




## Effectiveness of Solution-Focused Brief Counseling in Promoting Self-Disclosure among Junior High School Students: A Single Subject Design Study

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### Abstract

Self-disclosure among junior high school students is essential to improve, however, to date, there has been no appropriate intervention to enhance it. This study aims to analyze the effectiveness of Solution-Focused Brief Counseling (SFBC) as an intervention to increase self-disclosure in junior high school students. The approach used in this study is quantitative, specifically a Single Subject Design (SSD) with an ABA pattern. The subjects consisted of two junior high school students in Yogyakarta, selected using a purposive sampling technique. SFBC as an intervention was conducted over five sessions, with a duration of 45 minutes per session. Observations of the students' self-disclosure were conducted three times during the baseline phase (A1) to ensure the consistency of the students' self-disclosure levels, followed by the implementation of the intervention accompanied by five observations during the intervention phase (B). Subsequently, three additional observations were conducted during the second baseline phase (A2). Data collection in this study utilized a self-disclosure scale and self-disclosure observation guidelines. Data analysis employed visual analysis through graphical representation by examining changes in level, trend, and data stability in each phase. The results of the visual graphic analysis showed a consistent increase in self-disclosure scores during the intervention phase (B) compared to the baseline phase (A1), as well as a tendency for scores to remain stable and higher in the baseline phase (A2) compared to the baseline phase (A1). The findings of this study indicate that SFBC has the potential to increase self-disclosure in students within the setting of individual school counseling services. Furthermore, the findings of this study provide practical implications for guidance and counseling teachers or school counselors to implement SFBC as a strategy to facilitate junior high school students in increasing their self-disclosure.



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## INTRODUCTION

Self-disclosure plays a vital role in the development of adolescents' interpersonal relationships, particularly within the school environment, the primary space for interacting with peers, teachers, and other members of the school community. Adolescents live in groups and rely on others to fulfill their needs (Zabidi, 2020; Delima & Sari, 2021). These needs can be met through an open communication process with others (Widyastuti, et al., 2025; Sari et al., 2024; Nasichah et al., 2024). Therefore, it is essential for adolescents to practice self-disclosure in communication to ensure their needs are adequately met.

DeVito (2019) states that self-disclosure is the process by which an individual shares personal information with others. During adolescence, the ability to disclose oneself becomes a key aspect of social and emotional development, as it helps adolescents convey information honestly. This information includes thoughts or ideas, feelings, and even personal secrets that were previously unknown to others. Meanwhile, according to Johari, self-disclosure refers to the process of sharing personal information with others (Habil et al., 2023). The shared information can encompass life experiences, emotions, hopes, future plans, and dreams. If adolescents are able to share their ideas, experiences, or feelings openly, they can more easily fulfill their needs across all aspects of life.

Ideally, every adolescent should possess healthy self-disclosure to ensure optimal development. However, in reality, not all adolescents exhibit strong self-disclosure skills (Towner et al., 2022; Vijayakumar & Pfeifer, 2020). A study conducted by Laela et al. (2022) revealed that 60% of students at Tridaya Sakti Vocational School have low levels of self-disclosure. This is due to a tendency among students to be more withdrawn and a lack of self-confidence

in socializing.

Furthermore, students at Tridaya Sakti Vocational School still form exclusive cliques and tend to limit their friendships to only a few people. Other studies also indicate that there are still middle school students with low self-disclosure (Jannah et al., 2024). Consequently, this creates a gap in interpersonal relationships, causing students to become closed off and unable to open up.

The issue of self-disclosure remains a significant concern in the school environment, particularly for students who face difficulties in expressing their feelings, experiences, and thoughts to others. The problem of low self-disclosure among middle school students is also prevalent in Yogyakarta. This is further supported by interviews conducted with school counselors in the city, which reveal that some students are still reluctant to be open in their communication—both with their peers and their teachers. Additionally, certain behavioral symptoms have been observed, such as frequent misunderstandings that lead to peer conflict and difficulties in social adaptation. These issues stem directly from the students' lack of self-disclosure.

Low levels of self-disclosure in students do not emerge in a vacuum; rather, they are influenced by several underlying factors. This can occur when individuals experience social pressure, fear of negative evaluation, or past trauma (Adiningtyas & Astuti, 2022; Quan et al., 2020). DeVito (2019) states that the factors influencing self-disclosure include personality, culture, audience, and topic. Individuals may find it difficult to disclose themselves due to the fear of their secrets being revealed, a lack of self-confidence when speaking, a lack of personal courage, feelings of shame, or concerns regarding future consequences (Nguyen & Slepian, 2022). This phenomenon is also frequently observed within school environments (Srijayarni et al., 2024; Fortuna, 2023). These issues occur largely due to the audience factor, as the partner with

whom an individual interacts significantly determines their level of self-disclosure.

It is necessary to enhance an individual's level of self-disclosure. When individuals find it difficult to express themselves, they become more susceptible to stress and feel pressured because they are unable to share their life problems or the feelings they are experiencing with others (Dwi et al., 2025; Syaminingtias, 2022). These impacts can hinder an individual's optimal development (Chen et al., 2021; Cuadros & Berger, 2023; Imami et al., 2019). One strategy to help individuals improve their self-disclosure is through individual counseling services.

Individual counseling is a problem-solving process for students facilitated by a guidance and counseling teacher or a school counselor (Widyastuti & Muyana, 2019; Widyastuti et al., 2025; Barida & Widyastuti, 2024; Martaningsih & Istiyono, 2019). The counseling process is conducted intensively with students experiencing or facing problems through face-to-face meetings with the guidance and counseling teacher or school counselor (Hikmah et al., 2023; Sarman et al., 2023). Various approaches can be utilized within the individual counseling process to enhance self-disclosure. One approach considered appropriate for improving adolescent self-disclosure is Solution-Focused Brief Counseling (SFBC).

