UNNES
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SICCEP

PROCEEDING

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"Developing and Innovation on Helping Profession for Better Life"

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Department of Guidance and Counseling
Faculty of Education, Semarang State University

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PREFACE

Praise and grateful to the God Almighty because of His blessing the 1st Semarang State University International Conference on Counseling and Educational Psychology can be held and presented by Department of Guidance and Counseling, Faculty of Education, Universitas Negeri Semarang.

This international conference is organized to promote development and innovation in counseling and educational psychology, particularly in the region of Association of Southeast Asian Nation (ASEAN). The development and innovation is important because the interaction between ASEAN communities will increase in ASEAN Economics Community (AEC). This situation requires people to have competences in adaptation, developing a healthy interpersonal relationship, managing conflicts, tolerant, and respects.

In addition, the AEC encourages all ASEAN countries to produce the high quality of human resources who have capability for competing and exploiting the opportunity which arise in AEC era. Therefore, the educational system need to be reformed corresponding with the demands of community changes so that every citizen can contribute for the national development. Through the development and innovation, counseling profession can be expected for promoting and facilitating both people and students to effectively satisfy their needs and create social welfare.

Finally, we are welcoming all participants to promote and share your work through the 1st Semarang State University International Conference on Counseling and Educational Psychology. We thank and appreciate your participations.

The 1st SICCEP Committee

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Peran Asosiasi Bimbingan Dan Konseling Indonesia Dalam Pengembangan Dan Inovasi Konselor Indonesia

Prof.Dr. MUNGIN EDDY WIBOWO, M.Pd.,Kons.
Ketua Umum Asosiasi Bimbingan dan Konseling Indonesia
Profesor Bimbingan dan Konseling UNNES

Abstract

In the era of ASEAN Economic Community (AEC) and an open society in a globalized world of the 21st century, the Indonesian people live in a complex world, busy, constantly changing, and challenging in an effort to achieve the development of optimal self, independence and happiness in life. Counseling as a helping profession is the underlying concept of the role and function of counselors in today's society in order to help people to live a better life. In an effort to strengthen the existence of public confidence in the profession and the counselor, counselor profession as a profession humanitarian aid must always develop themselves and make innovations in an effort to help the lives of individuals who served the better. Interprofessional competition in the MEA and globalization in the 21st century requires the mastery and development of science and technology in carrying out the profession. Therefore, all professions vying for make science and technology as the basis of his profession. Development and innovation in order to strengthen and promote the identity, eligibility and accountability profession professional counselors nationally and internationally is very important and should be done by the counselors in running the counseling profession. ABKIN as professional organizations have an important role in helping to meet the standards of the profession counselor counselor so that counseling can win the public trust (public trust) through increased performance counseling. ABKIN encourages its members to promote themselves doing activities to improve performance of their professional skills, despite the fact that the main impetus for doing the activities that should emerge from the members of the profession themselves with the basic intention: learning to increase the ability and skills of counseling services. ABKIN directly concerned on the realization of the sides of the object of a specific practice of the profession, intellectuality, competence and care practices, communication, code of conduct, as well as the protection of its members. ABKIN fostering its members to have high quality in developing and maintaining the dignity of the profession. ABKIN served to increase counselor in the counseling profession runs a creative, innovative and fun to make the counseling profession to be strong and professional counselors exist so that accountability nationally in Indonesia can be realized. Counselors are creative, innovative and fun will make the counseling process alive, growing, dynamic, and fun for those who served, giving rise to public trust (public trust).

Keywords: counseling, ABKIN, development and innovation counselor

1. Pendahuluan

Di Indonesia, konseling menjadi suatu profesi yang dikenal setelah berdirinya organisasi profesi konseling pada tahun 1975 yaitu Ikatan Petugas Bimbingan dan Konseling Indonesia (IPBI) yang pada tahun 2001 berganti nama Asosiasi Bimbingan dan Konseling Indonesia (ABKIN). Sekelompok orang yang mempunyai perhatian pada profesi konseling memulai untuk memberikan konseling pada masyarakat, khususnya di latar persekolahan. Sudah ada banyak hal yang berkembang sejak tahun-tahun awal ini, konseling tidak lagi menjadi satu kegiatan profesional yang dilakukan oleh orang-orang Barat, tetapi dengan sangat cepat berkembang menjadi profesi yang didominasi oleh orang-orang Indonesia.

Konseling adalah sebuah pekerjaan, disiplin keilmuan, atau profesi bantuan terhadap kehidupan manusia. Konseling sebagai profesi yaitu pekerjaan atau karier yang bersifat pelayanan keahlian dengan tingkat ketepatan yang tinggi untuk kebahagiaan individu yang dilayani. Konseling sebagai profesi yang bersifat membantu memiliki landasan ilmu dan teknologi serta wilayah praktek yang jelas dan dapat dibedakan dengan profesi-profesi lain yang bersifat membantu. Konseling merupakan profesi yang diperuntukan bagi setiap individu yang sedang berkembang dalam upaya pencegahan, pengembangan, eksplorasi, pemberdayaan, perubahan, kemandirian dan remediasi dalam kehidupan di dunia yang semakin kompleks dan penuh tantangan.

Konseling sebagai *helping profession* adalah konsep yang melandasi peran dan fungsi konselor di masyarakat dewasa ini dalam rangka untuk membantu individu dalam menjalani kehidupan yang lebih baik. Secara menyeluruh, pelayanan konseling terfokus kepada kehidupan manusia normal. Konseling didesain untuk menolong klien memahami dan menjelaskan pandangan mereka terhadap kehidupan, dan untuk membantu mencapai tujuan penentuan diri mereka melalui

pilihan yang diinformasikan dengan baik serta bermakna bagi mereka dan melalui pemecahan masalah emosional atau karakter interpersonal (Burks & Steffre, 1979:14). Tujuan konseling adalah memberikan kesempatan kepada klien untuk mengeksplorasi,menemukan,dan menjelaskan cara hidup lebih memuaskan dalam menghadapi sesuatu (BAC,1984).

Di era masyarakat ekonomi Asean (MEA) dan masyarakat terbuka di era globalisasi abad ke-21, bangsa Indonesia hidup dalam dunia yang kompleks, sibuk, terus berubah, dan penuh tantangan dalam upaya untuk mencapai perkembangan diri yang optimal, kemandirian, dan kebahagiaan dalam kehidupan. Di dunia ini, ada banyak pengalaman yang sulit dihadapi oleh seseorang dalam kehidupannya, namun terus menjalani hidup ini, meskipun ada saatnya terhenti oleh sebuah peristiwa atau situasi yang tidak dapat dipecahkan pada saat itu. Biasanya, dalam menghadapi masalah seperti ini, seseorang akan membicarakannya dengan keluarga, teman, tetangga, atau dokter keluarga. Sayangnya, seringkali saran mereka tidak cukup memuaskan, atau kita terlalu malu dan segan untuk memberitahukan kepada mereka apa yang mengganggu, atau bisa saja kita memang tidak memiliki orang yang tepat untuk membicarakannya. Pada saat itulah, profesi konselor merupakan pilihan yang tepat dan sangat berguna melalui kegiatan konseling untuk memenuhi kebutuhan individu dalam mencapai perkembangan optimal, kemandirian, dan kebahagiaan dalam kehidupan, sehingga dapat diwujudkan kehidupan efektif dan normatif dalam keseharian. Konseling tersedia di banyak tempat baik dalam setting pendidikan formal, pendidikan nonformal, dan pendidikan informal dalam upaya membantu individu-individu yang sedang berkembang untuk mencapai kemandirian, perkembangan optimal dan kebahagiaan dalam kehidupan yang efektif dalam keseharian berdasarkan norma-norma yang berlaku.

Konselor adalah tenaga profesional dalam bidang konseling untuk membantu individu-individu yang sedang berkembang untuk mencapai perkembangan optimal, kemandirian dan kebahagiaan sehingga akan mencapai kehidupan efektif keseharain berdasarkan norma-norma yang berlaku.Konselor adalah tenaga profesional yang memiliki kualifikasi profesional spesialis dalam bidang bimbingan dan konseling yang diakui dan dengan akreditasi di bidang itu. Peraturan Menteri Pendidikan Nasional Nomor 27 Tahun 2008 tentang Standar Kualifikasi Akademik dan Kompetensi Konselor dinyatakan bahwa "Konselor adalah tenaga pendidik profesional yang telah menyelesaikan pendidikan akademik strata satu (S-1) program studi Bimbingan dan Konseling dan program Pendidikan Profesi Konselor dari

perguruan tinggi penyelenggara program pengadaan tenaga kependidikan yang terakreditasi." Sedangkan dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 111 Tahun 2014 tentang Bimbingan dan Konseling pada Pendidikan Dasar dan Menengah dinyatakan bahwa "Konselor adalah pendidik profesional yang berkualifikasi akademik minimal Sarjana Pendidikan (S-1) dalam bidang Bimbingan dan Konseling dan telah lulus Pendidikan Profesi Guru Bimbingan dan Konseling/ Konselor." dan "Guru Bimbingan dan Konseling adalah pendidik yang berkualifikasi akademik minimal Sarjana Pendidikan (S-1) dalam bidang Bimbingan dan Konseling dan memiliki kompetensi di bidang Bimbingan dan Konseling".

Dalam upaya untuk memperkokoh eksistensi profesi konselor dan kepercayaan publik di era MEA dan masyarakat terbuka di era globalisasi abad ke-21, profesi konselor sebagai profesi bantuan kemanusiaan harus selalu mengembangkan diri dan melakukan inovasi-inovasi dalam upaya untuk membantu kehidupan individu yang dilayani menjadi lebih baik. Oleh karena itu, melalui sajian dalam seminar internasional sangat tepat untuk membahas topik *"Peran ABKIN dalam Pengembangan dan Inovasi Konselor di Indonesia"*

2. Kehidupan Manusia Sebagai Fokus Profesi Konselor

Telaah mendasar dan menyeluruh berkenaan dengan kehidupan manusia ditempuh melalui studi tentang kesejatian manusia dalam bidang antropologi, sosiologi, psikologi, biologi, budaya dan teknologi, serta agama. Hasil studi menggarisbawahi bahwa sosok kemanusiaan manusia mengandung tiga komponen dasar, yaitu hakikat manusia, potensi dasar kemanusiaan, dan dimensi kehidupan kemanusiaan. Ketiga komponen dan unsur-unsurnya masing-masing itu membangun fundasi kehidupan manusia dari asal-usul penciptanya, serta perkembangan dan perjalanan perikehidupannya di dunia sampai di akhirat.

Kehidupan manusia adalah amanah Sang Maha Pencipta, Tuhan Yang Maha Kuasa yang tidak boleh dibiarkan berjalan apa adanya, berlalu begitu saja, atau sia-sia saja. Kehidupan manusia yang penuh fitrah harus diperkembangan, dipelihara, dan diberdayakan untuk memberikan manfaat bagi kemuliaan, kesejahteraan, dan kebahagiaan manusia. Keimanan dan ketakwaannya kepada Tuhan Yang Maha Esa ditunaikan melalui kepribadian yang tulus dan ikhlas; citra kesempurnaan dan keindahannya diwujudkan melalui penampilan budaya dan peradaban yang terus berkembang; ketinggian derajatnya ditampilkan melalui upaya menjaga kehormatan dan menolak hal-hal yang merendahkan nilai-nilai kemanusiaannya; kekhalifahan diselenggarakan

melalui penguasaan dan pengelolaan atas sumber daya alam dan sumber daya manusia untuk kehidupan yang damai dan sejahtera dalam alam yang nyaman dan tentram; dan hak asasi manusia dipenuhi melalui saling pengertian, saling memberi dan saling menerima serta saling melindungi, mensejahterakan dan membahagiakan. Manusia selalu dalam proses "menjadi", ia tidak hanya "*being*", tetapi "*becoming*", suatu gerak, proses, transisi, yang tidak selesai. Kemanusiaan yang dicapai manusia sampai tahap ini belum merupakan kemanusiaan yang sudah selesai atau definitif sebagaimana sekarang ini.

Prayitno (2009:14-15) menyatakan bahwa hakikat manusia yang di dalamnya terkandung harkat dan martabat manusia, yaitu bahwa manusia adalah mahluk yang beriman dan bertakwa kepada Tuhan yang maha Esa, mahluk yang paling indah dan sempurna dalam penciptaan dan pencitraannya, mahluk yang paling tinggi derajatnya, khalifah dimuka bumi,dan pemiliki hak-hak asasi manusia. Manusia memperoleh kehormatan dan kesempatan untuk mengaktualisasikan hakikat dirinya itu dalam keseluruhan proses kehidupan di dunia dan akhirat. Dengan berbekal hakikat yang selalu melekat pada dirinya, manusia mengembangkan kehidupannya di atas bumi.

Hakikat manusia dengan segenap dimensi kehidupan kemanusiaan yang perlu dikembangkan, yaitu dimensi kefitrahan (kebenaran dan keluhuran), dimensi keindividualan (potensi dan perbedaan), dimensi kesosialan (komunikasi dan kebersamaan), dimensi kesusilaan (nilai dan moral), dan dimensi keberagamaan (iman dan takwa) yang menjadi landasan bagi konsepsi dan penyelenggaraan konseling. Dimensi kehidupan kemanusiaan merupakan bingkai penampilan tiap-tiap diri manusia dalam aktualisasi kehidupannya sehari-hari. Dalam kehidupan sehari-hari, setiap manusia dikehendaki untuk berpegang kepada kebenaran dan keluhuran (kefitrahan), menampilkan jati diri sendiri dalam kondisi yang positif (keindividualan), berinteraksi secara harmonis dan dinamis (kesusilaan), dan menjalankan ajaran agama masing-masing sesuai dengan kepercayaannya dan menghormati/menghargai kepercayaan orang lain (keberagamaan). Kelima dimensi kehidupan kemanusiaan akan mewujudkan kemuliaan manusia yang menjadi fokus layanan konseling secara keseluruhan.

Manusia adalah segala-galanya bagi pelayanan konseling. Ini berarti bahwa hakikat tujuan konseling harus bertolak dari sistem nilai dan kehidupan yang menjadi rujukan manusia yang ada dalam sistem kehidupan tersebut. Teori dan konsep konseling yang didasarkan pada sistem kehidupan sosial dan budaya tertentu belum tentu berlaku bagi sistem kehidupan sosial dan budaya lain, untuk itu diperlukan perspektif sosiologis tentang hakikat

tujuan konseling dan kehidupan individu yang hendak dilayani.

Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 3 menyatakan bahwa"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa. Dari kalimat ini dapat di tarik beberapa pandangan yang perlu dijadikan sasaran orientasi dari pengembangan dan pelaksanaan program pendidikan, yaitu: (a) mengembangkan kemampuan dan membentuk watak serta peradaban bangsa bermartabat; (b) mencerdaskan kehidupan bangsa. Bila setiap warga negara berkembang kemampuan, meningkat mutu kehidupannya, meningkat martabatanya akan dapat membentuk watak dan peradaban bangsa Indonesia yang bermartabat. Agar dapat mewujudkan dua fungsi pendidikan nasional sebagai sumber kriteria untuk mengukur mutu pendidikan pada berbagai jalur, dua fungsi tersebut perlu dianalisis indikatornya. Dengan berkembangnya kemampuan secara potensial akan dapat meningkatkan mutu kehidupan seseorang dan meningkatnya mutu kehidupan dengan sendirinya akan meningkatkan martabat manusia, dan pada gilirannya akan membentuk peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa.

Kemampuan yang memungkinkan seseorang dapat meningkatkan mutu kehidupan antara lain, adalah: kemampuan berkerja; kemampuan berpikir logis dan sistemik; kemampuan memecahkan masalah; kemampuan menyesuaikan diri dengan kondisi yang terus berubah; kemampuan untuk belajar; kemampuan untuk berkembang secara mandiri; kemampuan untuk bekerjasama; kemampuan untuk mematuhi peraturan; kemampuan untuk menguasai diri; kemampuan untuk berdisiplin diri, disiplin sosial, dan disiplin nasional; dan kemampuan untuk memahami dunianya.

Segala pengetahuan,keterampilan, dan sikap yang dipelajari di satuan pendidikan adalah wahana bagi berkembangnya kemampuan. Karena itu untuk mengukur mutu pendidikan dalam kaitannya dengan fungsi pendidikan nasional seyogyanya bukan hanya mengukur tingkat penguasaan pengetahuan, apalagi pengetahuan yang tidak relevan dengan berkembangnya kemampuan, melainkan kemampuannya menggunakan pengetahuan, keterampilan, sikap untuk bekerja, memecahkan masalah dan kemampuan daya saing yang tinggi.

Pendidikan identik dengan kehidupan. Pendidikan adalah kehidupan itu sendiri. Pendidikan adalah proses kehidupan dan bukan proses untuk mempersiapkan hidup. Hidup yang sewajarnya adalah hidup di mana manusia dapat mewujudkan diri sebagai individu dan sebagai

mahluk sosial. Pendidikan adalah perwujudan diri (Wilds & Lottich,1961:246). Rousseau berkeyakinan bahwa pendidikan itu diselenggarakan oleh alam, manusia, dan benda. Pendidikan datang kepada kita dari alam, dari manusia, atau dari benda-benda. Pertumbuhan yang terjadi di dalam diri kita berupa pertumbuhan organ dan kemampuan-kemampuan merupakan pendidikan dari alam, cara penggunaan yang dipelajari untuk melangsungkan pertumbuhan ini merupakan pendidikan dari manusia, dan hal-hal yang diperoleh melalui pengalaman dari sekitar kita adalah pendidikan dari benda-benda (Rousseau, 1950:6).

Konseling sebagai bagian dari program pendidikan di sekolah, sehingga konseling juga merupakan proses kehidupan yang mempunyai peran sangat strategis dalam upaya untuk membantu mutu kehidupan manusia yang berkaitan dengan kehidupan pribadi, sosial, belajar, karir, keluarga,dan keberagamaan. Konseling merupakan suatu kekuatan yang dinamis dalam kehidupan setiap individu, yang mempengaruhi perkembangan fisiknya, mentalnya, emosionalnya, sosialnya, dan etiknya. Dengan kata lain konseling merupakan suatu kekuatan yang dinamis dalam mempengaruhi seluruh aspek kepribadian dan kehidupan individu secara umum dan sangat mendasar. Konseling mengandung tujuan yang ingin dicapai, yaitu individu yang kemampuan-kemampuan dirinya berkembang sehingga bermanfaat untuk kepentingan hidupnya sebagai seorang individu, maupun sebagai warga negara atau warga masyarakat. Meningkatnya mutu kehidupan setiap manusia sebagai warga masyarakat dan warga negara dengan sendirinya akan dapat mengembangkan watak dan peradaban bangsa yang bermartabat serta mencerdaskan kehidupan bangsa Indonesia.

Konseling adalah proses pemberdayaan dan pembudayaan manusia yang sedang berkembang menuju kepribadian mandiri untuk dapat membangun dirinya sendiri dan masyarakat. Konsekuensinya adalah proses konseling itu harus mampu menyentuh dan mengendalikan berbagai aspek perkembangan manusia. Terkandung makna disini bahwa melalui proses konseling diharapkan manusia berkembang ke arah bagaimana dia harus menjadi dan berada. Konseling adalah upaya membawa manusia dari kondisi apa adanya kepada kondisi bagaimana seharusnya. Konseling tidak akan pernah terlepas dari dan bahkan akan selalu terkait dengan manusia yang sedang berada dalam proses berkembang dengan segala dimensi keunikannya. Terkandung makna di sini bahwa melalui proses konseling diharapkan manusia berkembang ke arah bagaimana dia harus menjadi dan berada. Jika konseling ini dipandang sebagai suatu upaya untuk membantu manusia menjadi apa yang bisa diperbuat dan bagaimana dia harus

menjadi dan berada, maka konseling harus bertolak dari pemahaman tentang hakikat manusia. Konselor perlu memahami manusia dalam segala hal aktualisasinya, kemungkinannya, dan pemikirannya, bahkan memahami perubahan yang dapat diharapkan terjadi pada diri manusia.

Konseling sebagai proses pemberdayaan, yaitu berbagai kegiatan atau aktivitas yang dilakukan oleh konselor terhadap klien untuk membantu membangun berbagai daya kekuatan berikut ini.

a. Daya kekuatan yang kreatif, yang membuat seseorang mampu melakukan sesuatu. Ini merupakan aspek individual dari pemberdayaan, yaitu membantu seseorang agar memiliki kemampuan berpikir, menguasai ilmu pengetahuan dan teknologi, untuk mengambil keputusan, memecahkan masalah dan membangun berbagai keterampilan.

b. Daya kekuatan bersama, solidaritas atas dasar komitmen pada tujuan dan pengertian yang sama, untuk memecahkan permasalahan yang dihadapi guna menciptakan kesejahteraan bersama. Dengan kata lain, konseling juga membangun komunitas, memperkuat hubungan antarmanusia. Pestalozzi sebagai ahli pendidikan mengatakan,"hakikat pelatihan kodrat manusia adalah mendidik bangsa manusia untuk memahami cinta kasih... Cinta kasih adalah satu-satunya dasar yang abadi untuk melatih kodrat manusias menjadi manusia". Dapat dikatakan konseling bertujuan menciptakan suatu *caring society*, suatu komunitas persaudaraan yang memperhatikan kepentingan semua pihak.

c. Daya kekuatan batin dalam diri peserta didik, khususnya harga diri, kepercayaan diri dan harapan akan masa depan. Tanpa adanya harga diri, tidak mungkin manusia membangun kemampuan kreativitasnya dalam berbagai bidang. Perkembangan intelektual, moral, dan emosional dalam pendidikan hanya mungkin atas dasar harga diri, kepercayaan, dan harapan masa depan yang harus ditanamkan sejak dini.

Konseling adalah pembudayaan, tanpa kebudayaan manusia tidak memiliki wujud dan tidak memiliki arah. Konseling merupakan kegiatan yang esensial di dalam setiap kehidupan manusia dalam kaitannya dengan kehidupan masyarakat, dan konseling tidak mungkin terjadi dan terlepas dari kehidupan manusia dan kehidupan masyarakat. Oleh karena itu setiap masyarakat mempunyai kebudayaannnya, maka konseling merupakan suatu

kegiatan budaya. Budaya adalah suatu cara hidup yang berkembang dan dimiki bersama oleh sekelompok orang dan diwariskan dari generasi ke generasi. Konseling sebagai proses belajar menjadi manusia berkebudayaan berorientasi ganda :memahami diri sendiri dan memahami lingkungannya. Konseling harus memberi wahana kepada individu (klien) untuk mengenali siapa dirinya sebagai "perwujudan khusus" ("diferensial") dari alam. Sebagai perwujudan khusus dari alam, setiap orang memiliki keistimewaan kecerdasan masing-masing. Proses konseling harus membantu peserta didik menemukenali kekhasan potensi diri tersebut, sekaligus kemampuan untuk menempatkan keistimewaan diri itu dalam konteks keseimbangan dari keberlangsungan jagat besar.

Aktualisasi dari kesadaran ini adalah pemupukan keandalan khusus seseorang yang memungkinkan memiliki kepercayaan diri, daya tahan, dan daya saing dalam perjuangan hidup, dengan tetap memiliki sensitivitasnya terhadap nilai-nilai kebudayaan yang baik, benar, dan indah. Pengenalan terhadap kekhasan potensi diri dan komitmennya terhadap kebersamaan nilai-nilai kebudayaan itulah yang menjadi dasar pembentukan karakter. "Karakter" dalam arti ini adalah kecenderungan psikologis yang membentuk kepribadian moral. Konseling memberi wahana individu untuk mengenali dan mengembangkan kebudayaan sebagai sistem nilai, sistem pengetahuan, dan sistem perilaku bersama melalui olahpikir, olahrasa, olahkarsa, dan olahraga. Kebudayaan sebagai sistem nilai, sistem pengetahuan, dan sistem perilaku ini secara keseluruhan membentuk lingkungan sosial yang dapat menentukan apakah disposisi karakter seseorang berkembang menjadi lebih baik atau lebih buruk.

Pelayanan konseling mengupayakan pengembangan segenap potensi individu secara optimal pada setiap tahap perkembangan, dan berperan aktif dalam pembentukan manusia produktif. Pengembangan ini akan dilengkapi dan meningkatkan pengembangan kemampuan intelektual dan keterampilan dengan pengembangan nilai dan sikap (Mungin Eddy Wibowo, 2002:25-26). Potensi dasar kemanusiaan yang perlu dikembangkan melalui pelayanan konseling disebut pancadaya yang meliputi lima unsur, yaitu (a) daya takwa, (b) daya cipta, (c) daya rasa, (d) daya karsa, dan daya karya. (Prayitno,2015; Dewantara K.H,2004).

Dari sudut pandang profesi bantuan pelayanan konseling diabdikan bagi peningkatan harkat dan martabat kemanusiaan dengan cara-cara menfasilitasi perkembangan individu atau kelompok individu sesuai dengan kekuatan, kemampuan potensial dan aktual serta peluang-peluang yang dimilikinya, dan membantu

mengatasi kelemahan dan hambatan serta kendala yang dihadapi dalam perkembangan dirinya. Tujuan konseling terfokus kepada memberikan kemudahan berkembang bagi peserta didik. Sosok perkembangan manusia diharapkan menjadi arah dan tonggak sasaran bagi perwujudan misi dan pencapaian tujuan. Tujuan akhir pelayanan konseling adalah kemandirian, perkembangan optimal, dan kebahagiaan dalam kehidupan.

Kemandirian memiliki lima ciri yang selain terkait satu sama lain juga berurutan dari yang paling elementer sampai yang paling berkembang. Secara berurutan ciri-ciri tersebut adalah (a) mengenal diri sendiri dan lingkungan secara obyektif, (b) menerima diri sendiri dan lingkungan secara dinamis, (c) mampu mengambil keputusan secara tepat, (d) mengarahkan diri sesuai dengan keputusan yang diambil, dan (e) mewujudkan diri secara penuh, kreatif dan dinamis (Mungin Eddy Wibowo:2002:28). Pengembangan kemandirian pada diri individu bukan hanya dapat mengatasi dampak globalisasi tetapi justru akan mempersiapkan individu sebagai warga masyarakat yang mampu menjalani kehidupan dan berperan aktif dalam arus kemajuan jaman serta mampu memetik buah yang positif dari era globalisasi.

Pada dasarnya pelayanan profesi konseling merupakan usaha membantu indivu mencapai kemandirian dalam upaya mencari dan menetapkan pilihan serta mengambil keputusan yang menyangkut kehidupan pribadi, kehidupan sosial, kegiatan belajar, perencanaan dan pengembangan karir, kehidupan berkeluarga, dan kehidupan keberagamaan pada setiap individu yang sedang menjalani proses perkembangan. Pelayanan profesi konseling didasarkan atas hakikat konseling sebagai filsafat, komitmen, pandangan hidup, sikap, tindakan dan pandangan mendunia yang mewarnai komitmen tenaga profesi konseling atas pekerjaannya. Atas dasar hal tersebut, dilihat dari substansi pelayanannya, bidang pelayanan profesi konseling digolongkan sebagai berikut.

1. Bidang pelayanan kehidupan pribadi, yaitu membantu individu menilai kecakapan,minat, bakat, dan karakteristik kepribadian diri sendiri untuk mengembangkan diri secara realistik.
2. Bidang pelayanan kehidupan sosial, yaitu membantu individu menilai dan mencari alternatif hubungan sosial yang sehat dan efektif dengan semua teman atau dengan lingkungan sosial yang lebih luas.
3. Bidang pelayanan kegiatan belajar, yaitu membantu individu dalam kegiatan belajarnya dalam mengikuti jenjang dan jalus pendidikan tertentu dan/atau dalam rangka menguasai sesuatu kecakapan dan keterampilan tertentu.
4. Bidang pelayanan perencanaan dan pengembangan karir, yaitu membantu

individu dalam mencari dan menetapkan pilihan serta mengambil keputusan berkenaan dengan karir tertentu, baik karir di masa depan maupun karir yang sedang dijalaninya.

5. Bidang pelayanan kehidupan berkeluarga, yaitu membantu individu dalam mencari dan menetapkan serta mengambil keputusan berkenaan dengan rencana perkawinan dan/atau kehidupan berkeluarga yang dijalaninya.

6. Bidang pelayanan kehidupan keberagamaan, yaitu membantu individu dalam mencari dan menetapkan serta mengambil keputusan berkenaan dengan perilaku keberagamaan menurut agama yang dianutnya.

Secara menyeluruh, pelayanan konseling terfokus kepada keenam bidang tersebut untuk individu-individu normal, dan masalah yang menjadi fokus layanan bukan masalah penyakit, kriminal dan/atau supranatural. Misalnya, dalam kondisi pasca trauma yang dialami oleh individu dan/atau sekelompok anggota masyarakat, fokus pelayanan konseling tetap pada kondisi pribadi, hubungan sosial, kegiatan belajar, pengembangan karir, kehidupan berkeluarga, dan kehidupan keberagamaan.

3. Peran Abkin Dalam Pengembangan Dan Inovasi Konselor

Persaingan antarprofesi dalam MEA dan globalisasi di abad ke-21 menuntut penguasaan dan pengembangan ilmu pengetahuan dan teknologi dalam menjalankan profesi. Oleh sebab itu, semua profesi berlomba-lomba untuk menjadikan ilmu pengetahuan dan teknologi sebagai dasar profesinya. Profesi konseling menjadi pilihan yang sangat menarik karena akan membantu kehidupan manusia menjadi lebih efektif dalam kehidupan keseharian berdasarkan norma-norma yang berlaku. Hal ini tentunya profesi konseling atau profesi konselor akan menarik putra-putra terbaik dari bangsa untuk menjadi konselor masa depan. Apabila salah satu syarat suatu profesi dalam MEA relatif telah dapat dipenuhi, tugas dan tanggung jawab pembinaan akademik merupakan tugas selanjutnya yang tidak kurang berat tanggung jawabnya, bahkan yang paling menentukan. Pembinaan profesi konselor dalam rangka untuk meningkatkan keunggulan dan daya saing dalam MEA merupakan keniscayaan untuk meningkatkan mutu konseling, sehingga profesi konselor tetap terhormat dan bermartabat dalam persaingan antarprofesi dan persaingan antar bangsa.

Berbagai upaya pengembangan profesi konseling yang mengarah pada terwujudnya standarisasi profesi konseling. Kegiatan-kegiatan itu dapat berupa program-program pengembangan yang secara langsung diimplementasikan berdasarkan otoritas dan kebijakan yang dimiliki oleh pihak-pihak yang berwenang, kolaborasi dengan stakeholders dan pihak-pihak pengguna layanan profesi konseling, validasi standarisasi profesi yang berbasis kebutuhan lapangan baik secara nasional maupun internasional, dan kredensial. Upaya dan tindak lanjut tersebut dilakukan baik oleh LPTK, Ditjen Kemenristekdikti, Kemendikbud, maupun asosiasi profesi konseling (ABKIN) dalam porsi kewenangan dan tanggung jawab masing-masing.

Pengembangan dan inovasi-inovasi dalam rangka mengokohkan dan mempromosikan identitas, kelayakan dan akuntabilitas profesi konselor profesional secara nasional maupun internasional sangat penting dan harus dilakukan oleh konselor dalam menjalankan profesi konseling. Mengapa harus dilakukan? Karena konseling merupakan profesi yang dinamis, selalu berkembang, dan menyenangkan, yang berhubungan dengan tragedi manusia dan kemungkinan dalam cara yang intensif, personal dan perhatian. Profesi konseling merupakan profesi yang didedikasikan terhadap pencegahan, perkembangan, eskplorasi, pemberdayaan, perubahan dan remediasi di dunia yang semakin kompleks. Menjadi konselor adalah sebuah proses seumur hidup (Gladding,2002). Proses ini terus berlangsung melampaui pendidikan pendidikan formal tingkat master maupun doktoral dan termasuk mengikuti kegiatan-kegiatan yang terkait dengan bidang konseling profesional. Konselor harus terus belajar dengan mendapatkan Continuing Education Units agar terus mendapatkan pembaharuan informasi mengenai bidang konseling, mendapatkan supervisi untuk memastikan pelayanan yang sempurna, dan advokasi untuk klien mereka dan profesi konseling itu sendiri. Selain itu, konselor harus belajar dan terus berusaha mendapatkan informasi terbaru mengenai peraturan pemerintah terkait dengan profesi konseling dan pendidikan.

Tenaga profesional dalam profesi yang sama membentuk suatu organisasi profesi untuk mengawal pelaksanaan tugas-tugas profesional mereka, melalui tridarma organisasi profesi,yaitu: (1) ikut serta mengembangkan ilmu dan teknologi profesi; (2) meningkatkan mutu praktik pelayanan profesi; dan (3) menjaga kode etik profesi. Organisasi profesi merupakan organisasi kemasyarakatan yang mewadahi seluruh spesifikasi yang ada di dalam profesi yang dimaksud. Perekat utama dari organisasi itu adalah sebutan profesi itu sendiri, yang didalamnya dikembangkan sejenis himpunan/ikatan/kumpulan yang berorientasi pada spesifikasi profesi itu.

Berdirinya satu organisasi yang menghimpun para petugas bimbingan di Malang pada tahun 1975, yaitu Ikatan Petugas Bimbingan Indonesia (IPBI), merupakan usaha nyata dan penting untuk menjadikan bimbingan dan konseling suatu profesi.

Di dalam Konvensi melahirkan organisasi profesi itu,yaitu Konvensi Nasional Bimbingan Ke-1 (Panitia KNBI,1975),berhasil pula disusun dan ditetapkan kode etik untuk konselor dalam menjalankan tugas konselingnya. IPBI menghadapi banyak pekerjaan untuk mewujudkan cita-cita ketika ia didirikan,yaitu menjadi wadah dan alat untuk memajukan profesi bimbingan dan konseling dalam arti seluas-luasnya. Diantara tugas-tugas itu adalah meningkatkan kemampuan dan kewenangan profesional anggota, menegakkan kode etik, menetapkan sertifikasi dan standar kewenangan serta standar seleksi, izin praktik,akreditasi. Dalam perkembangannya organisasi profesi konseling pada tanggal 15-17 Desember 2001 dalam Kongres IX IPBI di Lampung IPBI berubah nama menjadi Asosiasi Bimbingan dan Konseling Indonesia (ABKIN).

Asosiasi Bimbingan dan Konseling (ABKIN) adalah organisasi profesi yang beranggotakan para pendidik dan ahli bimbingan dan konseling minimal lulusan Program Studi Sarjana (S1) Bimbingan dan Konseling dan lulusan Program Pendidikan Profesi Konselor. Kualifikasi yang dimiliki oleh para anggota pada dasarnya adalah kemampuan pelayanan bimbingan dan konseling dalam ranah pengembangan pribadi, sosial, belajar, karir, keluarga, beragama, dan kewarganegaraan bagi klien. Pelayanan bimbingan dan konseling diselenggarakan melalui berbagai jenis layanan dan kegiatan pendukungnya, dan dalam kondisi pengkoordinasian dan kolaborasi yang dapat menciptakan peluang kemandirian dan kesetaraan dalam meraih kesempatan dan kesuksesan bagi klien berdasarkan prinsip-prinsip dasar profesionalitas yaitu (a) setiap individu dipandang atas dasar kemuliaan harkat martabat dan kemanusiaannya; (b) memiliki hak untuk dihargai, diperlakuan dengan hormat dan mendapatkan kesempatan untuk memperoleh pelayanan bimbingan yang bermutu secara profesional; (c) profesi bimbingan dan konseling memberikan pelayanan bagi individu dari berbagai latar kehidupan yang beragam dalam budaya; (d) setiap individu berhak memperoleh informasi yang mendukung pemenuhan atas kebutuhan untuk mengembangkan diri; (e) setiap individu mempunyai hak untuk memahami arti penting dari pilihan hidup dan bagaimana pilihan tersebut akan mempengaruhi masa depan yang membahayakan; (f) setiap individu mimiliki hak untuk dijaga kerahasiaan dirinya sesuai dengan hak-hak pribadinya, aturan hukum, kebijakan, dan standar etika profesi.

