

Student's Multiresilience Increase Applying Moral Dilemma Technique by Peer Counselor

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Abstract: Era is continuously changing with consequences that individual must be able to adapt and direct themselves so that changes were bridging facilitation and progress for individual and society. Student as youth generation having high intellectuality was expected to be behind as motivator and in front of as individual model who had high multi resilience to face life challenges. There were still less resilience students especially in Universitas Negeri Medan, Indonesia, showing phenomenon to need multi resilience crucial reinforcement on academic resilience, social-moral resilience, and online usage resilience. Multiresilience is empowered to function students to be peer counselor to provide guidance and counseling to counselee/student solving their simple problems by using moral dilemma technique. Research used one group pretest-posttest design. Research result indicated that peer counselor is able to increase student's multi resilience primarily on online usage resilience. The increase happened through dilemma concept transfer internalized in time of guidance and counseling on student's solved problem. It is necessary to be continued more intense multiresilience reinforcement through moral judgment promotion mechanism, such as by enriching role taking, moral dilemma experience, and moral dilemma completion by applying moral judgment values of postconventional.

Keywords: *Multiresilience; Moral Dilemma; Peer Counsellor; Role Taking; Moral Judgment.*

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I. INTRODUCTION

Pedagogy lane student is educated to be professional teacher who plays role as teacher and as educator. Teacher prepares number of knowledge and skill that makes students overcoming their materials and as educator develops student's psychologic in order to be able to complete development tasks on his age period and once time to be mature adult. The both roles integrated in teacher himself making teacher candidate students to be required owning resilience character, moreover because of facing student educating challenges on twentieth centuries life with full

progress of knowledge science and technology as well as their good or bad consequences.

Resilience was rebound (Advanced Dictionary English-Indonesian, 2007: 373) [1]; rush, persistent, persevere (Kamus Inggris-Indonesia, 1989: 480) [2] in facing challenges and difficulties (Menanti, Murad, Nurmaniah, 2019) [3] as well as sufferings. Resilience pictured phenomenon such as invulnerable, invincible, hardy (Henderson dan Milstein, 2003) [4]. Resilience was human ability to face, to solve, to obtain strength and competence to achieve self-transformation after experiencing adversity

(Grothberg, 1999) [5]. Resilience was competence to rise up strong back successfully, although risk exposure was strong (Krovetz, 1999) [6]. Based on some expert's opinion, Menanti et al (2024) [7] formulated the meaning of resilience as competence to adjust and to adapt positively on challenges, hardy, suffering and ability to rise up back of downturn successfully, although in stressed situation.

Resilience was dynamic, developing along life, and transaction and interaction among strengths in and out of self, that was shaped from significant interaction between risk and protective factors (Hendrani (2018) [8]. Risk factor like growing up in full of violence environment and protective factors such as self-confidence, flexible, independence individual characters. Environment factors such as less critic and warm family character. Resilience was considered as phenomenon that nature fluid among time period beside naturing dynamic, possibly resilience on a developmental level, but not on the other developmental level (Hendriani (2018) [9].

Resilience was shaped by relevance factors (Reivich and Shatté, 2002) [10]. According to Grotberg (1999) [11] there were three resources determining resilience, namely I have (external supports), I am (inner strengths), and I can (interpersonal and problem solving skills). I have was resilience resources coming from obtained social support relevance to perceived one. I am was resilience sources of self-strength and I can was resilience sources of effort done by individual for a success with self-strength. I have sources from 1) Relationship undergone by self-confidence (trust), 2) Structure and regulation existing in family, 3) Role Models, 4) Drive for independence (autonomy), 5) Access on facility such as health service, education, security and welfare. I am sources from 1) Personal evaluation that self finds lovely and loved by many people. 2) Having emphatic concern and love on others, 3) Feeling pride on himself, 4) Having responsibility on self and can accept consequences on whole actions, 5) Optimism, self-confidence and owning expectation for future time. I can sources from 1) Competence in communicating, 2) Problem solving, 3) Ability to manage feeling, emotion, and impulses, 4) Competence to measure self-temperament, 5) Competence to build full of trust relationship (Grotbertz, 1999) [12]. Reivich and Shatté (2002) [13] thought that there were seven resilience factors, namely emotion regulation, impulses control, optimism, causal analysis, empathic, self- efficacy, dan reaching out.