The SFBC approach aims to assist individuals in finding solutions by leveraging their inherent strengths and abilities, making it easier to overcome problems and enhance psychological well-being (Rahman et al., 2025). SFBC is a counseling approach that focuses on strengths and solutions within a short timeframe, proving effective in helping clients increase their self-disclosure. This approach aligns with the factors influencing self-disclosure according to DeVito (2019), such as personality, culture, audience, and topic of conversation.

In practice, SFBC employs several techniques that can help clients be more open in expressing their thoughts and feelings. Techniques such as the miracle question can help clients envision their desired future conditions, thereby encouraging them to reflect on their existing experiences and feelings. Additionally, scaling questions help clients assess their own condition

incrementally, making it easier to explain personal feelings and experiences. The exception technique also helps clients recall positive experiences from times they successfully handled a problem.

Through this process, clients are encouraged to be more transparent in conveying their private thoughts, feelings, and experiences, which in turn enhances self-disclosure. Research findings indicate that solution-focused inquiries—such as miracle, exception, and scaling questions—can help individuals express personal experiences and communicate more openly during the counseling process (Stams et al., 2021).

Several studies have shown that the Solution-Focused Brief Counseling (SFBC) approach is effective in helping individuals overcome various psychological issues. This approach has also been proven to bolster self-confidence and improve social relationships (Nugroho et al., 2020; Fadhilla et al., 2025; Hidayati et al., 2025). However, most of these studies still focus on enhancing self-confidence and social relationship quality in a general sense, and have not specifically examined the link between the application of SFBC and the improvement of self-disclosure among junior high school adolescents. While previous research indicates that SFBC is effective in improving psychological aspects such as self-confidence and the quality of individual social relationships, studies specifically examining the role of SFBC in increasing self-disclosure in adolescents remain limited, particularly within the context of individual counseling services at the junior high school level. Furthermore, studies utilizing a Single Subject Design to investigate changes in self-disclosure through the application of SFBC are still rare. Therefore, this study was conducted to examine the potential of applying individual counseling with an SFBC approach to facilitate junior high school students in increasing their self-disclosure using a Single Subject Design.

This study is crucial because self-disclosure is a fundamental aspect of the development of adolescent interpersonal relationships, particularly for middle school students who are in a phase of identity seeking and social acceptance. Therefore, this study seeks to provide a scientific contribution by examining the application of the SFBC (Solution-Focused Brief Counseling)

approach in enhancing the self-disclosure of middle school students. The primary objective of this research is to investigate the potential effectiveness of individual counseling using the SFBC approach to increase self-disclosure among middle school students, utilizing a single-subject design. The results of this study are expected to enrich both theoretical and practical discourse within school guidance and counseling services, while serving as a foundation for developing counseling interventions oriented toward improving student self-disclosure.

## METHOD

### 1. Research Design and Procedures

This study employs a quantitative approach with an experimental research design, specifically a single-subject design (SSD). SSD is a research method conducted on the same subject across two different conditions: the baseline condition and the intervention condition (Mugitami, 2024; Widyastuti & Putri, 2025). The baseline refers to the condition used to evaluate the target behavior in its natural setting before or after treatment is applied. Meanwhile, the intervention condition is the phase during which the treatment is administered and the target behavior is observed. The SSD conducted in this study utilizes an A-B-A pattern.

The A-B-A research design is conducted through three distinct phases: the initial baseline (A1), the intervention phase (B), and the second baseline (A2). During the initial baseline phase (A1), the target behavior is measured repeatedly across three observations to determine the initial condition and the consistency of the subject's self-disclosure levels. Subsequently, the intervention phase (B) involves providing individual counseling services using the SFBC approach. This intervention takes place over three weeks, totaling five counseling sessions. Once all intervention sessions are completed, the second baseline phase (A2) is conducted through three follow-up observations to assess the sustainability of behavioral changes after the intervention has ceased.

By utilizing this A-B-A design, a more valid representation of the effectiveness of individual SFBC counseling in increasing adolescent self-disclosure can be obtained.

The intervention in this study is carried out in several counseling sessions, each lasting approximately 45 minutes, applying core SFBC techniques such as goal formulation, the miracle question, scaling questions, and the exception question to help students identify their strengths and solutions to the problems they face.

### 2. Participants

The subjects for this study were selected using a purposive sampling technique from a pool of 238 students at a junior high school in Yogyakarta. The research subjects consisted of two students chosen based on pre-test results indicating the lowest self-disclosure scores. Both subjects are 8th-grade students within the age range of 13–14 years, consisting of one male and one female student. The selection of subjects was based on specific criteria relevant to the research objectives. This study also adhered to ethical standards by obtaining informed consent from the students and parental/guardian consent. Additionally, the confidentiality of the subjects' identities was maintained by using initials in the reporting of the research results. The criteria for selecting research subjects using the purposive sampling technique were as follows:

Having the lowest self-disclosure scores based on initial measurement results; Categorized as early adolescents aged 13–15 years; Free from indications of serious psychological disorders; and Willing to be fully involved in the research activities with the support and permission of a parent or guardian. Subjects who met these criteria were provided with an intervention in the form of individual counseling services using the SFBC approach. The use of this design is considered robust as it allows for the regular observation of behavioral changes in students. Selecting students with low self-disclosure was also intended to ensure that the results of the intervention are more clearly visible and meaningful.

### 3. Instrument

This study utilized non-test techniques for data collection. The instruments consisted of a self-disclosure psychological scale and self-disclosure observation guidelines. Both instruments were developed based on the self-disclosure theory established by DeVito in

1997. The self-disclosure scale was employed to identify the research subjects who would receive the intervention. Meanwhile, the observation guidelines were used to monitor the persistence of behavioral changes in students' self-disclosure across the initial phase (Baseline A1), the intervention phase (Intervention B), and the post-intervention assessment phase (Baseline A2).

