

Solution-Focused Brief Therapy (SFBT) to Parents of Street Kids at the Jakarta Rumah Alif Community Foundation

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Abstract

The problems faced by street kids are quite numerous and varied. Such as living in inappropriate places, poor family income, unmet living needs, and lack of relationship with parents. Most of their parents do not have a proper educational background, so in educating children they still use patterns of violence without considering the psychological effects on the child. The problems faced by street children cannot be separated from the influence of their parents, so need to involve their parents as the main educators. The purpose of this study is to apply a Solution Focused Brief Therapy (SFBT) approach to provide understanding to parents of street children at the Rumah Alif Community Foundation in educating and building good relationships with children. SFBT is carried out with an individual approach and strengthened with group counseling. This approach is appropriate because SFBT only takes less time and resources for treatment. Through a qualitative research approach with an interview and observation methods, results described that SFBT can help parents to understand their child's problems, find various alternative solutions and pay attention to the child's psychological side. The relationship between parents and children becomes better so that children become open to their parents.

Keywords: street children, counseling, solution-focused brief therapy

Introduction

Problems faced by street children are not only related to living space their problems are quite numerous and varied. The residences of street children that have been known so far are in City Parks, storefronts, and illegal housing. An uncertain place to live makes them have to be ready to be evicted at any time. This of course creates a feeling of insecurity and discomfort for them. However, due to the poor economic conditions of the family, street children are forced to live such a hard life. Their source of income is by begging, selling, or by busking to help their parents. One of these phenomena is seen in street children who are members of the Alif House Community Foundation in the Slipi Jaya area, Palmerah, West Jakarta. This foundation has been established in 2010, led by Mrs. Siti Djulaeha Thamrin, M. Pd with around 60 children. This foundation aims to help provide religious education to street children around the area, with their parents working as

motorcycle drivers, drivers, household assistants, scavengers, roadside traders, etc. Their parents' highest education was at the high school (SMA) level.

The many problems of street children require various parties to come together in helping to manage their problems, in a development effort that must be comprehensive by involving all parties. The government, the community, educational institutions, Islamic boarding schools, and mosque communities must be active and take part in controlling the process of fostering and developing street children. However, of course, the role of parents as primary educators in the family can't be ignored. Most of the parents of these street children don't have a proper educational background so that in educating children they still use patterns of violence without considering the psychological effects on children.

Based on previous research through counseling service activities for street children at the Rumah Alif Community Foundation in 2019, it was found that one of the main problems experienced by some children at the Rumah Alif Community Foundation was communication with parents. With examples of them getting physical, using verbal or psychological violence, causing these children to feel depressed, sometimes emotions arise that cause aggressive behavior towards the environment or even become reluctant to communicate and choose to avoid. They also experience economic problems, so that after school, teenagers at the Rumah Alif Community Foundation have to help their parents to sell hawkers on the streets. So, the children don't have enough time to study and enjoy playing with their friends. The impact on the psychological conditions that occur in teenagers at the Rumah Alif Community Foundation includes: aggressive behavior, experiencing mental trauma, sadness, feeling upset, feeling less fortunate, lonely, less motivated, being quiet, feeling neglected, and being teenagers who tend to be closed off with people old age and the environment (Bustan et al., 2020).

The results of counseling given to street children at the Rumah Alif Community Foundation illustrate that there are problems sourced from communication patterns with their parents. So that we need counseling services that involve parents to help find solutions to the problems of street children. The counseling approach used is Solution Focused Brief Therapy (SFBT). This approach emerged from developments in the area of family therapy in the 1970s, developed by Steve de Shazer (1940-2005) and Insoo Kim Berg (1934-2007) with their colleagues, focusing on the future, goals, and focus on the future. solutions rather than problems brought by the client (Dolan, nd). Based on practitioners' reviews of the effectiveness of SFBT in children and family problems obtained from a systematic and critical evaluation of the literature from 1990-2010, it was found that SFBT is very effective as an early intervention for non-severe problems (Bond et al., 2013). SFBT can be claimed to be equivalent to other therapies, by taking less time and resources (Macdonald, 2007). Likewise, in this study, where clients are parents of street children at the Rumah Alif Community Foundation, they are very limited in terms of time and finances. The time they spend is more focused on being able to work selling tissues or busking to earn money for daily living. So the SFBT counseling approach is felt to be more effective.