Tujuan ABKIN yaitu : (a) aktif dalam upaya menyukseskan pembangunan nasional, khususnya di bidang pendidikan dengan jalan memberikan sumbangan pemikiran dan menunjang pelaksanaan program yang menjadi kebijakan pemerintah. (b) mengembangkan serta memajukan bimbingan dan konseling sebagai ilmu dan profesi yang bermartabat dalam rangka mempersiapkan sumber daya manusia yang berkualitas tinggi. (c) mempertinggi kesadaran, sikap dan kemampuan profesional konselor agar berhasilguna dan berdayaguna dalam menjalankan tugasnya.

ABKIN bersifat keilmuan, profesional,dan mandiri. Fungsi ABKIN yaitu: (a) sebagai wadah persatuan, pembinaan dan pengembangan anggota dalam upaya mencapai tujuan organisasi. (b) sebagai wadah peran serta profesional bimbingan dan konseling dalam usaha mensukseskan pembangunan nasional. (c) sebagai penyalur aspirasi anggota serta sarana komunikasi sosial timbal balik antar organisasi kemasyarakatan dan pemerintah.

Fungsi organisasi profesi ABKIN diarahan kepada upaya-upaya berikut: (a) memantapkan landasan keilmuan dan teknologi dalam wilayah pelayanan konseling; (b) menetapkan standar profesi konseling; (c) mengadakan kolaborasi dengan lembaga pendidikan konselor dalam menyiapkan tenaga profesi konseling; (d) menyiapkan /melaksanakan upaya kredensialisasi bagi tenaga profesi konseling dan lembaga pengembangnya; (e) mensupervisi pelayanan konseling yang dilakukan oleh perorangan maupun lembaga; dan (f) melakukan advokasi, baik terhadap anggota profesi maupun penerima layanan profesi konseling.

Dalam rangka mengembangkan organisasi dan meningkatkan kemampuan anggotanya dalam melakukan pelayanan konseling, ABKIN menyelenggarakan pertemuan-pertemuan ilmiah berupa konvensi, seminar, workshop, simposium,diskusi, dan kegiatan ilmiah lainnya secara berkala. Keikutsertaan para anggota di dalam kegiatan itu,menunjukkan keterikatan organisasi dan kesadaran anggota sebagai warga organisasi profesi ABKIN untuk memajukan diri secara profesional,sehingga dalam melaksanakan tugas profesional tidak mengalami masalah baik bagi individu yang dilayani maupun konselor yang memberikan pelayanan. Kegiatan lain adalah membaca terbitan-terbitan profesional, berupa buku dan juga jurnal edisi terbaru. Penelitian,khususnya penelitian jenis terapan dan tindakan,sangat bermanfaat bagi memajukan praktik sendiri di samping hasilnya dapat ditularkan kepada sesama anggota profesi.

ABKIN mendorong para anggotanya melakukan kegiatan memajukan diri untuk meningkatkan kecakapan kinerja profesionalnya, meskipun sebenarnya dorongan utama untuk melakukan kegiatan-kegiatan itu seharusnya muncul dari para anggota profesi sendiri dengan niat pokok, yaitu belajar untuk peningkatan kemampuan dan keterampilan pelayanan konseling. Diakui adanya sejumlah kendala di pihak organisasi seperti pembiayaan dan sumber daya

insani, dan juga di pihak anggota profesi itu sendiri, seperti kurangnya dukungan dana untuk berlangganan jurnal, untuk membeli buku, untuk menghadiri pertemuan-pertemuan profesi di dalam, lebih lebih di luar negeri, pendeknya ini yang kelihatannya paling memprihatinkan dan kurangnya tersedianya waktu dan/atau kesempatan.

ABKIN berupaya meningkatkan sikap profesional konselor dalam menjalankan tugas profesinya. Usaha-usaha profesionalisasi konseling seharusnya tidak hanya menjadi tanggungjawab ABKIN selaku organisasi profesi saja,tetapi juag menjadi tanggungjawab para anggota profesi selaku pribadi. Dengan melakukan kegiatan-kegiatan menegakkan kode etik, terus menerus meningkatkan kemampuan kinerjanya melalui berbagai cara dan saluran, melakukan riset,dan aktif mengikuti pertemuan dan kegiatan yang diorganisasi oleh ABKIN beserta divisi-divisinya, konselor hakikatnya menyumbang bagi usaha memajukan profesi dan juga meningkatan kesehatan jiwa konselor,karena dirinya menjadi lebih kompeten,lebih profesional, dan menjadi bermartabat.

Dalam rangka membantu konselor dalam kinerjanya untuk meningkatkan kehidupan yang lebih baik bagi individu yang dilayani, organisasi profesi ABKIN juga melakukan pelibatan diri dalam melakukan pengembangan kurikulum, sertifikasi profesi, dan akreditasi program studi Bimbingan dan Konseling pada setiap Lembaga Pendidikan Tenaga Kependidikan. Perizinan praktik konseling bagi anggota profesi, yaitu konselor yang sudah mengikuti Pendidikan Profesi Konselor dan telah memenuhi persyaratan untuk praktik, juga dilakukan oleh ABKIN. Pada aras praktik konselor ini merupakan hal yang paling langsung berhubungan dengan masyarakat pengguna jasa pelayanan bantuan mereka mengetahui bahwa pelayanan konseling dapat diharapkan mutunya karena pekerja profesi konselor memiliki izin praktik.

Dalam aras praktik, penegakkan kode etik menjaditanggungjawab konselor dan pihak-pihak lain, tetapi organisasi profesilah,dalam hal ini ABKIN dengan divisi-divisinya khususnya,pihak yang paling berwenang dan berkepentingan. Langkah yang perlu diambil adalah ABKIN mendirikan badan kehormatan dengan tujuan memastikan bahwa ketentuan kode etik dipatuhi, dan kalau terjadi pelanggaran,melakukan semacam pengadilan atau menetapkan sanksi terhadap pelanggaran, untuk perlindungan pelayanan profesi yang bermartabat.

ABKIN sebagai organisasi profesi mempunyai peranan penting dalam membantu konselor untuk memenuhi standar profesi konselor agar konseling dapat merebut kepercayaan publik (*public trust*) melalui peningkatan unjuk kerja konseling. Kekuatan eksistensi suatu profesi bergantung kepada *public trust* (Biggs & Blocher,1986). Kekuatan eksistensi profesi muncul sebagai akibat interaksi timbal balik antara kinerja konselor profesional dengan kepercayaan publik.. Masyarakat percaya bahwa pelayanan yang diperlukannya itu hanya dapat diperoleh dari orang yang dipersepsikan sebagai konselor yang berkompeten untuk memberikan pelayanan konseling. *Public trust* menjadi faktor kunci untuk mengokohkan identitas profesi dan akan mempengaruhi konsep profesi dan memberikan makna terhadap profesi serta memungkinkan anggota profesi berfungsi dengan cara-cara profesional. *Public trust* akan melanggengkan profesi dan memungkinkan anggota profesi berfungsi dalam cara-cara profesional.

ABKIN mempunyai peranan penting dalam mengembangkan profesi konselor menjadi profesi yang bermartabat dan dipercaya oleh publik. Untuk mengembangkan profesi konselor ada tiga dimensi keprofesionalan, yaitu ilmu dan teknologi, pelayanan nyata kepada masyarakat, dan kode etik profesional. Sifat keilmuan merupakan tuntutan dasar bagi suatu profesi. Dalam kaitan ini ilmu konseling harus dikembangkan sejauh-jauhnya,sedalam-dalamnya,setinggi-tingginya, dan sehebat-hebatnya. Berbagai perenungan,pemikiran,dan kajian perlu dilakukan secara intensif untuk mengembangkan *"body of knowledge"* konseling itu. Lebih jauh atas dasar ilmu tersebut dikembangkan teknologi pelayanan konseling, yaitu cara-cara penyelenggaraan pelayanan konseling yang paling efektif dan efisien bagi klien. Teknologi pelayanan ini menjadi andalan bagi diakuinya oleh masyarakat (*public trust*) bahwa pelayanan konseling itu merupakan pelayanan profesional.

Tanpa teknologi yang memadai,yaitu teknologi yang menjamin keberhasilan nyata suatu layanan, profesi konselor tidak mungkin berkembang dan diakui oleh para penggunanya baik di sekolah maupun di masyarakat umumnya. Selain itu, karena permasalahan yang digarap oleh konselor melalui konseling sering kali secara khusus merupakan permasalahan pribadi yang amat merasuk ke pribadi pengguna, persoalan kode etik menjadi sangat penting. Selain penerapan butir-butir kode etik lain, kode etik yang menyangkut perlindungan pribadi klien dalam pelayanan konseling sangat di utamakan.

ABKIN secara langsung peduli atas realisasi sisi-sisi objek praktik spesifik profesi, keintelektualan, kompetensi dan praktik pelayanan, komunikasi, kode etik, serta perlindungan atas para anggotanya. ABKIN membina para anggotanya untuk memiliki kualitas tinggi dalam mengembangkan dan mempertahankan kemartabatan profesi. ABKIN disamping membesarkan profesi itu sendiri, juga sangat berkepentingan untuk ikut serta memenuhi

kebutuhan dan membahagiakan masyarakat luas.Kemandirian organisasi profesi menandakan bahwa ABKIN akan dapat tumbuhkembang dengan baik sangat tergantung kepada partisipasi aktif dari para anggotanya.

ABKIN mempunyai peran penting dalam mewujudkan kemartabatan profesi konseling dan kepercayaan publik terhadap pelayanan konseling yang dilakukan oleh konselor. Kemartabatan suatu profesi yang ditampilkan sangat tergantung pada tenaga profesional yang mempersiapkan diri untuk pemegang profesi konselor. Kemartabatan yang dimaksud itu,dalam kemartabatan profesi konseling, yaitu (1) pelayanan yang bermanfaat bagi kemaslahatan kehidupan manusia secara luas; (2) konselor yang bermandat yaitu lulusan pendidikan profesi konselor yang dipercaya untuk menghasilkan tindakan dan produk-produk pelayanan konseling dalam mutu yang tinggi ;(3) pengakuan yang sehat dari pemerintah dan masyarakat..

Pencapaian tujuan dan mewujudkan fungsi ABKIN sangat tergantung pada partisipasi anggota dalam menghidupkan dan menghidupi ABKIN. Keberadaan ABKIN di tengah-tengah masyarakat banyak tergantung pada bagaimana orang-orang yang terlibat dalam ABKIN menampilkan profesi yang diemban.Dalam upaya profesionalisasi, ABKIN mempunyai peranan amat besar sebagai wadah kejawatan dari para pendukung profesi konseling serta unsur pihak lain yang terkait. Melalui organisasi ini segala aspirasi profesional diperjuangkan.

ABKIN mempunyai tanggungjawab untuk mengembangkan kualitas profesional para anggotanya sesuai dengan tuntutan yang berkembang sesuai dengan perubahan zaman.. ABKIN membina para anggotanya untuk memiliki kualitas yang tinggi dalam mengembangkan dan mempertahankan kemartabatan profesi. ABKIN di samping membesarkan profesi itu sendiri,juga sangat berkepentingan untuk ikut serta memenuhi kebutuhan dan meningkatkan kemampuan profesional serta membahagiakan angotanya.

ABKIN juga berperan untuk menghubungkan dan mendinamiskan berbagai pihak yang terkait serta dimensi-dimensi profesional, yaitu dimensi filosofis,konseptual, dan operasional. Keberhasilan ABKIN tentu akan banyak tergantung dari keterlibatan pihak-pihak yang terkait dan kesediaannya untuk ikut serta membesarkan dan mendewasakannya. Oleh karena itu sangat diharapkan agar mereka-mereka yang merasa terkait dengan profesi konseling, hendaknya ikut serta memberikan urunan dan dukungan melalui tindakan nyata sesuai dengan profesi dan proporsinya masing-masing

ABKIN berperan untuk mendorong anggota profesi bahwa melanjutkan studi (pendidikan) harus merupakan kebutuhan bagi konselor dalammenjalankan profesi konseling, terutama setelah lulus dari program pendidikan konseling tingkat tingkat Sarjana . Alasannya adalah karena ide-ide baru dalam pelayanan konseling dan praktik konseling terhadap klien terus berubah dari waktu ke waktu dan harus dievaluasi, digabungkan, dan apa bila perlu, dikuasai. Membaca buku-buku mengenai konseling, menghadiri seminar,workshop,konvensi mengenai konseling, harus dilakukan mengingat perkembangan ilmu pengetahuan dan teknologi konseling terus berkembang, sehingga tidak zaman dalam memberikan layanan ahli konseling kepada sasaran layanan dalam rangka untuk membantu kehidupan yang lebih baik.

ABKIN berperan untuk melakukan pengembangan supervisi terhadap konselor dalam melakukan kegiatan konseling sebagai salah satu cara untuk meningkatkan keahlian konselor dalam melakukan konseling profesional. Supervisi adalah proses interaktif dan evaluatif, di mana seseorang konselor dengan kemampuan dan pengalaman yang lebih baik mengawasi konselor dengan pengetahuan dan keahlian yang lebih rendah, untuk meningkatkan kemampuan profesional (Bernad & Goodyear,2004,dalam Gladding,2009). Supervisi merupakan pengalaman fasilitatif yang menggabungkan belajar secara didaktik, dengan pengalaman dalam konteks hubungan pengembangan. Hal ini memungkinkan untuk mendapatkan keahlian dalam teori dan praktik dalam konseling.

ABKIN bekerjasama dengan LPTK dan program studi Bimbingan dan Konseling untuk melakukan pengembangan Program Pendidikan Sarjana (S1) Konseling, Program Pendidikan Profesi Konselor, Program Pendidikan Magister (S2) dan Program Pendidikan Doktor (S3) Konseling, serta pengembangan Program Kredensial Profesi Konseling.

Pengembangan Program Pendidikan Sarjana (S1) Konseling, melalui upaya-upaya berikut.
    a. Pengembangan kurikulum
    b. Penyediaan dan pengembangan sarana akademik dan praktik konseling
    c. Peningkatan mutu dosen ke arah minimal S2 Konseling dan/atau gelar profesi Konselor (konselor Umum dan Konselor Spesialis)
    d. Pemantapan seleksi calon mahasiswa
    e. Akreditasi lembaga dilaksanakan sesuai dengan peraturan perundang-undangan.

Pengembangan program Pendidikan Profesi Konselor (PPK: Spesialis I dan Spesialis II) mencakup upaya-upaya berikut.
    a. Pengembangan kurikulum Pendidikan Profesi Konselor
    b. Pemantapan program PPK yang telah ada di Universitas Negeri Padang dan Universitas Negeri Semarang, dan bagi

Lembaga Pendidikan Tenaga Kependidikan (LPTK) lain yang memiliki kesiapan untuk menyelenggarakan PPK, terutama dosen yang berkualifikasi Konselor, dapat menyelenggarakan program ini.

c. Pembukaan PPK berdasarkan pada kriteria yang disepakati dengan prinsip mengutamakan kendali mutu secara ketat.

d. Pemantapan seleksi calon mahasiswa

e. Akreditasi lembaga dilaksanakan sesuai dengan perutaran perundanga-un

Pengembangan program Pendidikan Magister (S2) dan Doktor (S3) Konseling memperhatikan hal-hal berikut.

a. Pengembangan kurikulum

b. Penyediaan dan pengembangan sarana akademik

c. Peningkatan mutu dosen ke arah minimal S3 Konseling dan/atau gelar profesi Konselor.

d. Pemantapan seleksi calon mahasiswa

e. Akreditasi lembaga dilaksanakan sesuai dengan perutaran perundanga-undangan.

f. Program Pascasarjana Konseling dibuka pada LPTK yang program S1 Konseling sudah berjalan dengan mantap (akreditasi A/sebagai pembina),dan kriteria lain yang ditetapkan.

g. Program Magister (S2) dan Doktor (S3) Konseling dapat diselenggarakan secara serenpak program Pendidikan Profesi Konselo (Sp.1 dan Sp.2) dengan sepenuhnya mengacu kepada kriteria penyelenggaraan PPK.

Pengembangan Kredensialisasi Profesi Konseling meliputi hal-hal berikut.

a. Validasi standardisasi profesi melalui studi empirik-komparatif

b. Studi kelayakan tentang:

a) Sasaran yang kepadanya dapat diberlakukan aturan kredensial (sertifikasi, akreditasi, dan lisensi), termasuk warga negara asing.

b) Substansi masing-masing obyek sertifikasi, akreditasi, dan lisensi.

c. Penyusunan instrumen,kriteria, dan prosedur pemberian sertifikasi, dan lisensi.

d. Pembentukan perangkat pelaksana sertifikasi,akreditasi, dan lisensi serta kerjasama dengan pihak-pihak terkait (Kemenritekdikti, ABKIN,Tim Khusus).

e. Proses pelaksanaan sertifikasi, akreditasi, dan lisensi termasuk lisensi untuk praktik mandiri bagi konselor Umum dan Konselor Spesialis.

ABKIN berperan dalam membantu pengembangan konselor untuk memenuhi standar nasional dan standar internasional, sehingga akan mengokohkan dan mempromosikan identitas, kelayakan, dan akuntabilitas konselor profesional secara nasional maupun internasional. Profesi konseling di Indonesia tidak hanya terkait dengan berbagai aspek yang bersifat nasional, melainkan juga bersifat internasional. Disisi lain dalam era globalisasi persaingan begitu ketat, dimungkinan tenaga konselor dari luar negeri masuk ke Indonesia dan sebaliknya konselor Indonesia bekerja di luar negeri maka dituntut terpenuhinya kompetensi standar internasional, jika tidak maka konselor Indonesia akan tergilas, tidak layak dan akuntabilitas profesional rendah.

ABKIN berperan meningkatkan konselor dalam menjalankan profesi konseling yang kreatif, inovatif dan menyenangkan untuk menjadikan profesi konseling menjadi kuat dan eksis sehingga akuntabilitas konselor profesional secara nasional di Indonesia ini dapat diwujudkan. Konselor yang kreatif, inovatif dan menyenangkan akan menjadikan proses konseling hidup, berkembang, dinamis, dan menyenangkan bagi pihak yang dilayani,sehingga menimbulkan kepercayaan publik (*public trust*). Profesi konselor akan menjadi kokoh, banyak dicari orang,dan menjadi pilihan yang sangat berguna bagi individu yang hidup dalam dunia yang kompleks,sibuk,dan terus berubah sehingga banyak pengalaman yang sulit dihadapi seseorang untuk segera diselesaikan. Pada saat itulah konseling merupakan pilihan yang tepat dan sangat bermanfaat.

Kreatif dan inovatif adalah karakteristik personal yang terpatri kuat dalam diri seorang konselor profesional. Profesi konseling yang tidak dilandasi upaya kreatif dan inovatif dari konselor tidak akan menjadikan profesi konselor menjadi eksis dan bermartabat.Masyarakat yang begitu dinamis menuntut konselor untuk selalu adaptif dan mencari terobosan terbaru untuk dapat memberikan pelayanan konseling secara efektif dan bermartabat. Karakter cepat berpuas diri dan cenderung stagnan sama saja membawa profesi konseling menjadi tidak eksis dan tidak berkembang yang pada akhirnya menjadi kepercayaan publik menurun.

Pemahaman kreatif dan inovatif sering kali dipertukarkan satu sama lain. Menurut Zimmerer dkk (2009) kreativitas adalah kemampuan untuk mengembangkan ide-ide baru dan untuk menemukan cara-cara baru dalam melihat masalah dan peluang. Inovasi adalah kemampuan untuk menerapkan solusi kreatif terhadap masalah dan peluang untuk meningkatkan atau untuk memperkaya kehidupan orang-orang. Selanjutnya Ted Levitt (dalam Zimmerer, 2009) menyatakan bahwa kreativitas memikirkan hal-hal baru dan inovasi mengerjakan hal-hal baru. Jadi kreatif adalah sifat yang selalu mencari cara-cara baru dan inovatif adalah sifat yang menerapkan solusi kreatif. Kreatif tapi tidak inovatif adalah mubazir

karena ide hanya sebatas pemikiran tanpa ada realisasi.

Konselor yang kreatif adalah konselor yang selalu ingin tahu, memiliki minat yang luas, mempunyai kegemaran dan menyukai aktivitas yang kreatif. Konselor yang kreatif biasanya mandiri dan memiliki rasa percaya diri. Konselor berani mengambil risiko dengan perhitungan yang matang, artinya dalam melakukan sesuatu yang bagi konselor sangat berarti, penting dan disukai, konselor tidak terlalu menghiraukan kritik dan ejekan, tidak takut membuat kesalahan dan mengemukakan pendapat meskipun tidak disetujui orang lain.

Konselor yang inovatif adalah konselor yang berani untuk berbeda, menonjol, membuat kejutan, atau menyimpang dari kebiasaan. Rasa percaya diri, keuletan,ketekunan membuat konselor tidak cepat putus asa untuk mencapai tujuan. Treffinger (1986) menyatakan bahwa pribadi yang kreatif biasanya lebih terorganisir dalam tindakan, dan rencana inovatif serta produk orisinilnya telah dipikirkan matang-matang terlebih dahulu, dengan mempertimbangkan masalah yang mungkin timbul dan implikasinya. Tingkat energi, spontanitas,dan kepetualangan yang luar biasa sering tampak pada konselor yang kreatif. Keinginan konselor untuk mencoba aktivitas yang baru dan mengasyikan. Konselor yang kreatif biasanya mempunyai rasa humor yang tinggi, dapat melihat suatu masalah dari berbagai sudut tinjauan, dan memiliki kemampuan untuk bermain dengan ide, konsep atau kemungkinan-kemungkinan yang dikhayalkan, yang kemudian terwujud menjadi penemuan-penemuan baru.

Konselor dalam menjalankan profesi konseling yaitu profesi bantuan yang maju dan berkembang hingga kini berpangkal pada upaya kreatif dan inovatif. Konselor akan kehilangan kepercayaannya dari para pengguna,jika konselor tidak selalu berusaha melakukan inovasi dan tindakan yang kreatif serta menyenangkan pengguna,karena layanan yang diberikan membosankan, tidak menarik, dan menakutkan.Tetapi banyak. Kreativitas dan inovasi mungkin dapat dipandang sebagai upaya yang mengganggu keseimbangan yang telah tercipta.

Kreatif dan inovatif dapat diterapkan secara sederhana. Kuncinya adalah kepekaan dalam menghadapi keberagaman individu-individu yang dilayani dan kemampuan mengambil keputusan dalam berbagai situasi dan kondisi dikala menghadapi individu-individu yang multibudaya dalam berbagai kebutuhan dan permasalahan yang kompleks. Konselor harus peka jika melihat klien sudah mulai jenuh dan terjadi resistensi, konselor melihat dan berpikir masih ada peluang lain yang dapat dikembangkan untuk membuat klien semangat dan berupaya untuk memenuhi kebutuhan dan permasalahannya bersama konselor.

Konselor yang menyenangkan yaitu konselor yang menyadari bahwa konseling adalah *"profesi yang mulia dan altruistik"* Artinya bahwa profesi konseling adalah profesi yang bersifat pelayanan bantuan keahlian dengan tingkat ketepatan tinggi untuk kebahagiaan pengguna berdasarkan norma-norma yang berlaku. Motivasi kerja seorang konselor profesional bukanlah berorientasi kepada kepentingan dan keuntungan pribadi, melainkan untuk kepentingan, keberhasilan, dan kebahagiaan sasaran layanan, serta kemaslahatan kehidupan masyarakat pada umumnya. Motivasi altruistik pada diri konselor diwujudkan melalui peningkatan keintelektualan, kompetensi dan komunikasi dalam menangani objek praktik spesifik profesi. Motivasi altruistik ini akan menjauhkan tenaga profesional mengutamakan pamrih atau keuntungan pribadi,dan sebaliknya,mengutamakan kepentingan sasaran layanan. Bahkan, jika diperlukan,konselor sebagai tenaga profesional tidak segan-segan mengorbankan kepentingan sendiri demi kepentingan/kebutuhan konseli sebagai sasaran layanan yang benar-benar mendesak.

Jika konselor memiliki jiwa yang penuh rasa cinta atau kasih sayang yang tulus, serta meyakini bahwa semua kebaikan yang datang pada diri konselor pada hakikatnya adalah nikmat yang diberikan Allah kepada diri konselor,maka kesungguhan di dalam menjalankan profesi konseling berdasarkan atas ketulusan dan keihlasan untuk kebaikan konseli dan juga karena Allah. Atas dasar itulah maka kebahagiaan sejati akan ada pada diri konselor. Untuk itu konselor harus memiliki motto "Saya akan lebih berbahagian jika saya melihat orang lain berbahagia" dan " saya akan lebih berbahagia jika saya dapat membantu orang lain berbahagia" Inilah jiwa konselor dalam konseling yang berorientasi pada kebahagiaan orang lain yang dilayani yaitu konseli. Konselor seperti inilah yang menyenangkan, diharapkan, dan didambakan oleh semua konseli maupun pihak-pihak yang terkait dengan pelayanan konseling.

Dengan peran organisasi profesi ABKIN beserta divisi-divisinya akan dapat meningkatkan kompetensi konselor sebagai anggota profesi, meningkatkan kemartabatan konselor dan profesi konselor, meningkatkan kemartabatan pelayanan konseling, yang pada gilirannya akan meningkatkan kehidupan individu yang dilayani menjadi lebih baik.

4. Penutup

Berbagai upaya kearah profesionalisasi konseling telah banyak dilakukan baik oleh pemerintah maupun organisasi profesi bimbingan dan konseling (dulu IPBI sekarang ABKIN) dan telah membawa profesi konseling khususnya dalam setting pendidikan persekolahan lebih baik dari sebelumnya. Perubahan dan perkembangan

masyarakat yang semakin maju dan dalam rentang diversifikasi kebutuhan yang amat luas menuntut profesi konseling untuk menyesuaikan diri kepada tuntutan dan kebutuhan masyarakat tersebut. Pada tatanan masyarakat dewasa ini pelayanan konseling tidak hanya dibutuhkan dalam setting pendidikan persekolahan tetapi juga dalam setting kehidupan masyarakat luas.Profesi konseling menjadi makin kokoh, eksis dan kepercayaan public (*public rust*) segera dapat diwujudkan dengan didukung oleh konselor sebagai tenaga profesional dengan mengacu kepada Peraturan Menteri Pendidikan Republik Indonesia Nomor 27 tahun 2008 tentang Standar Kualifikasi Akademik dan Kompetensi Konselor.

Untuk dapat melaksanakan fungsinya ABKIN melaksanakan kegiatan-kegiatan pengembangan dan inovasi-inovasi yang berkaitan dengan: (a) penelitian dan pengembangan ilmu dan teknologi dalam bidang bimbingan dan konseling; (b) peningkatan mutu layanan bimbingan dan konseling; (c) penegakkan kode etik bimbingan dan konseling; (d) pendidikan dan latihan keterampilan profesional; (e) pertemuan organisasi dan pertemuan-pertemuan ilmiah; (g) publikasi dan pengabdian kepada masyarakat; dan (h) advokasi layanan profesi.

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Clinical Supervision in Counselling: Models and Practice

Tan Soo Yin, PhD

National Institute of Education, Singapore

Nanyang Technological University

*sooyin.tan@nie.edu.sg

With growing recognition of the importance of school counsellors comes a heightened awareness of the need for more supervisory services for counsellors, especially newly trained counsellors and psychologists who are required to start work with limited supervision (Yeo et al., 2012). Consequently, due to a lack of support and proper supervision, they are likely to become stressed, and be less effective (Cashwell & Dooley, 2001; Crutchfield & Borders, 1997) and experience role stress (Culbreth et al., 2005). As the work of counsellors can be complex and emotionally demanding, it is vital that they continue to improve themselves and receive constant support (McMahon & Patton, 2000).

Supervision

Supervision refers to 'an intervention provided by a more senior member of a profession to a more junior member or members of that same profession' (Bernard & Goodyear, 2009, p. 7). Specifically, it "enhances the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession" (Bernard & Goodyear, 2009, p. 7). In short, supervisors help fill in gaps in knowledge and improve proficiency (Carroll, 2001).

Theoretical Models

Several models of supervision have been developed to understand the process of clinical supervision, such as theory-based models, developmental models and integrative models. These models help supervisors to understand supervisee experience, which may help to develop more effective supervision approaches (Gallo, 2013). Here, I will focus on Stoltenberg, McNeil, and Delworth's (1998) Integrated Developmental Model (IDM) and Bernard's (1979) Discrimination Model (DM).

Integrated Developmental Model (IDM)

Developmental models have been developed to understand the process of clinical supervision and counsellor development, such as Stoltenberg, McNeil, and Delworth's (1998)

Integrated Developmental Model (IDM). Such models provide supervisors with a direction in terms of the supervision process and counselling roles (Nelson, Johnson, & Thorngren, 2000). These models help supervisors identify the levels in which the counsellors are operating (Gallo, 2013), which in turn leads to the development of more effective supervision strategies (Stoltenberg et al. 1998; Nelson et al., 2000). Indeed, there has been evidence supporting the incorporation of such models in school counselling: models can offer pragmatic strategies and guidelines that are grounded in theory, research and experiential accounts for supervisors to employ in their sessions to promote supervisee growth and development (Lambie & Sias, 2009).

In the IDM, three levels of counsellor development are proposed (Stoltenberg et al., 1998). The first level may consist mostly of entry-level students and novice counsellors. Some of the main characteristics observed in this level are: high motivation, high levels of anxiety, dependence upon supervisor, evaluation apprehension and limited self-awareness. They also have difficulty confronting and self-disclosing. Supervisees in the second level are usually counsellors at mid-level and experience fluctuating confidence and motivation. They may function more independently than their counterparts in level 1, but may also be evasive. In the third level, supervisees are more stable in motivation and more focused on establishing their professional identity. They recognize when to seek consultation and are accepting of their own strengths and weaknesses. This model provides an insight into the common challenges supervisees face and strategies that supervisors can employ to overcome them (Gallo, 2013), as appropriate supervisory interventions for each level are suggested.

Discrimination model (DM)

The Discrimination Model (DM) was developed by Bernard in 1979 to provide a framework for supervisors to use in their supervision practices to help them design their agenda and plan the direction their supervision process will take.

She suggested three roles for the counselling supervisor:

1) Teacher role: Focuses on the knowledge or expertise that is to be transmitted;

2) Counsellor role: Places priority on the counsellor's personal needs, to allow the counsellor to overcome the nervousness or self-doubt that impedes natural development; and

3) Consultant role: Focuses on an explorative relationship with the counsellor and assumes that the counsellor is able to express his or her supervision needs (Bernard, 1979).

She has also identified three functions of supervision:
1) To enhance the process of counselling by transmitting skills such as interviewing skills;
2) To develop deliberate thinking and case analysis; and
3) To boost personal aspects as a counsellor such as empathy (Bernard, 1979).

This model presents an expansion and enhancement of the relationship between the supervisee and supervisor; and helps them become more aware of what is required of them (Bernard, 1979). In other words, with specific roles and functions to work with, the supervisors will be able to organize and manage their supervision sessions more effectively. It has been used mainly to guide clinical supervision in group counselling (Luke & Bernard, 2006). Indeed, the two primary benefits of using this model during supervision are that it facilitates feedback and evaluation in group settings (Bernard, 1979).

Modes of Supervision
There are different modes of supervision delivery:
1) **Self Supervision** - individual reflects upon his/her own work
2) **Individual Supervision** – a one-on-one session between expert supervisor from the same discipline and supervisee (senior/Junior)
3) **Group Supervision** - between a designated supervisor and group of counsellors who have a common link (practicum/internship)
4) **Team Supervision** - among a group of colleagues who work together, team members share a variety of observations and thoughts they believe may help the supervisee in working with families (field of marriage and family supervision).
5) **Peer Supervision** - A group of counsellors with similar expertise (skill levels and status) who meet regularly to discuss cases/challenges. No defined leader.

Other Modes of Supervision:
Role playing - involves acting out scenarios with the supervisor and supervisee acting as the therapist and client, can be a very effective supervision approach when used in conjunction with other methods.

Role reversal - a kind of role play in which the supervisee plays the role of the client while the supervisor plays the role of the therapist.
Modeling - observing the supervisor's behaviour, how the supervisor would go about various professional tasks from ethical decision making to formulation and applying clinical methods.
Transfer of information between counsellor and supervisor:
1) **Self-report** is one of the most widely used methods, but may carry the risk of conscious or unconscious distortion of therapy material.
2) **Audiotapes** are a widely used procedure that yields direct and useful information about the supervisee, less risk that our memory edits out certain information.
3) **Videotape recording** allows for an assessment of the interaction between the supervisee and the client, preview the videotape, and note important areas for discussion.
4) **Live supervision** provides the most accurate information about the therapy session, but it can be distracting to the supervisee and client.

Guidelines and Tips for Supervisors:
Supervisors Personal Skills:
- Empathy
- Respect: promotes positive working relationships - should occur regardless of individual differences and levels of experience.
- Emotional balance: able to maintain emotional balance and self-control in various situations confidently and successfully.
- Being proactive: to respond to the needs of the situation which has arisen suddenly, taking responsibility instead of passing the blame to others.
- Confidentiality: more open and honest about errors if they can discuss errors in confidence with supervisor.
- A motivating and positive attitude: Most people respond best to encouragement, and feedback is more effective if framed in constructive terms.
- Ability to reflect on practice: A supervisor who is able to reflect on their own practice provides a valuable role model for supervisees.
- Willingness to allow counsellors to grow, be independent and make some mistakes without fear of blame: Though supervision is to minimise risk to clients and build

competent professionals, supervisors should acknowledge that lessons learned from making mistakes and putting plans into action.

Supervisor Clinical skills: The modelling of supervisor's up-to-date and evidence-based clinical skills is one of the most effective ways to help supervisees.

Supervisor Teaching skills: To be an effective teacher, supervisor should enhance their teaching skills.

Barriers to Effective Supervision

- Being absent or unavailable - This creates anxiety amongst supervisees and have direct impact on the delivery of high quality and safe client care.
- Having a negative attitude or "blaming" - Publicly criticising supervisees' performance leads to adverse relationships.
- Telling instead of coaching - supervisees may feel unsupported and unable to develop their skills within the context of their learning styles.
- Being rigid - not creative and not able to recognize good idea from other sources.
- Intolerance and irritability - This leads supervisee to avoidance (e.g., hiding errors and gaps in their capability).

Supervisors need to assess the needs of supervisees so as to provide adequate and relevant support. They also need to be able to respond to the different challenges that their supervisees will face in their work. For this reason, supervisors are encouraged to invite continual feedback from their supervisees, as the supervisees' opinions, insights and suggestions can help improve the quality and delivery of supervision (Mastoras & Andrews, 2011)..

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Using Child – Centered Filial Play Therapy with a Five Year Old Adopted Boy to enhance Child – Parent Bonding and Pro Social Behavior: A Case Study in Progress

Associate Professor Dr. Diana – Lea Baranovich
University of Malaysia
Department of Education Psychology and Counseling

In Malaysia there is a current movement toward de-institutionalization of children. Unlike in North America or Europe whereas children who have been removed from their biological parents due to abuse or voluntarily abandoned by their biological parents are placed in foster care, Malaysia only provides shelter home care for these children. There are usually 10 to 30 children to one caregiver. Some children in shelter homes over the age of three do get adopted out; however, the adoptive parents have a difficult time coping with the child's behavior. Sometimes the adopted child is given back to the system by the adoptive parents; hence, causing more abandonment issues for the child. Furthermore, abandoned children are also at risk for committing criminal acts. According to the Royal Malaysian Police (2016), currently approximately 70% According to the Royal Malaysian Police (2015) approximately 70% of the current inmates in juvenile detention centers are from shelter homes.