Before being used to determine the research subjects, the self-disclosure scale was analyzed for validity and reliability using the Rasch Model with the assistance of the Winsteps application. This model converts ordinal data into interval data, resulting in more accurate and objective measurements (Sumintono & Widhiarso, 2013; Widyastuti, et al., 2025). Out of the 30 original items, 3 items were identified as misfit, leaving a final total of 27 items. Meanwhile, the observation guidelines used during phases A1, B, and A2 were revised based on expert judgment to ensure they are appropriate for measuring adolescent self-disclosure in junior high school. The results of the Rasch Model analysis are presented in Tables 1-3.

**Table 1.** Summary Statistics

No	Information	Result
1	The person measure	1,00
2	Cronbach's Alpha	0,95
3	Person reliability	0,95
4	Item reliability	0,85

**Table 2.** Item Fit Order

Item Number	Coefisien Measure	Description
29	2.17(>1,38)	Misfit
23	1.77(>1,38)	Misfit
30	1.54(>1,38)	Misfit

Mean=87,8; SD=7,7; Ideal Value Logit=0,97+0,41=1,38 (fit statistics criteria <1,38)

**Table 3.** Distribution of Item (Self-disclosure Scale)

Aspect	Number of Item (Before)	Number of Item (After)
Amount	4	4
Valence	9	9
Accuary and honestly	9	9
Intention	4	3
Intimacy	4	2
<b>Total</b>	<b>30</b>	<b>27</b>

The Rasch model analysis indicates that the self-disclosure scale instrument possesses excellent quality. This is evidenced by a Cronbach's Alpha of 0.95 and a person reliability of 0.95, both of which demonstrate high consistency and reliability, along with an item reliability of 0.85, which falls into the "good" category. Meanwhile, three items—specifically items 29, 23, and 30—did not fit the model (misfit) and were subsequently removed. Following this refinement, the total number of items was reduced from 30 to 27, primarily affecting the aspects of intention and intimacy. Overall, the self-disclosure scale is considered valid and fit for use.

The following are examples of items from the self-disclosure scale: (1) "I am able to tell others about the failures I have experienced."; (2) "I recount the chronology of an event exactly as it actually happened."

#### 4. Data Analysis

This study utilizes visual data analysis (graphing), a method of analyzing data by directly observing graphs representing the subjects' behavioral observations. This technique is highly suitable for Single-Subject Design (SSD) research, as the primary focus of this study is to observe behavioral changes in individuals following an intervention. In this context, the intervention refers to individual counseling sessions using the SFBC approach, while the observed behavior is the students' self-disclosure. The visual analysis in this study includes elements such as condition length, trend direction, stability, data paths, range stability levels, and levels of change.

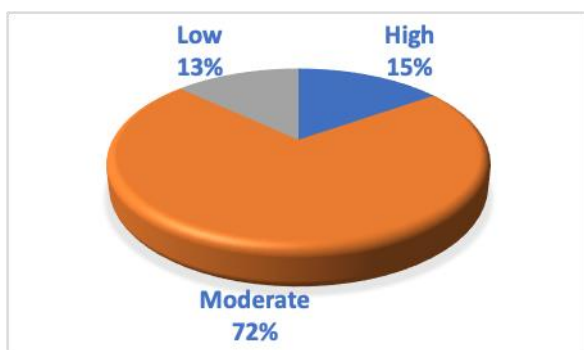
## RESULTS AND DISCUSSION

Before the intervention, a pre-test was conducted to determine the prevalence of students' self-disclosure and to identify the subjects for this study. The measurement involved 238 middle school students in Yogyakarta, Indonesia, using a self-disclosure scale. Based on the results, the actual scores—such as the mean and standard deviation—were obtained. Specifically, the results showed a Mean = 79.85 and SD = 8.48. Based on these values, the categorization and data distribution were established, as shown in Table 4.

**Table 4.** Categorization and Data Distribution

Interval	Category
88,33 - 104	High
71,37 - 88,32	Moderate
54 - 71,36	Low

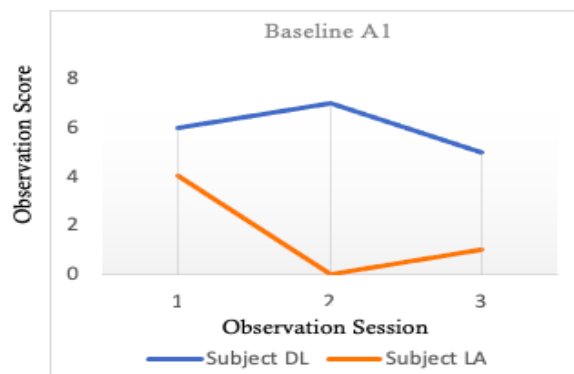
The initial measurement results are presented graphically in Figure 1. This visual representation provides a detailed overview of the variations in students' self-disclosure levels prior to receiving the intervention

**Figure 1.** The Prevalence of Self-Disclosure Among Junior High School Students in Yogyakarta City

Based on the initial measurement results, two students were selected as subjects for this study. Out of the 30 students in the low category, these two individuals had the lowest self-disclosure scores. Their respective scores were 54 and 59.

### 1. Analysis of Baseline Condition (A1)

After selecting the two subjects, the research process continued with observations of self-disclosure in subjects DL and LA, using a self-disclosure observation guide. Initially, three observations were conducted. The results of these three observations served as the basis for assessing the subjects' initial conditions before the intervention was administered. This initial condition data is presented as a baseline (A1), which can be seen in Figure 2. The baseline illustrates the initial patterns of the subjects' self-disclosure levels, allowing for a comparison with the changes that occur after the intervention.

**Figure 2.** Basic Visual Analysis (A1) of Subject DL and Subject LA

Based on Figure 2, the levels of self-disclosure for subjects DL and LA show fluctuations from the first to the third observation. These results indicate that there were changes in the level of self-disclosure in each session. Specifically, Figure 2 illustrates that subject DL's self-disclosure score rose during the second observation before returning to the initial baseline in the third observation. For subject LA, the score decreased in the second observation and rose slightly in the third, though the overall pattern remained relatively stable. Since the graph indicates a steady trend with no significant variations, data collection for the baseline phase (A1) was concluded, and the process proceeded to the intervention phase.