The problems experienced by street children cannot be separated from the influence of their parents so that the efforts also need to involve parents as primary educators. Through counseling services with the SFBT approach, it is hoped that parents can form new behaviors that are more adaptive and effective in educating their children, and through interpersonal relationships and communication that are following the child's psychological development, parents should be able to recognize each other's potential and have the motivation to become good individuals, independent in fostering a better family, as a comprehensive development effort for street children. For this reason, this study aims to see the effectiveness of the counseling approach using SFBT in helping to foster a commitment to change communication and parenting patterns of street children at the Rumah Alif Community Foundation.

Method

This study uses a qualitative method. This methodology allows researchers as psychology practitioners to share experiences with clients so that they can provide information and stimulate ideas for research in the realm of clinical psychology (Ashworth, 2003). Messari and Hallam also use a similar approach to gain insight into the client's therapy experience (Messari & Hallam, 2003).

The assessment method used is interview through SFBT counseling approach and observation. The triangulation of data was strengthened by information through interviews with the leadership of the Rumah Alif Community Foundation. This research was conducted at the Alif House Community Foundation, Jakarta. The form of counseling provided is in the form of individual and group counseling, carried out in July 2020.

Individual counseling is carried out using a Solution Focused Brief Therapy approach that is tailored to the client's problems. Group counseling is carried out through the screening of motivational videos which are closed with insight exploration and discussions related to the application in everyday life. So that the stages of the research carried out are: 1) Analysis of cases that are often faced by parents of street children, 2) Conducting individual counseling with a Solution Focused Brief Therapy (SFBT) approach to parents of street children at the Rumah Alif Community Foundation, 3) Group counseling through screening of motivational videos related to parenting, 4) Insight exploration and discussion, 5) Evaluation.

The evaluation was carried out using a questionnaire, observation, and discussion with parents regarding behavior in educating children, it is hoped that changes will occur before getting SFBT counseling services and after receiving services. This can measure the success of the counseling activities provided. The final result is expected to be able to help in shaping new behavior for parents in educating their children. Then an interview was also conducted with the leadership of the Foundation after 1 month of the activity was completed. Aims to see how far the client can apply the counseling results that have been mutually agreed upon.

Theorytical Review

As for, some of the characteristics in the definition of counseling as quoted by Shertzer and Stone are as follows: (1) Counseling is related to efforts to influence changes in the behavior of most clients voluntarily; (2) The purpose of counseling is to provide conditions that can facilitate the voluntary change; (3) The client has a range of motion following the counseling objectives that are specifically determined by the counselor alongside the client at the beginning of the counseling process; (4) Conditions that facilitate changes in behavior are carried out through interviews; (5) The atmosphere of listening in counseling, but not all of the counseling process consists of listening alone; (6) Counseling understand clients; (7) Counseling is held in a private setting and the results are kept confidential; (8) Clients have psychological problems and counselors have skills or expertise in helping to solve psychological problems faced by clients (Shertzer & Stone, 1976).

Counseling with the SFBT approach is a treatment in a short time using special techniques to achieve therapeutic goals. SFBT is all about counseling that is brief and focused on solutions, not problems. In principle, short solution-focused counseling is a short approach that focuses on the future (future-focused) and leads to goals (goal-directed). Corey suggests that there is no need to know the causes of a problem in its solution and that there is no need for a relationship between the problem and its solution. Gathering information about the problem is not necessary for change to occur. If understanding and knowing the problem is not important, then what is important is finding the correct solution to the problem. Perhaps many people are considering various solutions, and what is right for one person may not be right for another. In short solution-focused counseling, clients choose the goals they hope to achieve in counseling, and little attention is paid to diagnosis, history disclosure, or problem exploration (Walters & Corey, 1980).

