starting the counseling service, a pre-test was conducted and after the intervention was completed, a post-test was conducted, and two months later, a follow-up was conducted. Parametric statistical analysis in this study used ANOVA to test the research hypothesis.

3. Results and Discussion

3.1. Description of the Results of the Pre-test, Post-test, and Follow-Up of Academic Self-Efficacy

The data from the pre-test, post-test, and follow-up results of the three clients were obtained from the results of the distribution of academic self-efficacy instruments. The following data were obtained from the distribution of the pre-test (O1), post-test (O2), and follow-up (O3) to students. Table 2 and Figure 1, show that the treatment given by the researcher to three students in the RC-SSMT individual counseling service was declared effective when the post-test (O2) was carried out, and there was an increase in academic self-efficacy again during the follow-up (O3) after a week. The graph above shows the changes in academic self-efficacy in each research subject, namely: FN, the score before participating in the RC-SSMT individual counseling service was 60, after participating in individual counseling the score became 96 and after one week of follow-up it became 99. CHT, the score before participating in the RC-SSMT individual counseling service was 64, after participating in individual counseling the score became 75, and after one week of follow-up, it became 72. PTN, the score before participating in the RC-SSMT individual counseling service was 65, after participating in individual counseling the score became 79 and after one week of follow-up, it became 81.

Table 2. Pre-test, Post-test, and Follow-Up Scores of Academic Self-Efficacy

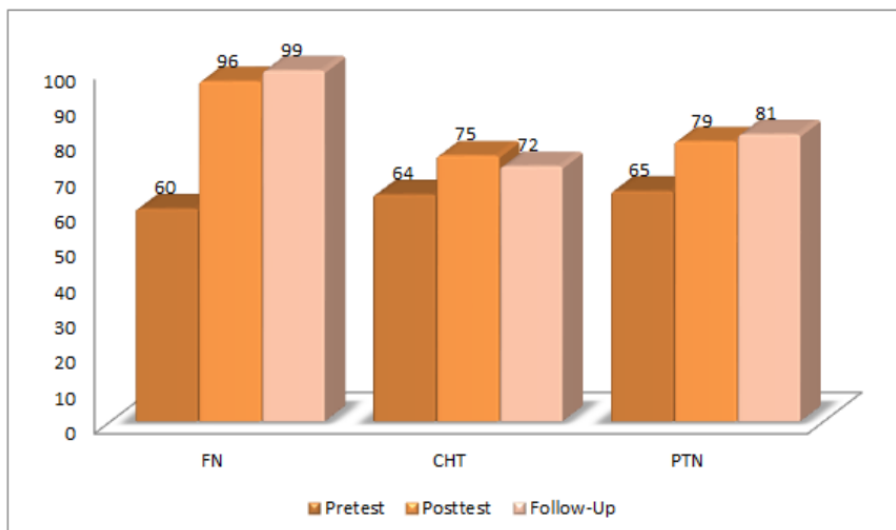| No.	Names of Students	Pre-test	Post-test	Follow-up
1	FN	60 (Medium)	96 (High)	99 (High)
2	CHT	64 (Medium)	75 (Medium)	72 (Medium)
3	PTN	65 (Medium)	79 (High)	81 (High)

Figure 1. Dynamics of Academic Self-Efficacy Scores (Pre-test, Post-test, and Follow-Up)

3.2. Hypothesis Testing

Based on the Table 3, the ANOVA test values for Pre-test, Post-test, and Follow-up are known. Showing these criteria, the F table value in the numerator 2 and denominator 6 is 41 5.14. The calculated F value in the ANOVA test is 4.003; which means that the data concludes that there is a significant difference in value. This means that Ha is accepted and Ho is rejected, and there is a difference in the results of the pre-test, post-test, and follow-up in the research subjects.