#### a. Condition Length

Condition length refers to the amount of data representing each session within every condition. The length of the baseline A1 condition is 3 sessions; this indicates that the self-disclosure levels of subjects DL and LA during the baseline A1 phase—from the first to the third session showed a consistent pattern with minimal change, allowing the observation to be concluded.

#### b. Directional Trend Estimation

The directional trend estimation aims to observe self-disclosure as illustrated by downward, upward, or flat graphs, applying the split-middle technique. The results of the visual analysis for the baseline trend direction (A1) are shown in Figures 3 and 4.

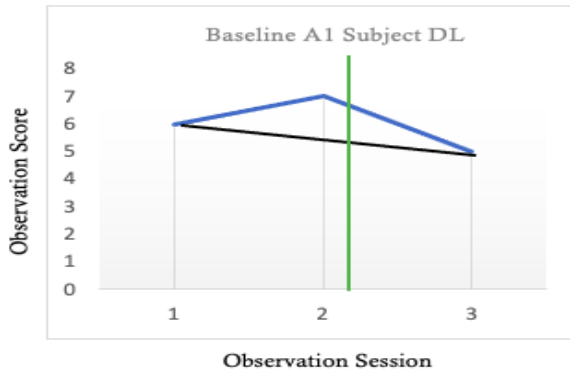


Figure 3. Visual Analysis of Trend Direction at Baseline (A1) (Subject DL)

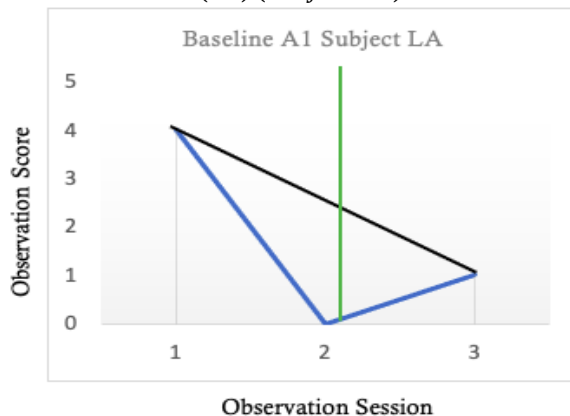



Figure 4. Visual Analysis of Trend Direction on the Baseline (A1) (Subject LA)

Based on Figures 3 and 4, the predicted trend for subjects DL and LA during the A1 baseline condition indicates a decline. This means that the self-disclosure of both subjects in this phase shows a downward trend (-).

Table 5. Estimation of Baseline A1 Trend Direction

Condition	Baseline A1
Estimation of Subject Directional Tendency for DL and LA	 (-)

**c. Stability Tendency**

The stability tendency of self-disclosure can be assessed using a stability criterion of 15% or 0.15. If the stability percentage falls between 80% and 100%, it is interpreted as stable. Conversely, if the percentage is below this range, it is categorized as variable or unstable.

**1) Subject DL**

a) Mean level = The total score of baseline A1

The number of sessions in baseline A1

$$= \frac{6+7+5}{3} = 6$$

b) Stability Range = highest score x Stability criteria  
 = 7 x 0,15 = 1,05

c) Upper Limit = mean level + (1/2 stability criteria)  
 = 6 + 0,525 = 6,525

d) Lower Limit = mean level - (1/2 stability range)  
 = 6 - 0,525 = 5,475

e) Stability Range Percentage for Baseline A1 is 5,475 – 6,525. There is only 1 data point within this range, which is the score of 6.

Stability Trend = (1:3) x 100%  
 = 33,33%

Although the data in the baseline phase (A1) did not fully meet the stability range criteria ( $\geq 80\%$ ), observations were concluded as no systematic trends were found, only minor fluctuations around the mean. Furthermore, the existing data sufficiently established the subject's initial condition prior to the intervention.

**2) Subject LA**

a) Mean level = Total score of baseline A1  
Number of sessions in baseline A1  
 =  $\frac{4+0+1}{3} = 1,67$

b) Stability range = Highest score x Stability criteria  
 = 4 x 0,15 = 0,6

c) Upper limit = Mean level + (1/2 stability range)  
 = 1,67 + 0,3 = 1,97

d) Lower limit = mean level - (1/2 stability range)  
 = 1,67 - 0,3 = 1,37

e) Stability percentage the stability range for baseline A1 is 1.37 – 1.97. There are no data points within this range. Although the stability percentage in the baseline A1 phase does not show a systematic trend pattern, it sufficiently illustrates the subject's initial condition prior to the intervention.

**d. Data Path Trend**

The data path trend in baseline A1 indicates a decrease in both subjects. The data path trend is presented in Table 6.

**Table 6.** Data Trace Tendencies of Baseline A1

Condition	Baseline A1
The Data Trace Tendency of Subjects DL and LA	(-)

**e. Range Stability Level**

The analysis of self-disclosure data for subjects DL and LA during the A1 baseline phase tended to be unstable. However, observations were discontinued because the data remained within a consistent pattern without significant changes, providing an adequate representation of the subjects' initial conditions prior to the intervention.

**f. Level of Change**

The level assessment is conducted to compare the data from the first and last sessions of the baseline phase (A1). The changes in the A1 baseline level are shown in Table 7.

**Table 7.** Baseline Change Levels A1

Condition	Baseline A1
Subject Level Change DL	5 - 6 = - 1
Subject Level Change LA	1 - 4 = - 3

Based on Table 7, the level of change in both subjects is negative (-), indicating a decrease in self-disclosure for both subjects.