Macdonald revealed that the main foundation of SFBT is the purpose of counseling will be determined by the client, and already have the resources they can use to create change. The counselor will be attentive, not blaming, and work together to achieve the goals that have been set by the client based on his frame of mind. SFBT does not look at the past unless it relates to the present and future solutions. The stages that can be carried out in SFBT are as follows: identifying problems, designing interventions, providing strategic tasks that encourage change, identifying and emphasizing behavior change, setting goals, stabilization, and termination (Termination) (Macdonald, 2007). The SFBT techniques applied are exception questions, miracle questions, scaling questions, formula first session tasks, and feedback (Beyebach et al. al., 2000) (Rhodes & Ajmal, 2004).

Discussion

Rumah Alif Community Foundation General Description

Rumah Alif Community Foundation is a foundation founded by Mrs. Siti Dzulaeha Thamrin, M. Pd since 2010. Previously this foundation was an early childhood education school for

children in the surrounding area, and now it is a gathering place for children to learn the Koran together. In addition to learning the Koran, this foundation also teaches monotheism, fiqh, Arabic, and nasyid to its students. The children who study at the Rumah Alif Community Foundation consist of various ages, ranging from children to teenagers, who are children who live in the neighborhood around the foundation as well as several PAUD alumni from this foundation. In addition, the Rumah Alif Community Foundation also often conducts routine studies and joint recitations filled by children of the foundation and the community in the surrounding environment, this study is carried out at the Alif House Community Foundation itself or at the Al-Mujahidin mosque which is located not far from this foundation.

The Rumah Alif Community Foundation aims to help provide religious education to street children around the area, with their parents working as motorcycle drivers, drivers, household assistants, scavengers, and roadside traders, etc. The highest education of the students' parents is SMA. Most of them come from Brebes, Pemalang and Indramayu. Due to the economic problems faced, finally, the students had to work, such as busking and selling tissues. The operational costs of this Foundation are only from donors, with 4 undergraduate education teachers who are paid below the Regional Minimum Wage (UMR), but they still have the spirit of dedication to share with others.

This SFBT counseling activity was given to 9 parents of students at the Rumah Alif Community Foundation. As for the parents here, all of them are represented by Mother because Father works and some have died or are divorced. Individual counseling activities given to 9 students' parents were carried out by 3 researchers as psychology practitioners. Activities are carried out by dividing into 3 shifts due to limited space. The description of the results of individual counseling with the SFBT approach is as follows:

AS

The problem faced by AS is that there are obstacles in dividing time between working in a coffee shop that is open 24 hours and being a support system for their children. AS spends time on work, so they don't have time to accompany their children who are in the process of finding their identity. AS also has concerns that the social environment in which she lives is not good for her daughter's development. The implementation of SFBT in the AS uses Exception Questions, Miracle Questions, Scaling Questions, Formula First Session Tasks, and Feedback.

The Exception Questions given were, has AS ever felt not worried about her child's association? AS also replied that when she still had plenty of time to communicate and listen to his son's RIS story, she was not so worried. However, because AS currently spends her time working, she is worried about her son. Therefore, AS began to commit to spending time communicating with their children every day, returning home not only to rest but also to listen to their children's stories.

Miracle Questions given by the counselor are that if a miracle happens in her life, what does it mean that the problem has been solved? AS replied that the situation was when she could meet all

household needs even though she was a single parent and could send her children to higher education. For that, the client then identifies the resources she has to be able to achieve this, namely by involving her nephew to help work at the coffee shop, so that the shop remains open 24 hours but AS can divide his time working in the shop and pay attention to her children.

Scaling Questions get the results that the AS problem is currently in 7th position, AS feels that she can still think well to find a solution to the problem. AS also said that she always tries to think positively to stay motivated to raise her children well. Formula First Session Tasks in which AS tries to spend time at night before going to bed to communicate and listen to her child's story.

The counselor then conveyed a summary of the results of the counseling (feedback) that AS wanted to get out of feeling worried about his child RIS who was in his teens, for that AS would be committed to being able to provide time and share stories with her child and get to know his friends well so that they could help RIS have positive relationships. By sharing the workload with her nephew, the shop can still be open 24 hours, and the quality of time together with the children is maintained.