Table 3. ANOVA Test for Pre-test, Post-test, and Follow-Up

Homogeneity Correction	Cases	Sum of Squares	df	Mean Square	F	p	ω^2
None	Treatment	854.889	2.000	427.444	4.003	0.079	0.400
	Residuals	640.667	6.000	106.778			

a.   The calculated F value < F table concludes that there is a significant difference in values.
b.   The calculated F value > F table concludes that there is no significant difference in values.
c.   The data concludes that there are differences in the pre-test, post-test, and follow-up results of the research subjects.
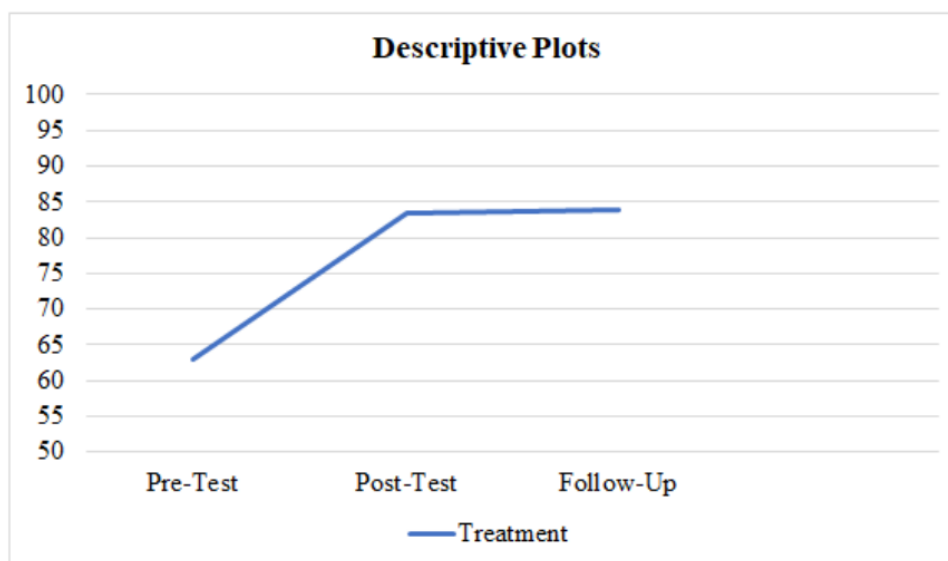

Figure 2. Mean Average on Pre-Test, Post-Test, and Follow-Up

3.3. Discussion

Based on the results of the academic self-efficacy scale instrument that researchers have distributed via Google Form to students of the Department of Guidance and Counseling, Atma Jaya Catholic University of Indonesia (class of 2021), the results showed that 9 (32.1%) students were in the high category, 18 (64.2%) students were in the medium category, and 1 (3.5%) students were in the low category. Based on the results of the distribution of the academic self-efficacy instrument, the data showed that most students were in the medium category. Although the results of the academic self-efficacy are in the medium category, it still need to be considered. Academic self-efficacy is very important for students to improve, this is to help maximize the lecture process they are undergoing. Bandura (1997), stated that individuals who have good or high academic self-efficacy will be more focused on tasks and will not easily feel anxious when completing tasks, both when preparing and when carrying them out. Many changes will be experienced by students because they are in a transition phase from school to college education, so there will be many demands such as changes in learning styles and also new social environments (Wijaya, 2012). Therefore, students need to increase academic self-efficacy, where they must have more confidence and be sure of their abilities they face and face and overcome various challenges and problems in college (Sander & Sanders, 2006; Tavani & Losh, 2003).

As for the research of Situmorang et al. (2018), "group counseling CBT approach with active music therapy techniques has been proven to be active in increasing the self-efficacy of millennial students". Similar research was conducted by Oentarto (2022) individual counseling RC-SSMT has been proven effective in reducing thesis anxiety. It can be effective if the problems faced by the subject are not too serious and the subject also has high motivation to change and wants to get out of the problems faced. As in the three subjects in this study FN, CHT, and PTN. The problems faced by these three subjects will be serious if these three subjects do not have confidence in their ability to solve problems in the world of lectures. These three subjects have a range of academic self-efficacy scores in the moderate category, this also helps counselees to be able to face and solve problems that occur in the world of lectures.

If the student's self-efficacy is low, it can increase academic anxiety (Situmorang, 2021). Meanwhile, if the student's self-efficacy is high, it can reduce painful thoughts (intrusive aversive thoughts) that arise (Situmorang et al., 2018). In individual counseling services, RC-SSMT given to the three subjects, the researcher found that the three subjects did not have moderate academic self-efficacy because negative thoughts always appeared which eventually made the three subjects have moderate academic self-efficacy. Examples of thoughts that emerged were, that the three subjects always thought that they were afraid of being given a predicate by the lecturer that they did not understand the material, were afraid of being asked again by the lecturer, and also the three subjects were afraid that when expressing opinions in class during discussions they were afraid that their opinions would not be accepted. The three subjects always thought about things that were not necessarily true, so this made the three subjects not believe in their abilities.