To date Malaysia has offered different therapies to try to help adopted children simulate into their new families. Such therapies include traditional verbal therapy, family therapy, play therapy and art therapy. However, none of the aforementioned have been able to bring about a successful outcome in the bonding process between the parent and the adopted pre-school child.

Despite the effectiveness of filial play therapy (FPT) in helping young adopted children connect with their new parents and achieving behavioral and emotional improvement in North America and Europe, FPT is not practiced in Malaysia. Furthermore, children's behavioral issues have been found as the most popular issues in family counseling in Malaysia (Noor, 2014). Therefore, researching the application of filial therapy in a Malaysian context would help to enrich the repertoire of therapy modalities offered in Malaysia in order to further help Malaysian families.

For the purpose of this study, the researcher has developed a new training program for FPT, which is Child – centered Filial Play Therapy (CCFPT). The CCFPT program is very similar to FPT with an added component of psycho-educational consultation for the parents in regard to attachment theory, Disinhibited Social Engagement Disorder (DSED) and Oppositional Defiance Disorder (ODD).

This study is a case study of a five-year old adopted boy. The child was adopted at the age of three and has been diagnosed with Disinhibited Social Engagement Disorder (DSED) (DSM, V, 2013), which was formerly called Reactive Attachment Disorder (DSM IV – TR, 2009) and Oppositional Defiance Disorder (OOD) (DSM V, 2013). The adoptive mother and father will both be educated in attachment theory, DSED and ODD to better understand the nature of their child's behavior and how this behavior is not a reflection of their parenting skills. Furthermore, the parents will be trained in the techniques of CCFPT. The mother will carry out the filial play sessions with the child. The filial play sessions between mother and child will be observed every two weeks for a period of four months by the filial play therapist. Parent consultation and feedback will be given immediately. The mother is the chosen caregiver because the mother spends the majority of her time caring for the child. The child's adoptive father will be involved in the psycho-educational consultation sessions as well as the feedback sessions. Hence, the father will also learn child-centered play techniques.

The present study will serve to contribute to the existing literature of filial therapy to enhance both researchers' and practitioners' understanding about the application of child-centered filial play therapy with pre-school adopted children with attachment issues in a Malaysian context. More importantly, this study will bring positive change to the child and his adoptive parents, which allows the study to be a testimony that CCFPT is a positive agent of change in the lives of adopted children and their families.

Background of the Study

The issues surrounding children's rights and welfare are rising on a global-scale. Although, considerable attention has been given on child poverty and concomitant issues of abuse and neglect, there is a silent crisis that very few

governments, particularly in developing countries, are giving attention to. This is the issue of children who have been successfully placed for adoption but whose journey of rehabilitation remains critical. Because symptoms of attachment disorder have already manifested in abandoned children over the age of three, bonding with a new caregiver will be challenging. If left untreated, this issue would breach the fledgling parent-child bonding, causing more damage in the child's recovery.

There are currently, 3000 children below the age of 18 years in government shelter homes in Malaysia; all of whom are wards of the state; and another 1800 more children below the age of 18 years in non-government (NGO) shelter homes. Some of the children in NGO shelter homes are wards of the state; however, most of them have been voluntarily placed in shelter care by their parents without termination of parental rights. Such children are able to visit their parents as agreed by the parents and the NGO organization. However, the children who are wards of the state will not have any contact with their biological parents and are hence available for adoption. The numbers are considered approximate because the numbers fluctuate on a daily basis (Malaysian Department of Social Welfare, 2016). Child maltreatment has been consistently on the rise over the past ten years according to official reports given by the Malaysian Department of Social Welfare, local hospitals and the Royal Malaysian Police (Ahmed et al., 2015). The Malaysian Department of Social Welfare (2015) reported between 2012 and 2015 the number of Malaysian children who experienced a confirmed case of maltreatment increased 39% (ministry of women, 2013). It is mentioned that over the first decade of the 21st century, the reports of child abuse and neglect have increased, with the total number of cases tripling between 2001 and 2010, to more than 3000 per year (Sim & Yuen, 2012). With an increase in child maltreatment, there will continue to be a rise in children being removed from the home and placed in shelter home environments.

Malaysia is currently in the planning stages of a de-institutionalization movement in hopes of having children in shelter homes reunited with their biological parents, if parental rights have not been severed, or adopted into families. It is important that abandoned children are raised in the secure environment of a family home; otherwise, the child is at an increased risk for psychological disorders, as well as at an increased risk for committing criminal acts (Courtney, M., Dworsky, A., Lee J., Raap, Ma, Cusick, G., Keller, T., Havlicek,J., Perez, A., Terao, S., Bost, N., 2010). According to the Royal Malaysian Police (2015) approximately 70% of the current inmates in juvenile detention centers are from shelter homes, homes without parental supervision and displaced families.

However, to merely place abandoned children in adoptive families and expect that the child will naturally bond with his new caregiver is not realistic without appropriate therapeutic interventions. According to the current board of directors of Protect and Serve the Children (PS the Children), several of the pre-school children, over the age of two years, who were legally placed in adoptive homes were returned to the shelter homes by their adoptive parents (Board of Directors, PS the Children, 2016). Malaysia does not have a published statistics of adoptions. Globally speaking disruptive adoptions of children over the age of two are not uncommon. According to the annual report of inter-country adoptions from the foster care system had a return rate of 25% (U.S. Department of State, Bureau of Consular Affairs, 2015). According to a The Hadley Center for Foster Care and Adoption Studies in the UK, the return rate as in 2014 was 65% (Selwyn, J., Wijedasa, D. and Meakings, S., 2014).

The ideal outcome for assisting abandoned children whether in North America and in Southeast Asia is their final placement within a family, where they could permanently receive care as a legitimate member of a family. This is usually referred to as adoption. Successful adoption requires considerable preparation on the part of the parents. It is for this purpose that the study will develop Child Centered Filial Play Therapy in view of adoption.

The issue surrounding adoptive care points to the direction of attachment. Human beings need to have a secure bond with their parents (or primary caregivers) in order to grow up into mentally healthy individuals. The consequence of not forming a secure base attachment during the first two years of life with one's primary caregiver is what psychologists refer to Attachment Disorder. Attachment Disorder is a condition first investigated by John Bowlby in the 1940's along with Melanie Klein and then further researched by other prominent developmental psychologists, such as Ainsworth, Main, Hesse and Winnicott, (Berk, 2004; Kaplan, 2000). Succeeding theories narrowed down specific conditions of attachment disorder such as Reactive Attachment Disorder (RAD), both Inhibited Type and Disinhibited Type. Both of which mean the child is incapable of forming healthy, reciprocal relationships with others DSM – IV, 2009). The newest edition, DSM – V, 2013 has renamed Reactive Attachment Disorder – Disinhibited Type to Disinhibited Social Engagement Disorder DSED. Needless to say, individuals who suffer from RAD or DSED, as is common to abandoned children, grow up unable to build healthy relationships and more often than not proceed to paths of negative socialization or even criminality, where their pain is given a sort of occupational identity (e.g. robbery) and an outlet

for expression.

If Malaysia's de-institutionalization program is to be successful, it is important to educate prospective adoption parents on RAD and DSED, as well as have an appropriate therapeutic intervention, which places emphasis on parent – child attachment. Previous studies in Malaysia state that the prevalent therapies for children, which have been undertaken, are play therapy, counseling, and also family therapy (Low, Kok, & Lee, 2013; Ng, 1998; Noor, 2014; See & Ng, 2010), however, these approaches are not strong enough for children with DSED or RAD. All studies suggested that there is a great need for further improved counseling services within the Malaysian context. Noor (2014) recently discussed the need for family counseling awareness in Malaysia family. Proper family counseling interventions are vital in strengthening the family, and hence developing better future generations of Malaysians.

The components of rebuilding or nurturing attachment are grounded in attachment theory, which has been widely researched by many prominent scholars, such as Bowlby, Ainsworth, Main, Hesse and Winnicott, (Berk, 2004; Kaplan, 2000). There are also some therapeutic interventions such as attachment therapy, dyadic developmental psychotherapy and filial play therapy that concentrate on parent-child relationship and attachment; however, there remains a lack of empirically, evidence based therapeutic interventions for children with attachment behavior difficulties who have also experienced abuse and neglect in their life history. (Sergeant, 2011; Zeanah & Gleason, 2015). Furthermore, Zeanah and Gleason (2015) recommended filial therapy as an integrative therapeutic intervention, with attachment theory as one of the seven theories in which filial therapy is based upon (Topham & VanFleet, 2011; Watts & Broaddus, 2002). Topham and VanFleet (2011) also stated that there are some research studies which indicated that filial therapy has been shown to be an effective intervention for parents and children from a vast realm of history and presenting issues or complaints including foster parents, single parents, parents from a variety of cultural and ethnic backgrounds, parents of children with conduct problems, parents of children with pervasive developmental disorders, parents of children with learning difficulties, non-offending parents of sexually abused children, and children who have witnessed domestic violence.

In addition, it is vital to study a specific age range of the children, while the study considers on the child development issue. A specific age range is important terms of cognitive, social, emotional development debates (Berk, 2004; Kaplan, 2000). Erik Erikson (1902-1994), a German social psychologist, developed a psychosocial theory that studied human development from birth to death (Kaplan, 2000), he categorized human developmental into eight stages. He propounded that secure transmission from one stage to another is very important. Hand in hand with Erickson's first stage of psychosocial development, trust vs. mistrust, secure based attachment is developed during the first year of life; however, there are two windows of opportunity the lack of a secure attachment, the first is between the ages of 12 to 36 months and the second is between the ages three to six years (Cline, 1997). Recent studies conducted on the impact of filial therapy on attachment problems of children between six to ten (Sergeant, 2011), the impact of filial therapy on adoptive family experience (Hetrich, 2012), and the impact of filial therapy on family functioning (Bratton, 2012); they did not consider the critical age range of children that is under seven years old. Although, White (2014) studied the benefits of filial therapy for pre-school-aged (three to six) children with reactive attachment disorder. His study's consideration is not adoptive families, and children with DSED symptoms. The current study is going to use filial therapy for adopted children (three to six years).

When considering the past research, filial play therapy, which is a play-based and relationship-focused therapy, is the therapeutic intervention of choice for bonding an adopted pre-school child with a new caregiver. This is because play therapy and counseling with the caregiver are combined in this therapeutic intervention, which also places the caregiver as the therapist during the play sessions with the child. N. Smith and Landreth (2003) indicate filial therapy is an intensive treatment compare with sibling group play therapy and any individual play therapy.

There are several studies that have shown the strength of this treatment; however, to the best of the researcher knowledge, no such studies have been undertaken in Malaysia (Alivandi Vafa & Ismail, 2009; Alivandi-Vafa & Ismail, 2010; Vafa & Ismail, 2004). Although Malaysia realizes the importance of preparing parents for adoption, however, the Malaysian context has a serious gap in terms of actual programs, to which this paper aims to propose as a plausible intervention. Filial play therapy has proven to be an effective way of building a healthy bonded relationship between adoptive parents and the adopted children (Cornett & Bratton, 2015). Studies also show that failure of adoptive parents to cope with the peculiarities of raising a child with an attachment disorder is often the cause of consequently letting go of the child, which further aggravates the psychosis. Educating parents on the psychological issues the child is facing not only prepares them but helps them make an inform decision of the kind of commitment that such adoption will ask from them.

This study purports to contribute to addressing issues of abandoned children and contextualize adoptive parent education in Malaysia. Academically, the study will expand existing literature on RAD, DSED and ODD, and more importantly build upon the pool of viable programs that can address these issues.

Problem statement

In light of the fact that Malaysia is moving toward de-institutionalized there will be several pre-school children placed in adoptive homes, who have been raised in shelter homes. Most of these children will move into adopted homes bringing with them symptoms of reactive attachment disorder and disinhibited social engagement disorder. Such behaviors are very taxing to the adoptive parents who are trying to bond with the child. Without such a secure bond and feeling of love and belonging, such children are prone to criminal behaviors.

Adoptive parents often encounter numerous challenges after adopting a child. Adoption is a complicated process. Many children develop more behavioral problems as a result of being in a new family environment. (D. C. Ray, 2006)a From a different point of view, adoption is an intervention which affords the adoptive child an opportunity to mature in as healthy manner in all developmental domains, as well as resolve prior traumatic attachment experiences. Adoptive parents are the main resource in the successful emotional adjustment of their adopted child (Barone & Lionetti, 2012).

This is very taxing on the adoptive parents because most institutionalized children being adopted into a new family have experienced maltreatment in the form of abuse and neglect, which causes trust and attachment issues within the child. (Dozier & Rutter, 2008; Hetrich, 2012). Furthermore, Dozier and Rutter (2008) reported that adopted children, who have been institutionalized have experienced the and breakdown of at least one primary relationship, being that of their birth parents. Generally speaking, DSED, RAD and ODD symptoms have been identified in the majority of children who are in institutes or foster homes; also it is one of the top five health problems in adopted children (DSM-5, 2013b; Stinehart, Scott, & Barfield, 2012; Zeanah & Gleason, 2010). Hence, the current study will apply child-centered filial therapy (CCFPT), along with psycho-educational consultation on attachment theory with a five- year old adopted boy, who was adopted at the age of three and diagnosed with DSED, and his adoptive parents in order to enhance the bond between the adopted child and his adoptive parents.

Purpose of the Study

Limited research exists connecting proper therapeutic intervention for adopted children with RAD, ODD and DSED (Neil W. Boris & Zeanah, 2005; O'Conner & Zeanah, 2003a; Zeanah & Gleason, 2015). Using filial play therapy is recommended for children with behavioral issues related to attachment and bonding in *The Child Psychotherapy Treatment Planner* (Jongsma Jr, Peterson, McInnis, & Bruce, 2014). Moreover, filial therapy is a suggested for children who have been diagnosed with reactive attachment disorder (RAD) and disinhibited social engagement disorder (DSED) (Boris & Zeanah, 2005; Hanson & Spratt, 2000; Haugaard & Hazan, 2004; Minde, 2003; O'CONNOR & Zeanah, 2003a; D. C. Ray, 2006; Sheperis et al., 2003). Filial therapy is compatible with attachment theory literature (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1980). Attachment theory literature, which is provided non-coercive therapy, is one of the filial therapy's components; the involvement of parents and caregivers in treatment providing an intervention that is goal-oriented and behavioral, and having a strong foundation in attachment theory (Chaffin et al., 2006). Moreover, Hetrich (2012) remarked and supported that filial therapy is an effective play-based and relationship-focused intervention for adopted children, although she suggested for more study in this population because of dearth of study in this area.

Methodology

This research will employ a qualitative approach, through the use of the case study methodology. Primarily using the observational method, supported by interviews and periodical testing, this study will document the journey of the child-centered filial play therapy process with a five – year old boy who has been diagnosed with Disinhibited Social Engagement Disorder (DSED) and Oppositional Defiance Disorder (ODD), and his adoptive parents. The adoptive parents will both undergo psycho-educational consultation about attachment theory to understand the nature of their adopted child's behaviors.

The five - year old adopted boy was recommended by the Malaysian Welfare Department. He was adopted at age of three years and seven months. Before he was placed in an adopted home, he was raised in a government shelter home. He was chosen because he was diagnosed with both DSED and ODD. The child was not diagnosed with any other medical or developmental issues, which would be contributing to acting out behaviors. The adoptive parents of the child are also very motivated and committed to the study and very much want help bonding with their child.

Research Objectives

This study aims to achieve the following objectives

1. To explore the benefits of psycho-educational consultation as a integral part of the child – centered filial play therapy process.
2. To explore the benefits of child-centered filial play therapy as an appropriate approach for a five-year old adopted boy with disinhibited social engagement disorder and oppositional defiance disorder.
3. To understand the experience of an adoptive parent engaging in child-centered filial play therapy?
4. To explore what CCFPT reveals regarding the symptoms of DSED and ODD.
5. To explore if CCFPT is an effective therapeutic intervention to enhance the parent-child bond and pro-social behavior of a five year old adopted boy with disinhibited social engagement disorder.

Research Questions

The overarching research questions guiding this study are

1. What is the benefit of incorporating psycho-educational consultation as an integral part of the child –centered filial play therapy process.
2. What is the reaction of a five-year old adopted boy with DSED and ODD to CCFPT?
3. What is the experience of an adoptive parent engaging in child-centered filial play therapy?
4. What does CCFPT reveal regarding the symptoms, diagnosis and treatment of DSED and ODD?
5. Is CCFPT an effective therapeutic intervention to enhance the parent-child bond and pro-social behavior of a five-year old adopted boy with disinhibited social engagement disorder and oppositional defiance disorder?

Theoretical of Conceptual Framework

This research will explore child – centered filial therapy (CCFPT) on the emotional and social behaviors of a five- year old adopted boy in Malaysia who has been diagnosed with Disinhibited Social Engagement Disorder (DSED) and Oppositional Defiance Disorder (ODD). DSED is a form of attachment disorder (DSM-5, 2013b), hence it is associated with stages or milestones of mankind growth (Berk, 2004; Kaplan, 2000). Based on attachment theory, attachment bonds are formulated on the concept of the inner working models of the individual. In other words, what can or can not be accepted in relationships for the individual and how the individual perceives others respond to their needs frames the attachment bond (Bowlby, 1969).

Maltreated children, who have experienced abuse and neglect, are not able to develop healthy internal working models or achieve self-regulation; furthermore, they do not have ability to make healthy, reciprocal relationships with others (Ardizzi et al., 2015; Carlson et al., 2015). As a result this leads to disruption within their attachment system and grounds the person in insecure attachment. Bowlby (1980) explains the tendency of attachment as an innate tendency one has in social interactions, especially with a child to his primary caregiver. This becomes a means to facilitate survival for the child. Such dysfunction in emotional and social behaviors are commonly observed in adopted children and also children who have been placed in foster houses or orphanages/shelters (DSM-5, 2013b; Zeanah & Gleason, 2010).

Basically, there are two types of attachment, secure and insecure. Secure attachment is associated with a history of responsive, undivided attention, warm and secure based relationships in childhood from the primary caregiver. Securely attached children have a positive view of self, others and relationships; furthermore, others feel comfortable around the child. These children feel that the world is reliable and they are loved as unique human beings. In contrasts to securely attached children are children with insecure attachments to their primary caregiver. These children do not feel that the world is a reliable place. They have experienced some degree of maltreatment, which is a dangerous relationship; hence, they are on survival mode.

The aim of this study, is to use CCFPT as an appropriate intervention for parent-child bonding. This intervention is a unique integrated approach where parent-child non-directive play is the therapeutic method. This allows for the caregivers or parents to serve as the therapeutic agent of change. The therapist's role in CCFPT is that of a coach, who helps parents to conduct the non-directive play session with their child in their own home, which is the natural environment of the family (VanFleet et al., 2011).

Based on past research, FPT therapy has been proven to be an empowering intervention for parent – child bonding. This intervention was established based on several theoretical orientations, such as humanistic, psychoanalytic, developmental, interpersonal, developmental, behavioral, social learning, and attachment. Moreover, it has been successfully applied and used in diverse populations. This play-based and relationship-focused intervention is conducting through play. Play is universal and children's language. Furthermore, play helps children journey through their developmental years in a joyful manner. As a result, through play all developmental domains are enhanced emotional, social, cognitive, physical and creative (Kaplan, 2000). In summary, with the added component of psycho-educational consultation with parents on attachment theory,

DSED and ODD, CCFPT allows for the parent to to first understand the psyche of the child and then enter the world of the child at his level and together

the bond is enhanced. In turn, this enhanced bonding helps the child overcome his behavioral issues.
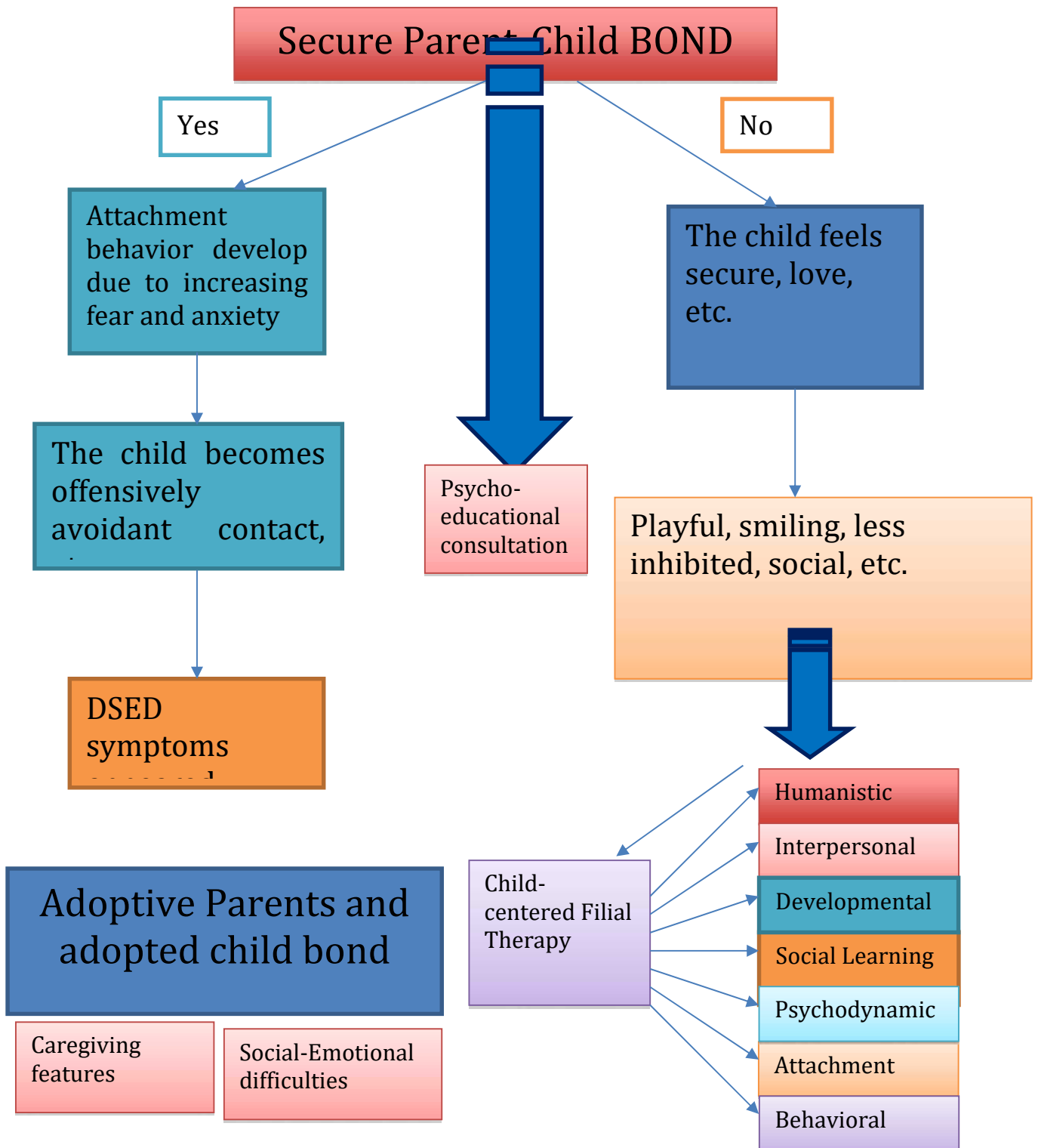
Figure 1: Theoretical framework of this study

Overall, the theoretical framework is the basis for discussion in the data collection and data analysis components of this study. The theoretical framework used in this qualitative case study is as follows. A certified child-centered filial therapist will first educate the adoptive parents, through psycho-educational consultation on attachment disorder, disinhibited social engagement disorder and oppositional defiance disorder in relation to their adopted child. After which, the training of CCFPT skills will be begin. Once this training is complete, the adoptive parent will begin CCFPT sessions with their adopted child. The CCFPT will by supervised and guided throughout the four months of this study. The outcomes will be documented continuously. Further training with the parents will be given if and when needed. Hence, this allows for the process of CCFPT to be tracked throughout the process and results can be documented.

Significance of the Study

This research aims to explore the impact of child – centered filial play therapy with a five- year old adopted The participant is a five year – old boy, who was adopted from a shelter home at the age of three years and four months. The child has been diagnosed with Disinhibited Social Engagement Disorder DSED) and Oppositional Defiance Disorder (ODD) The study will investigate the experiences of the parents and the track the changes in the parent – child bonding and the child's socialization patterns. The researcher will collect data on a bi-weekly basis through observations and consultations. The aspects of bonding which will be looked into are interpersonal exchanges between the parents and the child during the CCFPT sessions, including patterns of responsive and sensitivity, attunement, safe touch, smiles, eye contact, undivided attention, warmth of voice and playful engagement. The aspects of enhanced pro-social behavior, which will be looked at are decreases in oppositional behaviors and an increase in emotional self- regulation. Ideally, this study will serve as a testimony that CCFPT is an effective therapeutic intervention for adopted pre-school children with DSED and ODD.

Limitations

A qualitative research method suggests the advantages of obtaining an in-depth understanding and recognizing of the phenomenon through the researcher's involvement, detailed explanations and interpretations. (Yin, 2013). While current qualitative research is undertaken to achieve its aims, there are some unavoidable limitations by the nature of qualitative studies. This particular study is a single-case study; therefore there is only one participant. Results cannot be generalized.

Delimitations

Delimitations are under the control of the researcher. It is the researcher's responsibility to be trustworthy and honest in choosing an appropriate participant, record data properly and remain un-bias.

Summary

. This study will highlight child-centered filial play therapy (CCFPT) as an early intervention for a five year old adopted Malaysian boy with disinhibited social engagement

disorder (DSED) and oppositional defiance disorder (ODD). Many studies have found that filial therapy, which is an integrated approaching, including a variety of theories, enhances the parent-child relationship. This study will explore how CCFPT serves to enhance the bonding between adoptive parents and a five year old adopted boy and in turn, enhances the child's pro-social behavior.

The literature regarding the work of filial therapy, as an early intervention in this specific field will be addressed in the next chapter. Chapter two will also include empirical studies whereby the findings support filial therapy as being a proper intervention for parent-child bonding and enhance the child's pro-social behavior.

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The Effective Peer Counselling Services: The Journey in Brunei Darussalam

SALWA MAHALLE

Sultan Hassanal Bolkiah Institute of Education

University Brunei Darussalam

Brunei

***salwa.mahalle@ubd.edu.bn**

Abstract

This paper aims to find out the current trends of peer counselling services in Brunei Darussalam, focusing on secondary schools. Eight full time school counsellors were interviewed and interview questions were focused on several aspects namely peer counselling activities and programs, students' perceptions on peer counselling programs, selection process for peer counsellors in secondary schools and the effectiveness of peer counselling programs in government secondary schools in Brunei Darussalam. Analysis of data showed that peer counselling programs do give positive impacts on the personality of the students. Not only positive changes in personality but the peer counsellors showed some improvements in their academic as well as in their learning styles. Importance of support system is also discussed in this paper. Other aspects mentioned in this paper are the importance of supervision, qualification of the school counsellors, types of training and location of the trainings (just to name a few).

Keywords: peer counselling services, Brunei Darussalam, government secondary schools

1. Introduction

Today, there are many emerging issues affecting students in primary and secondary schools as well as in tertiary level of education and Brunei Darussalam is no exception. Students are pressured by a lot of things be it academically, psychologically, spiritually or mentally. 'Peer Power' does play a vital role in aiding such students who are facing some problems. Hence, peer counseling program is introduced in schools and is internationally acknowledged as one of the intervention strategies in enhancing guidance and counseling services in schools. For the peer counselling programs, students (peer counsellors to be) are given trainings so that they can be of great help to their peers.

According to Roslyn et.al (1993) [3], peer counseling can be defined as a process in which trained and supervised students offer listening, support, alternatives and other verbal as well as non-verbal interaction. Students who are well equipped with skills and knowledge in peer counselling, undergone trainings in counselling, can help to revolutionize guidance and counselling services. Researches have been done and have proven that the 'power' or influence of peers among them can give a significant impact. As mentioned by Bett (2013) [1], peer counselling is based on assumption that people who share similar characteristics and age tend to influence one another's behavior significantly. Students peer counsellors with good role model may influence other students to develop positive behaviors in schools and homes. The question is how to select student peer counsellors in playing positive role or helping in developing effective peer counselling programs in schools.

Some schools may set out few criteria in the process of selecting peer counsellors such as students who are able to socialize, well-disciplined, average academic performance, good speakers, listeners and able to keep secrets (trustworthy). Further, selection of peer counsellors should be based on specific guidelines namely understanding, good communication, empathy, good listener and approachable.

Methods or processes in selecting peer counsellors can vary from one school to the other but the qualities of the students appointed should never be compromised and the vitality of the selection processes too have been proven through researches done (Chireshe, 2013) [3], who further stressed the importance of giving adequate training especially in basic helping skills and life skills.

Another important element of counsellor's development, during training and throughout the working life is supervision. Supervision role in counseling is similar to that of a consultant. The effort put by peer counsellors needs to be recognized, and experienced individuals should be given the chance to take on more responsibilities (McLeod 2003). In schools, peer counselling supervision refers to school counsellors overseeing the peer counsellors. Regular and consistent supervision of peer counsellors is important to ensure their efficiency. Effective supervision is determined by the level of training of the school counsellors. Supervision of the peer counsellors should be developmental, helping them examine their relationships with peer clients and the counselling process as they perfect their counseling

skills, gain more knowledge and experience for efficiency. One of the set objectives in evaluating the effectiveness of peer counselling program is to identify weaknesses and strengths as well as develop strategies of improving the program. The selection of peer counsellors cannot be seen lightly to ensure the peer counselling programs in schools are effective in addressing indiscipline, academic under-achievement and psycho-social challenges facing the students.

Further, support system is another factor which can contribute to the effectiveness of peer counselling services. In order to face the challenges in our daily life, it is important to have strong support system and with this support system, it will help us to be more strong and resilient especially during crisis or problems. Peers can be an important source or channel if someone is in difficulties but it is important to note that to share personal problems, he or she has to be very careful in choosing the 'right' person to share with

1.1 Peer Counselling in Brunei Darussalam

In the next section of this paper, focused will be made on the current trends and practices of peer counselling service in government secondary schools in Brunei Darussalam.

1.1.1 Background

In 1986, counselling service was first introduced actively in schools in Brunei Darussalam. Counselling was one of the ways used to handle students' issues in schools. Counselling service was handled by the Counselling and Career Unit under the Ministry of Education, Brunei Darussalam. This unit was responsible in providing trainings pertaining to counselling such as counselling skills, counselling theories, career counselling, just to name a few. It was hoped that through this counselling service, students would be able to increase their self confidence in facing challenges in their daily life.

In 1983 to 1986, the Counselling and Career Unit under the Ministry of Education was known as the Career Guidance services. This unit was placed under the Research and Planning Department, Ministry of Education. At that time, this unit helped students who were waiting for their A 'Level results

to work or to pursue their studies. In 1999, the Counselling unit managed to have agreements with several companies in providing work for the concerned students.

In December 1986, the name 'Career Guidance Services' was changed to 'Counselling and Career Guidance Unit' under the administration of School Department, Ministry of Education. Early 1987, more activities were done by the Counselling Unit such as giving talks, school visits and so forth. These were stepping stone in introducing the existence of counselling services in schools.

Some of the main tasks of the Career Guidance and Counselling unit are to :

a] be the centre or focal point for all schools and colleges to refer matters in relation to guidance and counselling ;
b] plan, execute, control and evaluate guidance and counselling programs , peer counselling programs and drug prevention programs;
c] handle short courses on guidance and counselling, seminars and workshops, educational visits within and outside Brunei especially for the guidance teachers;
d] organize programs which can help in enhancing students' development, prevention and rehabilitation;
e] provide courses for teachers and students through professional development courses and peer counselling programs;
f] provide consultancy services for parents and teachers; and
g] provide counselling services for referred students in secondary schools and colleges

In Brunei Darussalam, both the primary and secondary schools are grouped into clusters depending on their catchment areas. Today, there are 6 clusters and in each cluster there is a mixture of primary and secondary schools which is led by a senior education officer in each cluster. To date, Brunei Darussalam is still short of qualified school counsellors therefore the counselling unit is still providing short courses of three months especially for school counsellors in primary and secondary schools. Currently, there are 33 government secondary schools with only 55 full time school counsellors placed in all

Table 1 : Number of School Counsellors in Primary Schools/Secondary Schools/Colleges/Sixth Form Centres

YEAR	Secondary Schools/ ^th Form Centres			Primary Schools			GRAND TOTAL
	Male	Female	Total	Male	Female	Total	
2011	16	30	46	-	3	3	49
2012	16	33	49	-	3	3	52
2013	13	32	45	-	2	2	42
2014	11	35	46	4	13	17	63
2015	9	36	45	3	12	15	60
2016	11	38	49	2	14	16	65

Table 2 : Number of Guidance Teachers in Primary Schools

YEAR	Male	Female	Total
2014	39	118	157
2015	39	116	155
2016	42	129	171

Table 3 : Number of Career Teachers in Secondary Schools/ Colleges/ Sixth Form Centers

YEAR	Male	Female	Total
2014	18	17	35
2015	8	25	33
2016	77	29	36

schools. In January 2008, all the government secondary schools in Brunei Darussalam were equipped with at least one full time counsellor where these school counsellors were not given any teaching loads, unlike previously. Since the setting up of Counselling and Career Guidance Unit, numerous activities were introduced to all level of students in all schools. The officers in this unit are also responsible in handling student's cases which are referred by schools or parents.

One important activity which is closely related to counselling service is peer counselling program. This program is aimed to produce students who can help the school counsellors and to handle activities related to counselling. The peer counsellors are given trainings so that they can be the 'eyes and ears' for the schools counsellors. This is one of the ways which can help the school counsellors in identifying students who need counselling. Peers can be the source of support to other students who will also encourage them to undergo counselling with the school counsellors. It is also important to note that peers is one of the important aspect in the socialization of children towards developing positive attributes such as loyalty, teamwork, compromise, obedient and so forth.

Initially, in 1996, the peer counselling programs were handled by the Career guidance and Counselling unit under the Ministry of Education. These programs were done three times annually and was aimed for students who were in Year 8, Year 10 and Lower Six Form. But in 2008, the frequency of peer counselling programs given were reduced to

twice a year .Each school would send 25 peer counsellors to attend the peer counselling programs organized by the Ministry of Education.

Generally, the Counselling and Career unit in the ministry handles the events or activities related to counselling. Also, the trainings for peer counsellors are usually given by the officers in the counselling unit who have qualification in the area of guidance and counselling.

2. Methods

For this paper, interviews were done on 8 full time school counsellors. The main objectives of this interview were to gain more insight of how peer counselling programs are organized in secondary schools as well as the progress and development of such programs. These school counsellors were selected based on their experience as full time school counsellors and their qualifications. All of them graduated with a master degree in counselling with more than 7 years of experience as full time school counsellors and more than 10 years of teaching experience..