LI

The problem faced by LI is that it is difficult to motivate her 10-year-old child to study, this is due to the living environment where there are no peers who can be invited to study together. In addition, there is also no role model related to education. LI also admitted that she and her husband tend to spoil their son AR, who is their youngest and only daughter. This makes LI unable to educate firmly and tends to follow the wishes of his son AR. The results of applying SFBT to LI using Exception Questions, Miracle Questions, Scaling Questions, Formula First Session Tasks, and Feedback are as follows:

The Exception Questions that were asked to LI were when in the previous situation the complaint did not occur? LI explained when her children were still going to school. However, this desire no longer exists, this is because many teenagers around LI's residence are unemployed and do not go to school. LI was very disappointed when her 2 sons decided to drop out of school, while she and her husband were already struggling to pay their school fees. LI hopes that her youngest child, AR, can continue her education to college in the future. Currently, AR is still often lazy to study, for that LI will try to accompany her child, so that AR is motivated to learn.

The Miracle Questions given are what is the first sign for LI when it is out of trouble? LI explained that when she saw her children could go to high school and become successful people. To achieve this, the counselor and LI discussed ways that could be done to realize this, especially for AR, the youngest child who is currently still in school.

The results of the Scaling Questions show that the scale that LI feels about the problem is currently at position 8, LI feels that she still has high hopes and will try to accompany and motivate her child well.

Based on the results of the discussion with the client, the counselor assigns a task (Formula First Session Tasks) to the client to try to do the following: (1) When meeting a doctor at the Puskesmas/Hospital, explain to her child that the job is very noble and requires a struggle to achieve it. Following her daughter's dream, AR wants to become a doctor. Then tell inspirational stories from other characters, (2) get children used to getting up early by taking children to bed at 9 pm, then waking up at 5 am, (3) Teaching children to be independent and disciplined with the consistency of rules made by mutual agreement, then involve children in simple daily work activities at home.

The counselor then conveys a summary of the results of the counseling (Feedback) that the client will try to accompany and motivate AR's child so that they can be enthusiastic about learning to continue studying up to the university level. LI will give an example to AR about people who have succeeded in achieving their goals and their efforts to achieve them, getting their children to sleep and waking up on time, teaching independence and discipline by involving children in simple chores at home and making rules consistently.

MUA

MUA's problem is related to her relationship with her son, AL, who is not close to her since she worked as a migrant worker in Malaysia. AL prefers to be with his grandparents who have taken care of him since he was little. Meanwhile, AL's grandparents worked as tissue sellers on the streets, so AL also had to take to the streets as hawkers. After returning to Indonesia, MUA hopes that her son AL can live with her and can educate her children well. However, AL did not want to and preferred to be with his grandparents, this was also supported by the condition that MUA had remarried with people and had 8 sons. This caused AL to experience social jealousy because his mother's love that he had hoped for had to be shared with others. MUA felt a dilemma with this condition and was confused about what to do. The application of SFBT to MUA uses Exception Questions, Miracle Questions, Scaling Questions, Formula First Session Tasks, and Feedback.

The Exception Questions given by the counselor were in the previous situation, did MUA problem not arise before? The client describes when she was with her children. After her husband died in 2009, her son AL was only 1 month old, MUA was forced to decide to become a female worker in Malaysia to provide for her family's needs. Since then, MUA and her children's lives have been separated. AL, his youngest son, had to go with his grandmother and grandfather, who lived in a bunkhouse under the bridge. AL also often took to the streets to join in selling tissue with his grandmother. To be able to get out of this problem, MUA must be able to educate their children with a focus and decide to stop working as a migrant worker in Malaysia.

The Miracle Questions given by the counselor are what are the first signs for MUA when they are out of trouble? MUA explained that the most desirable thing is to be able to educate her children well so that they are not influenced by promiscuity on the streets. For this reason, MUA then plans to send her son AL to a boarding school with her 2nd child, who has also been sent to boarding school.

The results of the Scaling Questions show that the problem is currently number 6. This is because MUA still finds it difficult to convince AL to want to live with her and her new family, and not to go to the streets with his grandparents anymore. However, MUA's parents didn't like it if MUA had to bring AL to live with her neither did AL. After discussing the positives and negatives, the path that can be taken at this time is to direct AL to study at a boarding school in Riau with his brother. The hope is that AL can have a better environment.