Research result stated about resilience basic usage, like to pass adversity founded in daily life (Reivich and Shatté, 2002) [14], Nasution (2011) [15], and better facilitating to build children's resilience capacity at the beginning years than have experienced stress (Winder, 2006 in Patilima, 2015) [16]. Students needed some resiliences (called multiresiliences), minimally academic, social-moral, and online usage resiliences, not by ignoring the importance of other resilience such as resilience in family. Academic resilience according to Cassidy (2016) [17] was individual competence to increase achievement in education although he was experiencing significant hardy. According to Martin and

Marsh (2006) [18], academic resilience was competence to survive in hardy condition, able to overcome difficulty, rising up from downturn, and to adapt positively on stress and academic need. In short meaning, Murad et al (2023) [19]; Menanti et al (2024) [20] proposed academic resilience was success in adapting on difficulty in academic area.

Academic resilience to fulfil the educational curriculum requirement, social-moral resilience to control self from environment negative impact, in order to be able to be student adapting positively on environment of moral perspective, and online usage resilience to become smart student adding knowledge, exploring knowledge science and skill, obtaining recreation and entertainment, and exploring career world. Resiliences of academic, social-moral, online usage, interconnected. The existence of interconnection is illustrated as follows: student working hard to be able to operate online available facilities (online usage resilience) for study completion (academic resilience), and to use those facilities tied by society norms, values and moral thinking (social-moral resilience). The multiresilience difference between one student to another is placed on resilience kind prioritized and its level. With multiresilience strength, it can be predicted that student could graduates their study fluently and produces their best achievement, undergoing their study with comfortable feeling, preventing to experience plateau, namely existing on level of without progress (Henderson and Milstein, 2003[21]; Menanti, et al, 2023, 2022 [22]; Mataro, 2021) [23], and preventing drop out study.

In Indonesia, especially in Universitas Negeri Medan, educational curriculum called Kerangka Kualifikasi Nasional Indonesia (KKNI), hence broken down in Rector's regulation Number 065/UN33/Kep/2016. KKNI obliged students implementing 6 (six) assignments on each subject, such as routine task, critical book report, journal critical report, idea engineering, doing project task, doing miniresearch. A number of student was challenged to achieve KKNI, but a number of other student was experiencing trouble and stress in order to appear behavior completing the lecture assignments with low quality and always tends to do something not justified by scientifically ethic code. Two researches conducted in Universitas Negeri Medan, Indonesia showed research findings as follows: 1) Research on resilience was viewed from student's lecturing task and control locus, showing 5,56% student considered KKNI not positive; 30,18 % considered less positive; 32,83% considered positive enough; 25,25% considered positive; and 5,56% considered very positive (Menanti, et al, 2017) [24]. This research finding showed large numbers of student (35,74%) considering the assignments of KKNI no positive and less positive; 2) Research on role of peer counselor in increasing troubled student's resilience at pre-test (before treatment was done) showed 58,10% student's resilience to be classified below average, 37,08% to be classified average, and 4,81% to be classified above average (Menanti, Murad, Nurmaniah, 2019a [25], 2019b) [26]. Resilience research on this troubled student showed a large number of students (58,10%) owning resilience at below average. The both researches indicated large number of guidance and counseling program study students in faculty of education

science, Universitas Negeri Medan, having resilience middle low. Research conducted by Murad, Gultom, Menanti (2023a [27], 2023b [28]) on pedagogy lane student, Universitas Negeri Medan by applying ice breaking module in learning showed average result of student's academic resilience including middle, then after lecturer is using ice breaking in learning changing to be averagely classified high.

Research in Senior High School Level in some schools, Medan, North Sumatra-Indonesia indicated as follows: 1) Presurvey and interview on academic resilience conducted by Cynthia (2023) [29] to students of SMA Negeri 2 Padang Bolak at least indicated 41% student owning low academic resilience; 2) Interview conducted by Soleha (2022) [30] on preliminary study about the impact of self-esteem and intelligence on students learning resilience in MAN 1 Deli Serdang indicated 7 (seven) resilience aspects proposed by Reivitch and Shatté (2002) [31] to be classified low. Those seven aspects were classified low, namely emotion regulation, control impulse, optimism, causal analysis, empathic, self-efficacy, and reaching out. For example, student was not able to control his emotion in time of exam without plan done by teacher. Other example, student could pessimistically overcome lesson material shared in networking; 3) Research findings almost similar done by Sarumpaet (2022) [32]. He researched on the impact of group counseling service on resilience at students who have broken home family background in SMP Negeri 2 Percut Sei Tuan. It was founded findings that seven aspects of resilience proposed by Reivich and Shatté (2002) [33] was classified low; 4) Research conducted by Balqis (2022) [34] on the impact of locus control and spiritual intelligence on student's resilience in MAN Langsa Aceh indicated student's empirical resilience as much as 95.674, meanwhile hypothetical resilience as much as 122.500. This meant that student's resilience did not meet expectation yet; 5) Research conducted by Siswoyo (2023) [35] on the impact of group guidance with modeling technique on resilience facing final test semester Class VIII SMP Negeri 1 Aek Kuo showed student's resilience in facing the examination to be averagely classified low; 6) Research conducted by Febrianti (2023) [36] on developing teaching material with academic integrity theme at students of SMA Negeri 1 Batang Kuis among others showed as much as 18,18% students owning integrity to be classified very bad; 15,15% to be classified less good. Some research conducted to student in campus and student in school, Indonesia pictured student's academic resilience and resilience needing the serious increase.