3. Results

From the interviews, few themes were identified which will be elaborated further. In Brunei Darussalam, peer counselling can still be considered as new. All secondary schools have their own fulltime school counsellors thus there are also lots of peer counselling programs being organized. There are four components that are focused on,

Figure 1: Workplan processes for preparing and handling courses for peer counsellors at the secondary and primary levels.
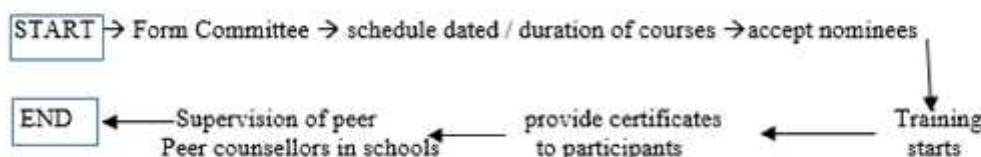
(Source: Career Guidance and Counsellor unit, 2003)

namely: academic development, personality development, counselling and career education. In general, some of the objectives of peer counselling programs are to:

- Produce effective peers
- Act as a peer guiding (as one of the informal channel to share problems)
- Be as a middle person between peers and counsellors.
- Establish source of support for studemts who need help in guidance and counselling
- Create group for peer counsellors who are well trained and can be the listener to their friends
- Enable the students to interact effectively with their peers through self development course and helping skills
- Help the guidance teachers

3.1 Peer Counselling Activities and Programs

As mentioned earlier in this paper, all secondary schools have their own peer counselling programs designed in order to cater the needs of their students in areas of academic, psychology and spiritually. In Brunei Darussalam, peer counselling services are prominently given at the secondary schools, lesser at the primary level. From the interviews, according to the school counsellors, their schools planned all the activities in advance before the schooling year starts. Some of the activities planned for the peer counselling program are talks or workshops on Introduction to Counselling, Basic skills in counselling, ways in handling interviews, Types of counselling, advance course for peer counsellors, communication skills , just to name a few. Most of these activities are led by the peer counsellors (selected from the year before) in that school.

For the new elected peer counsellors, normally they would be sent to attend courses at the Career Guidance and Counselling unit, Ministry of Education apart from given trainings by their school counsellors. Three of the school counsellors shared that in their schools, the peer counsellors are also taught soft skills such as minute writing, proposal training, public speaking and administrative tasks. One of the big events for the peer counsellors is Peer Coaching Workshop where in this workshop, focus are made on academic development, individual counselling as well

Scores given are as below:

Assessment test: Basic course for Peer Counsellors	= 20%
Assessment test: Advance course for Peer Counsellors	= 20 %
Involvement in school	= 20%
Involvement at national level	= 20%
Involvement at international level	= 20%

as charity program.

3.2 Perception of students towards Peer Counselling Service

It was found that majority of the peer counsellors in the secondary schools are actively involved and committed. They see peer counselling as a positive aspect which plays crucial role in the education system. Overall all the secondary schools stated that as perceived by the peer counsellors, the peer counselling program is seen as:

- New knowledge to them which has given them new experience
- Fun
- A program where they are able to learn skills to help others as well as themselves
- A program which helps to increase their self confidence to talk in public
- A program which develop their creativity
- A value added activity to them compared to other students

The Career Guidance and Counselling unit in the Ministry of Education has circulated an evaluation form which is used by all the secondary schools. The evaluation of the peer counselling program is assessed by the school counsellors in the respective schools whereby the school counsellors will categorize the students' development and achievement into scale of: Need improvement, Average, Good, Very Good and Excellent.

Peer counsellors who showed excellent performance or scores will be awarded as: Peer Counsellors as Role Model or Prince Award (for male) or Princess Award (for female).
From the interviews, it can be concluded that other students do benefit from the activities done by their peer counsellors where according to them, the programs given able to increase their interests to be involved as peer counsellors and know more about counselling, where most of them did not know initially and also improve their soft skills. Only when they have joined, they became more interested to know more about peer counselling.

3.3 Selection Processes
The selection processes for peer counsellors vary from one school to the other. For instance, according to school counsellor in **School A**, the selection processes in her school are to:

interviews, they will be able to identify those who

Figure 2: Evaluation Form for Peer Counsellors

REKOD PENILAIAN GURU PENGAWAS PRS TAHUN _____
(Penilaian Guru Pengawas PRS terhadap penglibatan pelajar dalam aktiviti PRS)

AKTIVITI	ULASAN	PANGKAT / POIN	TANDATANGAN GURU PENGAWAS PRS & TARIKH

CATATAN GURU PENGAWAS MENYOKONG DIKURNIAKAN LENCANA PRS TELADAN / ANUGERAH PUTERA / PUTERI PRS

_____
_____
_____
_____
_____

_____   _____
Tandatangan Guru Pengawas   Disahkan olehTandatangan Pengetua dan cop
sekolah.

a] do roadshows at the end of school term. In these road shows promotion on Peer Counselling services and how to become a peer counselling can be done.
b] allow any interested students to fill in the application form. Applicants will be called for another interview from the school counsellors and supervisor.

The selection processes depend on the students' performance during the interview.

School B shared the selection processes for peer counsellors which are practiced in their schools, that is they look into the:
   a) Academic development of the students such as students who are doing well in their academic, hardworking, proactive and submit assignments on time
   b) Active participation in class
   c) Leadership qualities that the students have, with good akhlaq that is, a student who respects the eldest and peers, well-mannered, has good social skills, approachable and has good conduct in school

For **School C**, the selection process is done through the teachers as well as the seniors. Once there are some students who applied, they will be given aptitude test as well as team building test. These tests are given as an initial stage of selection whereby through these tests the teachers (selected ones) will observe the personality of the students, their interactions with others and so forth. The second stage will be interviewing the students. From these

have potentials to be peer counsellors.

To conclude, the general criteria for a student to be selected as a peer counsellor are:
   • Approachable by other peers
   • Good communication skills and able to contribute in terms of giving ideas
   • Good leadership skills and respected by other students
   • Able to work with peers of different age and level
   • Highly motivated
   • Responsible and able to complete tasks given on time
   • Can be trusted

Every year, the Career Guidance and Counselling unit will offer the basic and advance trainings for the peer counsellors from all secondary schools. Since April 2012, only 10 peer counsellors from each school will be sent to attend the 3 day trainings at the ministry without having to pay. Should there are more than 10 peer counsellors, then the school will pay the ministry for their trainings.

4. Discussion

Researches have shown that peers have strong impact on their peers especially those in secondary schools. From the peer counselling programs, peers can be more mature, responsible and confident. This can be seen from the interviews done whereby majority of the peer counsellors benefit a lot from the

Figure 3 shows a sample of Action Plan of one of the secondary schools.

Action Plan for Peer Counsellors 2016

Date	Activity	PIC (Person In Charge)
Jan 16	Registration	-
23	Introducing Peer Counselling	Juwaidi& Yvonne
30	Social Problems	Yvonne
Feb 6	A) **Interpersonal** ~ Communication 1	Hidayati
13	" ~ Communication 2	Hidayati
20	" ~ Counseling	
27	" ~ Leadership	
Mar 5	" ~ Conflict Management	
12	B) **Intrapersonal** ~ Self-exploration 1	
19 / 26 / Apr 2	*School Holiday *Homework**	
9	" ~ Self-exploration 2	
16	" ~ Time Management	
23	" ~ Stress Management	

programs which they join. Similarly from a research done by Jutri (2003) [4] and Nazrul (2006) [5], they found out that students became more interested in their studies, able to finish their assignments on time, more motivated to study, better self-confidence and has improved their communication skills. From all these, it could be seen that the students managed to improve in their academic.

According to the school counsellors, the peer counsellors like the structure of the programs given because the peer counsellors found them beneficial to themselves and also in helping their friends. Most of the peer counsellors prefer to have the programs in the morning, during school holidays or public holidays. For programs like camping, they prefer it be overnight and not in the school premise.

From the assessment made on peer counsellors, school counsellors found that after the peer counsellors attended several programs, some of them did show some changes such as able to control their anger, more confident about him/herself, happier and more cheerful person, do not get offended easily and able to talk in public fluently. Socially, some of the peer counsellors became more respectful towards others, able to make friends and have stronger sense

of belongings. Some of them improved on their study skills hence able to do better in some of the subjects, able to put more interests in their studies, have a better knowledge on how to study and revise well as well as become more responsible in finishing their assignments on time. In terms of self-adjustments, the peer counsellors were able to respect more towards their parents, able to understand and remember what was taught in class and work much better in a team.

Comments given by other teachers can also act as an indicator of how the peer counselling programs are. From the interview, school counsellors shared the views from other teachers regarding the peer counselling programs as well as the peer counsellors. Overall, positive feedbacks were given by teachers. According to them, the peer counsellors in their schools have shown positive changes such as they were more motivated to study, friendly, hardworking and so forth. For the good students who were nominated as peer counsellors, they participated more during lessons, well disciplined and able to accept other people's opinion positively. Almost the same changes were also observed among students who were average in their studies. This group of students too have changed their personality into someone who is

more motivated, respectful and more confident especially during their presentations.

5. Conclusions

To conclude this paper, it can be seen that peer counselling programs do give impact students who joined them. Changes in terms of behavior, social skills, communication skills and learning styles can be seen significantly. Hence, support system such as teachers, school administrators and parents are very important in order to ensure the effectiveness of peer counselling programs. Other contribution factors which play equally important roles are supervision of the program, duration of programs, location of programs, and selection process for peer counsellors and background of the school counsellors. It is also important for the counselling departments in secondary schools to develop selection criteria to ensure students appointed are good role model in life and school program. Last but not least, school counsellors need to be trained of 4 components of peer counselling namely: selection, training, supervision and evaluation.

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Human Dimension in The Perspective of The Holy Quran

Dr. Anwar Sutoyo, M.Pd

Faculty of Education Science State University of Semarang

*anwar

Abstract

The understanding of human nature is very important for human resource development, because that understanding will be a starting point in establishing development objectives, development strategies, method selection, and the types of media used. The main problem that has arisen so far is that the understanding of human nature is only based on the results of quantitative research, without considering the information from the Essence of the Supreme Creator of human (revelation), and consequently there are missing elements which limit the development of human resources. These studies only discuss things relating to physical, psychological, and social aspects; while important things such as the human creation process and its purpose, humanity's status before God, its potential and its development have not received enough attention. To find answers to the above shortcomings, qualitative research utilizing document study techniques of Quranic main verses relating to humanity was conducted. It was conducted using maudhu 'i interpretation, namely by studying verses which are related to humanity through the understanding of the interpreters of the Quran. It was revealed that humans do not exist by themselves. There is a creator that is God The Almighty. The purpose of human creation is to worship Him till the end of his life. Humans cannot determine the result of their own efforts because their lives partly still depend on God's permission. Human life is not only here and now, but there will be a life hereafter, where humans will receive the rewards of what they do during their life in the world. Some characteristics which differentiate humans from other creatures were also found. From the beginning of their creation they are equipped with "faith"; there is the mind which allows man to be able to distinguish between right and wrong, and the conscience that enables humans to know the things beyond the sensory.

Keywords: human, natural tendency, conscience, Quran, maudhu'i interpretation

1. Introduction

Various discussions about humanity have been conducted by many people. However, the discussion from the "Quran" perspective as a holy book which is a collection of the revelations from God is still needed very much, because the written revelation in scripture contains complete and accurate information about various things which are related to humanity, including prosperity, the consequences of actions, and the hereafter (Judgment Day).

Apart from that, M. Quraish Shihab (2000: 227) explains that in the effort to understand the essence of themselves, humans are able to know only a little. They are not able to fully know the nature of themselves, because they are the only creatures whose creation includes the "divine spirit". Therefore, it is suggested that the only way to know humans well is by referring to the divine revelation.

This research aims to discover the human dimension in the perspective of Quran. The findings are expected to be the true and solid foundation for the development of human resources which are suitable to the will of the Creator, so that humans who are developed can develop well and safe in the world and in the hereafter. In this paper, the human dimension in the Quran is meant to be the *description or understanding of humans from Qur 'an point of view* i.e. the point of view of the Holy Scripture of Muslims which is believed to be an original scripture from The Supreme Creator of Humans from the first day to the last day. The Book originated from The Supreme Life and Death Giver of Humans, The Supreme Bounty Giver, The Supreme Determinant of Succes and the Perfection of Human Reproduction. He is the One who creates the heavens and earth which become humans'dwelling and source of sustenance.

The human dimension in the perspective of Quran in this paper includes not only the physical and spiritual aspect, but also the creation of humans, the raw material of human creation, the purpose of creation, existing potensials in humans, calamity which befalls humans, human mortality and human life after death. All view are based on the Quran and the Prophet Muhammad's explanation. The prophet Muhammad's explanation is commonly known as the Hadith of the Prophet.

Quran perspective is different from a philosophical perspective. The philosophical perspective is based on the results of the thinking of speculative philosophers. This perspective is also different from the psychological perspective, which views humans from a psychological side. In addition, the perspective of the Quran is also different from the biological perspective. The biological perspective views humans only from their physical side.

According to M. Quraish Shihab(2002, XI:165-66), a few things that cause differences in the science owned by humans with knowledge of God are:

1. In the case of knowledge, God knows all things, while humans are not able to approach the knowledge of God. Human knowledge is only a small drop in His ocean of knowledge.

2. Clarity of human's knowledge may not achieve the clarity of the science of God. Allah's knowledge is not the result of the something. But something is a results of the knowledge of Allah. Human science is produced from existence of the something. When associated with humans, Allah is the cause of human existence, whereas human existence become the cause of the existence of knowledge about humans.

3. Allah's science does not change with the change of object that he knows, and therefore there is no *coincidence* besides Allah, because He has knowledge of what is going to happen and when it will happen.

4. Allah is able to have knowledge without tools, whereas human sciences as achieved by senses, mind, and his heart, and all of them are preceded by ignorance S, 16: 78).

M. Quraish Shihab (2000:278-9) shows the three words used in the Quran for "human", i.e (1)*basyar* ( ), (2) the words are composed of letter *alif, nun* and *sin,* a kind of *insan* ( ), *ins* (*), nas*( ), or *unas* and (3) *bani Adam* and Zuriyah Adam ( ). The three terms are explained below:

1. The use of the term "basyar" ( ) is used in (a) things relating to the physyical aspects of the visible (such as skin, hair, general physyical shape) that are not different between one man with another, (b) in some cases it is used to described the psychologibal aspects such as requirement, the limits of the ability ot see thing unseen), learning activities(receiving only science taught by Allah), and the stages of human development toward reaching maturity. In other words *basyar* terms describe similarities that exist in all humans beings, both in physical and psychological aspects.

2. The word *"insan"* ( ) according to Ibn Manzhur (2002, I:231) derives from the word *"insiyan"*. It means man (small), whereas according to M. Quraish Shihab (2000:280) the term *insan* is drawn from the word *"uns"* which means *moderate, harmonious, and visible*. The word *insan* is used in the Quran to (a) refer to a human *with all its totality*, i.e. *its body* and *soul*. The difference between one human and another is due to physical differences and intelligence levels (b) describes the differences in the aspects of *spirituality faith, and character*. In other words, the word insan is also used to refer to human beings as a whole but also describes the *difference* between men with others.

3. The word "*dzuriyyah*" (ذرية) according to Ibn Manzhur (1996, V: 42) relatesto descent. Dzuriyyah also relates to something that is derived from parents. When the word *dzuriyyah* is related to Adam it means that humans are *descendants of Adam*, and carry traits of their grandparent Adam. From this information it also appears that all humans in this universe come from the same parents that are the Prophets Adam and Eve. From here it also appears that there are *innate traits* inherited which are more or less the same as those inherited from generation to generation through the *process of marriage* since the period of Prophet Adam until now.

The human presence does not exist by itself, but was created. Humanity was initiated or created by Allah SWT. Allah creates humans with all of their apparatus, and also their livelihoods and time of mortality. In the Quran it is found that the raw material of creation of humans is from *soil, soil extract, nutfah, weak water extract (extract semen)*. The question that arises then is which humans are created from soil, soil extract, and nutfah.

From the search for meaning contained within the verses that talk about humans being created from the "soil" (*thiin*) (Quran, 38 : 71-74, 17 : 61, 3 : 59, 7: 12) it can be understood that the human referred to in the verse is Adam. Adam was directly created with raw materials from the soil and not through the mother-father process. Logically it seems impossible a human's child is born without the mother and father process, but what is impossible if Allah will? Eve was created without a *mother*, Maryam as is created without any father. Allah said "Let there be" a human, then so there be. that is Adam as a human consisting of spirit and body.

In Quran (23: 12-13, QS, 32 : 7-8) it is also found that humans were created from the "extract soil" (*sulalatin min thiin*) and of the essence of the land then becomes "semen". Ibn Kathir (III: 411) explains the term "*min sulalatin min tiin*" as one of the characteristics of water in which there is quintessence. Al Qurtubi (in CD Holy Koran) explains the term "*sulalatin min tin*" as having the characteristics of water that contains something which is produced from something. Hamka (2001, XVIII: 17-18 , and XXI: 163) interprets the term "*sulalatin min tin*" as a water filter of soil which contains iron, egg white substance, a variety of vitamins and calories absorbed by plants that eventually enter the human body through food or drink.

In terms of medicine, Harun Yahya (2003: 37) explains that an *extract of semen* is *sperm*. This sperm has the ability to fertilize, though many people suspected that semen as a whole fertilizes *the egg*. Further it is explained that a man is capable of emitting 200-300 million sperm cells, but only 1,000 can reach the egg cell. From these numbers only one

lucky cell can fertilize it. This means that *humans originated from a small part of semen*.

Based on the opinions of commentators and the experts in the field of medicine as presented above, it can be understood that the inclusion of an *extract of the soil* into the human body until it becomes *semen* can be summarized below:

1. *Soil extract* is absorbed by all plants that grow on the earth.
2. The plants produce leaves, flowers, and fruits that eventually are eaten by humans in the form of *rice, vegetables, fruits, beverages* and *so on*. These form the the *quintessence of the soil* in the human body. The plants are also eaten by animals that eventually enter the human body when people eat animal meat. And in the end, the *quintessence of soil* which is eaten by animals also enters the human body.
3. Most of the *quintessence of soil* that enters the human body becomes the *quintessence of semen* (sperm) which is called "sperm". This sperm has the ability to fertilize, not the semen overall.

In addition to the "soil", "soil extract", it is also found in the Quran (Quran, 75: 36- 40, 16: 4-5, 36: 77-78, 53: 45-47, 78: 2-3, 70: 38-39) that humans are also created from the "seminal" (*germ*). Ibn Kathir interprets the phrase "*mimma ya lamun*" is "*seminal*" refers to the word of Allah "*min maa-in mahin*" and "*min maa-in dafiq*" which means water seminal (CD Holy Koran). While the word "*nutfatin amsyaj*" (mingled seminal) in the Quran surah Al - Insan (76), verse 2 as above by Harun Yahya (2003: 37) is interpreted as a mixture of a variety of different essences including: *fructose, fosibrilkolin, ergotionin, ascorbic acid, dinucleotide, prostaglandins, citric acid, cholesterol, phospholipids, fibrinolysin, kisdir phosphoric acid, hyaluronidase and sperm cells*. While Ibn Kathir (2000, IV: 875) interprets it as a mixture of *water* from both men and women during a sexual intercourse.

From the above explanation it can be understood that (a) the first man Adam was created from the soil without going through the process of fertilization from father and mother, and is equipped with the other element "spirit created by Allah", (b) the human *descendants of Adam* and *Eve* were created by Allah with the raw material of starch weak water ("*sulalatin min ma-in mahin*") (Quran, 32 : 7-6) that is an extract of semen (sperm cells) from a man who mixed with the *egg cell* (from a woman) and was also equipped with "spirit created by Him". (c) There are things made of raw materials involved in human creation that is not (yet) found as definite statements in the Quran and are not easily explained by human reason. These are the raw materials of creation of Eve (Adam's wife) and `Isa son of Maryam (Prophet `Isa a.s.). Eve was created from a man named Adam (QS, 4: 1) without going through the womb of a woman, while the opposite Isa was born by a woman without male

fertilization. Most commentators explain that with this incident Allah intends to show His power.

Humans are creatures of Allah who are most perfect. The question that arises is the extent to which the perfection of the creation is because of man? M. Quraish Shihab (2002, VII : 123) in interpreting the stn-ah al-Hijr (15) verses 28-29 about the word "*Sawwaituhu*" explains that the term *Sawwaituhu* is taken from the word *Sawaa* which means that each part can function as it is planned. Al-Qurtubi (CD Holy Koran) interprets the word "*Sawwahu*" as meaning "He perfected it" and this explains the intention contained in the expression *a perfect creation and shape (Sawwatu khalgahu wa shuratahu).*

Departing from the verses of Quran and the understanding of the commentators above, it is understood the term *perfected* the creation — before Allah breathed His spirit — in the process of the creation of man was perfect in the creation of *physical potential* and *the potential of the nafs* that it includes potential heart (galb), reasoning (al'aq1), and the potential of the soul (nafs). While the potential of faith has been given by Allah since man is still in the form of "candidates" (sperm or egg cells) (QS : 172). A further question that arises is the extent to which physical aspects are perfect before Allah breathed His spirit into the creature (man) of His creation? Harun Yahya (2003: 71) describes the *perfection* of the creation of man from aspects of the biology in the two sides, namely (1) the process of creation. and (2) the quality of the creation.

Humans came out of the womb to get in the tomb not only for fun, but there is *purpose* to their creation. There is also purpose behind the creation of each human organ. There is *command* to be executed, there are prohibitions that must be shunned. and there are *rules* that must be obeyed by humans, and in turn their responsibilities will be requested. Behind the commands and prohibitions there is *wisdom* or benefit from an action and the secret behind something established by Allah, which is not always quickly known by humans (Quran, 3: 185, 4: 78, 21: 35).

The purpose of Allah in creating humans on surah al-Baqarah (2) verse 30 is to make the human being as "caliph of Allah on earth". The question that arises is what is meant by the word "caliph of Allah on earth"? M. Quraish Shihab, (2000, 1: 140) in interpreting the word caliph in the above verse explains that the word "caliph" originally meant *that which replaces or that which comes after anyone who came before*. On this basis, there is man who understood the word caliph here as meaning one who replaces Allah in enforcing His will and applying His provisions. But this does not mean Allah is not capable, or man has the position of God. No! Allah intends with the appointment to examine man and give him respect. So the essence of the purpose of the creation of man is Allah wants to give the task to the man as a *caliph of Allah on earth*, which is carrying

out the mandate suitable with the guidance of Allah and His prophets in the *expertise* field and/or *authority* suitable with what Allah gave him.

It was also found that the purpose of God creating man was so that man could worship Him (Quran, 51: 56-58). M. Quraish Shihab, (2003, 13: 356-57) in interpreting the word "*liya'buduun*" in the verse above explains that does not mean that they may worship, or that God is worshipped. Explanation is seen as impossible because God does not need anything. From this it can be understood that the purpose of man's creation was not for God, but for the man himself. So when the verse said that humans worship, then worship benefits humans who do not do it for God, but for man himself.

In relation to the purpose of the creation of man as "*caliph*" as informed in the surah al-Baciarah (2) verse 30, there are a number of rules in the forms of "command" and "prohibitions" that must be obeyed when the human is executing his duties as the caliph. Execution of duties (mandate) in accordance with the rules of Allah was considered as worship. From these two verses it can be understood that the purpose of man's creation is so that man can *execute the mandat*e as a caliph of Allah on earth and simultaneously *worship* (dedicate) to Him.

Concerning *human habitation* and *source of livelihood*, based on some verses of the Quran (Quran, 2: 30, 7: 19, 7 : 10), it can be understood that II) the human habitation -for a while - is on *earth*. It is said for a while because the eternal is in the hereafter, (2) so people can live on this earth peacefully, Allah made this universe *conducive to human life*, and (3) so people can manage this earth as a good source of livelihood, Allah gives the potential in the form of *physical, logical reasoning and knowledge* to humans in order for them to be able to manage nature as well as possible. Great holy is Allah who has created man with all its potential, provides homes, and provides the necessary things in life, as well as providing infrastructure to explore and exploit it.

Although Allah has provided nature and infrastructure to process it, it is not enough if humans do not get the *permission of Allah* (Allah's mercy). Therefore, in an effort to meet their needs, men should always pray to expect the *mercy* of Allah SWT. There are some people who are deliberately given excesses by Allah SWT in certain areas but little or nothing in other areas, so humans need each other to meet their needs and to help each other (Quran,43 : 2), man is destined by Allah to be interdependent (Quran, 43 : 32 related to 96 : 2).

Allah gives livelihood to anyone He wants, each according to their effort and benefit (Quran, 42 19-20), whether they ask or not, if Allah views it is needed by humans, then Allah gives (Quran, 14 : 34), as Allah created man equipped with hearing, vision, and heart as well as intellect; though humans do not ask for it but Allah gave it to them (Quran, 16 : 78). Allah provides livelihood for humans, both for adults and children s through interaction with the same humans, animals, and nature (M. Quraish Shihab, 2001. IV : 333). Allah gives assurance to those who are pious, livelihood - such as material, health, peace, safety. Long life - of direction which is not guessed (M. Quraish Shihab (2003, 14: 297).

Based on some verses of the Quran and the hadith of the Prophet of Allah it is found some warnings of Allah SWT for humans in relation to treasure, (a) the wealth of the world tends to be fun so 'humans are greedy for it, (b) the wealth of the world can make a respectable person, but it can also drive the owner to be humiliated. (c) the life of this world is only temporary and it may disappear in a split second, (d) the life of this world sometimes just likes joking and playing around. (e) treasure sometimes makes heavy their owners in executing the commands of Allah, (f) essentially the treasure has no value before Allah. (g) men who are desired goodness by Allah he is zuhud to treasure, (h) the wealth of the world can sometimes destroy one's religion, and (i) it is necessary to pay attention to Allah's guidance in collecting and. spending treasure.

The characteristics of humans are different from the creatures of animals and plants. Based on the verses of the Quran and statements of the Prophet of Allah, some "distinctive nature" (characteristics) that distinguish humans from other creatures have been found. First: Man created by Allah consists of two elements which cannot be separated from one another, namely the *physical* elements and the *divine Spirit* (intellectual and spiritual) (Quran, 38: 7). M. Quraish Shihab (2002, vii: 122) in interpreting the Quran surah Shad (38) verses 71-72 explains that the "*spirit created by Allah"* is not found in demons, genie, and animals. This spiritual element enables humans to be more capable of recognizing Allah SWT, to be faithful, virtuous, and sensitive. Physical is the biological aspects which form the spiritual container. This spiritual element is not contained in the creature types of *genie*, *demons*, and animals.

Second, humans, since the origin of their creation. are equipped with a "*religious natural tendency*" that recognizes the oneness of Allah and desires to submit to Him (Quran, 30 : 30). M. Quraish Shihab (2002. XI: 53-54) - basing on the opinion of - in interpreting the surah ar-Rum (30): explains, that every human is created on the basis of faith in Allah: it is different from animals and plants. This can be proved, as children appear to have a temperament that is straight and the ease to follow clear instructions, are different from adults although it is also recognized that their ability to follow guidance is not the same. With this potential humans can find it easy to understand the commands of Allah. and their majesty of character is a mirror of the natural tendency of Islam.

The ease of humans in accepting and executing this truth can be seen in everyday s life. If someone displays truth or goodness, he will do it easily and -

without a trembling heart. But when he does something negative, normal humans would feel embarrassed or at least reluctant to do it. This is different from animals that are not shy when having sexual intercourse in front of a crowd. All of this is because of the religious nature in humans.

Third, humans created by Allah are equipped with a *mind*, which allows them to be capable of distinguishing between right and wrong. Between useful and useless. His mind allows him to be creative and to invent new things. The houses that are inhabited by humans, the clothes that humans wear, vehicles that humans drive, foods that are processed by humans evolve and change over time. This is different from the animals that live and grow only based on instincts, so the home of animals from the beginning until now has not changed. It is recognized that animals also have an intellectual mind, but their capacity is very limited when compared to human capabilities.

Fourth, human is created by Allah. He is equipped with a f*eeling* that allows him to know hidden and subtle things. It may be that human senses do not see events that happened to other people (usually family members), but through his feelings he can know the object that he does not see. M. Quraish Shihab (2000, I: 99-100) views feeling as one means of knowledge, and therefore the word also means "to know"; it's only the knowledge concerning the careful things, hidden and smooth. The feeling is also viewed as a source *of faith and characters*. It is sensitivity to the environment.

It was found that the sharpness of one's feelings is different from another's, Imam al-Ghazali (2003: 46) illustrates that people in everyday life obeying the rules of Allah and His Prophet is likened to a "clean mirror". In a clean mirror, the shadow of distant objects was visible clearly. Imam al-Ghazali's opinion is in line with the words of the Prophet of Allah, "*Be careful you are with the believers, he does not just see with his eyes, but also with his heart*". In contrast to the common people who do sin or act immorally, this is likened to a dirty mirror. In the dirty mirror the shadow of close objects is invisible, let alone those that are far. From this analogy it can be understood that the difference between a person's feelings and another's is due to differences in the level of cleanliness of his heart because of differences in obedience to Allah SWT.

Fifth, the ability of humans to know some things is very limited, even humans do not know these things in full - just the signs - when the Day of Judgment comes. In the Quran surah Luciman (31): 34 Allah SWT informs human limitations as follows:

Verily, Allah! With Him (Alone) is the knowledge of the Hour, He sends down the rain, and knows that which is in the wombs. No person knows what he will earn tomorrow, and no person knows in what land he will die. Verily, Allah is AllKnower, AllAware (of things).

M. Quraish Shihab, 2002 (XI : 165-67) based on the phrase "Only on his hand" knowledge of the Judgment Day, explains that there are no creatures - including humans – no matter how high his position, who would know the coming of the Judgment Day. This means that after all human knowledge has advanced and the tools used also have been modernised, they will not know when Judgment Day will occur. However, in some cases humans are given the possibility to know, although only little.

Referring to the surah Luqman (31): 34 above, humans have *little chance* to find out (a) the "possibility" and when rain actually falls. Therefore it is natural that to this day that meteorologists still use the term "weather forecast". On the other hand if Allah wills down rain water, humans are not able to stop a flood occurring, (b) a doctor may know about the growth of a fetus in the womb of its mother, but doctors do not know whether it is good or bad, its age limit and livelihood, its present and future, (c) what will be effort tomorrow and the result, humans cannot know with certainty, and (d) when and where in different parts of the earth he will die. Comparison of human science compared to Allah's science is likened to a drop of sea water attached to the beak of a bird as it pecks its beak into the vast ocean.

Sixth, man is created by Allah equipped with a conscience (*fu 'ad*) and "q*alb*", unlike animals that only come with *hearing and vision*. It allows the human to think of what is beyond the senses and its details. Then delivered to general behaviour, they are then in turn able to produce laws that are comprehensive. The term "fu'ad" is interpreted by M. Quraish Shihab (2002, ix: 222) as a variety of heart, that is the union between the intellect and the power of the heart, which makes a person reluctant to fall into error and rebellion. Thus it is covered in the definition of "af''idah" as the potential to achieve divine inspiration and the spark of light of Allah, whereas, the term "fug ad" is understood as things realized by the owner.

Seventh, there is a place for people to settle before birth namely in *coccyx* of father (Quran, 7: 172), and after birth persist on *earth* until the time limit determined (Quran, 7 : 24), there is also a storage place before birth in the mother's womb and after death the storage world is in a grave before heading to life in heaven or hell (Quran, 6 : 98). It is recognized that some things are the same between humans and animals such as temporary shelters, the fish has its residence in the water, some types of animals live in the forest and some are in the ocean. Humans reside on earth until the time limit determined by Allah. In addition, humans will be asked what they have done before they reside in heaven or hell, whereas animals have no responsibility and no ability to reply anyway.

Eighth; for each (person) there are angels before and behind him. They guard him by the Command of Allah (Quran, 13: 11). Humans are not fully able to control and maintain themselves because a few things

are beyond his ability. Many things people suspect are good actually prove harmful. Every human must be the preserver of any annoyance that hinders the purpose of its creation.

M. Quraish Shihab (2003 , XV: 176) in interpreting the surah at-Tariq (86), verse 4 explains that the providence of Allah to every person is not only limited to the provision of infrastructure and facilities of life such as air, water, sun and so on, but more than that there are *sunnatullah* and *inayatullah*. If there is a plane crash and all of the passengers die that is *sunnatullah*, but if there are passengers especially children - who survive it is *inayatullah*. When a person gains inayatullah, he will be aware that the acquisition was beyond his ability, even not affordable by his knowledge. Therefore the Prophet of Allah often prays "*Rabbi la takilni ila nafsii tharfata `ain*" (God my maintainer, do not you bring me to myself even for a moment).

Ninth; humans are always supervised by two angels who keep records of what was done, either *good* or *bad* deeds. The records in the future will be presented to a human in Judgment Day in the form of charity notebook (Quran, 82: 11, 18: 49). Each individual will know what he ever did and forgot during life in the world (Quran, 81: 14, 82: 5). From the above verses it can be understood that possibly someone hides from human view when doing an act, but what they do is not going to go unnoticed, because there are two angels who are always watching and noting his actions. He will get caught and will get a reply from Allah.

Tenth; every human will get a reward for what he does (Quran 20 : 15, 74 : 38), for individuals who fears Allah and are able to control their desires, then his place is in heaven (Quran, 79 : 40-41). If there is any individual who falls down to hell it is because of his own actions (Quran, 6: 70). For every individual who commits sin the consequence is borne alone and cannot be charged to other individuals (Quran, 6: 164).

In addition to the ten common characteristics that distinguish humans from other creatures, it is also found in the Quran ten human weaknesses and their solutions. However, it is strongly suspected that people have weak trait "potential", meaning that negative potential is there but it could be more prominent in some people, but not in others, or prominent in one at some time but not prominent at other times. The difference was enabled by several factors, among others: the level of loyalty to the teachings of a religion, education, life experience, social environment, and it even could be due to the quality (allowed or forbidden) of food or beverages which are consumed every day. The ten negative characters are:

1. Often neglects the teachings of religion, and are more likely to indulge in lust (Quran, 7: 179) They have a heart but it is not utilized to understand Allah's guidance, he has eyes and ears, but they are not used to understand the verses of Allah, either verses *qauliyah* or *kauniyah*. As a result he becomes blind of religion. To overcome this, every child should be introduced and accustomed to execute religious teachings since they are young, and parents should be a role model for their children in executing religious teachings.

2. Humans are weak creatures (Quran, 4: 28), especially in holding *his lust*, and also weak *against his desires* (Hamka, 1983, V: 23). As a result, humans often become insulted because they distribute their lust without religious guidance. To overcome this problem Allah has arranged the distribution of his lust through marriage, and against lust by the worship to Allah.

3. *Tends to be "naughty" to Allah*, if he is sad he tends to get closer to Allah, but if he is happy he goes away from Allah (Quran, 10: 12). As a result he hits a vicious trap. Islam teaches that a person prays in condition of sadness and freedom, and always dhikr to Allah (Quran, 20: 155), as well as in doing *mu'amalah* suitable with guidance of Allah (Quran, 2: 282).

4. Tends to act hastily (Quran, 10:11, 17: 11, 21: 3 7) so that he cannot distinguish between good and bad, as well as not being patient in facing exams and being angry when in trouble. In order to act calmly he should have confidence that what happened to him must be permission of Allah, and in what is permitted by Allah there must exist goodness (Quran, 2 : 216).

5. Despair quickly and ungratefully (Quran, 11: 9-11). If he fails at something, he quickly falls into despair, but he should be patient in facing adversity and humble when facing enjoyment. Islam teaches its people not to be easily frustrated and to always persist (Quran, 12: 87), patience and tawakal to Allah. Allah examines humans with strengths and weaknesses, with pain, and with a different position (Quran, 21: 35).