Based on the results of the discussion with the client, the counselor assigns a task (Formula First Session Tasks) to the client to try to do the following: (1) Trying to get closer to her son AL, taking the time to visit every day to see the state of AL with his grandparents. (2) Asking her husband to spend some time occasionally playing with AL, so that AL finds a father figure that he never got. (3) Trying to communicate with her parents to be able to let his son AL go to boarding school. (4) Provide examples of good behavior so that AL can understand it.

The counselor conveys the conclusion from the counseling (feedback) that MUA will try to bring herself and her new family closer to AL. MUA will also try to give understanding to her parents so they can accept to send AL to Islamic boarding schools to have a better environment. After 1 month of the counseling session was over, information was obtained that MUA had sent his son AL to Islamic boarding school and AL was happy to run it.

SR

The problem faced by SR is the financial factor so that she is forced to let her son KH participate in selling tissue so that her son can buy his own needs, this is because SR has not been able to meet the needs of her child. The implementation of SFBT in SR uses establishing goals and miracle questions.

The establishing goals stage begins with the counselor and SR discussing to set expectations. According to SR, this problem is enough to make her confused. On the one hand, she does not want her son to sell on the street. The counselor directs SR to make it easier to achieve what she expects. The counselor asked questions about whether SR was worried or not when her son was selling on the street and asked to what extent the child was aware that SR objected to him selling tissue on the street. SR said that she had explained the reasons for the objection to her son. The counselor encouraged SR to make changes. This is the establishing goals stage in SFBT.

The changes that according to SR can be made by considering the limitations she has are, SR invites her children to discuss the risks that will be faced if they participate in selling on the streets. SR knew that her son wanted a cellphone and a bicycle like his friends at school, so KH joined the sale. SR and KH agreed, if the funds had been collected to buy the desired goods, then KH did not need to participate in selling again. In the discussion, the counselor uses the miracle questions technique.

UL

The problems faced by UL are related to finances. UL moved from Surabaya to follow her husband working as a construction worker. However, because the income as a construction worker is not enough to meet the family's needs, her husband currently works as a busker and an angkot driver. UL and her husband also sell cigarettes and tissue on the roadside. Currently, MUH's son is also selling and busking on the roadside. SFBT implementation at UL uses establishing goals, exception questions, and miracle questions.

The implementation of SFBT begins with establishing goals, which is a discussion process between the counselor and UL regarding expectations. UL hopes that her first child, MUH, can go to high school and not become a street child who according to UL is dangerous and has no future. UL also wants MUH not to sell tissue anymore after school. However, UL feels that this is difficult, this is because if MUH participates in selling, the income earned per day can meet the needs of the family.

Next, the counselor asks several exception questions. UL was asked the question "So far, what have you done to make MUH less sociable with adult street children?". UL replied, "sometimes when I'm free, I monitor them and talk to some children, I ask them not to teach bad things to MUH, I purposely make good friends with them so they can also take care of my children, I also advise MUH so as not to join in smoking and talking dirty like them".

The next technique is miracle questions. The counselor asked UL to imagine "what should he do so that MUH can avoid the association of street children?". Counselors help provide an overview of what UL can do. These are: giving MUH an understanding of the importance of school, the dangers of smoking and gluing as many street children do, looking for other jobs such as trying to sell grilled sausages around the house, from daily income, set aside for children (saving first) partially and set aside for other purposes. In addition, UL will also actively monitor who MUH is friends with, when she comes home from school, MUH is told to just play at home with the excuse of taking care of her little sister

MUT

The problems faced by MUT are related to finances. MUT finds it difficult to manage finances in the family, this is due to her small income and there are motorbike installments and house rent that must be paid every month. MUT's youngest child, REF, is currently in his teens. REF helps his parents' economy by selling tissue on the street. The application of SFBT to MUT uses establishing and miracle questions.