Research on student's social-moral resilience and online usage resilience specifically in Universitas Negeri Medan - Indonesia, until now was not done, although it was identified student needed increase. In social-moral resilience, a tendency was often observed student took decisions it's nature in connection to other's existence and/or interest, using right wrong perspectives, good bad, reasonable-unreasonable, including less of broad insight. This narrow social-moral thinking ability pictures moral judgment on levels of preconventional, dan conventional. In the meantime, student should have achieved moral judgment at post-conventional level. At moral judgment of pre-conventional

level, student takes decision in two kinds of stage. First stage, values viewed right when they are similar to owned by anyone who have authority on him such as parent, lecturer, senior, leader, because student did not own moral values he refers yet. Second stage, student takes decision right/good/code and on the contrary, uses values which enforces mutual advantage relationship, For example, student has initial OO facilitates his friend initial EE go and back from campus together driving his motor cycle. OO viewed EE good/right/worthy, if EE responds MO for example, assisting to find the lecture assignments literature.

At moral judgment of conventional level first stage, student takes decision good-bad/ right – wrong / worthy – unworthy based on values in order to be viewed as kind person. For example, student is cleaning writing available on white board, reminding group that will be presenting in order to be called as diligently and attentional student. At second stage, student takes decision good-bad/right-wrong/worthy-unworthy based on values, norms happening in society. For example, student manages off voices handphone program as long as lecturing hours because student must be obedient on rule that have been stood up by lecturer. At post-conventional level, first stage, student takes decision good-bad/right-wrong/worthy-unworthy, referring on existence judgment, interest, majority expectation. At second stage, it referred on the happening of admitted values universally such as human being values, fairness.

Concerning to online resilience, digital technology usage such as computer, internet, smartphone, television, cannot almost be avoided of student's life. Digital technology facilitates student finding information, socializing, participating in community, expressing self, enjoying the entertainment, developing creativity, more than that can find income. On the other side, digital technology implied negative consequences decreasing concerns on environment and social interaction, disseminating crime behavior, aggressive, bullying, and body disturbance on sight. Livingstone, et al (2012) categorized three risks faced by child (student-writer) in interacting with online world through internet usage, namely content risks (unadvantage impressions or dangerous individual development); contact risk (contact to others making dangerous); and conduct risks (becoming victim of marketing persuasion, copyright infringement, sexual abuse) (in Hendriani, 2018) [37].

It was observed that part of students in Universitas Negeri Medan - Indonesia used online not relevance to space and its provision, namely watching games when lecturer was teaching, watching tiktok impressions when completing group assignments with friends, reading whacts up or looking at instagram on the street that can disturb pedestrians and personal safety. There were also students using online over time in order to ignore lecturing assignments. Anytime student visited library to learning, changing to film watching. Based on destructive cases of online usage proposed above, it can be meaningful that student's online resilience is crucial to increase its provision.

Up and down of multiresilience is something normal, but it is avoided in order to not making down. Some ways increasing multiresilience can be done such as through information giving, training, group guidance, counseling, moral dilemma experience increase. It is interesting to study multiresilience increase by using moral dilemma technique, because viewed novelty. Multiresilience increase uses dilemma technique primarily appearing moral dilemma experience on student's mind and they can accomplish the dilemma by applying mature moral judgment perspective, namely using post-conventional level values. Dilemma was confused thought condition to experience thought domain contradiction to determine which one of right – wrong/good – bad/worthy – unworthy decision or evaluation. Dilemmatic meant having attributes of dilemma, highly hard, and confusing (Kamus Besar Bahasa Indonesia, 2007: 193) [38]. Moral Dilemma was confused or hard to decide something from cognitive-moral perspective.