6. Tends to like to argue and make excuses, although in terms unnecessary to debate (Quran, 7 : 172-73). Islam teaches that to what the Quran teaches should be greeted with "I hear and I obey" (Quran, 4: 46), people who like to debate the Quran without good reason will surely regret it in the Judgment Day (Quran, 2 : 174).

7. In money affairs humans tend to be greedy. He is described in the Quran as monkeys or dogs (Quran, 2: 65, 7 : 176), he wanted to get as much as possible, even if could be this world is his own world (Hadits. Muslim, Kitab Zakat number 117). Greedy attitude towards money is described in the Quran as the behavior of "monkey" and "dog" which are always greedy. To control this nature, Islam teaches humans to be humble in financial affairs. Islam also teaches

human to realize that in every livelihood he obtains he should share with others (Quran, 2: 177).

8. Tends to be a miser, except for the human that is graced by Allah (Quran, 9 : 75-76, 4 : 128). Besides intrinsically stingy, humans are stingy against themselves. It means that the essence of humans who are reluctant to spend his wealth to the way of Allah, is actually reluctant to supply himself when later it is time to return to Allah. To control these traits, Islam teaches its flock to issue infaq, zakat, or charity to those who have rights every time he acquires wealth (Yusuf Qardawi 1993 : 34).

9. Tends to be cavalier (ghurur) (Quran, 31: 33), when humans have benefits, whether it is *beauty, handsomeness, wealth, position, children, or popularity; he tends to be cavalier and arrogant* (M. Quraish Shihab, 2007 : 238). They forget that all of them come from Allah, who can disappear at any time. In controlling this trait, Islam teaches humans to realize that kindness is a gift from Allah. The kindness can disappear at any time, and it can be a source of destruction for him.

Tends to be envious and jealous (Quran, 2: 57). If there are other people he does not like who receive benefits or successes he will wants those benefits for himself. Therefore he often seeks to harm people whom he envies or begrudges. Prophet of Allah SAW reminds us that envy is like a *fire* scorching wood, and could harm others as well as ourselves (Hadits Abu Daud).

2. Methods

This study uses a qualitative approach utilizing the documents study technique. It is in accordance with the purpose of this study to research human nature in the perspective of the Quran. The document which becomes the main object of study in this research is the Quran. Quran was chosen as the primary source with the considerations (a) Quran is a Holy Book which contains a collection of revelations from Allah as a way of life for humans, (b) as the Holy Book, Allah warrants the truth, not only here and now, but until the end of the day, and (c) humans are Allah's creation, Allah surely knows more about human characteristics, excesses and shortages, as well as the ways to develop and to maintain them so that they are safe.

Considering the Holy Book of Quran is in Arabic, to understand it we need Arabic language skills. Yet, to understand the Quran is not that simple. Yusuf al-Qardhawi (2000: 285) warns that, (a) although the Quran is a book that is clear, easily remembered and understood; the Quran was revealed in Arabic. The Arabic contains many possible meanings - from *sharih* (clear, bright) and kinayah, nature, *figure of speech, typical and 'alam, mutlak and muqayyad, manthuq, and mafhum*. There is something

that needs to be understood as a cue and something as a metaphor --. (b) the ability of humans to understand the Quran is different. There is a person who is only able to understand the meaning of zahir. There is person who is able to understand the deep meaning. And there is person who is not able to understand the true meaning, and (c) some verses of Quran were revealed with regard to any reasons and events. If it is properly understood, it will improve the understanding, and it will help to understand the Quran correctly. Therefore, to gain a true and deep understanding, it is studied through *tafsir books of Quran* (Yusuf Qardhawi (2000: 283) which are compiled by experts. The interpretation method which is used is the *Maudhu'i* method.

Maudhu'i method (thematic) is formulated by Nasruhruddin Baidan (2000: 151). It discusses the verses of the Quran according to the theme or title which has been set. All relating verses are compiled and then studied in depth from the various aspects associated with it, such as *asbab nuzul*, vocabulary, and so on. M. Quraish Shihab (2000: XIII) in his book "*Wawasan Al-Qur 'an*" explains that there are two forms of *maudhu'i interpretation,* namely (a) presents the messages of the Quran on specific issues summarized in one surah only, and (b) presents the messages of the Quran about certain issues contained in various surah.

To check the validity of data understanding about the natural tendency of human development (according to the Quran), *triangulation* technique is used, namely triangulation on data source. *Triangulation* is a data validity checking technique which utilizes other sources outside of the data as a comparison against the original data. In this case in addition to the translation of the Quran Manuscripts of Department of Religious Affairs team also interpreted these books: (1) *Nazhm ad-durar Fi Tanasub al-ayat Was suwar*, by Ibrahim bin Umar (2) *Tafsir Al-Misbah*, by M. Quraish Shihab, (3) *Tafsir Fi Zhilalil Quran*, by al-Ustadz asy-Syahid Sayyid Quthb rahimahullah, (4) *Al-Asas tfi Tafsir*, by Sa'id Hawwa, (5) *Tafsir Al-Azhar*, by Hamka, (6) book *Al'Mu jam Almufahras Al-Qur'anil Karim,* by Muhammad Fu'ad Abd Al-Baqi, (7) book *al –Mu'jam al-Mufahras li-alfadz al-Hadits an-Nabawi*, by A.J Winsk find the hadiths of the Prophet contained in the Book Kutubus Sittah, and (8) book *Lisanul 'Arab* by Imam Al' alamat Jamaluddin Abi Alfadhl Muhammad bin Mukarram bin Mandzur (Ibnu Mandzur) to analyze the certain words and terms of the Quran verses.

3. Results and Discussion

From the study of the Quran and the understanding of the commentators, some conclusions are found. Any efforts to develop human resources should not only rely on the basic concept of human nature which is built on the basis of the results of human thought and empirical facts only. This is

because the human mind is only able to know the nature of itself from several sides or dimensions only. There are other dimensions that are not able to be known for sure. The dimensions of the human spirit, livelihood, finding a mate, when a person will die and the cause of death can never be known for sure. Neither can the methods of developing human potential even though humans have created sophisticated tools, humans are still not able to establish their own business results. The secrets of everything are in the hands of the God Almighty who created man, namely in the Holy Book which is brought by His Prophet. In other words, any effort to develop human resources should not only be based on science, but needs to be perfected by the knowledge that comes from revelation.

Perfecting science with revelation is considered very important, because philosophically the revelation has absolute and universal truth. The revelation truth is valid wherever and whenever, while the science truth is relative and tentative, as science truths are temporary and limited in scope. What is true at a particular time and place may not be true at another time and place. That is why human resource development which is only based on science produces incomplete/and or momentary results.

Humans do not exist automatically, but are created. This is in contrast to the current understanding of most scientists who almost never associate the human question with its creator, Allah SWT. As a result, deadlocks are often experienced in the implementation of human resources. Allah SWT is the creator of humans since the first human to breed other humans at this time and into the future. He is the creator of the human body and spirit, as well as all aspects in it, which provides all the things needed by humans, although humans do not ask for it. Humans are equipped with eyes, ears, heart, hands, and feet, therefore it is appropriate if the human thanks Allah SWT by worshipping and obeying His rules.

Allah SWT created humans as the most perfect creature of His creations and the most harmonious. You can imagine how difficult it is if human ears are not facing down possibly if it rains water may enter and they will be full of water and dirt; how difficult it is if the human nose is facing up — one could possibly get the flu any time because there would be a lot of dirt in it. It cannot be imagined how difficult it would be in the rainy season if the earth was entirely flat — possibly rainwater would be confused where to flow. There is nothing that happened incidentally before Allah, because all is planned properly and with certainty.

Allah SWT determines that humans' residence is on earth. Humans are equipped with various abilities to proceed and to exploit the earth so it can be used to meet their needs. From here it appears that since the beginning, humans were destined to be believing creatures and to be social creatures which need each other. From here came humans with various fields of expertise who carry out the mandate of Allah SWT on earth suitable to each field of expertise.

Compared to other creatures humans are created far more perfectly. He is equipped with physical and spiritual abilities. His spiritual abilities allow humans to be able to recognize Allah and worship Him, while the physical abilities are the spiritual container, so there is a place for the spirit to settle. Human since the creation process is equipped with a "faith" that allows him to easily understand Allah's command and to obey it. Human is given a mind which allows him to be capable of distinguishing between right and wrong. Human is given a conscience that allows him to recognize what is outside the senses. Human is always guarded by two angels who guard him from the front and the rear, which allow the human to be safe from disaster and distress. Human is always supervised by two angels with a charity notebook, who will report to Allah so that he may return. All of that distinguishes humans from animals and other creatures that exist in this universe. Subhanallah, walhamdulillahi, Allahu akbar.

Recently, many high officials were sent to jail because of corruption. Their education levels are high and their salaries are substantially high too. In the case that they attend to the warnings of Allah SWT. that: (a) the wealth of the world tends to be fun so humans are greedy to it, but they do not realize that wealth can also drive the owner to be humiliated, because in collecting and spending they justify all kinds of ways, (b) they forget that this life in the world is only temporary and it can vanish in a split second, (c) the life in this world sometimes is just as joking and playing around, (d) sometimes treasure makes heavy their owners to execute the commands of Allah, (e) basically treasure is worthless before Allah. If the warning of Allah SWT is attended to, they will survive in the world and the hereafter.
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THE STUDY OF THE CULTURAL VALUES OF ETHNIC OSING BANYUWANGI IN THE BOOK LONTAR YUSUF, AND ITS APPLICATION IN COUNSELING

Arif Ainur Rofiq[1], I Nyoman Sudana Degeng [2], Nur Hidayah [2] and Adi Atmoko [2*]
[1] Doctoral Student Guidance and Counseling at the State University of Malang, Indonesia
[2]Promoter and Co-promoter at the State University of Malang , Indonesia
*Corresponding author email: arif_konselor@yahoo.co.id

Abstract

Counselors in Indonesia need to consider cultural factors in the counseling process. Counselors in Indonesia tend more prioritize the use of counseling techniques in accordance to origin idea which were from US, Western culture certainly differ to Indonesian culture experienced and convinced by the counselors in Indonesia. Counselor of different culture to client's can influencing the counseling result. Therefore, for counselors in Indonesia, specifically in the region of Osing Ethnic of Banyuwangi Indonesia, need to understand the cultural values inherent in the life of Osing Ethnic people if Banyuwangi, both those transformed via educational path at the schools, in families, and the education in the community. Yusuf Lontar Book contains values that are universal and that is distinctive. Those values are thought to contain elements that can be utilized for the development of the basic framework of counseling. This study aims to disclose (1) the content or the content of the values of the book Lontar Yusuf, (2) the meaning of the content of the values in the book Lontar Joseph if diihat of its contents, (3) the relationship of the content of the values in the book Lontar Yusuf with counseling theories West (existing) when viewed from the meaning of the content in the book values of Lontar Yusuf, (4) Community counseling model Osing contained in the book of Lontar Yusuf.

Keywords: the book Lontar Yusuf, Cultural Values, Counseling Application.

1. Introduction

The Counseling that developed in Indonesia nowadays is the counseling came from Western country (United States). The experts creating counseling theories were the Westerns people who were very strong with the Western societal and cultural environment. Therefore, the theories they resulted in cannot separated from Westerns cultural effects, while the Western culture certainly differ to the Indonesian.

1.1 Counselor in Indonesia Must Understand the Culture of the Counselee

In the counseling practice the counselors tend to more prioritize the use of counseling techniques in accordance with their founder's ideas (from their origin Country America) than pay attention to the cultural factors in region or Country where it be. Western Culture certainly differs to Indonesian. Indonesia rich of cultures, there are cultural differences among ethnic, for example, Javanese cultural Ethnic and Balinese cultural ethnic, Makassar cultural ethnic, and so on. In the Javanese cultural itself there are also cultural difference among Central Java, West Java, East Java Ethnic; in the East Java specifically any areas with different cultures, for example, Madura, Surabaya and Osing of Banyuwangi. Eventually, the cultural differences take place between counselors and clients, the use of counseling techniques to improve the uncovering of clients selves have not metode the needs due to the availability of cultural differences between counselors and clients. For example, cultural differences due to the differences in Races, Ethnic, Religions, Languages, Values and Sexes (Koentjaraningrat, 2009).

1.2 Cultural Influences in Counseling

Counselors of different cultures to the clients and do not understand clients' culture, potentially will have difficulties in counseling clients (Charckuff and Pierce, 2007). Therefore, counselors demanded to have cross-cultural knowledge so that can provide the counseling services effectively for the clients of different cultures. The cultural factors should be considered by the counselors, if they provide counseling to clients of their different sociocultural backgrounds (Munandir, 1995). Cultural differences can influence the clients' decisions and counseling results to solve cultural obstacles happen in counseling, it needed counseling service with background. The needs to counseling with background have got scientific recognition from the experts. The importance of cultural variables in all of counseling activities signaling the necessity to study, analyze and understand the specific cultural values and apply them in counseling.

2. Methods

This study used a qualitative approach to the type of content analysis research (content analysis). Content analysis is a type of research that is used to examine the richness of meaning of an object under study, namely the documentation of data in the form of text, images, symbols, and so forth. The object under study in this research is Lontar Joseph, which is examining the content of the message contained in the verses of the Book that meaning as close as possible to form transkipnya or book translation (Bruce L. Berg, 2011).

2.1 Attendance Researcher

The presence of investigators in this study is as well as a data collection instrument. This, according to the proposed by Krippendorf (2009) that the status of researchers in the analysis of the content is a planner, data collection, analysis, interpreter of data, and in the end he makes the narrative to answer the research results. Definition of instrument or tool of research here just for researchers to be everything from the entire research process.

2.2 Procedures (or research design)

Four early stages of research content analysis can be used at random, according to the situation and condition that develops when the research (Krippendorff, 2009).

3. Results

The content of the book values of Lontar Joseph found associated with Western counseling theory suggests a link which shows that there are cultural values Using that can be used in counseling, where the criteria used is based upon the framework elements of counseling theory

3.1 Basic Philosophies

In the basic philosophies found some of the core values associated with the four stanzas in the book Lontar Joseph.The first, in Kasmaran 1 Bait 7 included into counseling transactional, in which quote in the book Lontar Yusuf contains values that may change the consciousness of the people who still have keterikatam idols, drinking, pornography and others to become more good.the content of the basic philosophy of value are the core values capable of bringing people towards a better character. in this case the content of the values in the book Lontar Joseph can provide counseling to someone to have better characters, especially for someone who still has an attachment to an idol is expected through the counseling that refers to the meaning of the content of the values in the book Lontar Yusuf can repair itself more good character

3.2 Key Concepts

In the main concepts found some of the core values associated with the four stanzas in the book Lontar Joseph.The first, in Kasmaran 1 Bait 7 included into transactional counseling, in which quote in the book Lontar Yusuf contains the main concepts that can help counseling to be free from the scenario, free of games, become an autonomous person who can choose what he wants to be in this case the content of the main concepts in the book Lontar Yusuf has core values to counseling free of attachments that harm and be a better person in accordance with a positive

Figure 2.2.1 Four early stages of research content analysis.
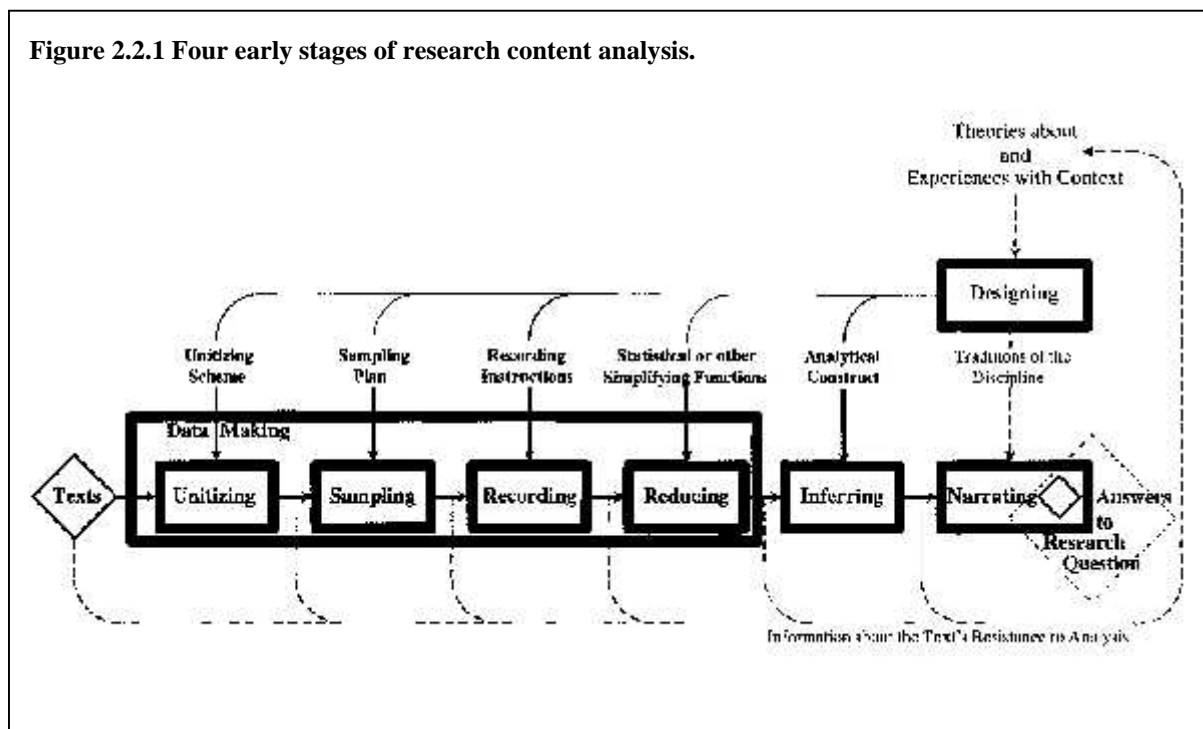
self-identity that is owned counseling.

3.3 Interest-purpose Therapy
In the goals of therapy are found some of the core values associated with the four stanzas in the book Lontar Joseph.The first, in Kasmaran 1 Bait 7 included into counseling transactional, in which quote in the book Lontar Yusuf contains the goals of therapy that can help the counselee to be free from the scenario, free from the game, being personally autonomous able to choose wants to be what he was.in this case the content of the goals of therapy in the book Lontar has a core value of Yusuf

4. Discussion

In this case the cultural values Using can be utilized in counseling as a whole can be utilized in counseling in accordance with the basic framework of counseling theory that the philosophies basic, key concepts, the goals of therapy, the therapeutic relationship, therapeutic techniques, procedures -procedure, applications may and donations, where the elements of the theory contained several approaches, transactional counseling, humanistic counseling, and counseling reality.Based on the basic philosophy found some of the core values associated with all three of the counseling approach, namely:

- Being able to bring people towards a better character.
- Being able to bring yourself to maintain your heart and always doing good.
- Being able to bring a person to understand the need for conscious and patient in dealing with the problem.
- Being able to bring someone to pray and get closer to God.
- Reminding someone to be able to come back to have a zest for life with real action as maintain her physical appearance.

5. Conclusions

Using Community counseling model contained in the book of Joseph Lontar contained some truth value functionally can be used in looking at human nature and the purpose of counseling.the value of honesty can be utilized in human nature, the nature of the problem, and the purpose of counseling. The value of persistence can be utilized in human nature, the nature of the problem, and the purpose of counseling. Values of loyalty can be utilized in human nature, the nature of the problem, and the purpose of counseling. Values of courage can be utilized on the nature of human nature, the nature of the problem, and the purpose of counseling.values of justice can be utilized in human nature and goals of counseling. Values can be utilized in the decency of human nature and the purpose of counseling. Humanitarian values can be utilized on the goals of counseling. The social value can be utilized on the goals of counseling. Values can be utilized faith in human nature and goals of counseling.

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THE EFFORT OF EARLY DETECTION FOR SPECIAL NEED CHILDREN IN PREPARING EDUCATION FOR CHILDREN

Dra. Alif Muarifah, M.Si., Ph.D[1], Muya Barida, M.Pd[2], Agus Supriyanto, M.Pd[3]
Universitas Ahmad Dahlan, Yogyakarta
Email: alif_muarifah@yahoo.co.id[1], moza_barid@yahoo.com[2], agussupriyantospd@gmail.com[3]

Abstract

Special needs children require special education to help optimize their potential. Potential can be developed through education. One of the factors that affect the success of education through which the child is the child's ability. For children with special needs is necessary given the education to improve potential optimally, according to the type of specialization. The type of children with special needs are varied, among others blind, deaf, quadriplegic, unsociable, mental retardation, gifted, specific learning disabilities, slow learner, and autism. Therefore, early detection is necessary so that proper education can be prepared. Early detection can be done by analyzing the child in terms of cognitive, behavioral, a motor, language, social and emotional. Detection can be done by using the test and non-test technique. Non-test technique that can be applied, among others, by analyzing the characteristics of the type of special needs children. In addition, the standardized test instrument can be used for the detection of early, among others by use Griffiths test, DDST II , and CBM.

Keywords: Early detection, Special needs children, education

1. Introduction

Education has a provision for individual to achieve the dignity of a better life. Education is a conscious and deliberated effort to create an atmosphere of learning and the learning process so that the learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation, and state (Undang-Undang No. 20 Tahun 2003). Based on these definitions, education has a purpose in accordance with the ideology of a country.

Undang-Undang No. 20 Tahun 2003 on Sistem Pendidikan Nasional has been mentioned goals of national education in Indonesia, namely developing student's potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens well. The purpose of this study can be viewed as a holistic component of individual self, which includes the realm of affective, cognitive and psychomotor. The realm of affection, learners become a man of faith and fear of God Almighty, noble, and become good citizens. The realm of cognition, learners become a man healthy, knowledgeable and creative. Psychomotor, learners become proficient and independent human beings.

Act above in accordance with Peraturan Pemerintah No. 19 Tahun 2005 on Standar Nasional Pendidikan Pasal 26 that the purpose of education at the primary level which laid the foundation of intelligence, knowledge, personality, character, skills for independent living, and to follow further education. The purpose of education at the secondary education level not only laid the foundation but to improve intelligence, knowledge, personality, character, skills for independent living, and to follow further education. While the purpose of education at the level of higher education is to prepare students to be members of the public morality, are knowledgeable, skilled, independent, able to discover, develop, and implement science, technology, and art that benefit humanity. Based on the purpose of this study concluded that there characteristic features of each goal for each level of education, which is for primary education only laid the foundation of a competence, secondary education to increase competency, and higher education to prepare members of society.

The above explanation implies learners to achieve more complex demands of primary education, secondary education, to higher education. In addition to education, it should be noted paths and levels of education. Pidarta (2009) convey educational institutions in Indonesia generally consists of three parts, namely (1) Educational formal channels, covering of the pre-school, primary education institution that is elementary and junior high schools, secondary educational institutions, namely SMA and SMK, and agencies higher education. Formal channels are oriented on developing fully human Indonesia; (2) non-formal education path; and (3) Education through informal channels to families and communities. Educational track non-formal and informal oriented affective and psychomotor development and cognition as a support element.

The purpose of education outlined above indicates a learning task that must be achieved by

learners or children. The task of learning or developmental task is a series of tasks both biological (physical maturity), social (norms and expectations), and personal (the needs and aspirations) that must be completed individually in phases or periods exceeding certain life (Havighurst in Steinberg, et .al., 2010). Learning task will be achieved optimally if the students through, levels and types of education in accordance with the age of development.

Characterized developmental age of a child's growth state in a period or periods. Viramitha (2016) explains the meaning of growing increase in size, a number of cells and the intercellular tissue or increase in the size of the physical (body structure), the quantitative nature, while the developing means increasing the ability of the structure and function of the body structure is more complex, qualitative nature. Normality growth and development of individuals determine the success of the learning task.

Questions about normal or not a child are very reasonable emerged from the minds of parents and / or educators. Children who are not "normal" is known in the community as children with disabilities, children with the disorder and the term more commonly is a child with special needs. Special need of children is children who have a disability or a combination of disabilities that makes learning difficult, or other activities. Special-needs children include those who have: (1) Mental Retardation, the which causes them to develop more slowly than other children; (2) Speech and Language Impairment, such as a problem expressing Themselves or understanding others; (3) Physical Disability, such as vision problems, cerebral palsy, or other conditions; (4) Learning Disabilities, the which distort messages from their senses; and (5) Emotional Disabilities, such as antisocial or other behavioral problems (Jamaica Association for the Deaf, 2015).

Some questions that reflect the concerns of parents who often arise include the child does not like a healthy child, a bad experience at a previous child who can have an impact, and the possible presence of risk factors (Viramitha, 2016). These risk factors may occur during pregnancy, childbirth, or after the child is born. These risk factors need attention from all parties, especially educators and parents to make early detection so it is not wrong in doing stimulation or intervention for children, especially if another special need.

American research shows that 18.5% of American Children under 18 are special needs students. That does not mean they are not smart, talented, or capable. Just that they have specific challenges that a "normal" student would not face (http://www.masters-in-special-education.com).
This figure shows that children with special needs are very big in America, and this finding is a concern the government for the early detection of children with special needs.

Sukbunpant, et.al (2004) describe that Thailand, even though it does not have a special law for early detection, the public health policy Also include in Thai government. The Ministry of Health is the national organization responsible for these. According to the government policy, milk and necessities are provided for all young children in order to prevent those children from growing up healthily. The campaign of dropping vaccine for against poliomyelitis to children from 0-6 years was promoted two times a year. When the woman was pregnant, a blood test for AIDS and other disease were taken Including a medical checking pregnant during the period. Moreover, that woman will receive a handbook for taking care herself and her baby. In that book, information about how to promote and notice a child's development Including food and other activities also provided. When a child was born, the blood test for thyroid hormone to Prevent the mentally retard was checked. If there was a problem, a mail was sent to the parent in 7 days. From birth to six years every child has to receive a basic vaccine against the disease such as poliomyelitis. Whenever a child was born with a disability, he / she was Referred to the early intervention unit in the hospital in order to lessen the impact of the condition on the child's development. Also, Parent received the advice from the specialist. It shows the concern the Thai government on the development of children of married couples to have children 6 years of age.

Special needs children have special needs also in education. In Europe, recent estimates place the number of children with special educational needs at 15 million (European Commission, 2013). Children with a special education need frequently leave school with few qualifications and are much more likely to become unemployed or economically inactive. In addition to these concerns, the parents of children with a special education need experience high levels of stress. If they are not adequately supported, not only will the development of the child suffer, but the family unit as a whole can be placed under Considerable strain.

Research has also been carried out in China. According to the Chinese Ministry of Education at the end of 2010, there were 425. 613 Whose students need special education across the country (in Huang, 2012). Families of children with special needs have a more mature preparation to deal with children. There are three ideas to keep in

mind when working with Chinese families with children with special needs in China: (1) Chinese parents face social pressure due to having children with disabilities; (2) Chinese parents face financial stress in rearing children with special need; and (3) special Chinese education and its support and networks are in the development stage.

Based on some of the above explanation, early detection will affect the readiness of parents to face the situation of children with special needs. If detection is not done early, the treatment of children with special needs may be too late to be influential in the development of life. According to Tekinarslan & Kucuker (2015), that the children with special needs have the risk of loneliness is greater. Children with special needs tend to be able to socialize well in the wider community. This makes them more happy to live in a community that is not too large, for example, a family environment.

Mensah & Shayar (2016) identify that early identification of at-risk factors for disabilities was ignored and there is minimal or no collaboration in the assessment procedures for learners. This has an adverse effect on the cognitive attainment and social or behavioral development on the child. A child can not develop cognitive abilities optimally. In addition, social and behavioral development are also affected.

The National Early Childhood Technical Assistance Center (2011) describe that positive early experiences are essential Prerequisites for later success in school, the workplace, and the community. Services to young children who have or are at risk for developmental delays have been shown to positively impact outcomes across developmental domains, Including health, language and communication, cognitive development and social / emotional development. Families benefit from early intervention by being Able to better their children's special needs from an early age and throughout their lives. Benefits to society include reducing the economic burden through a decreased need for special education.

The National Research Council (in Mereoiu et. al., 2015) commented on the critical importance of teacher's ability to detect early signs of special needs children with ASD children specifically so children could benefit from early intervention. Besides that, on the need for teachers to use approaches that are specifically effective for children. Parties relating to children can prepare themselves to provide all the things that can help a child to develop according to their abilities.

Furthermore, to benefit a great teacher. Teachers will have ability and success in modifying activities and Contexts in such a way that they Facilitate the development of young children with special needs (Biamba, 2016). Teachers are able to provide facilities to support the success of the child in accordance with the special kind.

Based on the above, so early detection is necessary because it can affect the lives of their own children, their families, and society. Unfortunately, there are still many Indonesian parents who do not pay attention to the importance of early detection to their children. According to information from the Ministry of Women's Empowerment and Child Protection, Lalboe (in InfoPublik, 2015) that children with special needs in Indonesia as many as 532, 13 thousand people (0.63%) of all Indonesian children. This number is still far short of the yarn assumed by the United Nations, which is about 10% of all school-age children bear special needs, or about 4.2 million children with special needs (Head of Population and Family Planning Agency BKKBN, Jalal in Muhammad 2013) ,

Early detection should be done so that we can proceed to an appropriate treatment, especially in terms of education for children. Through proper education, the potential child can develop more optimal. Eskay et. al (2012) describe that to provide an adequate education for all learners with disabilities so that they may fully play their roles in the development of the nation. Early detection can be done by using the test and non-test during pregnancy, at birth, and after the child is born.

2. Discussion

2.1 Type Children with Special Needs

Special needs children are individuals with special needs children is different from other "normal". Different conditions are often called the disorder. In accordance with the opinion of Havighurst, then the "normal" can be seen in terms of biological, social, and personal. Efendi (2006) also stated categories of children who have the disorder can be seen in terms of physical, mental, and social. The physical aspects include the visually impaired (tunanetra), deaf (tunarungu), tunawicara, and quadriplegic (tunadaksa). The mental aspects include gifted and mentally retarded. The social aspect includes tunalaras. Blind People is an abnormality in the sense of sight or eye organ so that children are not able to see objects in the vicinity. Deaf is an abnormality in the sensory organ of hearing or ear so that the child is not at all able to hear or slightly hear the noise

around him. Tunawicara is abnormalities in sensory pronunciation so that the child can not produce words. Quadriplegic is the inability of the child to move because they do not have one of the organs of motion, for example, a hand. Tunagrahita is circumstances indicate mental subnormal intelligence. Tunalaras is the inability of the child in the adjustment of social behavior so as not adaptive.

Handojo (2003) adds the type of special needs children are the most severe and most common is infantile autism, Asperger syndrome, attention deficit (hyperactive) disorder or AD (H) D, speech delay, dyslexia, and dyspraxia. Infantile Autism is a disorder in children as if it had a life of its own. Asperger syndrome refers to disorders such as infantile autism, the child has difficulty in social interactions but good enough to communicate. Gelfand & Drew assume that Asperger's disorder is characterized by severe impairment in social interaction is accompanied by the emergence of a typical pattern of behavior and activities. AD (H) D is a disorder in which an overactive motor behavior and concentration or concentration disorders. Speech delay is the delay in producing the child's words. Dyslexia is a developmental disorder of language. Dyspraxia is a disorder in the coordination of movement.

Furthermore, the grouping of children with special needs has been delivered Direktorat Pembinaan Sekolah Luar Biasa dan Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional (in Satrio, 2015) includes the blind, deaf, retarded (Down syndrome), mild mental retardation (IQ = 50-70), moderate mental retardation (IQ = 25-50), severe mental retardation (IQ below 25), talented or potential special talent (multiple intelligences: language, logic mathematic, visual-spacial, bodily-kinesthetic, musical, interpersonal, intrapersonal, natural, spiritual), learning difficulties (hyperactive, ADD / ADHD, dyslexia / disordered read, dysgraphia / write disorders, dyscalculia / arithmetic disorder, dysphasia / speech disorder, dyspraxia / motor disorders), slow learning (IQ = 70-90), autism , victims of drug abuse, and indigo. Down syndrome is a genetic disorder that is formed trisomy of chromosome structure, causing mental retardation (Supraktinya, 1995). IDEA (in Gelfand & Drew, 2003) define Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance.

2.2 Early Detection Technique for Children with Special Needs

The benefits of early detection are widely recognized identifying a need at the earliest point and then making effective provision improve long-term outcomes for the child or young persons. So, identifying children and young people who are struggling is vitally important with early identification, we can the make sure that children and young people get early intervention.

Early detection efforts require collaboration with several professional. According to Phillips (1997) in many cases, identification of special education need will be a matter of professional judgment roommates complex may have begun before the child was born; Several local authorities have a comprehensive, assessment system. Soon after birth, there is a medically based assessment in hospital. This will be particularly subject to thorough if any adverse signs have been noted at prenatal examinations. Babies showing particular conditions, Down's Syndrome, for example, will be referred to a child development center or be visited by a senior medical officer and specialist health visitor. They will examine the baby and outline an intervention program, often involving other professionals, such as physiotherapists. Thus Spake the beginning of this early assessment process is a medical doctor, pediatrician, specialist health visitor. At 3-6 months parents take their babies to the child development center for further assessment where they are Likely to be seen, the child interviewed and assessed by various members of a multi-professional team. Possible members of such a team are pediatricians, doctors, specialist health visitors, orthoptists, occupational therapists, speech therapists, educational psychologists, audiologists, dieticians, dentists, social workers, teachers and Portage workers. Emphasis is placed on the need for professionals to work with parents as partners and the contributions the which parents can make an informed and full assessment of their children are widely acknowledged.

Detection is known as an attempt to identify, as early means more beginning. Experts agree that the ideal age for the early detection which is below the age of 2-3 years. Parents, physicians, educators or the parties concerned with a child can see the development of children in terms of cognitive, behavioral, motor, language, social and emotional. These aspects are rarely single stand. The technique used to detect the possibility of children with special needs (ABK) varied.

Buckish (2016) said that to be able to do early detection, parents or other parties should

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understand all the circumstances that have the potential to affect the development of fetuses, infants, and children with a good covering of risk factors in fetuses, infants, and children, a genetic disorder , congenital defects, developmental milestones, and early detection tools. The risk factors, for example, premature, low birth weight, infections, mothers who consume alcohol, smoking, and diabetes, as well as maternal age. Genetic disorders such as Down syndrome, Sanfilippo syndrome, fragile X syndrome, and others. Developmental milestones, such as infants age 2 years can not run. In connection with the tools, some experts have also used different instruments to detect the possibility of a child belonging to a type of ABK.

Early detection can be performed by non-test techniques and tests. Non-test is usually done informally, while tests are usually known formally. Reid (2011) states that informal often detection can be the first step in a diagnosis. In many ways, an informal assessment can yield more useful, and more detailed information than formal standardized assessment. One of the powerful points in favor of informal assessment is that it can be seen as dynamic. Yet one can often obtain a lot of information about children, their learning habits, and preferences from informal assessment and some of this information may not be as easily obtained from formal, standardized assessment.

Early detection was applied by Handojo (2003) on children autism, namely (1) Determine indicators autistic behavior in children that can be applied at any age, (2) Apply the CHAT (Checklist for Autism in Toddlers) Screen to look for early symptoms, and very good for ages under 3 years old, and (3) Check List of ICD-10 WHO that can be used to make a conclusive diagnosis.