**1. Analysis within the Intervention**

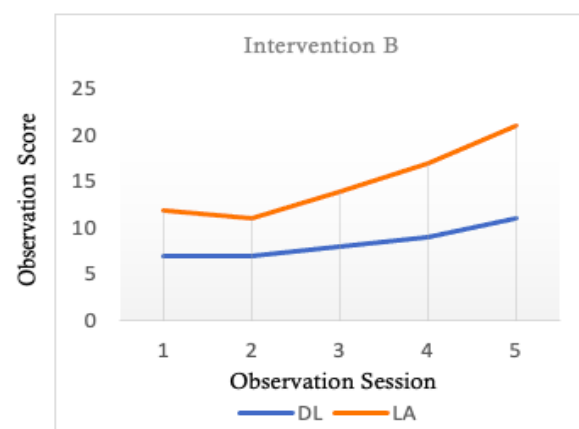
**Condition (B)**

In the intervention phase (B), an intervention was conducted using individual counseling sessions with a Solution-Focused Brief Counseling (SFBC) approach. This approach focuses on the client's existing strengths and helps them identify solutions and small changes that indicate progress. Based on observations during the five-session intervention, an increase in self-disclosure was observed in both subject DL and subject LA.

On the intervention phase (B) graph, subject DL's scores increased gradually, starting at 7 in the first session, remaining at 7 in the second, rising to 8 in the third, 9 in the fourth, and reaching 11 in the fifth session. A similar trend was observed for subject LA, whose scores moved from 5 in the first session, dipped to 4 in the second, then

increased to 6 in the third, 8 in the fourth, and reached 10 in the fifth session.

This consistent increase in scores indicates that subjects DL and LA became increasingly open in sharing their thoughts, feelings, and personal information after participating in SFBC counseling. During the intervention phase, the researcher also conducted five observations to systematically monitor changes and developments in self-disclosure for both subjects. This data is presented in Figure 5.



**Figure 5.** Visual Analysis of Intervention (B) for Subject DL and Subject LA

Figure 5 shows the intervention phase (B), which is a follow-up to the baseline phase (A1). In this phase, there is a gradual increase in scores in each session for both DL and LA. This consistent rise illustrates that self-disclosure in both subjects continued to develop throughout the intervention process.

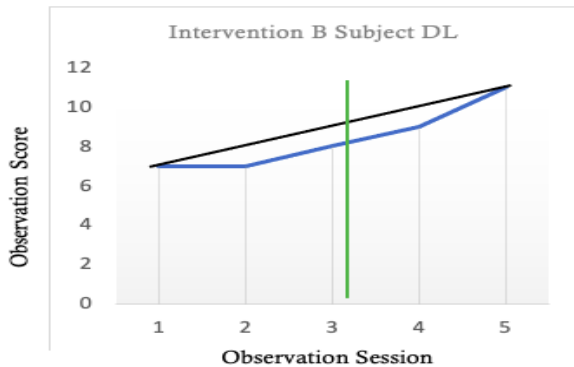
**a. Condition Length**

The condition length in the intervention phase (B) consists of 5 sessions. This indicates that the levels of self-disclosure for subjects DL and LA during the intervention phase (B), from the first to the fifth session, have shown a systematic trend of change, allowing the observations to be concluded.

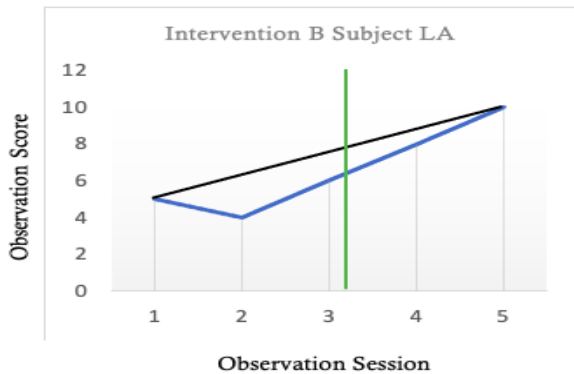
**b. Trend Direction Estimation**

The visual analysis of the trend direction in the intervention phase (B) shows an upward movement, indicating a positive change where students became more open in expressing their thoughts, feelings, and personal information after undergoing individual counseling using the SFBC

approach. The visual analysis of the trend direction for the intervention phase (B) is presented in Figures 6 and 7.




**Figure 6.** Visual Analysis of Trend Direction in Intervention (B) (Subject DL)



**Figure 7.** Visual Analysis of Trend Direction in Intervention (B) for Subject (LA)

Based on Figures 6 and 7, the predicted trend for the self-disclosure of subjects DL and LA during the intervention phase (B) indicates an increase. This means that the self-disclosure trend for both subjects in this phase is upward (+) (Table 7).

**Table 7.** Estimation of Intervention Directional Tendency (B)

Condition	Intervensi (B)
Estimation of Subject Directional Tendencies for DL and LA	 (+)

**c. Stability Trend**

**1) Subject DL**

a) Mean level =  $\frac{\text{Sum of scores in baseline A1}}{\text{Number of sessions in baseline A1}}$

$$= \frac{7+7+8+9+11}{5} = 8,4$$

- b) Stability Range = Highest score x Stability criteria  
 $= 11 \times 0,15 = 1,65$
- c) Upper Boundary = mean level + (1/2 Stability range)  
 $= 8,4 + 0,825 = 9,225$
- d) Lower Boundary = mean level - (1/2 Stability range)  
 $= 8,4 - 0,825 = 7,575$
- e) Stability Percentage The stability range for baseline \$A\_1\$ is 7.575 – 9.225. There are 2 data points within this range (scores 8 and 9).  
 Stability Trend =  $(2:5) \times 100\% = 40\%$

Although the data in the intervention phase (B) did not fully meet the stability percentage criteria ( $\geq 80\%$ ), the intervention and observation were concluded because a systematic increasing trend was observed. Furthermore, the collected data sufficiently represents the subject's condition during the intervention.