In the establishing goals stage, the counselor directs the MUT to set goals and change plans. The goal or hope of MUT is that REF can continue his studies after graduating from high school and work. The counselor asked MUT a question, namely "what efforts have you made to be able to meet the needs of the family?". MUT replied that she helped her husband earn extra money such as being a washerwoman and also selling children's food at home. **MUT doesn't want REF's help to**

earn money by singing or selling tissue, but sometimes if REF needs money for his needs but MUT can't meet his needs, then she reluctantly gives REF permission to sell on the street. MUT and REF agreed, if the funds to buy REF's needs are sufficient, then REF does not need to sing or sell anymore.

At the miracle questions stage, the counselor asked MUT to imagine other businesses she could do, but still consider the limitations of MUT. The question is "if REF wants to continue selling tissue or singing at a red light, what do you do?". MUT replied, "yes I advised REF on the dangers of socializing at the red light, I also asked my husband to ask REF to take him home and go to work so that REF doesn't hang out too often outside the house". After discussing it, MUT told the counselor that she wanted REF to get along in good associations and also be able to attend a high school.

DAR

The problem faced by DAR is the difficulty of conveying or communicating related thoughts and feelings to children. This condition is related to DAR's child with the initial W who wants to continue his education at an Islamic boarding school, but DAR herself does not agree. The implementation of SFBT in DAR uses establishing goals, scales, and miracle questions.

The determination of the SFBT begins with establishing goals. DAR hopes that she can convey her feelings to W and make her son listen and understand. The counselor invites DAR to discuss design changes that can be made. Previously the counselor asked DAR to scale this problem. According to DAR, this problem was enough to make her confused, so she gave a number 8. The counselor encouraged DAR's strengths, this was to make it easier for DAR to achieve her expectations.

In the miracle questions technique, **the counselor asks the question "what can you do consider the current condition, so that the number you made earlier decreases? Next, "Does your child understand that you object to his decision to study in an Islamic Boarding School?"** DAR said that she had not explained the reasons for the objection to her son. Counselors encourage DAR to make behavioral changes. The changes that according to DAR can be made considering the limitations she has are, DAR invites her children to discuss, then conveys the risks or consequences if the school is in an Islamic boarding school, as well as the risks in ordinary schools. DAR is quite understanding and she wants to try this way of communicating with her son.

TUN

The problems faced by TUN are related to finances. In addition, TUN also has a first child who tends to depend on her, so that what her child wants is often obeyed. If not, then the child will throw a tantrum. Therefore, her second son helped TUN sell tissue. The implementation of SFBT in TUN uses establishing goals, exception questions, and miracle questions.

The implementation of SFBT begins with setting goals (establishing goals). TUN expressed her hope that she wanted to make her first child understand and not do as he pleased. If the child

does not depend on the TUN, then TUN can start managing family finances, and the second child with the initials RID does not need to participate in selling tissues.

The next stage is exception questions. The counselor asked the TUN a question, namely, "So far, what have you done to control the first child that you told me about?" TUN replied "I once told him so that he understands, sometimes he can accept it, sometimes he gets angry if his wishes are not fulfilled. When my son was angry and didn't have any money at the time, what I did was I kept quiet, tried to let him go, after that he was quiet and didn't want to talk to me." Imagining what TUN has done is a strength she has when there is no other way. These strengths or resources are quite influential in situations when the child is angry.

The next stage is miracle questions, the counselor invites TUN to imagine what she should do besides being silent when the child has difficulty understanding the condition. With the limitations that TUN has, the counselor helps provide an overview of the things that TUN can do. These are: from the income per day, set aside for children (saving first) partly and set aside for other purposes. In addition, TUN can provide part of the income per day directly to the child without saving it first. Given this choice, TUN responded that the possible thing she could do was to set aside money per day, she saved it first after that when it was collected she would give it to his first child. This is so that the child does not always ask every day and the child is more patient. Regarding the mother's second child, whose initials are RID, TUN tries to explain that there is no need to participate in selling, what RID can do is help TUN save.

TUR

The problems faced by TUR are related to finances. TUR is difficult to manage family finances, it is difficult to save. This is because children often ask for snacks, but TUR herself does not have the heart to not give pocket money to their children. One of the children with the initials NU helped TUR sell tissue. The implementation of SFBT on TUR uses establishing goals and miracle questions.