A long life, human experiences moral dilemma that will bring them to a best cognitive moral decision. As example of moral dilemma, a student was confused to decide what he goes to orphanage to complete project task with lecturer and other students or at the same time he must takes his mother in the train station to visit sick family. Student socialized about moral dilemma and practices him in facing many cases/events, so hopefully, it will be habit or moreover internalized, so in facing cases/events on academic resilience, social-moral resilience, and online usage resilience or other problems, student experienced moral dilemma process first. Through this moral dilemma process, student at least was prevented from impulsive decision that can harm self and other parties.

Seven resilience aspects/factors proposed by Reivich and Shatté (2002) [39] (Those seven aspects of resilience had been proposed) parallel to online resilience concept and it was necessary to strike in helping individual to be able to be resilience in digitalized world (Reivich and Shatté, 2002 [40]; Hendriani, 2018) [41]. Student's multiresilience increase done by peers, usually provided more particular comfortable feeling because of feeling closer and more open than to lecturers because of age distance and status of occupation. Peers is place to interact, to make friends, particular behavior reference, to develop skill in relevance to interest, sharing, also to develop leadership if able to do it. Peers can influence to positive direction such as providing emotional encouragement, increasing social skill, developing reasoning and negative effect such as appearing hostility (Desmita, 2012) [42]. Other positive contribution of peer counselor's functioning in college was to overcome lecturer amount limitation in providing psychological service for students.

II. RESEARCH PROBLEM

Problem identified is how student's multiresilience covering academic resilience, social-moral resilience, and online usage resilience can increase if student accepts guidance and counseling from peer counselor by using moral dilemma technique? What does student's multiresilience increase effectively? How mechanism of moral dilemma

technique be implemented by peer counselor in accordance with adhered to theory foundation in order to be able to increase student's multiresilience?, How does a right student become peer counselor?

To make sure that student's multiresilience increase needed a treatment. Treatment forms guidance and counseling giving to student by peer counselor by using moral dilemma technique. Moral dilemma was concept purposed similar to socio-cognitive conflict concept available in moral judgment theory. Moral judgment theory was pioneered by Lawrence Kohlberg, this theory is within grand theory called as cognitive theory, namely theory limiting its study on cognition. Three grand theories of psychology that can be referred in studying moral were behaviorism, psychoanalytic, and cognitive theories. (Aronfreed in Lickona, 1976 [43], Menanti 2008) [44]. Cognitive theory studied human from cognition angle and focused on treating human as thinking creature. On the contrary, behavioristic theory more focuses on human's behavior and act, meanwhile, psychoanalytic theory mostly studied experiences on the past influencing human. Cognitive theory emphasized reasoning of action, not content of action. Reasoning of action was a moral structure, in order to possible measuring moral structure achievement in different content. Rest (in Kurtines and Gerwitz, 1984: 26 [45]) proposed without knowing the inner processes that gave rise to the behavior, we cannot call it "moral", nor can we know how it is likely to generalize to other situations.

About view of moral judgment theory, Lickona (1976) [46] proposed "the concept of morality is itself a philosophical (ethical) rather than a behavioral concept (Kohlberg, 1971, p. 152)"; and Kohlberg concluded that the most essential structure of morality is the principle of justice, and that "the core of justice is the distribution of rights and duties regulated by concepts of equality and reciprocity". Kohlberg (1970) (in Lickona, 1976) [47] distinguishes between a moral principle and a concrete rule of action: Justice is not a rule or set of rules; it is a moral principle. By a moral principle we mean a mode of choosing which is universal, a rule of choosing which we want all people to adopt always in all situation.

In moral judgment theory, there are concepts called role taking and socio-cognitive conflict. Socio-cognitive conflict in this paper was purposed similar to moral dilemma concept. "These role-taking stages describe the level at which the person sees other people, interprets their thoughts and feelings, and sees their role or place in society (Lickona, 1976: 32) [48]. Arbuthnot and Faust (1981) [49] described that role-taking did not only know other's feeling, but more than that, individu realized that there were other different perspective of self-perspective and understanding complicated relationships among similar and different perspective. In role-taking individual understood competences, attributes, desires, hopes, feelings, emotions, encouragements, reactions, and other's thoughts. Role taking according to Arbuthnot and Faust (1981) [50] was cognitive ability viewing other's perspective world and more than that, realizing there was other different view of self-view. Role

taking also covered acceptance that other people had their own view, there was complicated relationships comprehension.