Autistic behavior in terms of language, relationships with people, relationships with the environment, in response to sensory stimulation / sensory, and behavioral development gap. In terms of languages include: (1) expression was flat, (2) Do not use language / gestures, (3) rarely start the communication, (4) Do not imitate the action / sound, (5) Speak little or no or maybe quite verbal, (6) Repeating words or parroting, (7) Intonation / vocal rhythms are weird, (8) Looks do not understand the meaning of the word, and (9) understand and use words limited. In terms of relationships with people, includes: (1) Not responsive, (2) There is no social smile, (3) not communicating with the eye, (4) The eye contact is limited, (5) Looks cool solo, (6) Do not do the game turn and (7) Using the hands of adults as a tool. In terms of the relationship with the environment, including: (1) Playing repetitive, (2) Anger or do not want changes, (3) Rigid, (4) Shows very interested in one thing and inflexible. In terms

of responses to sensory stimulation/sensor, include: (1) In some cases such as deafness, (2) Panic the sounds of squealing, (3) Very sensitive to noise, (4) Play around with light and reflection, (5) plays fingers in front of the eye, (6) Pulling away when touched, (7) It is not like the clothes and certain foods, (8) Interested in patterns/textures/certain odors, (9) Very inactive or hyperactive, (10) Love swirling, banging away, biting ankles, hopping, (11) Hold or odd respond to pain. In terms of gaps behavioral development, including: (1) The ability to be very good or very late on a particular field, (2) Study skills beyond the normal order, (3) Draw in detail but can not buttoning clothes, (4) Clever puzzles but very difficult to follow orders, (5) Walk at the normal age but not communicating, (6) Current parroting the talking but it is difficult to speak of oneself, and (7) One time can do something but not at other times. In cognition, children with autism have normal intelligence level or below normal.

CHAT (Checklist for Autism in Toddlers) Screen is used to detect the possibility of autism in children that can be used for children under 3 years old. Furthermore Checklist of ICD-10-WHO for the possibility of early detection of autism. Through monitoring for indications of autism, CHAT, and ICD-10-WHO, the detection of the possibility of autism more valid.

Tjandra (2014) describes the practical things that can serve as the basis for the early detection for dyslexic children. The description is as follows: (1) It is difficult to distinguish the right and left so it is often difficult to explain directions and read maps, (2) Just remembering the first sentence or the last of a long instruction, (3) Often forget the name of a friend, but can tell the complete what is seen or gone through, (4) like to observe and clever build a lego, (5) Fast tired of the things he likes, but if like it will be the focus of the work, (6) often looks clumsy and drop things in surroundings, (7) When scolded, like do not understand and laughed, (8) Full of curiosity and always ask, (9) It is difficult to read an analog clock, confused which one is bigger or smaller, and which are more or smaller, (10) Very generous and considerate with his friend, (11) Often mispronounce the words, (12) Often upside down and one to write letters or numbers for which he saw as dancing, (13) It is difficult to sort something, and (14) Often viewed in a different way from most people. In cognition, intelligence levels dyslexic children above normal or much above normal.

Furthermore, Choiri & Yusuf (2009) describes some of the characteristics of each type of ABK. These characteristics can serve as the basis for classifying ABK. Characteristics of the blind, among others (1) Less able to see (fuzzy),

was not able to recognize objects at a distance of more than 6m, (2) The difficulties of a small object nearby, (3) Not able to write in a straight line, (4) Often groping and stumbled upon it while walking, (5) the eyeball is black colored dry / flaky dry, (6) Not being able to see, (7) Inflammation great on both eyeballs, and (8) currency hold sway. Characteristics of the Deaf, among others (1) Frequent cocked his head in an effort to listen, (2) Lots of attention to vibration, (3) Late in language development, (4) There are no reaction to sound or voice, (5) Late in language development, (6) Frequent use gestures to communicate, (7) No response when invited to speak, and (8) Speech word is not clear, quality sound odd / monotonous. Characteristics quadriplegic, among others (1) The fingers stiff and can not be grasped, (2) are part of the limb that is not complete / incomplete / smaller than usual, (3) difficulty in movement (not perfect, no bending / uncontrolled , vibrating), (4) There are defects in the limbs, and (5) paralyzed limbs, stiffness, weakness / paralysis.

Further characteristics of mental retardation, among others (1) Barriers intelligence function in general or below average, (2) inability to behave in social / non-adaptive. This obstruction occurs in developmental age until the age of 18 years, (3) Physical appearance is not balanced, for example, the head is too big / small, (4) Unable to take care of themselves according to their age, (5) No / less attention once on the environment, and (6) Coordination movements less (often uncontrolled movements). Characteristics tunalaras, among others (1) Tends defiant, (2) Easy to inflame emotions / emotional / irritability, (3) Often aggressive action, undermine, disrupt, (4) Often acting in violation of the norms of social / moral norms / law, and (5) Tend learning achievement and low motivation, often absent, rarely go to school. Characteristics of gifted, among others: (1) Being able to read at a younger age, more rapidly, and has a vocabulary extensive, (2) Having a curiosity strong, interest is high enough, (3) have the initiative, creative, and original in suggesting ideas, (4) Being able to provide answers or reasons are logical, systematic, and critical, (5) Open to stimuli from the environment, (6) to concentrate in the long term, especially to the task or field interest, (7) Glad to try new things, (8) having the power of abstraction, conceptualization and synthesis of high, has the power of imagination and a strong memory, (9) Glad to intellectual activities and solutions to problems, (10) quickly capture causal relationships, (11) Not easily satisfied on achievements, (12) more great to hang out with older kids his age, and (13) can be mastered quickly the subject matter.

Further characteristics specific to the type of learning disabilities: (a) Dyslexia, among others (1) The difficulty of distinguishing form, (2) ability to understand the content of reading is low, and (3) Often wrong in reading; (b) dysgraphia, among others (1) Very slow in copywriting, (2) Often one writes letters (b and p, p with q, v with u, 2 to 5, 6 to 9, and so on.), (3) Results ugly and illegible writing, (4) It is difficult to write straight on unlined paper, and (5) write a letter to the inverted position (p written q or b); and (c) dyscalculia, among others, (1) It is difficult to distinguish the signs (+, -, x,:, <,>), (2) Hard operate count / number, (3) Often one count consecutively, (4) often one distinguish figures 9 to 6, 17 to 71, 2 to 5, 3 to 8, and so on., and (5) It is difficult to distinguish the shapes of geometry. Characteristics Slow learner, among others (1) average academic achievement is low, (2) Often late completing academic tasks than friends of his age, (3) Comprehension slow to the lesson, and (4) Never grades. Characteristics of autism, among others (1) Experiencing obstacles in language, (2) It is difficult to recognize and respond to emotions with social cues, (3) Rigid and poor expression of feelings, (4) Less own feelings and empathy, (5) often behave outside control and explosiveness, (6) thoroughly experiencing problems in behavior, (7) Lack of understanding of existence itself, (8) Limited in expressing themselves, and (9) Behaving monotonous and difficult to adapt to the environment.

In accordance with the above description, children with special needs have different criteria. Therefore, children need educational programs are also different. To follow the formal education, the first aspect to consider is the psychological state. Early detection can be done by conducting psychological tests. Anastasi (1990) explains that the psychological tests can be used to measure the difference between an individual or a reaction from the same individual at different times. Early detection of children through psychological tests can be seen from the intelligence, emotions, and behavior. Psychologists agree that intelligence is crucial children classified as grade ABK by looking at a child's IQ, including whether IQ is average, below average, or above average. Intelligence tests commonly used in Indonesia for example by testing the Stanford-Binet and Wechsler Scales, which can be applied at school age.

Subsequent developments that intelligence can be measured at an earlier age, ie under 2 years through tests Griffiths. Hogrefe (2016) described the test Griffiths or the Griffiths Mental Development Scales (GMDS) measures five areas of development for the 0-2 age group as follows: (1) Locomotor, assesses gross motors skills Including the ability to balance and to coordinate

and control movement; (2) Personal-Social, measures the developing abilities that Contribute to independence and social development; (3) Hearing and Language, assesses the hearing (in the sense of active listening), receptive language and expressive language; (4) Eye and Hand Coordination, focuses on fine motors skills, manual dexterity, and visual monitoring skills; and (5) Performance, draws on the developing ability to reason through performance tests. Griffiths test is still limited in use in Indonesia.

These tests are often used to measure the domains of cognitive function (Marnat, 2010) include: (a) The Sphere of Attention, among others, (1) Arithmetic, (2) Digit Span, (3) Letter-Number Sequencing, (4) Trail Making, and (5) the Stroop Color Word Test; (b) Language, among others (1) Comprehension, (2) Information, (3) Aphasia Screening Test, (4) Boston Naming, and (5) Controlled Oral Word Association Test; (c) The memory, among others (1) Digit Symbol / Coding, (2) Wechsler Memory Scale, (3) Rey Auditory Verbal Learning Test, (4) Bender Gestalt (recall), and (5) Rey-Osterrieth (recall) ; (d) The Spatial, among others (1) Block Design, (2) Picture Concepts, (3) Matrix Reasoning, (4) Picture Completion, (5) Bender-Gestalt, and (6) Rey-Osterrieth Complex Figure Test, Judgment of line Orientation; and (e) The Executive, among others (1) Interviews / history, (2) Delis-Kaplan Executive Function System, (3) Category Test, (4) Wisconsin Card Sorting Test, and (5) Behavioral Assessment of Dysexecutive Syndrome.

Early detection can also be performed by DDST II (Denver Development Screening Test II) (Chamidah, 2010). DDST II is a tool for finding problems early developmental disorders of children aged 0 s / d <6 years. This tool, not an IQ test and not psychic ability or intellectual adaptive child in the future. Additionally, DDST II is not a diagnostic tool inability and difficulties of learning, language disorders, or developmental disorders. DDST II is also not a substitute for diagnostic evaluations or physical examination, but more towards the development of the ability to compare one child with another lifetime. DDST II aims to assess the level of development of children according to age. DDST II can also be used to ascertain whether any abnormalities in children with suspicion. Selan, DDST II can be used to monitor children at risk to development.

Language development is also very important to early detection. Valladolid (2015) states that progress monitoring is one of the feasible and practicable methods for identifying students at risk. It makes use of Curriculum-Based Measurement (CBM), the which has been demonstrated by research to effectively gather student at performance data to support a wide range of educational decisions, such as screening to identify students with learning disabilities, evaluating referral interventions, and determining eligibility for and placement in remedial and special education programs. Curriculum-Based Measurement (CBM) is a set of methods for indexing academic competence and progress that teachers could use efficiently and would produce accurate, meaningful information with roommates to index standing and growth of students (Deno, Fuchs, Marston, & Shin; Fuchs & Fuchs in Valladolid, 2015). It can be used to screen and identify at-risk students, Evaluate pre-referral interventions, Determine eligibility for and placement in remedial and special education programs, Evaluate instruction, and Evaluate reintegration and the inclusion of students in mainstream programs (Deno, 2003).

3. Conclusions

Early detection is needed to avoid the impact of which is not good for the development of children with special needs. Through early detection, the preparations for the proper education to do so the potential of children with special needs can be more developed. Early detection of the type of special needs children can be both formal and informal. Formal through a series of tests, while informal can be done by analyzing the criteria of each type of special needs children. Cooperation between parents and experts in child development is needed to help children with special needs succeed in education.

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CAREER GUIDANCE SERVICE PROGRAM'S EVALUATION ON SMK NEGERI 4 BANJARMASIN

Nina Permata Sari*
Guidance and Counseling Department, Lambung Mangkurat University
***Corresponding author email: : ninapermatasari1980@gmail.com**

Abstract

Career Guidance Service Program is a service process for students to make them knows themselves, understand themselves, and know the world of work, planned their future dan able to make the most appropriate decission, suitable with their condition related with the terms and requirements which they choosed. The research is conducted to find out how the career guidance service program on SMKN 4 Banjarmasin goes. This evaluative research used an evaluation model CIPP (context, input, process, product) by Stufflebeam. The responden which is involved in this research is consist of the head master, guidance and conseling teacher, subject teacher/classroom teacher, students and world of work and industry party (DUDI) on SMKN 4 Banjarmasin. The method of collecting data is done with observation, questionnaire, interviews, career maturity documents and documentation study. The data analysis used qualitative and quantitative descriptive technique. The result of the research showed that 66,07% context evaluation value with good category. Result from teacher's questionnaire for 87,82% input evaluation value with very good category, students's questinnaire for 89,11% input evaluation value with very good category. The result of process evaluation based on the data result from students' questionnaire on activity implementation at 87,56% with very good category, material explanation aspect at 87,58% with good category, the use of media aspect at 76,50% with good category, service method aspect at 75,83% with good category, partnership and monitoring aspect with school and DUDI party at 89,29% with very good category. Product evaluation process result based on teachers' questionnaire data at 89,29% with very good catergory, students' questionnaire at 88,67% with good category and the maturity of students' career inventory at 74,22% with good category.

Keywords: Program Evaluation, Career Guidance Program, CIPPO

1. Introduction

In UUSPN No. 20 tahun 2003 pasal 15, state that vocational education has purpose to prepare learners especially for wok at certain field. Special aim, SMK has purpose : (1) to prepare learners to work, whether it is independently or to find a job in a working and industrial world as middle level man power which is suitable with the field and skill program in intrest, (2) train learners so they are able to choose thier career, ductile and persistent in compete and able to develop professional attitude in certain field, and (3) give learners science and technology (IPTEK) knowledge so they are able to develop themself through higher level of education. So it is clear that vocational high school has a mission to prepare learners to face world of work. (USSPN No.20 tahun 2003 pasal 15)

The final goals of vocational education is to make the graduated learners able to do a productive activity or work effectively. At school, the students obligated to master many kinds of skills or competencies, wheteher it is relatedd with the school subject, or anything that related to self development, social and life career. The correlation between the aim of vocational high school (SMK) with the students' career preparation, the role of guidance and conseling is very important in educational institution especially on Vocational High School (SMK) in supporting and help them to stabilize their career in the future. In the guidance and conseling service there are four sector of service that need to be give to the students, there are personal guidance, social guidance, learning guidance and career guidance. The nature of career guidance is one of the way of education through personal way in helping each individual to reach the needed competencies in order to face problems in career. There are two important things, a process to help each individual to understand and accept himself, second is able to understand and adapt in the working wold, that is why the important in career choosing is understanding and self adapting to himself or the working world. (Toto Irianto: 2010)

So many students are still confused to plan and decide their career after graduated from vocational high school, some don't know what career to choose, some still in doubt is it suitable or not with their talent and interest, there are also some who is sure with their choice because it is suitable with their talent and interest. (A. Gani. 2012:13)

Students who has difficulties in understanding themself in realistic way, wheter it is in strength nor the weakness they have surely will affect to their ability in planed their carrer in good way, becayse they don't have high enough skill and motivation to chase the career they wanted. In the end they wouldn't able to reach the peak of their carreer in their life journey. Particularly in Vocational High School way, preparation and
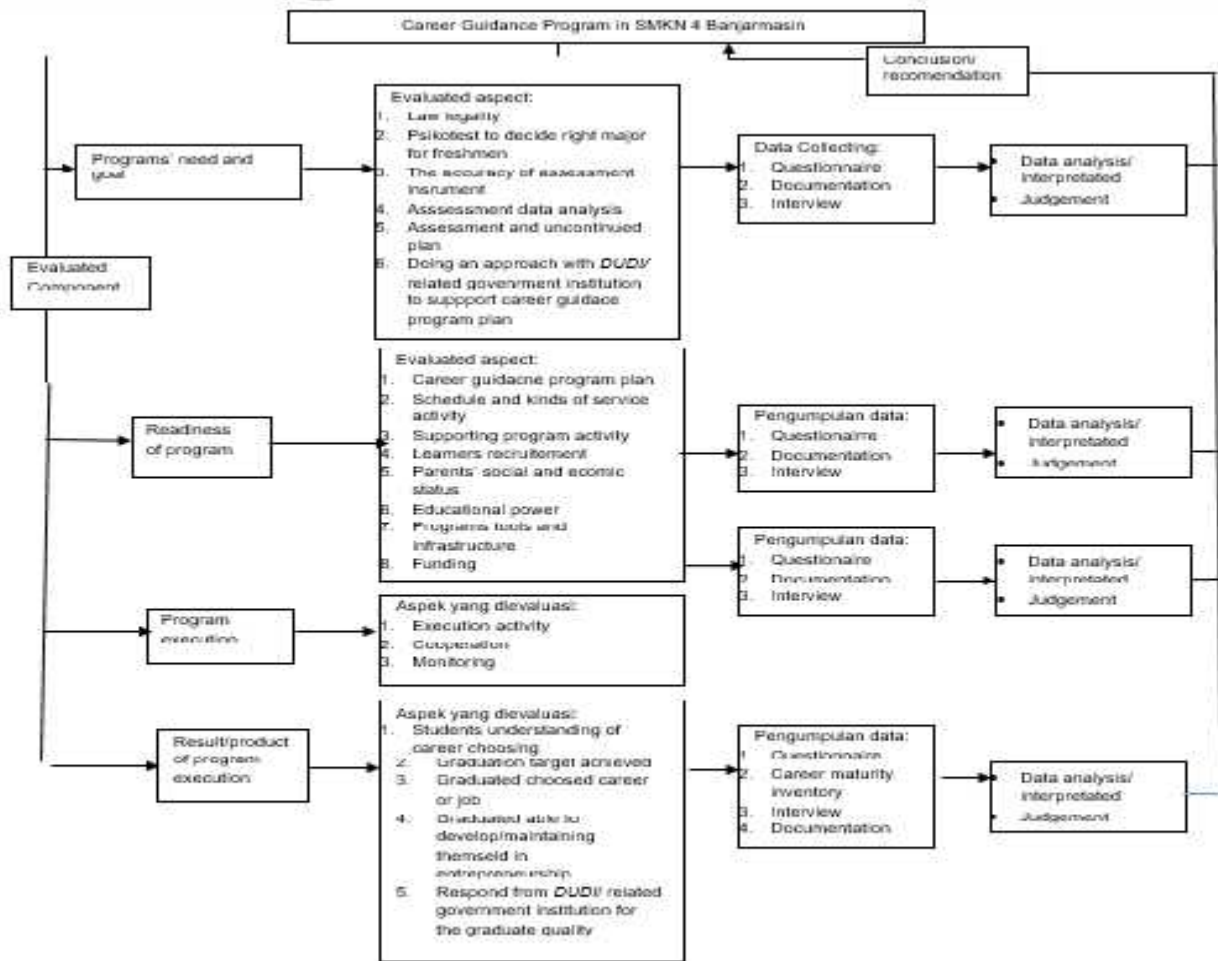
Picture 1.1 Research design of career guidance service program in SMKN 4 Banjarmas|

maturity in career may be the strongest root for the students in exploring knowledge and science which they got after rolling in education at school that have requirements of the world of work and industry.

Realization of career guidance program at school's proportion is also considered a small size if compared with three other field of guidance (field of personal guidance, social and learning). Guidance and conseling teacher or usually called school conselor has duty, responsibility, authority and rights in whole guidance and conseling activity for some learners. Guidance and conseling service in school is an activity to help students in order to find themself, adapt themself in certain environment also able to plan their future. Prayitno (2013) stated that the nature of executing career guidance in school is to get Tri Sukses, it is: success in academic, success in career preparation and social relation.

Based on the explanation above, it is clear that conselor has a very important role in execution of career guidance program especially in giving career information and career development and learners competence improvement to fulfill the working market request in vocational high school. SMK as one of institution that prepare a graduate which expected from the world of work. The needed

man power is a human resource who has competence on its working field, high adapting level, global knowledge, and high level of competitiveness, and high productivity of work.

Moreover, it is aslo an obligation for guidance and conselor teacher at school to do an evaluation for the career guidance program that is being done, because through the evaluation guidance and conseling teacher may acquire information or evidence about the weakness and uneffectiveness on the process of guidance and conseling program that is being run, so that we may know which component of the program that need to be fixed, maintained or improved, even erased when needed because the factor is influencing the guidance and conseling program in a whole.

The purpose of this research in general way is to find out career guidance program in SMK Negeri 4 Banjarmasin. Meanwhile the specific purposes are; 1) legal base, vision and mission, purpose and need anaylis of career guidance program implementation, 2) the readiness of the career guidance program, 3) career guidance service program process by looking on the implementation, partnership and carred guidance program monitoring, dan 4) the result that is acquired after the
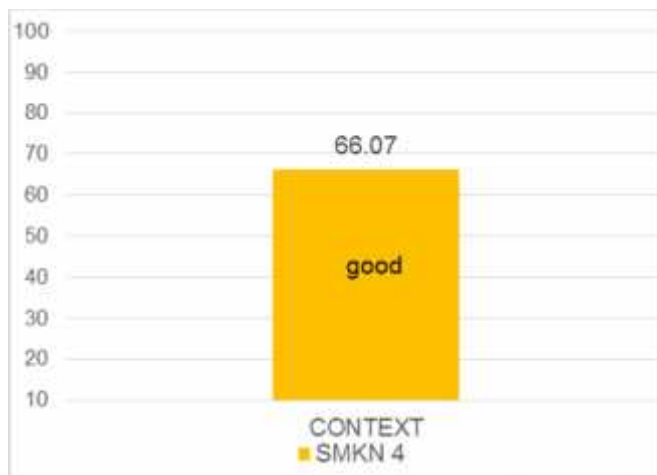
Picture 1.2 Result of context aspect formal legality evaluation, vision-mission and the program goal

implementation of career guidance program and it effect in SMK Negeri 4 Banjarmasin's graduated students.

2. Methods

The method of this research is descriptive program evaluation with CIPP model from Stufflebeam (1977). According to Sukmadinata (2010) evaluative research is a design and procedure of evaluation in collecting and analyze data in systematic way to find value/benefit from a practice (education) based on the data measurement/collection that is used a certain standart/criteria, in abosolute or relative uses.

This model concist od five evaluation component those are context, input, process and product. The relation between those component need a systematic and directed design. As for the research design can be illustrated as:

Instrument that is used for this research are questionnaire, guidance, interview and documentation note, career maturity inventory, observation guidance. Data analysis technique is using Miles and Huberman (1992) model, analyzing activity consist of three flow of activity/process which happens at the same time, there are; data reduction, data display dan conclusion drawing/verification. For the data validity check used triangulation technique, the researcher use various data collecting technique to get data from the same source, meanwhile triangulation source is a technique to acquire data from different source with the same technique.

3. Results

3.1 Context Component

From the context component result in SMKN 4 Banjarmasin 66,07% value obtained with good category, with decision that: (1) implementation of career guidance program in SMKN 4 Banjarmasin has formal legal, (2) schools' vision and mission has socialized to all stakeholder in school environment clear enough, (3) schools' vision and mission is understood by school staff except learners, (4) the goal is designed by headmaster, vice-head master, classroom teacher, schools' conselor, subject teacher and staff, (5) schools' conselor didn't involved since the beginning to help the placement of major for the freshmen which is already been choosed by the students, the school held a non technique testing.

There are few things that need some
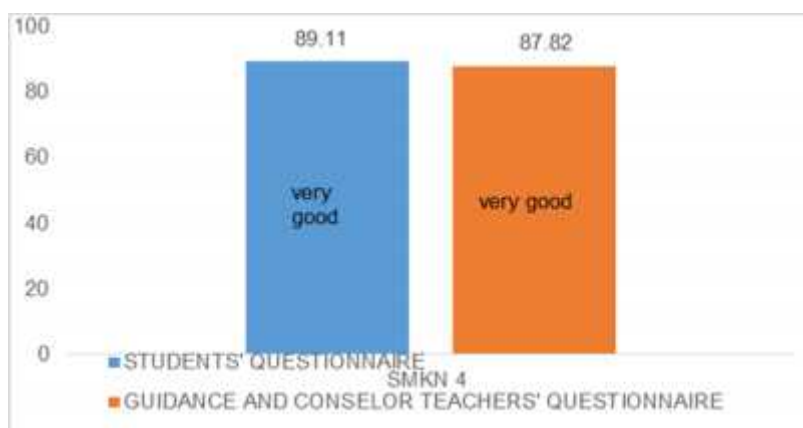
Picture 1.3 the result of input career guidance program's evaluation in SMKN 4 Banjarmasin

attention, they are; (1) sicialization of vision and mission to learners is needed, (2) the goal of carred guidance program is need to be socializedd to all stakeholder who is involved like headmaster, vice-headmaster, schools' conselor, classroom teacher, subject teacher, schools' committee, practitioners, public figure, delegation from DUDI/ related institution and staff, (3) it is necessary to design the goal of the program along with headmaster, vice-headmaster, schools' conselor, classroom teacher, subject teacher, schools' committee, practitioners, public figure, delegation from DUDI/ related institution and staff, (4) guidance and conseling teacher need to be involved in freshmen selection to help on deciding a suitable major which is fit with their potential and skill, (5) it is necessary to run a technical test or nontes that is suitable in order to choose major with validity and reliability test tools which can be accountable, (6) conselor need to pay attention on the procedure of instrument/assesment aplication regulation, ownership of the instrument and how to use it, (7) it is important to pay attention and reconsidered the goal from the instrument/assessment usage to support the administration of career guidance program, (8) schools' conselor need to make a report from learners who has a problem and dont have any from the assessment and the result of the assessment data analysis is complied in format and computer program also reported.

3.2 Input Component

From the result of the input component in SMKN 4 Banjarmasin it is found that result from students' questinnaire at 89,11% value with very good category and from conselors' questionnaire at 87,82% value with very good category, so that decission is made: (1) program design has fit with

the field of job in Kalimantan Selatan especially in Banjarmasin City, (2) conselor has a planned schedule every year, semester, month, weekly and daily, (3) conselor has a planned carrer guidance which is included in service program plan (RPL), (4) there is no requlation qualification of learners candidate recruitment based on the major that has chosed and assigned by headmaster, (5) guidance and conselor have data about the condition, (6) All counseller have education background S1(bachelor degree) of Counseling guidance and able to operate computer/technology, (7) provide a suitable classroom for student to study base on student amount, (8) Counseling room is representative enough (guarntee privacy/secret of counselee, quite and seperated with teacherroom), (9) special lesson classroom consist of practice/experiment room base on the program, (10) the budgeting of the program counted base on the need of the carrier guidance program, earned from official source and manage transparenly and financial report should be reported regulary to the headmaster.

There are several things that should be focus on : (1) it is obligate to have requirement qualification for student candidate base on the program they choosed in vacational high school, (2) it is obligate to plan a school activity budget (RKAS) special for carrier guidance program, and (3) it is obligate to cooperate with school stakeholder to set school activity budget (RKAS) for carrier guidance program.

3.3 Process componen

Base on the result of evaluation process in SMKN 4 Banjarmasin collect the result of acpect the activity impementation from observation 70,83% with category good, counselor questionnaire 88,93% with category excellent and student questionnaire
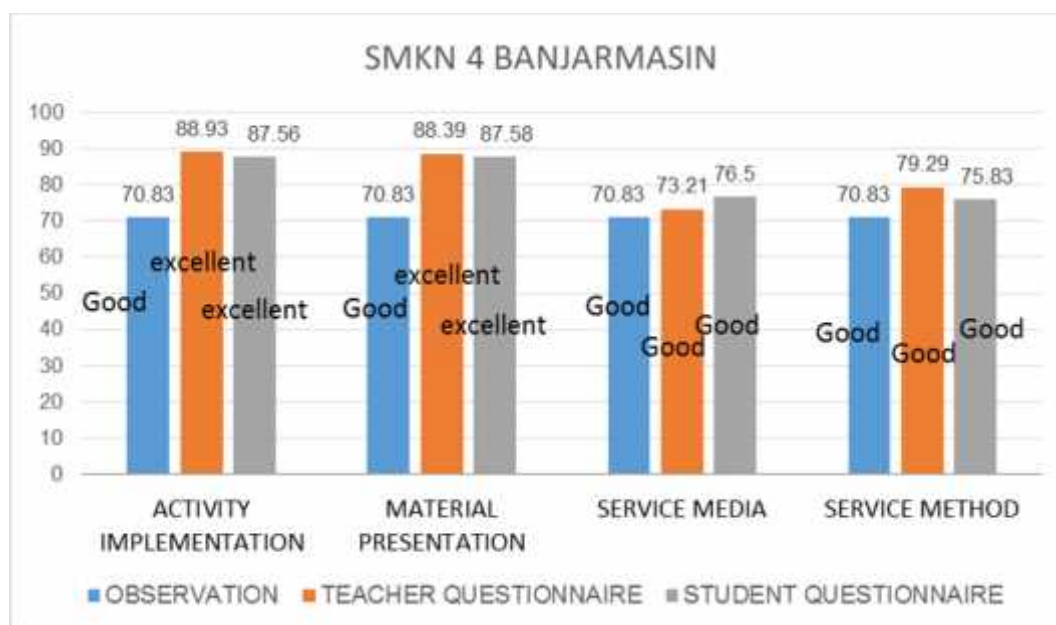
Picture 1.4 The Result of Evaluation Process career guidance program's evaluation in SMKN 4 Banjarmasin
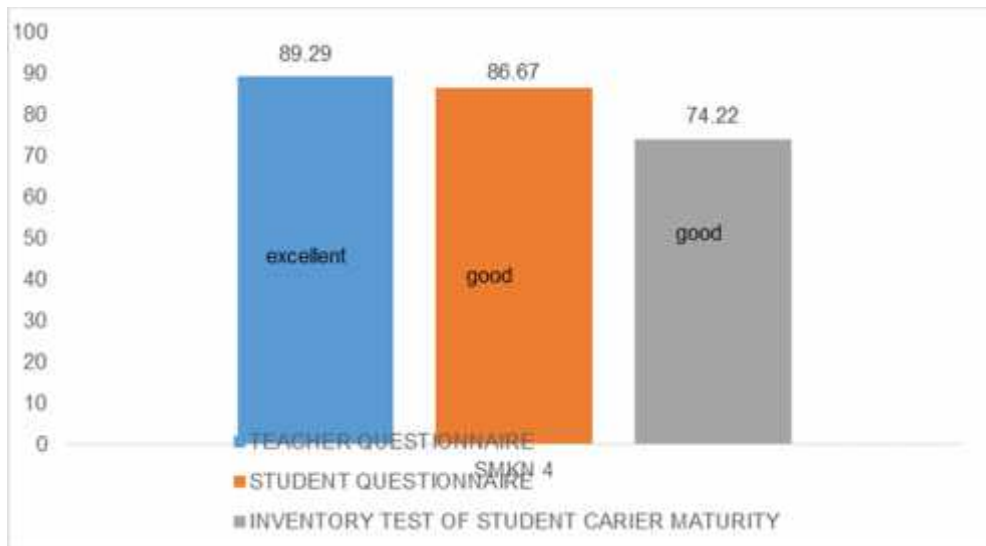
Picture 1.5 The result of process component for cooporation aspect between School stake holder and DUDI/institute.

87,56% with category excellent. For aspect material presentation from observation 70,83% with category good, counselor questionnaire 88,39% with category excellent and student questionnaire with 87,58% with category excellent. For aspect service media from observation 70,83% with category good, counselor questionnaire 73,21% with category goo and student questionnaire 76,5% with category good, For method service from observation 70,83% with category good, counselor quetionnaire 79,29% with category good and student aspect 75,83% with category good, so the conclusion are: (1) the program service has implemented with very good implementation base on the plan of career guidance program which are orientation service, information service, placement and distribution service, content mastery service, personal and group counseling guidance, (2) the presentation of material is presented well base on service plan, (3) the using of media is already good but counselor is less creative and often use the media provided, Method use often is lecturing, basen on career book and less creative method.

3.4 Product componen

Base on the result of component product in SMKN 4 Banjarmasin for student understanding in their career choosing, graduation target reached, the ability of alumni to developt their self/empower their self in entrepreneurship and DUDI/institute respond base on the quality of alumni. From counselor questionnaire 89,29% with category excellent, from student questionnaire 86,67% with category good and invetory result of student career maturuty 74,22% with category good, so the conclusion are : (1) the achievement of this program is good,counselor has identificate student who has obstacles and given an immediate follow-up for the students who have obstacles, (2) the students have

qualified career maturity which is good from the result of career maturity given, (3) the achievement of 100% graduation target within the last three years, (4) The graduate has been able to develop a career direction based on their interests and talents based on the results of interviews to DUDI in partnership with the school.

4. Discussion

4.1 Context

Formal legal aspect in the implementation of career guidance program at SMK 4 Banjarmasin has had a very appropriate formal legality contained in UU No. 20 tahun 2003 on the implementation in improving the quality of education in Indonesia. Based on the analysis of the findings of the vision-mission in all SMK in Banjarmasin, the vision and mission itself have been referring to the notion of education, both formulated in philosophical meaning UUD 1945 and Pancasila UU No 20 Tahun 2003 on National Education System , taking into account of the actual conditions of learners and held in education units on various channels, levels and types of education.

Through this service program counselors help towards specialization department / program expertise based on the basic abilities, talents, interests and the general trend of each student. According to Prayitno (2007) assessment gives wide opportunities for students to put themselves in more appropriate context of the completion of the study in a focused, successful, and clear to the next level of their career.

4.2 Input

Based on the results of documentation studies labor counselor has met the standards required Education personnel has been appropriate

with the number of teaching students of each counselor. 7 counselors have academic qualifications Bachelor of education (S-1) in the field of counseling, and support 157 learners.

Counselors academic qualifications in units of education in formal education and non-formal education is Bachelor (S-1) counseling. While the competence of counselors include academic competence and professional, academic competencies include: 1) a deep understanding counselee serviced, 2) mastering the foundation and framework of theoretical guidance and counseling, 3) conducting counseling services counseling, and 4) develop the opened sustainable and professional counselors. Academic competence and professional counselors are integrated to build the integrity of pedagogical, personality, social and professional (A drafting team, 2007).

Based on the evaluation of the existing facilities, they are some infrastructures that need to be considered and provided: space counseling (workspace counselor, meeting rooms, administrative guidance and counseling, data storage space and a lounge area), or scientific equipment room counseling (tables, chairs, storage of notes, whiteboard / notice boards). For engineering facility , there are some data collector tools such as questionnaires, tests, inventory, check the list of problems, and others (Sukardi, 2008).

While in the financing of several approaches in implementing the budget in the course of career guidance services, according Hikmawati (2014) are: 1) the subjective approach, this approach counselor may propose returning the budget prior to the leadership of the institution, 2) task approach, where each unit of service and supporting activities already contain objectives and results to be achieved, and distribution of tasks to achieve these goals, 3) a normative approach, counselors offer superior service to students, then in the preparation of the budget, the school counselor should direct attention to the optimization of the development of students.

4.3 Process

Service activities in the program which have done well are: : 1) The service orientation, 2) Service information, 3) Service placement and distribution, 4) Mastery of content, 5) Counseling individuals and 6) Guidance Group. The implementation of guidance and counseling is held sometime in or outside of school hours. Conveyed by Munandir (1988) for career guidance program material can be compiled by a competent counselor on condition considering career phases.

However, from the results of the observation which done by the researcher, the media service is not good enough, because the counselor is not creative enough to use the existing technology. The media which used in implementation of guidance service (Prayitno, 2013) for the orientation service can be the direct object, visual media (text and pictures), miniature and replica, audio lingual media, and other electronic medias, include the hardware which used in appropriate ways.

Aspects of cooperation have performed well with the stakeholders in the school environment. It means that counselors, teachers and others should be able to work together or develop partnerships to help learners achieve learning objectives in particular, the purpose of education in general. Therefore, there are three efforts which should be done by the counselor to build this partnership, such as (a) socialization, (b) the mechanisms of socialization, and (c) an invitation to a particular party.

4.4 Product

The views Super (in Brown, 2007) about the self-image and career maturity become a handbook for educators in designing a career guidance program, bringing students to self-understanding and processing information that is higher and more mature. From the results of interviews which done by the alumni of SMKN 4 tend to develop a career direction in accordance with the potential interests and talents of the program demonstrated expertise with creativity and a tenacious attitude.