**2) Subject LA**

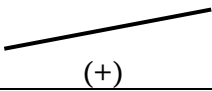
- a) Mean level =  $\frac{\text{Total score of baseline A1}}{\text{Number of sessions baseline A1}}$
- A1 =  $\frac{5+4+6+8+10}{5} = 6,6$
- b) Stability range = Highest score x Stability criteria  
 $= 10 \times 0,15 = 1,5$
- c) Upper limit = mean level + (1/2 stability range)  
 $= 6,6 + 0,75 = 7,35$
- d) Lower limit = mean level - (1/2 Stability range)  
 $= 6,6 - 0,75 = 5,85$
- e) The stability range percentage for baseline A1 is 5.85 – 7.35. Within this range, there is only one data point, which is 6.  
 Stability tendency =  $(1:5) \times 100\% = 20\%$

Although the data in the intervention phase (B) did not fully meet the stability envelope criteria ( $\geq 80\%$ ), the intervention and observations were discontinued because a systematic increasing trend had been established. Furthermore, the gathered data sufficiently characterized the subject's condition throughout the intervention period.

**d. Data Path Tendency**

The data path trend in the A1 baseline indicates a decrease in both subjects. The data path trend is shown in Table 8.

**Table 8.** Intervention Data Trend (B)

Condition	Intervensi (B)
Data Trail Tendencies of Subjects DL and LA	 (+)

**e. Range Stability Level**

The data analysis of self-disclosure for subjects DL and LA during the intervention phase (B) shows an upward trend, thereby allowing for the continuation to the baseline phase (A2).

**f. Level of Change**

The level assessment is conducted to compare the data from the first and last sessions of the intervention phase (B). The changes in the intervention level (B) are shown in Table 9.

**Table 9.** Intervention Change Levels (B)

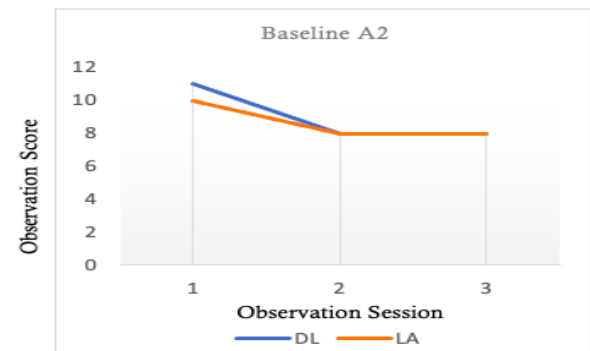
Condition	Intervensi (B)
Subject Level Change for DL	$11 - 7 = 4$
Subject Level Change for LA	$10 - 5 = 5$

Based on Table 9, the level of change in both subjects increased (+), indicating an improvement in self-disclosure for both subjects during the intervention phase (B).

**2. Analysis in Baseline Condition A2**

After the intervention was completed, the research process continued with follow-up observations to determine the changes in self-disclosure for both subjects. Figure 8 illustrates the results of the baseline phase (A2), where self-disclosure scores for both subjects were re-measured over three observations to ensure the stability of the changes after the intervention ended. In this phase, differences in scores were observed in each session for both DL and LA. Although the trend does not show an upward trajectory in Figure 8, it actually demonstrates score consistency in the second and third observations; this means that self-disclosure abilities continued positively and remained stable despite the cessation of the intervention. This condition shows a better

result compared to the previous baseline phase (A1), as the subjects were able to maintain their self-disclosure after participating in individual counseling services using the SFBC approach.



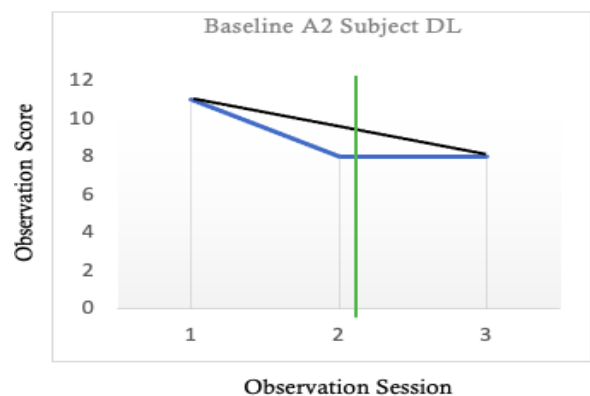
**Figure 8.** Basic Visual Analysis (A2) of Subject DL and Subject LA

**a. Condition Length**

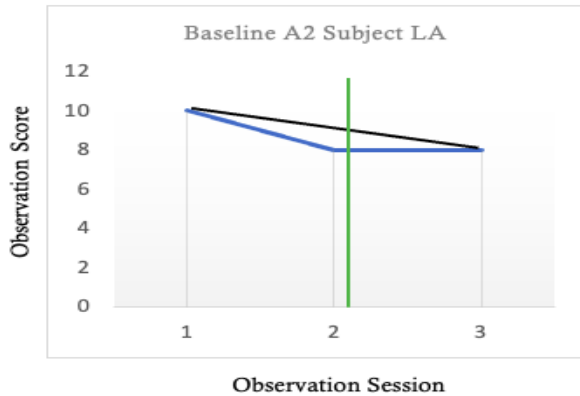
The condition length for baseline A2 consists of 3 sessions. This indicates that the levels of self-disclosure for subjects DL and LA in the baseline A2 phase remained stable from the second to the third session, allowing the observation to be concluded.

**b. Trend Direction Estimation**

The results of the visual analysis of the baseline trend direction (A2) are shown in Figures 9 and 10.



**Figure 9.** Visual Analysis of Directional Trends on the Baseline (A2) (Subject DL)



**Figure 10.** Visual Analysis of Directional Trends on the Baseline (A2) (Subject LA)

Based on Figures 9 and 10, the predicted trend of self-disclosure for subjects DL and LA during the A2 baseline condition indicates a decrease, yet remains consistent in the second and third observations. This implies that the self-disclosure trend for both subjects in this phase is declining (-). This data can be observed in Table 10.