Arbuthnot and Faust (1981) [51] explained that socio-cognitive conflict showed disequilibrium situation like to gambling situation and curiosity if facing an interesting

problem, that invites thought to accomplish it. Disequilibrium situation encouraged individual to obtain equilibrium) back, equilibrium was achieved if can complete the faced problem, on the other word, dilemma was completed by individual. "... disequilibrium requires resolution and a that such resolution comes through structural reorganization ..."

(Turiel, 1977, 635 in Menanti, 2008) [52].

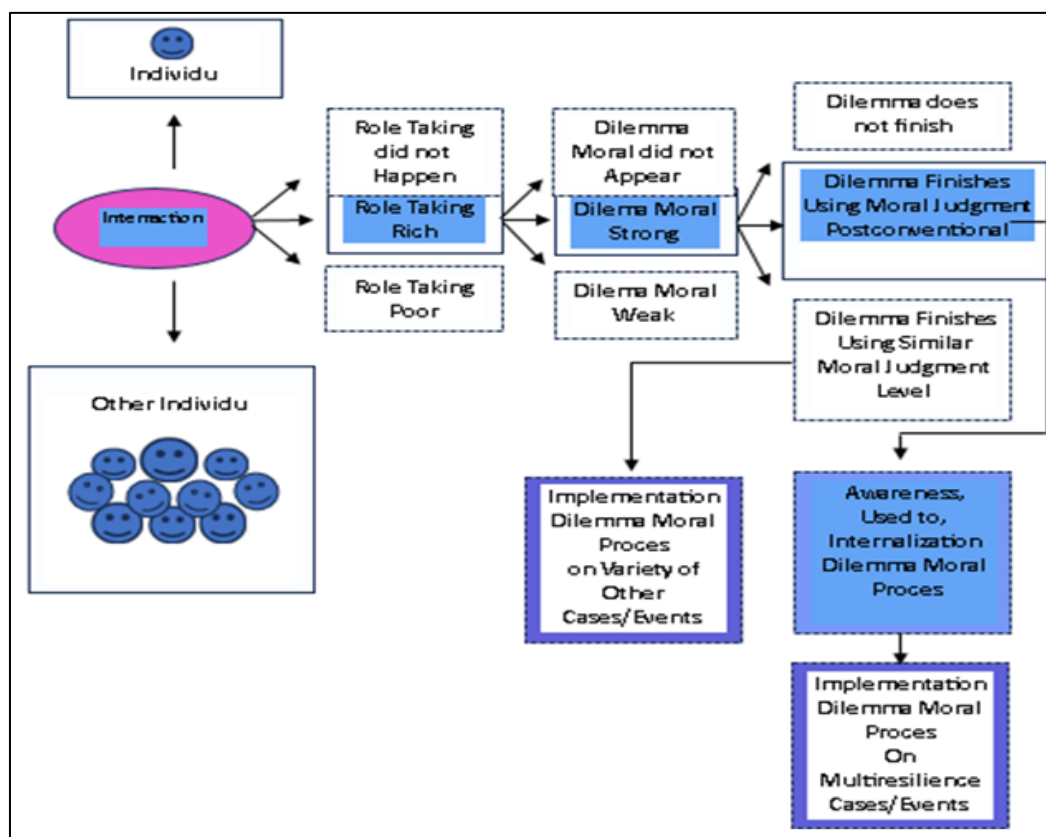


Fig 1. Mechanism of Moral Dilemma Increasing Multiresilience

Figure 1 showed that social interaction stimulating the appearance of role taking, and rich role taking can appears moral dilemma. Moral dilemma that can be completed by students by using high moral judgment values (post-conventional) will increase multiresilience, because dilemma experience on cases/events presented by peer counselor in time of serving guidance and counseling can be used to moreover internalized to students and implements when students solved academic, social-moral, online usage problems or other problems. On the other words, it is happened dilemma experience transfer so moral dilemma process happened first before making moral decision.

Dilemma process avoids student solving its problems spontaneously, impulsive, that will be fortunately. Moral dilemma technique increases multiresilience by appearing thought awareness on students that in facing the critical problem of moral dilemma process. Multiresilience increases orientation on moral thinking in making a decision accurately is used for student as peer counselor or student as counselee, because student has thinking stage of formal operation and wide enough. On this stage, student has logical thinking ability, analysis-shinthetic, hypothetical deductive, and

systematic (Ginsburg and Oppen, 1979) [53] needed by moral dilemma process.

Guidance and counseling served by peer counselor for students were simple problems (not complicated, in accordance with right that peer counselor is not professional counselor. For example, student expresses feeling, need to be listened, less self-confidence problem, negative imaginative, body posture, conflict with friends.