5. Conclusions

The conclusion that can be obtained from the evaluation is the evaluation input are in the very good category, the evaluation process is viewed from the five aspects of the implementation process which is to the implementation of activities in accordance with RPL belong to excellent category, delivery of materials belong to good categories, media services belong to good categories, methods good and service categories for process monitoring and cooperation with school stakeholders belong to very good category. Product evaluation for the achievement of program categories and students' understanding of career categories. Achieving the target graduation of students and the ability of its alumni after graduation are incapable to choose a career and the ability to develop self alumni / empower themselves according to their expertise is considered good.For the theoretical review paper, use a suitable format based on the full paper's contains.

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ANGER MANAGEMENT COACHING: COUNSELING TECHNIQUES TO REDUCE AGGRESSIVE BEHAVIOR OF STUDENTS

Erni Hestiningrum[1], Wahyu Nanda Eka Saputra[2], Ulfa Danni Rosada[1*]
[1] **Universitas Ahmad Dahlan, Yogyakarta, Indonesia**
erni.hestiningrum.uad@gmail.com[1], wahyu.saputra@bk.uad.ac.id[2], rosada_ulfa@yahoo.co.id[3]

Abstract

Individuals discover and develop their ability in school. However, it still appears delinquent students in schools that gave rise to maladaptive behaviors such as aggressive behavior. Student's aggressive behavior may have an adverse effect, ie the growth of school climate less conducive. So that student perceptions of school climate are not conducive due to the aggressive behavior of students will result in reduced student achievement.

Aggressive behavior is a form of behavior that is intended to harm or injure another individual either physically or verbally. Aggressive behavior carried the child or adolescent, whether at home, school, and even in the community. The cause of aggressive behavior is very complex, can be broadly grouped into two causes, namely internal and external. Both these factors lead to delays in the development of emotional and social aspects of the individual.

One technique to reduce aggressive behavior in students is to apply the anger management coaching that can be applied by a school counselor. This coaching is one of the alternative business that can be applied to reduce aggressive behavior because of the difficulties young people in managing anger. Implementation of anger management coaching is expected to lead to emotional stability of students so as to minimize aggressive behavior that appears. The purpose of this paper is to explain in concept and application of anger management coaching to reduce aggressive behavior of students.

Keywords: aggressive behavior, anger management coaching

1. Introduction

Aggressive behavior becomes classic problems that happens for the youth. According to one research indicated that agressive behavior is related closely to anger through anger indication like red face, open eyes, responsive, etc (Muslimah & Nurhalimah, 2012). Another literature said that agressive behavior is closely related to crime (Nazmie, et al., 2013). The crime is one of the problem which occured by the youth (Orpinas & Franskowski, 2001).

Some researches indicated that the agressive behavior still becomes problem among the youth. Research by Shelton et al. (2009) concluded that at least 72,16% student doing crimes with physical while 27,84% student doing crimes non- physical. Research by Routt & Anderson (2011) concluded the 72% doing phsycal crime towards their mothers, 16% attack and or threaten their father(s), 5% towards their elder brother/sister, 5% towards younger brother and sister. Atkinson et al. (1987) said that agressive behavior is a behave doing on purpose to hurt a physically, verbally other people, and to destroy other belongings.

Agressive behavior is a problem for the youth which effect negatively to wards some aspects. Research by Goldstein, Young & Boyd (2008) said that agressive behavior by students is because of one perception about the student toward unproper school environment. Student perception about the school environment which is not condusive and might stimulate decreasing student intelectual. This case is indicated by a research by Makewa et al. (2011) which concludes that school environment effectes significantly towards student intelectually.

Now, agressive behavior still becomes a behavior which needs to be solved. One technic to develope agressive behavior among student is by developing and to implement anger management coaching which is applicable for school counselor. This kind of coaching becomes an effort is applicable to reduce agressive behavior among the youth in anger management. This is related to the research by Petkova, Nikolov & Panov (2005) which said that agressive behavior happened was because of their difficulty among the youth in anger management.

Some researches that anger management becomes a strategy to reduce agressive behavior. Research by Neetu & Ahmad (2014) indicated that anger management coaching becomes effective strategy to reduce agressive behavior among the youth with mentally problem. Reseach by Valizadeh (2010) concluded that anger management coaching became effective way to reduce agressive behavior among mothers toward children ADHD.

Based on literature and prior researchs might be concluded that anger management coaching become a tool used by counselor to reduce agressive behavior. Anger management coaching is expected to become a guidance by counselor to help students to reduce their agressive behavior by anger management coaching.

2. Literature References

2.1. Aggressive Behavior

Some people define the meaning of agressive behavior. According to Ramirez (2009) agressive behavior affected complex fenomena which happened in several behaves. Buss & Perry (1992) said agressive behavior became a behave to hurt somebody else by purpose both physically and psychologycally. Harding (2006) defined that aggression is a attendency of a crime by forming to destroy. MacLaren, Best & Bigney (2010) defined that agresive behavior derived to respond a threaten (according to a perception or a factual) which derive from individual or another group. According to Myers (2012) said that agression is a behavior physically and verbally towards on purpose to hurt others.

The above opinion might be concluded that agressive behavior is a behavior physically and verbally to attack and hurt others, doing by purpose.

2.2. Anger Management Coaching

One character of the youth is to excite getting angryy. Research by Lench (2004) to report that subject with high level of anger trend to get strategy of destruction to express their anger by atttacking others and things physically and verbally and to behave negativelly, also sometimes being conflict with others. Based on those facts the youth posses level of high anger and trend to agressive behavior.

Above problems need attention by handling correctly in management anger and control their aggression by anger management coaching. According to Lench (2004) that anger management is one of the methods to express and control the anger these methods collection of strategy copying of anger being used by someone to control is emotion and anger constructivelly (Schultz, 2007).

Based on above opinions can be summarized that anger management is a method used by someone to reduce the anger and to control the emotional feeling constructivelly.

2.3. Discusion

According to the the regulation of the Minister of Education and Arts of Indonesia number 111/2014 regarding guidance and counseling in elementry and middle schools declares that development for the life competition needs education system which is not merely caring on the one learning subject and management, but also caring expecially psychology study by carring guidance and counseling.

Agressive behavior among the students usually appears in some ways. Atkinson et al. (1987) declare that agressive behavior is a behave to hurt others phsycally, verbally, also to destroy other's possessions. These declaration supported by a research by Hidayat, Yusri & Ilyas (2013) which indicated that agressive behavior among students is visible from hurting others phsycally by 35,32%, while the agrression among students was to hurt verbally 41,30% and agression was indicated by breaking and destroying other's possessions by 30,42%.

So, agressive behavior among students must be managed properly. One strategy to reduce agressive behavior among students is by developing and implimenting counseling by anger management coaching. Development and implementation of anger managemnt coaching is expected to stabilize students' emotion and to reduce their agressive behavior. Steps for anger management coaching as follows: (a) to identify the cause of anger; (b) to study new methods in seeing the anger; (c) to develope technique of effective coping to manage the anger and; (d) to implement skills to manage the anger (Froggatt, 2006).

3. Conclusions

Agressive behavior is to attack by on purpose others. Agressive behavior consists of 4 (four) aspects ie pshysic, verbal, anger and hate. Agressive behavior among the youth must be managed properly. One strategy is to implement anger management coaching. Anger management is one method by individual to reduce anger and emotion constructivelly. Anger management coaching consists of 4 (four) steps: (a) to identify the cause of anger; (b) to study new methods in seeing the anger; (c) to develope technique of effective coping to manage the anger; and (d) to implement skills to manage the anger.

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Social Emotional Development And Character
As The Focus Of The Education Policy

Rahmad Agung Nugraha [1,2], I Nyoman Sudana Degeng [1], Fattah Hanurawan [1], Tutut Chusniah [1].
Postgraduate Educational Psychology Student State University of Malang (UM Malang)[2]
State University of Malang (UM Malang)[1]
Email : rahmadagungnugraha@yahoo.com

Abstract

The importance of emotional and social skills of the character is perceived today for students, communities and workers. In view of the number of risky behavior in our society today, for example, drug use, violence, and other forms of emotional, excessive feelings of frustration and so forth are also venturing into the world of education experienced by students in Indonesia. The problems being faced by this country has always focused on character education.

Social learning emotional is a process where children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals that are positive, feel and show empathy for others, building and maintaining a positive relationships and make a responsible decision. This learning appears when an understanding that learning in the context of a supportive relationship that makes learning challenging, interesting, and meaningful. And this is best done through effective classroom instruction, students' involvement in positive activities in and out of the classroom, and parents are spacious and community involvement in the planning, implementation, and evaluation.

Social emotional learning and character is considered very effective if imposed from preschool through high school. Educators, parents, and policy makers synergize and ensure that the core competencies of social and emotional learning is necessary for the functioning of life for students effective and these skills need to be taught.

Keywords: Social and Emotional Learning, Character, Policy Focus

1. Introduction

The welfare of a nation starts from a strong character of its people. This was disclosed by Tulius Marcus Cicero (106-43 BC), a Roman scholar, to remind that all citizens of the Roman Empire about the practical benefits of virtue in real life (Leseem, 1992). Character education is a general term that is usually used to describe teach children in a way that will help them develop various things about the moral, berkewargaan, kindness, be polite, behave, do not commit an abuse, mental health, critical thinking and success appropriate or received as social beings. The concept now and in the past have fallen under this term include social and emotional learning, moral reasoning and cognitive development, life skills education, health education, violence prevention, critical thinking, reasoning ethics, and conflict resolution and mediation (National Council of Professors of Educational Administration, 2016)

Character education is an integral part of an apprenticeship scheme. The formation of the character itself is one of the goals of national education. In the Education Law No. 20 of 2003 states that the purpose of national education is to develop the potential of learners to have the intelligence, personality and good values. The purpose of education was created so that education is not only establish Indonesia intelligent beings, but also personality or character.

Character is one of those overarching concepts that is the subject of disciplines from philosophy to theology, from psychology to sociology with many competing and conflicting theories.

Character as it relates to character education most often refers to how good a person is. In other words, a person who exhibits personal qualities like those a society considers desirable might be considered to have good character and developing such personal qualities is often seen as a purpose of education. However, the various proponents of character education are far from agreement as to what good is, or what qualities are desirable. Compounding this problem is that there is no scientific definition of character. Because such a concept blends personality and behavioral components, scientists have long since abandoned use of the term character and, instead, use the term psychological motivators to measure the behavioral predispositions of individuals. With no clinically defined meaning, there is virtually no way to measure if an individual has a deficit of character, or if a school program can improve it.

The various terms in the lists of values that character education programs propose even those few found in common among some programs suffer from vague definitions. This makes the need and effectiveness of character education problematic to measure.

The moral education or moral in character education coverage trending become strategic

national discourse, especially in big cities in Java. The moral crisis and decadence became the initial source of the problem cases that exist today. Can be seen by the number of regional heads, members of Parliament and state agencies who stuck with the problem of corruption, increased promiscuity, rampant levels of violence children and adolescents, crimes against friend, theft committed by juveniles, the habit of cheating, drug abuse, pornography and the destruction of property of others has become a social problem that until now has not been able to be completely resolved. Thus strategic moral issues so that helped spur the necessary changes to primary and secondary education curriculum. Do the changes in the curriculum of moral education goals be achieved?

The issue of moral decadence in the level of personal life, community, nation and state has seized the attention of all parts of Indonesia. Concerns about the weakening of noble values. The character of a nation is an inherent identity in the identity of a nation in which the role of education is expected to solve this phenomenon, and foster a sense of nationhood. Sense of nationality appears on the learner through the process of inter and interpersonal including student experience, expression, and managing emotions and the ability to build positive relationships and beneficial for others are packed in social emotional development of students. This is consistent with the statement of Cohen et al. (2005), stating that the social emotional development includes the child's experience, expression, and managing emotions and the ability to build positive and beneficial relationships with others. It is expected the students to always understand the feelings of others, control their own feelings and behavior, and get along with peers.

Environmental character is very important for the development of the individual. Environmental character of this was done to support the creation of the embodiment of character values in life, such as the character of the love of God and all His creation, independence and responsibility, honesty/trust, diplomatic, respectful and polite, generous, like mutual help, mutual help / cooperation and others. These characters are not only at the stage of recognition and understanding, but become a habit in daily life. All of that must start from oneself is subsequently forwarded in a family environment.

Positive habits that exist in the family will be forwarded by the child on the larger social environment, ie in schools and communities. The family is the first institution where children build character embedded in his personality that will become a person who spread the positive character of the neighborhood. The school environment is an important factor after the family that should be realized in each of the learning process.

In actual school environment students have a place to develop themselves and build character himself through extracurricular activities. Extracurricular education is the media to build a sense of responsibility, social skills and interaction, tolerance, cooperation and others.

However, in line with the demands of school with a variety of subjects and training for the National Examination has seized the time to develop themselves. School achievement is a complex phenomenon, shaped by various factors intrinsic to the students and their external environment. The amount of research and the need to develop non-cognitive skills research capabilities (Ferguson, et al., 2002) makes us aware that student success is not only determined by cognitive factors in school achievement. ability to establish relationships and emotional intelligence largely determines the process of self-improvement and success.

Competition and the demands of a student's academic problems occur that cause the emotions of the students in this case is stress. Stress is seen as a process of emotional, cognitive, behavioral and physiological negative as individuals who are trying to adjust or deal with stress (Sonia, 2015). Stress is a feeling in learning faced by students when students experiencing pressures. These pressures associated with learning and other school activities, doing homework assignments, just before exams, and so forth. The stress reaction depends on the ability of the self-assessment of skills in managing stress (Pratia, et al., 2010). The unpleasant feeling experienced by the students affect the students and external circumstances giving rise to special effects psychologically and physiologically. There are five main sources of stress in the lives of students, namely Physiological, Emotional, Cognitive, Social and pro-social. (Shankar, 2012).

There are several phenomena experienced by students in Indonesia, the phenomenon is as follows:

1. Allegedly because of frustration because they feel unable to do about the National Examination (UN) junior, a student named Leony Alvionita, 14 years of grade III SMP Negeri 1 Tabanan, Bali, coming home from school committed suicide (hanging himself) at his home in day Tuesday, May 6, 2014.

2. On April 28, 2010, Wahyu Ningsih 19 years old, a student of SMK in Muaro died committed suicide by swallowing a poison mushroom crop. Ironically he is the highest UN scorers in school for Indonesian subjects. But when he learned that he failed in Maths, the student mengalaami shock, then decided to commit suicide.

3. On May 18, 2013 Fanny Wijaya 16 years, SMP PGRI Pondok Petir, Bojongsari, was found dead hanging himself at his home in Depok. Police suspect, the victim hanged himself

because of fear did not pass the State Examination (UN).

4. On May 24, 2013, a high school student desperate suicide by plunging into the Cisadane, Kota Tangerang, Banten. Allegedly because he did not pass the State Examination (UN). (Kompasiana, 2015)

From the above phenomena proves that, no doubt a feeling of anxiety, hopelessness Excessive among the students to end his life. Kecemasanpun increased when he saw an increase in value each year graduation standards and implementation of National Examination system changes are being made to improve the quality of national education and the quality of the students themselves. High levels of anxiety can interfere with some aspects of cognition that is very important in the success of learning and academic achievement.

Every school wants students to learn optimally to achieve high performance. The demands of learning requires students to learn to be more independent, disciplined in managing time, and implement learning activities more focused and intensive. Development of learners takes place in a variety of different social contexts. There are some important changes within the family, school and peers. Influence associated with each of the social context can have a profound effect on students' ability to succeed inside and outside the school (Schunk & Meece, 2006). Since infancy, family experience, which affects socio child's emotions. School contains many potential influences on socio-emotional bagimana students including how instruction is structured, the ease or difficulty of learning, feedback about the achievements, compete and practice of assessment, the amount and type of attention from the teacher, and school transition. Eccles & Midgley argues that for adolescents, the learning environment changed dramatically. Schools often provide the type of environment that is contrary to the developmental needs of students. As a result, a decrease in academic motivation. Changes in cognitive, physical, social and related to the students has important implications for how students see their abilities (Anderman, et al, 2002). Research has shown that students tend to be more abstract, multidimensional and hierarchical. This change is believed to be due in part to an increase in the ability of students in cognitive abstraction, reflection, and social comparison (Harter, 1998). The experience helped shape teenage school students' learning motivation. With the cognitive maturity, adolescents are more able to interpret and integrate various sources of information about their competence, and they have a much different view of their ability (Eccles et al 1998). Besides the influence of peers is very strong among the students because within a group of students make a significant contribution to socialization and a view of themselves. With the development of peers assume many of the functions previously performed socialization by parents and families (Schunk & Meece, 2006). The models in the person's environment provides important information source to see socio-emotional students. Parents and teachers as the principal models in the students' social environments that influence in the lives of students (Schunk, 2012). The core of the emotional development include the ability to identify and understand their own feelings, read and understand the emotions of others. Social and emotional learning is a process that is effectively carried out by children and adults in acquiring and applying knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals that are positive, feel and show empathy for others , build and maintain positive relationships and make a responsible decision. (Collaborative for Academic, Social, and Emotional Learning, 2012).

In view of the above phenomena, it is undeniable that the socioemotional students and strengthening moral education (moral education) or educational character (character education) is very relevant in the present context to address the moral crisis that is sweeping our country. Indonesia today, there will not be a better future without building a Human Resources and strengthen the character of the Indonesian nation.

2. **Theoretical review**

Development of a national character into the mainstream of national development. Where development efforts must always think about the relationship and its impact on the development of character. This is reflected in the mission of national development that positions the character education as the first mission of the eight missions in order to realize the vision of national development, as stated in the Long Term Development Plan of the National Year 2005 - 2025 (Law of the Republic of Indonesia Number 17 of 2007), namely the creation of characters the nation's tough, competitive, morality, and morality based on Pancasila, which is characterized by the nature and human behavior and the people of Indonesia are diverse, faith and fear of God Almighty, virtuous, tolerant, bergotongroyong, spirited patriotic, is developing dynamically, and oriented science and technology.

When viewed from the development of the students, the students are more controlled by their emotions rather than rational and logical thinking. These emotions explains why students behave that way, including the self-destructive behavior. So if we want to motivate them, we should first understand the emotions that control them, and lead to behavioral and thinking more memperdayakannya, to that point in the direction of learning fun learning. Learning fun when starting from values, interests and needs of students.

At the macro level character development is divided into three stages, namely planning, implementation, and evaluation of results. In the planning stage developed the characters were excavated, crystallized, and formulated using a variety of sources, among other considerations

(1) Philosophical: Pancasila, the 1945 Constitution and Act N0.20 of 2003 along with the statutory provisions derivatives;

(2) Theoretical: theories about the brain, psychological, educational, and moral values, as well as socio-cultural;

(3) Empirical: in the form of experience and best practices, among other luminaries, featured educational units, schools, cultural groups, etc.

In the implementation phase developed a learning experience and learning processes that lead to the formation of character in the sel flearners. Character education is about to become a school of character, the best place to instill character. This process is carried out through a process of empowerment and acculturation as outlined as one of the principles of national education. This process takes place in three pillars namely education in the education unit, family, and community. In each of these pillars of education there will be two types of learning experiences that are built through two approaches namely intervention and habituation. Interventions developed teaching and learning atmosphere interactions are purposely designed to achieve pembentulkan character by applying structured activities. To be effective the learning process, the role of teachers as role models are very important and decisive. Meanwhile in habituation created situations and conditions and strengthening the enabling learners in education units, at home, in their communities to get used to behave according to the value and become a character that has been internalized and personalized from and through the intervention process. Civilizing process and empowerment involves giving examples, learning, habituation, and reinforcement must be developed in a systemic, holistic, and dynamic.

Character education in the context of micro-centered holistic education unit. Education unit is the main sector that optimally utilize and empowering learning environment exists to initiate, improve, strengthen, and continuously enhance the process of character education in the education unit. Education is going to do the painstaking efforts and always be at the forefront in efforts to establish the true character of Indonesian human. Character development is divided into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of cultural development of the educational unit; co-curricular activities and / or extra curricular activities, as well as the daily activities in the home and community.

Character education in teaching and learning activities in the classroom, implemented using an integrated approach in all subjects are integrated into the substance / activity of subjects that have an impact accompanist for the development of the characters in self-learners.

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals that are positive, feel and show empathy for others, build and maintain positive relationships and make a responsible decision (Durlak et al., 2012)

Social and emotional learning is a movement that emerged at the end of the late nineties and became a development in the 2000s, after becoming the driving character education is significant, can be described as the process of acquiring the skills to recognize and manage emotions, develop care and concern for the others, build positive relationships, make responsible decisions and handle challenging situations effectively (Devaney et al., 2006). Researchers have shown that the impact of social and emotional learning in every area of a child's development, for example, medical students, the development of ethics, citizenship, academic learning, as well as their motivation to achieve (Zins et al., 2004). Social and emotional learning is a process in which children learn to recognize and manage emotions. This enables them to understand and interact with others, to make good decisions and behave ethically and responsibly "(Shriver & Weissberg, 2005). Learning Social and Emotional is a framework to systematically address the social and emotional needs of students (Devaney et al., 2006), and presupposes that educators need to address the academic achievement of children and emotional needs and their social (Shriver & Weissberg, 2005). further Shriver & Weissberg states that the program social and emotional learning best involves not only children ren, but also their teachers, administrators, and parents to provide children with the information and skills that help them make ethical decisions and sensible to avoid bullying, for example, or to resist pressure to engage in destructive behavior or at risk, such as drug abuse and illicit substances.

In the new millennium, the emphasis on accountability has increased although little attention has been focused on the social context of academic teaching. According to Devaney, et al. (2006) many educators and adolescent development practitioners recognize that the development of social skills, emotional, and ethical can not be ignored in the name of better academic preparation, especially in the face of data showing that students are less involved than before. Social and emotional learning is relatively new insoluble dilemma of an educator to emphasize academics or character because the paradigm character of social and emotional learning gives educators a methodology that meets the needs of the students will be taught the skills that are

important for school and life success, and still focus on academic goals at the same time (Devaney et al., 2006).

Learning Social and Emotional based on the assumption that learning is a social process that is influenced by teachers, family, peers, and other adults, and is associated with the emotions of students who can be either resistive or facilitation for both learning and life success (Devaney et al. 2006). Social and Emotional Learning supports the efforts of educators to incorporate social learning, emotional, and academic, and acknowledges that educators can not think of preparing students academically at the expense of preparing them socially, emotionally, and ethically (Devaney et al., 2006). According to Elias, the school is implementing social and emotional learning programs of high quality and effective approach, the academic achievement of children increases, self-control, which surround each child relationships improved, and climate change in class and better schools. (2006).

The idea of the minister of Education and Culture Muhadjir Effendy on a day of school should be seen as part of the development strategy of character education comprehensively. Regardless of the pros and cons istilahyang used, the Education Minister has managed to invite the public to think, talk and argue. These dynamics pen-healthy upbringing. Anies Baswedan, Education Minister earlier, has embarked on a strategy formation of this character with the efforts of a simple but long-term impact is good, as are required to read 15 minutes books of non-lessons before classes began and sang national songs at the beginning and end of the lesson.

Discourse delivered Muhadjir a day learning came from the desire to apply Nawacita promises to revolutionize the nation's character is le¬bih effectively. This is in line with what had been started Anies Baswedan. Frenetic comment on mediacetak, electronics, mediasosial to be understood as a space for public engagement to provide input on the strategy effective character education in educational environments.

By having a perspective, approach and strategy of the rich on the implementation of character education in an educational environment would be needed in managing national education. Our school has a geographical context, social, cultural and economic background of parents of different students. Therefore, the need for the design and supply a range of alternative pengembang¬an character education is a certainty.

From the above review, there are some things that should be the basis for educational institutions decide whether to extend the allocation of time students are in school or not. Most understand the dynamics of education in schools is the smallest unit of the teachers, students, and parents. Some things

need to be done by Kemdikbud if it is to offer effective character-building strategy. First, improve the quality of service, be it the enrichment of knowledge and increased skill, where moments of education (in the classroom, outside the classroom and in the community) can be maximized. Second, create guidelines for school self evaluation on whether to extend the time in school or not. Third, do not impose uniformity, but to support new innovations that have become best practices in schools.

Indonesia's rich cultural and diverse community can not be managed with the same educational policy for all. Effective education strategy requires opening up spaces for innovation, creativity, public participation, and the strengthening of existing systems through capacity building of educators Dynamics healthy education needed for the birth of the innovation strategy of character education.

3. Conclusion

There are several conclusions that can be drawn in this paper :

1. Commitment is the first step if you want to have a good character, ie discipline character education itself, the need for collaboration between se¬kolah with home or family and community. Character education issues all of us. Thus, it would be effective if there is collaboration between the school and home, between educational institutions and the public about the environment.

2. Character education is implemented in teaching and learning activities in the classroom, by using an integrated approach in all subjects are integrated into the substance / activity of subjects that have an impact accompanist for the development of the characters in self-learners. According to the authors, through the curriculum, integrated approach to learning in all subjects. The concept of curriculum programs character education in teaching and learning activities in the classroom, implemented using the program social and emotional learning (SEL), which is integrated in all subjects are integrated into the substance / activity of subjects that have an impact accompanist for the development of the characters in self-learners.

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The Development of Ideal Personality Inventory of Dayak Ngaju Culture in Guidance and Counseling Services

Masnurrima Heriansyah

Mulawarman University, Samarinda, Indonesia

Herijonk@yahoo.com

Abstract

This research was intended to generate ideal personality inventory of high school students with Dayak Ngaju cultural background. The subjects of this study were students SMA Negeri 1 dan 2 Palangkaraya for about 60 students, the subject collecting using purposive sampling technique. Research design that used in the research development of ideal personality inventory of Dayak Ngaju culture in guidance and counseling services were Research and Development design. Validity of ideal personality inventory of Dayak Ngaju culture in guidance and counseling services were obtained from experts judgments and Item-Test Correlation using Product Moment Pearson correlation analysis while the reliability were obtained by counting the Alpha coefficient through the Cronbach's Alpha reliability analysis. The calculation were using analysis SPSS 18.00 version. The result of this research was to generate ideal personality inventory of Dayak Ngaju culture in guidance and counseling services which consisting of 42 items statement that is 25 items favorable and 17 items unfavorable after taking experts judgments, small clusters and large clusters test. Drawing conclusions of the study after taking 2 times test generated 42 valid items with the coefficients reliability of 0,778 so the level of validity and reliability considered high. The implications of the results of this research are as an instrument that can help guidance and counseling teachers in understanding and assessing the personality of high school students with Dayak Ngaju cultural backgrounds Dayak Ngaju.

Keywords: dayak ngaju, inventory, personality

1. Introduction

Inventory is one of the instruments that are essential in understanding the individual to develop their inner potential (developmental), and or the completion of the problems (clinical). Aiken [1] showed that human beings in fact were varying in their ability of thinking, characteristics, personalities, and behaviors. They can be estimated or measured with various kinds of ways, one of them is inventory. Chaplin [2] argued that the inventory is a tool used to estimate and assess the presence or absence of behaviors of certain attitudes, interests, and so on, in addition, inventory is appropriate and sufficient collecting data tool chosen as to form the instrument

to be generated. Inventory in guidance and counseling is currently used in understanding the individual, such as interest inventory besides there is also other instruments available to understanding individual such as Tool Reveals Problems, Problem Check List, Sosiometri and questionnaire, as a means to understand the individual.

Understanding the individual is essential in guidance and counseling so that individuals may obtain appropriate assistance, directional and in accordance with its potential and is expected to reach individuals who are capable of adjusting to himself and his surroundings. Based on observation in the field, currently instruments available for understanding individual such as Tool Reveals Problems, observation, interview, Sosiometri and questionnaire but they were still general instruments to understand the personality of high school students in Palangkaraya, not leading to specific aspects in understanding individuals behaviors that is in cultural aspects, in this case Dayak Ngaju culture. Culture were not only focus on the language problem but more concern about how individuals behave in everyday life, such as the relationship of man with God, with his fellow human beings, and human relationship with God's other creatures. In addition, values in culture were forming the self-identity.

The culture contains many elements that can be used as a foundation in providing guidance and counseling services, as well as according to Supriadi [3] that culture includes traditions, habits, values, norms, language, beliefs and thinking that has been patterned in a society and passed down from generation to generation as well as provide the identity of the community supporters. Therefore, culture as a guide, the highest guidelines for human behavior as the creator of the customs and cultural manifestation. Individual since born has been formed by the concept of cultural background in the community, so that conception had been formed by themselves. Students is the creator of culture, therefore, understand the student means understanding their culture, by understanding its cultural relation, harmony will be created and encourage openness, because counselors and clients are two different properties, including its cultural value differences.

Dayak Ngaju culture is a culture that has its own characteristics different from other cultures, individuals living in Dayak Ngaju culture is also different from other cultures. So the counselor's

efforts in conducting guidance and counseling services also need to adapt to the culture, because counselors should not impose themselves against others. Aspects that need to be considered in Dayak Ngaju cultural values are in accordance with Dayak Ngaju philosophical system namely Belum bahadat that is customary living which contain elements of the human relationship with God, fellow human beings, and man with other beings and so on.

Cultural values of Belum bahadat (customary living) were very important to influence individual behaviors especially in high school students environment in Palangkaraya of which 85% their students have Dayak Ngaju cultural background. Considering the importance of cultural value Belum bahadat (customary living) in forming personality, we need to the understanding Dayak Ngaju culture through ideal personality inventory of Dayak Ngaju in guidance and counseling services. Therefore, this research raised the title "The Development of Ideal Personality Inventory of Dayak Ngaju Culture in Guidance and Counseling Services".

2. Methods

This research was using Research and Development (R&D) methods. This approach was chosen because of R & D is the research methods used to produce a particular product or developing and testing the accuracy of the product [4]. In the design development of ideal personality inventory of Dayak Ngaju culture in counseling and guidance services there are stages in developing instruments they are 1) defining and identifying concepts that are clearly measurable, including their target population, 2) develop a group of items and revise, 3) reliability testing, 4) test validity 5) create manual tes [1].

Test product ideal personality inventory of Dayak Ngaju culture in guidance and counseling service was carried out in two phases, namely phase (a) first expert judgments, small group test and (b) large groups test or samples. The subjects of study were students of SMA Negeri 1 dan 2 Palangkaraya around 60 students. Subject retrieval technique using a Purposive Sampling technique, techniques used in analyzed data ideal personality inventory of Dayak Ngaju culture in guidance and counseling were

qualitative data analysis techniques and quantitative data analysis techniques

3. Results

The result of developing ideal personality inventory of Dayak Ngaju culture in the guidance and counseling services after passing the step of expert judgments, small group test, large groups test can be described as follows: 1) There were 50 statement items of ideal personality inventory of Dayak Ngaju consisting of 28 items favorable and 22 items unfavorable, 2) The results of validation produce 42 items statement expressed valid and 8 items statement declared invalid, 3) Items statement had good validity with a charge of factors above 0,30, 4) Reliability test results showed that ideal personality inventory of Dayak Ngaju have high reliability with 0, 765 by the experiment of small group and 0, 778 by the experiment of large groups, 5) Small and large group tests producing 42 items statement ideal personality inventory of Dayak Ngaju that is the final product inventory, 6) Dayak Ngaju ideal personality inventory drawn up on the basis of categorization and the norms with the requirements of low, medium and high, 7) This Inventory can be used to comprehend high school students with Dayak Ngaju culture background

4. Discussion

The development of ideal personality inventory of Dayak Ngaju culture developed based on a procedure which includes expert judgments, small group test, large groups test and the final product.

The start-up test in the development of ideal personality inventory of Dayak Ngaju culture was to conduct expert judgments. Expert judgments were conducted based on competence in the field of inventory, culture and personality. The target in a judgment is contents validity test which includes conformity among other: 1) Variable with aspects, 2) Aspect with indicator, 2) indicator with descriptor and 3) Descriptor with items statement. From the test there are some judgment or input on the development of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service as follows: 1) That in general the items arranged in sentence analysis of potential, 2) Cultural values which were

Table. 1 Reliability test of the development of ideal personality inventory of *Dayak Ngaju* culture

No	Component	Coefficient Reliability	The number of items
1	Small group Test	0,765	50
2	Large group Test	0,778	45

accommodated in an instrument not limited to only mentioned, 3) Hoping that reviewed fundamental principle of the personality theory which used in preparing this inventory, the following steps from other sources, 4) With additional of source it is still possible if this inventory developed and refined, 5) Check the definition of personality, the patterns that are consistent in any given situation, 6) Any characteristics that needs to be possessed by Dayak Ngaju children, that which is organized into the instruments, 7) Each of the nature of personality arranged or sought its construct formulation, then formulate aspects and indicators of behaviors, 8) re thematization of grading, 9) 12 items statement that need to be revised.

Based on the advice of the experts about grating, items, guidance and options and scoring, then revised and reviewed back to the experts, then ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service were expressed valid after that the small group test (non users). The small group test held on high school student of SMA Negeri 1 Palangkaraya amounting to 30 students with used sampling purposive technique, it is aimed know students response or respondents about readiness of inventory, the use of language, options, sentence as well as the awareness of inventory filling guidance. After that the result of the small group test then analyzed statistically to select items.

In the process of filling in inventory, students must be in relaxed situation and focus. After that, researchers share of the answer sheets of ideal personality inventory of Dayak Ngaju culture and book test. Next, researchers recite introductory, guidance and example to do the test. Time given to complete ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service was unspecified because each student having different times in resolving inventory. Then conduct observation and interview with 4 students to hear their judgments of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service, whether they had difficulty about the contents or not.

Based on the results of observation and interview on their assessment of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service as follows: 1) That the clues of ideal personality inventory of Dayak Ngaju culture is obvious and directed, 2) Language used in each of these items understandable but there are some number was still not clear, 3) Statements that is in inventory is in line with the situation as there were also has never done, 4) The choice of answer understandable as already explained in clues, 5) In determining options there is not be too difficult.

After that, then conducted the selection process of items that aims to select item which would be included in the final format of the ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service. The criteria for selecting the items based on the correlation items the total by the limitation of coefficient > 0,30. Selection of items analyzed quantitatively produce as follows: 1) Items that having correlation items total above 0,30 about 45 items statement, 2) Items that having correlation items under 0,30 about 5 items statement.

The results of the coefficients ideal personality inventory of Dayak Ngaju culture in the small group test phase is 0,765. So that we can conclude that ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service having high reliability. Increasing reliability coefficient closer to 1,00 can be said the higher its reliability but instead a coefficient that lower nearly to the 0 indicated lower reliability [5].

Large group test of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service were tried out to 60 students from SMA Negeri 1 dan 2 Palangkaraya. The results of the large group test of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service after analyzed to statistics test with the criteria for selecting the items based on correlation items total by the limitation of the coefficients > 0,30, Items that invalid about 3 items statement of total 45 items statement.

The results of the coefficients reliability ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service is 0,778 of the test a large group can be expressed that ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service having high reliability. So that ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service were 42 items of total 50 items after with this test of small and large group and have high coefficient reliability.

From a small group of test results with the number of students as many as 30 students and large groups test of as many as 60 students, retrieved the end result of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service as follows: 1) Ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service consists of 42 items statement that is 25 items is revealed favorable and 17 items unfavorable statement, 2) Ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service used to grasp personality high school students shows set back Dayak Ngaju culture .3) Ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service consists of book test and a answer sheets.

To measuring the level of accuracy of inventory can be seen from the validity and reliability as Sudjana [6] Stated that the validity of with regard to the accuracy of an instrument of assessment of the concept of who were judged to be so that is literally judge what are considered supposed to be. According to Suryabrata [7] stated that the validity of a test is how far a test capable of expressing exactly the

characteristics or circumstances of the measuring object depending of the level of the corresponding test validity. While according to Azwar [5] Said that reliability is one of the characteristics or principal character of good measurement instruments.