**Table 10.** Estimated Baseline A2 Directional Trends

Condition	Baseline A2
Estimated Trend Direction of DL and LA Subjects	— (-)

**c. Stability Tendency**

**1) Subject DL**

a) Mean level =  $\frac{\text{Sum of scores in baseline A2}}{\text{Number of baseline A2 sessions}}$   
 $= \frac{11+8+8}{3} = 9$

b) Stability range = Highest score x Stability score  
 $= 11 \times 0,15 = 1,65$

c) Upper limit = mean level + (1/2 stability range)  
 $= 9 + 0,825 = 9,825$

d) Lower limit = mean level - (1/2 Stability range)  
 $= 9 - 0,825 = 8,175$

e) Percentage of stability range The stability range for baseline A2 is 8.175 – 9.825. None of the data points fall within this range. However, observations were concluded due to the consistent level of self-disclosure observed in the second and

third sessions. Furthermore, the collected data sufficiently represents the subject's condition following the intervention.

**3) Subject LA**

a) Mean level =  $\frac{\text{Sum of scores in baseline A2}}{\text{Number of baseline A2 sessions}}$   
 $= \frac{10+8+8}{3} = 8,67$

b) Stability range = Highest score x Stability criteria  
 $= 10 \times 0,15 = 1,5$

c) Lower limit = mean level + (1/2 Stability range)  
 $= 8,67 + 0,75 = 9,42$

d) Lower limit = mean level - (1/2 Stability range)  
 $= 8,67 - 0,75 = 7,92$

e) Percentage of stability range The stability range for baseline A2 is 7.92 – 9.42. There are two data points within this range, which are the scores of 8.  
 Stability tendency =  $(2:5) \times 100\%$   
 $= 66,7\%$

Although the data in the intervention phase (B) does not yet fully meet the stability range percentage criteria ( $\geq 80\%$ ), observations were concluded because a consistent level of self-disclosure was established during the second and third observation sessions. Furthermore, the collected data sufficiently represents the subject's condition following the intervention.

**d. Data Path Tendency**

The data path trend in baseline A2 indicates a decrease for both subjects. The data path trend is presented in Table 11.

**Table 11.** Trend of Baseline A2 Data Paths

Condition	Baseline A2
Data Path Tendency of Subjects DL and LA	— (-)

**e. Stability Level Range**

The data analysis for self-disclosure for subjects DL and LA during baseline A2 indicates a downward trend; however, this decrease is not sharp and remains consistent across the second and third observation sessions.

**f. Level of Change**

A level assessment was conducted to compare the data from the first and last sessions of the baseline A2 phase. The changes in the baseline A2 levels are presented in Table 12.

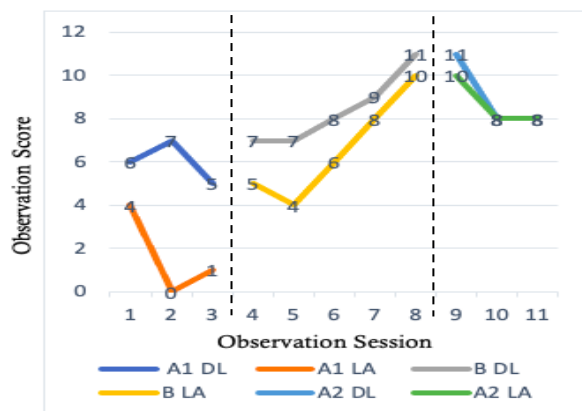
**Table 12.** Level of Change in Baseline A2

Condition	Baseline A2
Level Change for Subject DL	8 – 11 = - 3
Level Change for Subject LA	8 – 10 = - 2

Based on Table 12, the level change for both subjects is negative (-), indicating a decrease in self-disclosure for both; however, levels remained consistent during the second and third observation sessions.

**3. Inter-condition Analysis**

Based on the visual analysis of the three phases—baseline (A1), intervention (B), and baseline (A2)—there is an upward trend for both subjects. A general visual overview of the three phases for both subjects can be seen in Figure 11.



**Figure 11.** Visual Analysis of Self-disclosure: Baseline A1, Intervention B, and Baseline A2

**a) Number of Variables Changed**

The number of variables that underwent changes in each phase for both subjects was the same, consisting of a single variable.

**b) Change in Trend Direction**

A comparison between the baseline phase (A1) and the intervention phase (B) for both subjects indicates a shift from a previously decreasing trend to an increasing one, signifying an improvement in the condition following the intervention.

Meanwhile, a comparison between the intervention phase (B) and the baseline phase (A2) shows a slight downward trend that is not sharp, along with consistent self-disclosure observed in the second and third observation sessions. The changes in trend direction can be seen in Table 13.

**Table 13.** Changes in Trend Direction

Comparison of Conditions	A1/B	B/A2
Changes in Directional Tendency and Its Effects on the Subject		

**c) Data Overlap**

The results of the overlap data analysis show that for subject DL, the overlap value was 40% from phase A1 to B and 0% from phase B to A2. Meanwhile, for subject LA, the overlap data was 20% from phase A1 to B and 0% from phase B to A2. These findings indicate that the intervention had a strong effect on both subjects, and that this effect tended to persist after the intervention was discontinued.

The results of the visual graphic analysis indicate that the intervention had a positive impact on increasing self-disclosure in both research subjects, Subject DL and Subject LA. The intervention graph (B) shows a consistent increase in scores across each session. This consistent upward trend demonstrates that the counseling process using the Solution-Focused Brief Counseling (SFBC) approach helped both subjects become more open in expressing their thoughts, feelings, and personal information. Minor fluctuations that may appear between sessions can be understood as part of the subjects' adjustment process to SFBC techniques, which focus on solutions and personal strengths.