The implementation of SFBT begins with the establishing goals stage. The goal or hope of TUR is to be able to save, so that household needs can be fulfilled so that NU does not have to participate in selling so that he focuses on his school. This is what we want to solve in this session. The counselor asked TUR a question, namely "what efforts have you made to save money?" TUR replied that she bought a piggy bank so she could save money. However, according to TUR, this does not affect, because when the children need it, the piggy bank is opened. Based on the efforts that TUR has made, saving in a piggy bank is possible, but the obstacle is that TUR has a bad feeling for children who ask for snacks. Therefore, this has not led to the desired change results.

The next step is miracle questions, the counselor asks TUR questions. The question is "if you want to pay for your child's school next month, what do you do?" TUR also replied, "yes I set aside from my income, I also invited my husband to set aside his income, combined so that it is enough to pay for the children's school fees". "When the children ask for snacks, what sentence do you say?" "I

said that the money was saved to pay for school". Without realizing it, TUR can set aside some of her income and invites her husband to work together. In addition, TUR has also communicated with their children. TUR is not aware of this, because so far, she has only focused on feeling unbearable to his children.

After discussing, then TUR conveyed to the counselor that "yes yes ma'am, how can I save, I just can't be firm". This is enough to provide insight or new views for TUR, that she can save and can give pocket money to her children, but at certain times parental firmness is needed for children so that children practice to understand the conditions.

Based on the SFBT counseling description table above, the results show that the problems of parents with their children are mostly due to lack of communication and lack of parental knowledge in applying parenting styles that are following their child's development, the parenting style that is carried out is more uninvolved, which makes children experience neglect. Children work on the street to earn money to meet their daily needs, and some use it for lifestyle such as buying cellphones, credit, and so on. It can be seen that the function of parents as primary educators in the family does not run properly. Through SFBT, the function of the family is re-enabled, there is involvement with children and a focus on changes that can be made together to get out of the problems that have been faced so far. The family is seen as a system that interacts together, supporting each other to make behavioral changes for the future (Nelson, 2019).

From these various problems, counselors apply the SFBT method to individual counseling to assist clients in finding alternative solutions to their problems. The application of SFBT through exception questions technique reminds clients that problems are not all strong and do not always exist, it also gives hope to raise resources, use strengths, and put possible solutions for clients. Meanwhile, by using the miracle questions technique, the client can begin to consider a different life that is not dominated by past and present problems towards a better satisfaction of life in the future. However, this technique is quite difficult to understand and confusing for the client, although the results are quite helpful. This is because the "miracle questions" technique forces the client to think about the best hope and visualize the success of therapy (Lethem, 2002) (Neilson-Clayton & Brownlee, 2002) (O'Hanlon, 2003) (Stoddart et al., 2001).

In this counseling, many use the technique of scaling questions because changes in the client's experience cannot be easily observed, such as mood, feelings, or communication. In addition, the counselor also uses the first session tasks formula technique on some clients by giving tasks to be completed between the first session (individual counseling) and the second session (group counseling). And then the counselor provides feedback at the end of each session to compose a summary message for the client and provide feedback in the form of praise/motivation.

Based on the description, it can be seen that the individual counseling given to 9 parents of street children at the Rumah Alif Community Foundation uses the SFBT method with exception questions, miracle questions, scaling questions, formula first session tasks (the first session's task formulation), and feedback (feedback) can help clients understand and find alternative solutions to

their problems. Clients have a new understanding of effective communication with children according to their developmental age and apply better parenting patterns.

This is in line with the results of research which states that family counseling with a Solution Focused Brief approach can enable clients with problems in the family context to gain independence in solving problems and finding solutions quickly and precisely in overcoming problems that exist in the family (Sumarwiyah et al., 2015). Research results from solution-focused therapies have come from all over the world. The worldwide effectiveness of psychotherapy exceeds 60%, although it depends on several variables studied (Lambert, n.d.).

Then group counseling is done through the media watching videos with the theme "The Meaning of a Family Attention". The theme was taken based on an analysis of the client's general problems related to the lack of attention and understanding of parents on the importance of education. After watching the video, the client is invited to discuss together the insights obtained from the film, and parents can take lessons that can be applied in everyday life.