III. RESEARCH METHOD

A. Research Design and Measurement

This research was descriptive-quantitative to explain peer counselor effectiveness in increasing student's multiresilience by using moral dilemma technique. The effectiveness could be known from student's multiresilience changes before to after accepting guidance and counseling to use moral dilemma technique done by peer counselor. Research was quasi experiment with one-group pretest-posttest design. Dependent variable is student's multiresilience and independent variable is guidance and counseling service done by peer counselor to students by

using moral dilemma technique. Research was done from February up to June 2024. Guidance and counseling implementation location and time was conducted in accordance with agreement between peer counselor and guided students.

Academic resilience measurement was broken down from academic resilience concept proposed by Cassidy (2016) [54], meanwhile, the measurement of moral-social and online usage resiliences was arranged by researcher, broken down and developed of concept seven aspects resilience proposed by Reivich and Shatté (2002) [55]. According to Livingstone, et al (2012), seven factors resilience proposed by Reivich and Shatté (2002) [56] parallel to resilience online concept (Hendriani, 2018) [57], as well as similar to moral-social resilience. Those seven aspects resilience were emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, dan reaching out.

Multiresilience was arranged in form of Likert scale with five answer choices. For item favorable statement, answer choices were consisted of Highly Agree scored 5, Agree scored 4, Enough Agree scored 3, Less Agree scored 2 and statement Almost No Agree scored 1. For unfavorable statement, score was given backwards from item favorable statement. Valid item on academic resilience scale amounted 18 items, reliability 0,93. Moral-social resilience amounted 52 items with reliability 0,90 and online usage resilience 53 items with reliability 0,93. Trying out was done on 38 students. For dilemma cases/events, were used 6 (six) case narration, each resilience used 1 up to 2 cases in relevance to need. Cases/events were arranged and tried out to know readability and try out subject comprehension. Trying out was done on 38 students.

Before peer counselor implements guidance and counseling, he first does simulation in lecturer teaching classroom. Simulation consists of student who play role as counselee, peer counselor, meanwhile, other student as observer, and lecturer responded and explained on: 1) Starting guidance and counseling, 2) Explaining activity will be done, goal, and activity benefit, principles that must be obeyed in guidance and counseling, 3) Pre-test and Post-test, 4) Multiresilience increase uses moral dilemma technique, with two focuses. First, focusing on growing role taking, moral dilemma, and its completion. Second, applying role taking experience, moral dilemma, and moral dilemma completion on cases/events faced by student. There are students doing independence simulation by studying guideline.

The assessment by lecturer on this simulation used 8 items checklist. Highest score 40 and lowest score 8. Assessment result used formula:

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Categorization total}}$$

$$\frac{40 - 8}{3} = 10,67$$

so, 10,67 – 21,34 : Low
21,35 – 32,01 : Enough
32,02 – 42,68 : High

Research design quasi experiment with one-group pretest-posttest design to increase student's multiresilience was conducted in 3 (three) steps as follows: 1) Identifying accurate students to become peer counselor, covering the call to be peer counselor, overcoming pedagogy principles and guidance and counseling science principles for role need as peer counselor (not guidance and counseling teacher and not professional counselor); 2) Peer counselor does multiresilience increase simulation using peer's moral dilemma technique; 3) Peer counselor does multiresilience increase using moral dilemma technique and does measurement. For this, peer counselor first has founded student that will accept guidance and counseling, and had proposed activities benefit and goal, explaining activities implementation guideline, and making agreement on guidance and counseling implementation time and location. Implementation followed three orders, such as : 1) Peer counselor applies multiresilience scale (pre-test) on students; 2) Peer counselor conducts guidance and counseling using moral dilemma technique; 3) Peer counselor applies multiresilience scale (post-test). Guidance and counseling activities is limited for 1-2 meeting. Guidance and counseling hence does not become analysis in this research.

B. Participants

Research subject was peer counselor students amounting 522 students, coming from 19 learning classrooms. Subjects were students following education in Universitas Negeri Medan on pedagogy lane prepared for becoming teacher in senior high school. Research was done on students following education psychology subject. Education psychology subject is one of subjects to equip students to be teacher.

C. Data Analysis

Data Analysis used the description of calculation result showing student's multiresilience level to cover academic, social-moral, online usage resiliences from before to after treatment. Category was differentiated on category classified high, enough, low, by using calculation as follows:

$$\frac{\text{Highest Score} - \text{Lowest Score}}{\text{Categorization Total}}$$

IV. RESULTS AND DISCUSSION

A. Results

The following was proposed research findings on multiresilience increase and student's moral dilemma. Multiresilience was proposed holistically and detailed on academic, social-moral, and online usage resiliences. Moral dilemma consisted of role taking experience, moral dilemma completion, and the direction to complete it.