After the intervention phase was completed, observations continued into the second baseline phase (A2) to ensure that the resulting changes could be sustained without direct assistance. In this phase, variations in scores were observed in each session for both DL and LA. Although the trend did not show an upward movement, it demonstrated score consistency during the second and third

observations; this implies that the capacity for self-disclosure continued positively and remained stable even after the intervention was discontinued. Despite minor variations in some sessions, the range of change maintained consistency and remained at a significantly higher level than the initial baseline phase (A1).

Overall, the graphs across the three phases indicate that the SFBC approach is effective in increasing the self-disclosure of both subjects. The consistent increase in scores during the intervention phase, followed by relatively stable scores in phase A2, indicates that the changes were not temporary but tended to be persistent and developmental. These findings reinforce that individual counseling services using the SFBC approach are capable of encouraging students to be more open, recognize their personal strengths, and express experiences and feelings more adaptively.

The results of this study are in line with the findings of Nugroho et al. (2020) and Hidayati et al. (2025). Those studies demonstrated that the application of SFBC can enhance students' self-confidence and interpersonal skills within individual school counseling settings. The distinction in this study lies in its focus on using SFBC to improve self-disclosure. This further underscores the significance of SFBC in facilitating individual change across multiple psychological aspects.

The findings of this study are also relevant to the research conducted by Fortuna (2023) and Srijayarni et al. (2024), which state that self-disclosure can develop when individuals gain positive communication experiences, psychological support, and an empathetic relationship with a counselor. However, while some previous studies emphasized the improvement of self-confidence or the quality of social relationships in general, this study specifically examines changes in self-disclosure among junior high school students through the application of SFBC using a single-subject design. Thus, this research provides an additional contribution by broadening the understanding of the potential application of SFBC in fostering adolescent self-disclosure within individual school counseling settings.

The results of this study are further supported by Indriani et al. (2024), which

demonstrated that SFBC is effective in increasing the self-disclosure of junior high school students. The distinction, however, lies in the research design utilized; while their study employed a pretest-posttest control group design, this study utilizes a single-subject design. Another supporting study by Hana et al. (2020) indicated that group counseling using SFBC is effective in enhancing student self-disclosure. The difference with the present study lies in the service setting—specifically, group counseling versus individual counseling. Nevertheless, both studies further reinforce the potential of SFBC in improving students' self-disclosure.

The results of this study demonstrate an increase in self-disclosure among junior high school students during the implementation of individual counseling using the SFBC approach. These findings indicate that SFBC has the potential to facilitate positive changes in enhancing student self-disclosure within school counseling settings. This study reinforces the view that solution-based interventions can create meaningful changes in students' self-disclosure. Psychologically, junior high school students are in the adolescent phase, which demands effective self-expression to build healthy interpersonal relationships (Pérez-Fuentes et al., 2019; Bernabe et al., 2025). Adolescents with low self-disclosure skills tend to face communication barriers, difficulties in making friends, and increased social anxiety (Laela et al., 2022). This condition aligns with the initial data obtained through interviews, which revealed that some junior high school students in Yogyakarta still show a tendency to withdraw and are reluctant to share personal thoughts and experiences.

The improvement in self-disclosure following individual counseling with SFBC can be attributed to the approach's emphasis on the client's strengths rather than the problems they face. Clients are encouraged to find practical solutions and small steps toward change (Rahman et al., 2025). This approach also creates a supportive counseling atmosphere, making students feel safe to express themselves. This is consistent with DeVito's (2019) assertion that self-disclosure is highly influenced by the communication environment, including trust and comfort with the audience. Furthermore, SFBC is

proven to help clients recognize small successes through techniques such as scaling questions, miracle questions, and exception questions. Through these techniques, students are encouraged to reflect on their experiences and express their thoughts and feelings more openly, thereby contributing to the increase in self-disclosure behavior.

Consequently, this study provides a significant contribution to the practice of guidance and counseling services in schools. School counselors can integrate SFBC as an effective approach to enhance student self-disclosure, particularly for students who tend to be withdrawn and face difficulties in expressing their personal feelings or experiences. Nevertheless, this study has several limitations that should be considered when interpreting the findings. First, the number of research subjects is highly limited—only two students—which restricts the generalizability of the results. Second, this study does not utilize a control group, meaning a comprehensive comparison of intervention outcomes with other groups could not be conducted. Third, the measurement of self-disclosure levels was largely based on observations and repeated measures during the research sessions, which allows for the possibility of subjectivity in the assessment. Therefore, future research is expected to involve a larger number of participants, employ more robust research designs, and consider the use of more diverse measurement instruments.

## CONCLUSION AND SUGGESTION

Based on the visual analysis of the A–B–A design, this study demonstrates a trend toward increased self-disclosure among junior high school students during the intervention phase. These findings indicate that the implementation of individual counseling services using the Solution-Focused Brief Counseling (SFBC) approach has the potential to serve as a strategy within school guidance and counseling services to facilitate student openness. Consequently, this research provides an initial contribution to enriching the literature on the application of SFBC in efforts to enhance adolescent self-disclosure in the school environment.

The findings of this study offer practical implications for school counselors

and guidance teachers to consider the application of individual counseling with an SFBC approach as a potentially effective strategy to help improve students' self-disclosure during the counseling process. Meanwhile, it is suggested that future research involve a larger number of participants and utilize a more comprehensive research design to provide stronger empirical evidence regarding the effectiveness of the SFBC approach in enhancing self-disclosure among adolescents

## CRediT authorship contribution statement

**Alvina Auliza Firjana:** Conceptualization, Investigation, Writing Original Draft Preparation. **Dian Ari Widyastuti:** Conceptualization, Methodology, Reviewing, and Editing. **Sri Tutur Martaningsih, Agungbudiprabowo, and Hjh Salwa Dato Seri Setia Hj Mahalle:** Reviewing and Editing.

## Declaration of competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

## Declaration of the use of AI

During the preparation of this work the authors used Grammarly for proof reading and spell checking. The authors reviewed and edited the content as necessary and took full responsibility for the content of the publication. content as needed and take full responsibility for the content of the publication.

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