Based on the results of data assessment in the field, it can be seen that most of the clients have been busy with their respective activities in earning a living. They lack skills in parenting and apply appropriate parenting patterns, as well as how to communicate following the development of their children. Most parents use uninvolved parenting, this kind of family parenting makes children experience neglect, have low self-esteem, and are prone to psychological disorders, such as stress, anxiety, depression, delinquent behavior, resistance, and so on. This is also illustrated in Mentari and Daulima's research, which obtained the results that children who spend most of their time on the road tend to be cared for by parenting neglect their parents, the parenting provided is related to the formation of children's self-esteem (Mentari & Daulima, 2017).

For this reason, through individual counseling with the SFBT approach and group counseling, clients can find alternative solutions in improving their parenting patterns and how to communicate well with children, so they have hope to make changes in their lives. This is reflected in the results of counseling at each session, both individually and in groups. In line with the results of Lloyd and Dallos' research regarding "The first session of SFBT with families who have children with intellectual problems: mother's experiences and views", the results show that SFBT encourages mothers to think what they think is useful, in line with personal philosophy and try to solve problems for their situation (Lloyd & Dallos, 2008). This is supported because the SFBT component refers to making the best use of it. The same thing was also concluded by Gingerich in the results of his study, that SFBT was as effective as other interventions (Gingerich & Eisengart, 2000).

After all, the series of research activities have been completed, a questionnaire is given to evaluate the usefulness of individual and group counseling activities that have been given to clients. Filling out the questionnaire was given at the end of the activity. From the results of the questionnaire, it is illustrated that most parents feel the benefits of the counseling activities carried out. parents become more understanding of their children's problems, understand that parental attention and love are needed by children, the importance of prioritizing children's education, and

parents can find alternative solutions in improving communication patterns and parenting patterns so far.

However, of course, there needs to be a follow-up to this research to see the commitment of parents in making these changes. After 1 month the activity was completed, then the research team followed up by contacting the leadership of the Alif House Community Foundation. Through interviews conducted with the leadership of the Rumah Alif Foundation, information regarding the client's development was obtained. Most of the clients have started to encourage their children to continue to come to Yayasan Rumah Alif to learn the Koran. This is evidenced by the increase in the number of students who attend the Koran. There is also a client who then sends his son to a boarding school with his son's approval. In addition, parents have begun to take time to pay attention to their children, as can be seen from the willingness of parents to come to the Foundation to discuss their child's development. However, there are still some parents who still let their children participate in selling tissue on the streets, citing current economic constraints, especially since the Covid-19 pandemic, parents' income has decreased. Of course, this needs to be the attention of all parties to help carry out further empowerment programs.

Conclusion

Counseling services with the Solution Focused Brief Therapy (SFBT) approach individually and group counseling that has been applied to parents of street children at the Rumah Alif Community Foundation can help parents understand their children's problems, and pay attention to the psychological side of children. In addition, parents can also understand that in shaping character or educating children, do not use violence, but give children the right to receive love, attention, opportunities to learn and support from their parents to the maximum involvement and cooperation of parents as a family system is needed in helping find solutions to the problems of street children. Individual counseling activities using the SFBT counseling approach can assist parents in finding alternative solutions to the problems they face. Group counseling activities using videos that are watched together can reveal the thoughts of each parent, so the result is that each parent gets insight from the video to be applied in everyday life.

Suggestions from this research are for counselors to make individual counseling with SFBT and group approaches as an alternative in helping to find solutions to the problems of parents in street children. For this reason, the Rumah Alif Community Foundation and other institutions that care about the lives of street children can make individual and group counseling by involving the parents of street children a program that can be carried out sustainably. Then for parents of street children to be able to apply the results of counseling with full commitment. The government is also expected to pay special attention to providing free counseling services to economically weak families, such as street children. Then for the community to be able to develop empathy and be able to jointly educate street children to become a good generation.

Acknowledgement

The author gratefully acknowledges of the services and facilities by the Research and Public Service of Al-Azhar Indonesia University (LP2M UAI).

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