Students need to have high academic self-efficacy, this will greatly help students to be more confident in their abilities so that they can complete their studies well. If their academic is high, students will have motivation and enthusiasm for learning. This is because students will feel confident that they can master the material and can achieve good results. This self-efficacy will continue to encourage students to face challenges better and continue to strive to improve their academic results to be better. Furthermore, they are also better able to deal with pressure and stress. Of course, in the lecture process, there will always be pressure and stress on assignments, grades that must be perfect, exams, and also expectations from others. In addition, they will view this positively. So that they will have better academic achievements and have a positive impact on their academic achievements (Makaria et al., 2019). Academic self-efficacy refers to the belief in an individual's ability to prepare and carry out tasks or academic activities (Artino, 2012; Schunk, 1991). This is in line with what was found in the counseling services provided to the three subjects. The lack of academic self-efficacy experienced by the three subjects resulted in a lack of confidence in the existing tasks and also a lack of confidence in the abilities they had. However, the three subjects realized that this academic self-efficacy was very important to improve, to maximize the current lecture process.

After the individual counseling process was given, the three subjects became aware of the root of the problems faced in their academic field. The three subjects also understood what needed to be done as a solution to the lack of academic self-efficacy experienced. Bandura (1997), stated that the academic self-efficacy possessed by each person is different, therefore it can be seen from three dimensional aspects, namely: (1) The level of difficulty of the task (Magnitude). This aspect is related to the level or degree of difficulty of the task when the individual can do it; (2) Stability of belief (Strength). This aspect is related to the strength of the individual which leads to the stability of the belief in their abilities, and (3) The breadth of the behavioral field (Generality). This aspect is related to the individual's ability to the extent to which the individual is confident in their ability to face unstable task situations (Mumford et al., 1993). During the counseling process given to the three subjects, each of the subjects told about the problems they faced, both individual and group tasks, how they dealt with the problem, and also what they had done to solve the problem.

Of the three subjects, of course, they have different levels of ability in dealing with the problems they face. There is even one of the subjects who chose to just give up on carrying out lectures. However, after following the individual counseling process, the three subjects realized that if they did not make changes in themselves, then they would never progress and understand the lecture process they were undergoing. The three subjects realized that the problems they faced were caused by negative thoughts that always appeared, so this was what ultimately made the three subjects not believe and be confident in their abilities.

Statistical tests were conducted on the data obtained from the three counselees to improve academic self-efficacy in students using the ANOVA test which obtained the results, namely Ha was accepted and Ho was rejected, and there were differences in the results of the pre-test, post-test, and follow-up of the subjects studied. This shows that RC-SSMT is effective in improving academic self-efficacy in students.

The results of this study are in line with other studies that music can increase academic self-efficacy. Based on research conducted by Situmorang et al. (2018), "group counseling with a CBT approach with active music therapy techniques has been proven effective in increasing the self-efficacy of millennial students". This study can help the three subjects to realize negative thoughts that ultimately interfere with the academic self-efficacy of the three subjects. Furthermore, the subjects can evaluate their negative thoughts that cause academic self-efficacy and continue with the subjects being able to explore to be able to change negative thought patterns both about themselves and the environment with active musical activities, namely by producing songs (composing) (De Backer, Sebreghts, & Foubert, 2025). RC-SSMT is in line with the individual counseling services provided by researchers to the three subjects. During the individual counseling process service, the researcher played musical instruments to FN, CHT, and PTN, feeling that with the musical instruments being played, they felt calmer and more comfortable with the atmosphere and strains of the musical instruments being played. Thus, based on the results of individual counseling, RC-SSMT can be said to be effective in increasing academic self-efficacy in the three research subjects.

4. Conclusion

Based on the research results, it can be concluded that the level of academic self-efficacy of the research subjects before being given RC-SSMT was in the moderate classification, with a score range of 51-76. Furthermore, the level of academic self-efficacy of the second research subjects, after being given RC-SSMT, was in the high classification, with a score range of 77-100. Then, individual counseling with RC-SSMT proved effective in increasing the academic self-efficacy of the three subjects.

Author Contributions

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