Table 1 Student's Multiresilience Level from Before to After Accepting Guidance and Counseling conducted by Peer Counselor by Using Moral Dilemma Technique

Multi Resilience	Ideal Score (Highest) and Lowest	Level Achievement of Before Accepting Guidance and Counseling	Level Achievement Of After Accepting Guidance and Counseling	Category reference of Achievement Level
Multiresilience	321030 64206	Enough (201549)	High (260974)	High 256825 - 342432 Enough (171217 - 256824) Low (85608 – 171216)
Academic Resilience	46980 9396	Enough (27530)	Enough+ (37302)	High (37585 – 50112) Enough (25057 – 37584) Low (12528 -25056)
Moral Social Resilience	135720 27144	Enough (83275)	Enough+ (108305)	High (108577 – 144768) Enough (72385 – 108576) Low (36192 – 72384)
Online Usage Resilience	138.330 27666	Enough (90.744)	High (115.367)	High (110665 – 147552) Enough (737.77 – 110.664) Low (36.888 – 73.776)

Table 1 above showed that student's multiresilience increase from before to after peer counselor serving guidance and counseling using moral dilemma technique to students (counselee), was happened increase from category classified enough to high. Margin between achievement after accepting guidance and counseling compared with maximal score achievement (ideal) as much as 60.056, included not far distance. Based on resilience kind, there was happened academic resilience increase from enough to enough tend to high. Likewise to moral-social resilience, there was happened an increase from category classified enough to enough tend to high. On academic resilience, margin between score achievement after accepting guidance and counseling compared with ideal score achievement as much as 9.678, included enough distance. On social-moral resilience, margin between score achievement after accepting guidance and counseling compared with ideal score achievement as much as 27.415, included enough distance. Meanwhile, to online usage resilience, there was happened an increase as to multiresilience, namely from enough to enough tend high category. Margin between achievement after accepting guidance and counseling compared with ideal score achievement as much as 22.963, classified not far distance.

Student's moral dilemma experience on cases/events presented when accepting guidance and counseling from peer counselor, was started by occurred role taking experience. Student's role taking experience showed large number of (39,66%) included enough judging other parties's existence/interest/need/desire/hope out of self, 27,39% was classified judging well, and 23,18% was classified highly judging. Below is proposed in detail on table 2:

Table 2 Student Takes Decision Right-Wrong, Good-Bad, Worthy-Unworthy, Judging Other Parties's Existence/Interest/Need/Desire/ Hope out of Self

Order Number	Taking Decision Judging Other Parties's Existence/Interest/Need/ Desire/Hope out of Self		
	Category	Total	Percentages
1	Highly judging	121	23,18
2	Judging well	143	27,39
3	Enough judging	207	39.66
4	Less judging	51	9,77
5	Almost not judging	0	0
	Total	522	100

Role taking happened as proposed above went on happening moral dilemma experience, namely large number (38,12%) were classified enough experiencing, and 35,25%, was classified very often experiencing. This can be looked at in detail on table 3.

Table 3 Student Experiences Moral Dilemma (Moral reasoning Conflict in Mind) When deciding Good- Bad/Right-Wrong/Worthy-Unworthy on Cases/Events Available in Guidance and Counseling Activities Done by Peer Counselor

Order Number	Dilemma Experience (Mind Conflict) When Counselee Accepts Guidance and Counseling Service		
	Category	Total	Percentages
1	Very often Experiencing	184	35,25
2	Often experiencing	92	17,62
3	Enough experiencing	199	38,12
4	Less experiencing	47	9,00
5	Almost not experiencing	0	0
	Total	522	100

Student's competence completing happened moral dilemma, large number of (39,08%) included can completes moral dilemma easily, and 37.74% can complete. It is proposed in detail on Table 4.

Table 4 Student's Competence Completing Mind Conflict (Moral Dilemma)

Order Number	Counselee's Competence Completing Dilemma on Cases/Events Presented in Accepting Guidance and Counseling Service		
	Category	Total	Percentages
1	Able to Complete Easily	204	39,08
2	Able to Complete	197	37,74
3	Able to Complete but doubt	112	21,46
4	Less able to Complete	9	1,72
5	Almost not Able to Complete	0	0
	Total	522	100

Furthermore, moral dilemma completion direction a large number of (57,66%) students used moral judgment values to find called as good person (conventional level 1). Below can be watched in detail on table 5.

Table 5 Direction on Moral Dilemma Completion conducted by Students

Order Number	Reference Used by Students in Completing Dilemma on Cases/Events Available in Guidance and Counseling Activity Conducted by Peer Counselor	Frequency	Percentages
1	Moral judgment on authority owner (level of preconventional, stage 1)	0	0
2	Moral judgment on mutual relationship (level of preconventional, stage 2)	97	18,58
3	Moral judgment to obtain called as good person (level of conventional, stage1)	301	57,66
4	Moral judgment on obey for rule is happening (level of conventional, stage 2)	83	15,90
5	Moral judgment for people's interest (level of postconventional, stage 1)	41	7,85
6	Moral judgment to stand up universal values (level of postconventional, stage 2)	0	0
	Total	522	100

B. Discussion

Research results could still recommended that to increase student's multi resilience in campus, enough effective to function student's competence to be peer counselor serving guidance and counseling to use moral dilemma technique. For more effective multiresilience Increase it was explored from role taking experience and explored from role taking experience and moral dilemma as well as the direction to complete it. Academic and social-moral resiliences only increase from enough up to enough tend high, in the meantime, online usage resilience increases from enough up to enough tend to high. Data of role taking showed students large (39,66%) judged related parties in taking decision right-wrong/good-bad, 27,39% judged well, and 23,18% highly judging. This meant student's role taking appeared enough rich. Role taking continues to occur moral dilemma, namely large number of (38,12%) students were

classified enough experiencing dilemma and 35,25% were classified very often experiencing dilemma. Students could complete the moral dilemma easier as much as 39,08% and classified to be able to complete as much as 37,08%. But dilemma completion direction dominantly used conventional level, stage 1 as much as 57,66%. Indeed, students uses the level of postconventional moral judgment.

Moral dilemma completion to conventional moral judgment was caused student's moral thinking ability in Universitas Negeri Medan – Indonesia lower, but it was crucial to study from cultural perspective, namely caused by Indonesia culture orientation socializing noble values morally to be good man, not person who have primarily principle for society interest and/or universal values as level of postconventional moral judgment (Menanti, 2008) [58]. Indonesia society still generally was more tied to nuclear

family, and significant extended family, than international values on post-conventional values. Indonesia was society according to Markus and Kitayama (in Matsumoto, 2000) [59] called as interdependent self-construal society, one of its characteristic to significant others (in writer's family networking). Menanti (2008) [60] proposed Malay adolescent reasoning (Indonesia) partly was on the conventional moral judgment because of attachment on interdependence self-construal encouraging to orient on other's agreement when deciding problem (conventional level), also less of the postconventional stimulation. Besides that, it was necessary to study so far peer counselor intensity in transferring moral dilemma experience as well as completion to postconventional values direction, from cases/events presentation when serving guidance counseling activities, up to problem students face.

The answer upon problem how student's multiresilience can increase if they obtain guidance and counseling from peer counselor by using moral dilemma technique, had been presented by research result showing there was student's multiresilience increase. The increase happened to be preceded by the existence of rich role taking, moral dilemma was happened also to tend high, and dilemma can be completed by student. But dilemma completion used conventional moral judgment values, Meanwhile, it is expected to use postconventional moral judgment values. It is predicted conventional direction correlates highly with interdependent culture attaching strong to Indonesians, not because postconventional moral thinking.

The other researches are necessary to do explaining how interdependence self-construal orientation influences moral dilemma completion direction using conventional moral judgment values, namely values like conform to others, avoiding conflict on self-idea and other's opinion, because of wanting called as good individual and nations. For example, research conducted by Setiawan, Vien, Suryono (2017) [61] concluded that model application of social dilemma analysis had positive impact on student's social concern attitude in socializing, with formula regression linear $Y = 64,103 + 0,599X$ with determining contribution as much as 17%. Research conducted by Sihite (2024) [62] among others concluded that student's citizenship skill owning high moral dilemma was higher than student's citizenship skill owning low moral dilemma, with calculation result F calculation = 1,390 and value sig. 0,281 > 0,05.

V. CONCLUSION

As one of student's multiredilience increase technique conducted by peer counselor by using moral dilemma technique, so this moral dilemma technique is concluded novelty which can increases student's multiresilience, although still need direction stimulation of moral dilemma completion more intense and extended in accordance with theory reference of moral judgment. It is recommended increase optimalization is done by enriching stimulation frequency of postconventional level moral judgment and instills a view that interdependent dan independent cultural

values were together needed to be applied in accordance with its provision.

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