Development of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service having the level of accuracy after conducted several times test that is started of the experts judgments to assess the extent to which statement, duty or items in inventory this represents in the overall behavior sample were subjected to the tests were it means that the test valid when grains items reflects a whole content. The contents validity not has magnitude certain count statistically but understood that this test is valid based on review of grating. So that, the content validity was based on the analysis of logic.

The development of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service conducted empirical validity after conducting the test to respondents which is equivalent to the respondents who will be evaluated and conscientious. test to the respondents was conducted by two tests. The first test of a small group that consists of 30 people to know their responses to how about readability, use of language, a choice answers, sentences and instructions work in inventory and selecting items that qualify. Of these small group then what will be used to test a large group to 60 students.

The final product of development is the ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service. As for their designs as follows 1) Determining and define the field of developed and population target, 2) Identify different sub developed, 3) Operating substance essential inventory based culture and make a lattice of grating, 4) Making a description of items based on an indicator and descriptor than what has been designed, 5) Assessment from perfecting the items be done with two phases the first assessment of the experts of is there conformity of variable by the aspect, aspects with an indicator, the indicator with descriptor and descriptor with items statement,. Then small group were asked input on the introductory, guidance, example, language, items statement and choice answers. A test of large group to sample the subject of users namely high school student of SMA Negeri 1 dan 2 Palangkaraya, 6) Items inventory which has refined and tested continued by making manual administration as to produce the final product of ideal personality inventory of Dayak Ngaju culture in the guidance and counseling service. Some of the problems that causes items invalid among others: 1) Students are less understood, less familiar and less clear about the statement that is in inventory, 2) The unstable room conditions, the influence of friends answers, 3) Not all statements in accordance with the circumstances of the students as they answers questions.

5. Conclusions

The results of the research on the development of the ideal personality inventory *Dayak* Ngaju culture in counseling and guidance service namely the personality inventory-shaped instruments comprising 42 items statement that is 25 favorable items and 17 unfavorable items after evaluated with expert judgments, small and large groups tests.

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STUDENT'S SELF CONCEPT OF DAYAK ETHNIC OFWEST BORNEO

Yenni Rizal

IKIP-PGRI, Guidance and Counseling

Pontianak,Indonesia

rizalyenni@yahoo.co.id

Abstract

This research purposes describing student's self concept of Dayak ethnic of West Borneo. The used instrument to identify concept of student self of Dayak ethnic is self's concept scale that has been valid. This research subjects are 108 dayak students of threesenior high schools. The conducted research procedure is utilizing quantitative research - survey cross-sectional. Sample decision is chosen by convening sampling, that is chosen sample with ease consideration. The data analysis which resorted is percentage. Based on result of research finding, generally, describing student's self-concept of Dayak ethnic is in very high category, includes perceptual aspect(physical self-concept),conceptual (psychologicalself-concept),and attitudinal. To summarize this research, students of dayak ethnic have very high category of self concept, however, if it is compared with five other ethnic at Pontianak, student's self concept of Dayak ethnic of West Borneo hold the worst result.

Keywords: Concept of Self, Dayak Ethnic Students.

1. Introduction

Complicated problems are experienced by human, oftenly even almost all people, actually it comes from yourself which showed in attitude its self. Fitts (Hendriati Agustiani 2006;139) self-concept strongly influenced to the someone's attitude, unconsciously, they created chain of problems that rooted from concept of self problem. Using the ability of thinking and assessing, people prefer to value various of its self and something or

other people, moreover it believed in indefinite objective perception. It indicates that the society positively has not have its self-concept yet. Self concept can be described as perception (sight) of assessment and someone's feeling for itsself, it is either physic, psychology or, social that formed by passed experience from environment interaction.

Adolescent is part of society and a group of potential human, nevertheless, based onresearch of the case that happened in the real range that shows number of teenagers are appearing in negative self's concept. The obtained data (Yenni Rizal: 2009) indicated the self concept of adolescent at one of school at West Borneo was not great and supported by advanced research (Yenni Rizal: 2012) at Senior High school all over Pontianak – West Borneo – also delivered that teenager's self concept level was not optimal. Be based on gained data from Social Department of West Borneo which takes social rehabilitation, the negative self concept of teen broadly is raise progress of teen's mischief from year to year.

The previous discovery appended student's self concept of Dayak ethnic held the lowest score when it compared with other ethnics. The writer provides the table of result of some ethnics' self concept research: Table 1 and 2 of preliminary study at one of senior high school in Pontianak (year 2009) showed Dayak Ethnic had the lowest number of percentage of self-concept on conceptual and attitudinal aspect; furthermore, the further study of all over senior high school in Pontianak on 2012 presented that some ethnics of research subject - Buginese, Chinese, Batak, Madurese, Dayak, Javanese and Malay – summarized that Dayak ethnic

Preliminary Study of Per Ethnic Self Concept (Year 2009)

ETHNICS	Perceptual	Conceptual	Attitudinal
Buginese	77,87%	65,83%	73,56%
Chinese	78%	68%	78%
Batak	73,72%	69,93%	73,72%
Madurese	77.65%	71.07%	76.89%
Dayak	75.79%	56.71%	67.06%
Javanese	70,24%	64,12%	77,68%
Malay	71,67%	66,71%	73,72%

SCHOOL	ETHNICS						
	MALAY	BUGINESE	CHINESE	JAVANESE	BATAK	MADURESE	DAYAK
SMA N 5	73.77%	67.57%	64.08%	70.71%	72.41%	61.27%	67.68%
SMA N 6	67.73%	65.28%	65.02%	68.77%	66.93%	67.52%	50.53%
SMA N 7	65.67%	76.72%	64.57%	64.98%	63.06%	67.59%	51.09%
SMA N 8	74.46%	68.57%	62.29%	68.82%	76.07%	63.05%	80.28%
SMA N 2	84.86%	73.71%	70.98%	75.98%	75.13%	68.57%	77.77%
TOTAL	73.30%	70.37%	65.39%	69.85%	70.72%	65.60%	65.47%

**General Idea of Self Concept
Per Ethnic Students All Over Pontianak (Year 2012)**

(Research result of Yenni Rizal (2012) about adolescent self-concept description of Dayak all over Pontianak)

had the lowest percentage of positive self-concept as served at table 2.

Refer to fact of research result which showedDayak ethnic students self-concept were lower than other ethnics when it is compared, so that, we necessary to increase adolescent self-concept of Dayak ethnic because it is influenced by some factors – culture difference and the life-style that created negative stereotypes. Moreover, the way of life of Dayak ethnics are leaning on not used to save money because they have accustomed to rely on nature resources, lack of being participated, extremely respecting their culture norms and regulations (law of tradition), less oriented to the successful life or carrier, not being prominent during discussion and lack of superior characteristic. Negative stereotype from the way of life or Dayak ethnic is also formed by valuing of other ethnics. HeruCahyono (2008:55) explained that Dayak is seen as inferior people by other ethnics. This is supported by invention of *Bappeda* of West Borneo on 2006, social prejudice or stereotype among ethnics especially at West Borneo delivered that stereotype of Dayak ethnics are ancient, reluctant, drunken, wasteful and slipshod.

Through the research, how theindication of Dayak self-concept generally will be found with these aspects: perceptual*(physical self-concept),* conceptual *(psychological self-concept),* attitudinal. Guidance and counseling teacher, with the real indications of self-concept of Dayak ethnic, are able to identify students who have bad self-concept so that the teacher can determine the steps of efforts of handling in guidance and counseling service.

2. Methods

The used method of research is descriptive method with study survey research. The utilized data collecting technique is indirect communication by using self-concept scale;the wanted data was submitted then described in written statements. This self-concept scale, with 4 given alternative answer are very suitable, suitable, not suitable and very not

suitable, requested the students to mark "checklist" the questions that appropriated to themselves. The score of positive question with alternative answer of "very suitable" is 4; "suitable" is 3; "not suitable" is 2; and "very not suitable" is 1. While the score of negative question for alternative answer "very suitable" is 1; "suitable" is 2; "not suitable" is 3; and "very not suitable" is 4.

This research, for identifying case subject, used descriptive statistic, this analyzed data by describing them that have been collected as thesewere exist with making valid conclusion for generality. Descriptive statistic of this research provided data by counting the percentages.

Deciding the score or measurement categories are needed before describing student's self-concept quantitatively. The categories of result percentage of self-concept psychology are very high, high, low, and very low.

3. Results

Over all, the obtained result of SMA N 5 shows self-concept of Dayak Student at score 73,20% in "very high" category, it achieved score 74,51 in "very high" categoryof Perceptual aspect *(physical self-concept),* it is scored 67,77 in "high" category of conceptual aspect (*psychological self-concept)* and 78,24 score reached "very high" category of Attitudinal aspect.

The whole obtained result from Abdi Wacana Senior High School Pontianak indicates self-concept of Dayak with score 70,92% in "very high" category, from Perceptual aspect (physical self-concept)reached 71,61 score in "very high" category, conceptual aspect (psychological self-concept) raised 66,40 score with "high" category, and Attitudinal aspect which 76,37 score with "very high" category.

Overall, acquired result of State Senior High School 8 shows self-concept of Dayak students which is scored 70,75% in "very high" with Perceptual aspect (physical self-concept)that got 72,08 score of "very high" category, from conceptual

Self-Concept ofDayak Student ofState Senior High School 5 Pontianak

Variableland Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	5271	7200	73,20 %	Very High
1. Perceptual *(physical self-concept)*	1629	2160	75,41 %	Very High
2. Conceptual *(psychological self-concept)*	1952	2880	67,77 %	High
3. Attitudinal	1690	2160	78,24 %	Very High

aspect (psychological self-concept) reached 66,14 score in "high" category and Attitudinal Aspect is scored 75,55 with "very high" category,

The results that are gotten commonly shows self-concept of Dayak ethnic with score 70,92% in

the applied model. Besides, the usedsupporting data is observation that carried out by researcher toward applicant research subject, and various noted report of student's self-concept at school.

**Self-Concept of Dayak Student of
ABDI WACANASenior High SchoolPontianak**

Variabeland Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	5447	7200	70,92 %	Very High
1. Perceptual *(physical self-concept)*	1650	2160	71,61 %	Very High
2. Conceptual *(psychological self-concept)*	1650	2040	66,40 %	High
3. Attitudinal	1757	2160	76,37 %	Very High

"very high" category which scored Perceptual aspect *(physical self-concept)*71,61at "very high" category, it gained 60,44 score from conceptual aspect *(psychological self-concept)* with "high" category and Attitudinal aspect that is 76,37 score in "very high" category, however, this research did not purpose to observe the result of all self-concept of Dayak student, but this is focus on instruments of psychology scale that have been expanded in this research so that it is able to identify Dayak student who has low self-concept. In addition, the identification towards low self-concept Dayak student not only based on the spreading result of psychology scale but also supported by a number of data which might be support as reference for every guidance and counseling teacher at school which follow-up research will be conducted, this related to

4. Discussion

This research present self-concept of Dayak student by identifying, the obtained result in this research of five schools in Pontianak, West Borneo showed that self-concept of Dayak students has reached a great category either because of better education implication for city environment of Pontianak or because of having kinds of ethnics when it was compared with other regions which dominated by certain ethnics. This discovery supported the research result (Mars, H.W & Martin, A.J : 2011) which explained that self-concept is implication form of educational practice, education will form good self-concept toward students, for instance, students want to admit their mistake, express feeling well, accept people's criticism,

**Self-Concept of Dayak Student of
State Senior High School 8 Pontianak**

Variable and Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	1698	2400	70,75 %	Very High
1. Perceptual *(physical self-concept)*	519	720	72,08 %	Very High
2. Conceptual *(psychological self-concept)*	635	960	66,14 %	High
3. Attitudinal	544	720	75,55 %	Very High

behave as suitable as culture tradition norm which is different from others, avoid the feeling is endeared and seen by people from different culture so that the students are able to be friends to these people, give warmth and solidarity of among culture traditionn friendship, be optimistic to the universal competition with different culture background to achieve the achievement, not create their own group or only gather with the same ethnic and be confident because they were from certain ethnic.

which concluded that self-concept of Dayak student reached the lowest score of other ethnics at one of school in Pontianak, West Borneo. Moreover, it is in accordance with HeruCahyono's opinion (2008:55) that Dayak society is recognized as inferior people.

Here are the ways of life of Dayak ethnic, they are disposed to not save money because their life relies on the nature, not participate mostly, highly hold their culture norms and laws (laws of tradition), not respect the valid regulations, not being

Self-Concept of All overDayak Student

Variable andAspect	Actual Score	Ideal Score	%	Category
Self-Concept	12416	17280	70,92 %	Very High
1. Perceptual *(physical self-concept)*	3798	5184	71,61 %	Very High
2. Conceptual *(psychological self-concept)*	4341	6912	66,40 %	High
3. Attitudinal	3991	5184	76,37 %	Very High

To support the search result (Bong, M &Skaalvik, E.M:2003) which said the social experience authority is one of self-concept form factor. This statement is one of research weaknesses which not conducted at one majority area of Dayak student but at multi-ethnics area so that the students have good enough social experience in building great self-concept, the research consideration is carried out is not to identify self-concept particularly but how the instrument in attitude scale form can be used identfying student's self-concept.

Self-concept of Dayak student, in this research, shows great result and it is incompatible from the preliminary research (Yenni Rizal:2009)

involved at successful life and carrier, not being prominent during discussion and lack of superior characteristic. Negative stereotypes of Dayak life style is formed by considering of other ethics which gave their sight and assessment toward their way of life. Better social experience students obtained, better the self-concept is formed.

5. Conclusions

This research is important to identify student's self-concept which influence attitude strongly, the students who has positive and good self-concept can help their feeling and themselves

perception, either physic, mental or social which gained by through the experienced experience during their interaction to the environment, so that, students become adolescent who has ability to solve conflict or problem of attitude. This research did not show that self-concept of Dayak student is in low category because of the better educational implication and environment with various cultures as the supporting factor of student self-concept building to be better and more positive.

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QUALITIES OF LEADER IN THE BABAD NITIK

Amien Wahyudi[1]*, Hardi Prasetiawan[2], Kusno Effendi[3]
[1]Guidance & Counseling Ahmad Dahlan University, Yogyakarta, Indonesia
[2] Guidance& Counseling Ahmad Dahlan University, Yogyakarta, Indonesia
[3]Guidance & Counseling Ahmad Dahlan University, Yogyakarta, Indonesia
*amien.wahyudi.kons@gmail.com

Abstract

The Indonesian nation is a great nation. Indonesia as a great nation inhabited by diverse ethnic groups. Of the various tribes of the many relics of the past, that still exists today. One form of heritage that exists today is a chronicle nitik. Babadnitik are relics of the past in the form of a story written in 1867 Java (1936 AD) at the request of King lane VII of the kingdom of Yogyakarta. In the chronicle nitik many lessons to be learned for today's young generation.

One of the knowledge that can be taken from the Chronicle nitik is the knowledge about the properties that must be possessed by a leader. Some leadership traits according to the Chronicle nitik is 1) clever captivate soldiers, 2) do not offend people, 3) wise, 4) carefully, 5) a decision should be swift and precise, 6) clever educate the public, 7) is responsible , 8) refined and sublime, 9) are religious, 10) patiently by the wisdom of the law, 11) are generous, 12) and the firm establishment 13) can withstand any temptation.

The whole point of writing this article is to obtain information about leadership values which is in a babad nitik .The purpose of information obtained is to preserve leadership values which is in a babadnitik , because without any excavation towards the information is in a babad nitik feared a babad nitik will be lost or unknown by generation to come

Keywords: Qualities Of Leader, BabadNitik

1. Introduction

Indonesia is a country that has a variety of tribes and nations. From the variety of ethnic groups that once stout heritage rich value of education. Unfortunately the riches there that have not been published or known to Riches by Indonesian society in general and in particular on human guidance and counseling .

Assessment of old literature or ancient manuscripts exist in Indonesia, especially in areas outside of Java. Java already started researched and studied long-standing. Of books that examined the existing diataranya that examines the value of java life. Robson[4] (in Mintosih et al, 1992) wrote that" Not many Indonesian people who realize that the old literary works contained something of value that is important and valuable, namely the nation's spiritual heritage of Indonesia". This statement shows that how important for Indonesia to lestrikan values that exist in the literature.

In the ethnic Javanese cultural anthropology are the ones that have historically used the Java language, residing in Central Java and East Java, as well as those who come from these areas. Javanese society has many cultures and has a long history that provide this culture. Many relics arkeologu which is in the form of return of Java relics like temples and so forth .

The island of Java can not be separated from the long history of royal kingdom that ever existed in the land of Java, since the days of Hindu, Buddhist until the times of the Islamic empire. Some of the crown can stand long time and gives a colorful public life. Since the days of the queen in the Kalinggakingdom untill Islamic Mataram kingdom in Yogyakarta has many cultures that still exist and conserved until now.

The effort to know and understand the local culture with old literary work is a commendable attitude in the context of the preservation of the culture. The openness of their preservation will help members of the public to have a horizon or a repertoire of knowledge about old manuscript so that his hopes with the known repertoire of the old manuscripts can continue to be preserved .

One form of wealth in the form of old manuscripts can be a Babad or story. Babad Books is a heritage that should be preserved because it contains a lot of values or moral lesson in a story or chronicle. And one of the Babad that is still there and has been translated into Indonesian is a BabadNitik .

BabadNitik provides knowledge about the properties of the leader which is still relevant today, therefore, the doctrine of the properties of the leader in the babadnitik should continue to be preserved in order not to be lost. It just when viewed in the context of guidance and counseling, the properties of leaders in the BabadNitik is highly relevant to the ideal values of a counselor, because it can not be denied that the work in the field of guidance and counseling requires the counselor who has properties characteristic of thoughtful, careful fastidiously and so forth.

2. Discussion

In this section will describe about BabadNitik, is as follow :

2.1 Description Script

Before the author talks about leadership qualities contained in this BabadNitik, the first will be described identity script. BabadNitikmanuscripts is a Javanese manuscripts created by Sultan VII In 1867, Java (1936 M) in Suradi[5]. Possible purpose of this paper is to commemorate the greatness of Sultan AgungMataram as an ancestor of King Surakarta and Yogyakarta. Total Pupuh contained in this text as much as 39 Pupuh and 921 Pada. In detail referring to Mintosih[4](1992) can be explained as follows :

1. Pupuh Dhandanggula consist of 29 pada
2. Pupuh Sinom consist of24 pada
3. Pupuh Mijil consist of 32 pada
4. Pupuh Megatruh consist of66 pada
5. Pupuh Asmaradana consist of50 pada
6. Pupuh Pangkur consist of31 pada
7. Pupuh Sinom consist of23 pada
8. Pupuh Pangkur consist of20 pada
9. Pupuh Dhandanggula consist of15 pada
10. Pupuh Asmaradhana consist of21 pada
11. Pupuh Dhandanggula consist of31 pada
12. Pupuh Sinom consist of59 pada
13. Pupuh Asmaradhana consist of28 pada
14. Pupuh Mijil consist of10 pada
15. Pupuh Sinom consist of9 pada
16. Pupuh Maskumambang consist of20 pada
17. Pupuh Sinom consist of19 pada
18. Pupuh Dhandanggula consist of20 pada
19. Pupuh Sinom consist of19 pada
20. Pupuh Dhandanggula consist of22 pada
21. Pupuh Pangkur consist of7 pada
22. Pupuh Asmaradana consist of2 pada
23. Pupuh Gurisa consist of13 pada
24. Pupuh Megatruh consist of38 pada
25. Pupuh Mijil consist of39 pada
26. Pupuh Sinoom consist of13 pada
27. Pupuh Pangkur consist of28 pada
28. Pupuh Dhandanggula consist of19 pada
29. Pupuh Sinom consist of12 pada
30. Pupuh Asmaradana consist of36 pada
31. Pupuh Gambuh consist of17 pada
32. Pupuh Gambuh consist of37 pada
33. Pupuh Kinanti consist of27 pada
34. Pupuh Durma consist of5 pada
35. Pupuh Kinanti consist of21 pada
36. Pupuh Pangkur consist of9 pada
37. Pupuh Durma consist of38 pada
38. Pupuh Mijil consist of4 pada
39. Pupuh Asmaradana consist of28 pada

BabadNitik manuscript written on Sunday the 14th in Ramadan 1867 Java. Its request made this manuscript is Sultan VII. BabadNitik content of the manuscript also contains things mystical. According Suradi[4] (1992 : 225) their mystical things this might be all it used to reinforce the concept that a king has an advantage over others. Suppose its look laikemystical marriage it is about the story of Sultan Agung with NyiRoroKidul. In addition there are sections that tell about things that smelled mystical in BabadNitik also no historical records of them on the offensive Sultan Agung to Batavia (Jakarta). The teachings about the nature of leadership is also contained in this nitikchronicle , because it can not be denied that Sultan Agung was a great king that is recorded in the history of Islamic Mataram kingdom in Indonesia.

2.2 The Qualities of Babad Nitik leader

Leadership is interesting discussion at this time, because when you see the news on television or newspapers, Indonesia could be browsing the leadership crisis phase because of the many leaders who are involved in cases of corruption and so forth. Since regional autonomy rolled just see how many leaders in this country have to taste the cold prison or how often an area experiencing social unrest as demonstrations and so forth, it all could have been caused because the leader gained through the elections do not have the properties ideal as a leader, according by Budiono[2]

The properties of the leader in the BabadNitik described the first time in the Pupuhdandanggula part to seventeen where storied that Prince DipatiAnom (Sultan Agung) overlooking father by His father Prince DipatiAnom (Sultan Agung) given the knowledge of what should be owned by a king (leader). All that is can described in the following of Javanese versesunderline :

Yuwananing pamengkuning nagri,hingkang wignya mamet shing wadiya,dennoya mili danane,mantep setiyeng wwadiya agung,kang sumrambah sabda rum manis,wadiyeku pikukuhnya,hing praja sutengsun,barang reh laksitaningrat,haywa kongsi darbe tiyas rengating dasih,myang wicak saneng praja.

This is translate from the Javanese text above: Safety leads the country, should be good at luringdarma devotion of the soldiers, his salary continually enough, so loyal was becoming a soldier, always given the word good, because the soldier became the backbone of the country, all the commands and actions , not to make the hurt people, and be wise

In this part of King pontificated to the Prince Anom that for a leader must pay attention kesejahtran employees, should be able to speak good and decent in order not to hurt pegwainya, not only to its employees but also to the community. Attention to a soldier is highly recommended in the teachings of Islam it can be seen from the word of Allah, which means" And know the truth, you have received as the spoils of war, then the fifth to Allah, Provert relatives apostles, orphans, the needy, and Ibnsabil, thus if ye believe in Allah......... (Surat Al Anfal verse 41)[3] .

Explanation in Al Quran above it is written that the division of property acquired through warfare is the fifth such property is divided to include (a) Allah and his Prophet (b) Relatives Rasul (c) orphan (d) the poor (e) Ibnsabil that is, those who were on the way (f) was four-fifths dariharta gained in the war divided to those who fought.

The above verse shows how a leader must pay attention to those who helped even in war too.Inthecontext of counseling and guidance counselor course is a person who has a desire to help others or must possess good social pro. Counseling would be a dignified profession in the eyes of its users when one counselor behavior showed a strong desire for attention to the needs of clients who are helped. In the subsequent stanzas written discourse against the Prince Anom that a leader must have the following characteristics :

Hawya kurang prayitna kang yakin, dipunterang trus tamanira, ywasalisir panimbange, nuli sunggana kawruh, kehutanan dimenonuli, kerup lampah kamulyan, yeku putraning sun, tata tetehheng tumitah, kang waskitha laksi taning bumi-bumi, rupet hamri hutama.

This is translate from the Javanese text above :Do not careful, everything should be clear, lest the wrong decision, then give knowledge of virtue in order to be attracted to good works, to all who have the task organized and neat, alert to behaviorpopulation, cultivated properly so that is always good.

The nature of the next leader is a person who can see the problem clearly, because he explained a problem makadapat take the right decision. When you see the conditions in Indonesia today is not rare error in judgment rarely can deliver an incoming leader or engage in ancase. After teaching of a clear decision making, the nature of the next leader to be drawn from these verses is that a leader must be individuals has knowledge and is able to teach goodness, this means that a leader is a person intelligent or have knowledge and be able to teachkindness to that even gave an example of good behavior with a hope that lead individuals to have personal and good behavior.

If the leader has taught kindness to his subordinate, then surely these leaders already separated responsibilities when subordinates doing something bad because according to the Word of God meaning " Then give a warning, because the real you (Mohammad) is only a warner" (Al Ghasyiyah , paragraph 21). Besides it a leader alsaomust have the ability good management so that each job can be done well and tidy as well as in coordination with the troops must be well maintained so that subordinates or those they lead work in accordance with task each so that there is no overlap in execution of tasks.

When viewed in the context of guidance and counseling, the counselor should be able to see the problems being experienced by the client clearly. No doubt on any issues faced by clients. Therefore, a counselor must have the ability to know what have problems experienced by clients because of the problems that appear on the surface is not necessarily the real problem faced by the client.

It also directs the client to make good decisions and educating clients is an obligation for the counselor recommendation even though in the end the final decision remains in the client. In the subsequent stanzas of this BabadNitik, the king explained aboutqualities that must be possessed by a leader hereinafter , namely:

Dipun halus laksito ngpakarti, kang santosa hangasta agama, hingkang wignya nindakhake, yek ujal mapinujul, wastuhantuk nugrahangakir, meksih kurang hutama, panjenengan Ratu, bias ngreh liring tumitah, hiyahi kukah utamaning Nar Pati, pustinen hingtiyasharja

This is translate from the Javanese text above :In order to always conduct a smooth, strong religion, earnest in conducting worship, the man who was elected, it finally got grace, what major less a king, can rule all the commandment, which is primarily a king, always hold true in the liver.

The next leadership teachings given by the King to the Prince that Starch is a leader to always behave in a smooth, refined behavior in society in Indonesia preferred over berikap leader rough and hard. And no less important is that a pemipin must be earnest in Observant.Running a religious duty for an individual is having even more so if he is a religious sure in a leader. Religious the context of Indonesian society is a must, because faith religious belief is one of the requirements for an individual to be in a certain position.

For teachers and guidance counselors implement the religious teachings which he believed was an obligation. Guidance and counseling for teachers who are running the pillars of Islamic faith and the pillars of Islam in daily life can make itself into a personal faith and the faith and piety bertaqwa. Concept closely related to religion and in implementing religious teachings should refer to the scriptures. One scripture that explains the concept of faith and taqwa neighbor is the holiest book of Islam, namely alquranAsh Shiddieqy[1] (1998 : 17) states that " faith in the Arabic language is the At-tashdiqubilqalbi, which justifies the (in) the heart".

Besides it individual who practice her faith well certainly try to carry out its obligations as a leader in the view of the Islamic religion responsibilities of a leader or individual is not only limited in the world but also definitely be held accountable in the hereafter . In the verses of further informed that a leader :

Hutamane sampurnaning pati, hingkang terus panyipta hutama, ciptanen hing pratamane, mugi

dipunkaruruh, ruruh rereh tekeng mungkasi, iya hatmajaning wang, sarjana kawengku, saguh rehlaks iteng darma, den kaliling tumanduk wektu dumadi, memayu wahyaningrat

This is translate from the Javanese text above :Its main leader, always create good things, create calmly carefully until it is perfect. So my children who have mastered the knowledge of dharma, to always look at the original purpose for kesejahtranworld.These verses tell that a leader is a person creating or having ideas or good deeds. Of course, the act or the work is done well and even perfectly will make others be happy and excited.

3. Conclusions

Qualities of the leaders in the BabadNitik when associated with the field of guidance and counseling are closely linked with personal characteristics a good counselor. An indirect counselor is someone who is leading the field of guidance and counseling activities. A good counselors must have leadership qualities such as what is described in this BabadNitik.

Among the teachings of the properties that must be possessed by a leader in the BabadNitik intertwined with competence counselor on aspects of personality. A counselor must have properties such as what is taught in the BabadNitiknamely : (1) intelligent charmer, in the context of the guidance then " lured him " is the client , so the client would be open to the problem at hand, (2) does not offend clients which can cause the client no longer wants to come into the process of guidance and counseling, (3) wise, (4) carefully, (5) a decision should be swift and precise, (6) clever educate, (7) is responsible, (8) refined and sublime, (9) are religious, (10) patiently by the wisdom of the law, (11) are generous, (12) and the firm establishment (13) can withstand any temptation.

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MODEL OF CAREER GUIDANCE   TO REALIZING TEACHING UNIVERSITY WITH MULTICULTURAL APPROACH

Siti S. Fadhilah

BK FKIP Universitas Sebelas Maret

fadh.sant@gmail.com

Abstract

This research aimed to know the effectivity model of career guidance to Realizing Teaching University and for Improve Maturation with Multicultural Approach. The population of this research were the students of Sebelas Maret University (UNS). The 121 sampels were drawn by cluster purposive sampling, containing the students of Special Educational Program of the Teacher Training and Education Faculty. For hunting data, were used some techniques: interview, questionnaire, documents, and achievement test. Data were analyzed by using of percentage, T test and qualitative description. From the results of calculations related to student attitudes towards careers obtained scores (t (df)) = 0.420 to P = 0.000 (very significant). Furthermore, seen from the competence of career maturity of students obtained a score (t (df)) = 0.351 to P = 0.000. It means Ha received and Ho rejection. The result of the research showed that career guidance model was effective for guiding the students in developing the index of learning prestation, study on time.

Keywords: Model of Career guidance, to Realizing Teaching University, multicultural approach.

1. Introduction

Higher education is one place to prepare human resources and skilled experts, are required to respond in preparing graduates who are qualified, relegius, high achievers, creative, independent, and oriented to the future. As one of higher education in Indonesia is Sebelas Maret University in Surakarta.

Overall UNS students can be considered as a potential student, having passed and successfully followed the Selection with enter public universities (SMBPTN). But achieving success in learning is still a lot of students who graduate with an IP is not high, not timely, and some even failed to learn. This was proven IP is not maximal, and graduation is not timely evenly. This means that the success of teaching university courses still need to be improved.

The phenomenon mentioned above, shows that most students do not have adequate learning skills, and some problems which are indicators of the cause of the failure of learning, is the existence of cultural differences. Many students who do not understand the types of positions and jobs that may be entered after graduating from college and have not understood the requirements of achievement Index   that are required to enter certain occupations. Even some students who maintain a high achievement Index   unnecessary, provided graduation.

Another phenomenon, namely the existence of some students who do not know after graduation he wanted to become ?. Another factor that predicted due to a lack of guidance, both from the lecturers, as well as from the counselors, all of which is caused by the existence of different cultures, both from a counselor, lecturer and student itself. In addition, there are some students have not been able to make career planning, and there are still some counselors and teachers themselves do not understand the varied cultural backgrounds of students, among others: (1) often occur and are not aware that different cultural perspectives of students and counselors lecturer (2) the assessment has not been based on the context of culturally diverse students, (3) educational curriculum is still little-laden cultural diversity, and (4) different ways in the guidance of counselors and teachers, who sometimes confuses students. On the other hand, students in academic careers, may experience various problems, such as: learning, emotional, social, health, finance for some of these problems usually arise between the problems that are related to each other, and making it more complex. Problems typical student is related to the prevailing system, namely system credite semester (SKS), the many demands of the new learning situation is experienced, and the many tasks of each course. For students who have difficulty in acclimatizing to the environment and new circumstances, will experience emotional distress, do not feel happy, that affect their learning, achievement ultimately is not optimal, and the study period is also inaccurate, and inhibits the maturation of his career.

Model of career guidance with multicultural approach can predict expectations and goals. Model of career guidance is expected that students should be able to improve achievement Index, graduating on time, and has a career maturity. There also needs adequate attention to the career of students to enable them to select, enter, and developed his career according to their talents, and interests . Starting from the above description in general research problem can be formulated as follows: "Is the model of career guidance collaboration betwen councelor and lecture to realizing teaching university and for

career maturaty with multicultural approaches an effective to improve the achievement Index , the study on time ".

Model of career guidance with a multicultural approach to realize this teaching university, will bring both theoretical and practical benefits: (1) Benefits of Theoretical: (a) of this study contribute to the development of theories about the conceptual foundations of a guidance counseling counselors based collaboration and lecturer with a multicultural approach, (b) increase the repertoire of the development of guidance counseling in Indonesia, particularly the effectiveness of career planning guidance with a multicultural approach, in guiding the career planning to enhance the achievement Index, study on time, and has a career maturation, (c) provide input of new knowledge for guidance and counseling in Indonesia about career guidance with a multicultural approach in enhancing the potential of students optimally. (2) Practical benefits: (a) as research guidance that is applicable, this situation gives contribution substantially at higher education institutions, and counselors, both in product and process guidance and counseling model formulation. For the counselor, can utilize the results of this research to develop competence in providing counseling services based on a multicultural approach, (b) finding the guidance model based on this multicultural approach, in a practical enrichment can be used as guidance counseling models that already exist, and as an alternative to increase the potential for students optimally, (b) as additional insight for counselors, who do not have a picture of the implementation of career guidance with a multicultural approach in an effort to increase the potential for students optimally. Thus, this model is useful for counselors and lecturers to intervene in an effort to help students who are focused on improving IP, study time, and has a career maturation.

At the Sebelas Maret University (UNS) for student guidance and counseling services provided through the Center for Counseling and Career Development (PBKPK). The counseling services provided are: (1) provision of information services, (2) personal-social counseling services, (3) planning and career development of students (PBKPK, 2004). Guidance counseling services in universities is intended to include the following tasks: (1) assist agencies in an effort to personalize education, students were not just the brain and the mind alone, (2) assist students in developing an integrated plan of study programs, rather than put together a program and course selection just to satisfy the required number of credits, (3) coordinate activities and support services to improve the welfare of students (student personal works), because the core is the welfare of student guidance and counseling. Relation to career guidance, students are expected to make plans and decisions for his own career that eventually have a career maturity. The first program,

designed to provide career planning as the promotion of personal skills, introduce skills are very helpful in seeing future events. The second program, introducing methods, identifying dimensions of lifestyle (lifestyle) associated with work, family, home, and fun. In detail, this program focuses on several things, such as places of residence of factors, marital status, education level and income, leisure activity, family status, needs leadership, social opportunities, and the main purpose in life (Vernon G. Zunker, 1989). The end result of the program, students will have career maturity.

Danish & D'Augelli (1983), which presents a framework in teaching life skills to career planning: (1) identification of the level of skills development. career life planning: (a) problem solving skills, (b) decision-making skills, (c) the skills to plan, (d) procedures to achieve goals; (e) how they use career resources, (2) decision-making skills: (a) the characteristics of personal knowledge, (b) step in making the decision and its application to the variations of life he encountered, (3) identify the aid system: (a) location of personal career and social counseling; (b) Sources of career counseling in institutions and organizations; (c) education and training assistance programs, (d) social support systems, (4) identified the use of labor market projections: (a) Source of the use of labor market projections, (b) the potential role of work in the future, (5) identify the skills facing life's career: (a) the variables job satisfaction, (b) sources of stress, (c) methods of behavior modification, (d) the skills to face work and life. Career guidance is an effort to help students so that they can make career decisions effectively and appropriately. Process guidance and / or counseling is a procedure of interpersonal relationships to help the counselee or student who begins by exploring for the purpose to identify a way of thinking, feeling, and what they do. This is in accordance with the opinion of Dyer and Vriend (1988: 17) which states that counseling is a procedure that helps personal relationships begin with exploration interests of the client to identify the thoughts, feelings, and how self-defeating process of doing or whether it needs improvement. The guidance by Rochman Natawidjaja (1987: 31) can be interpreted as a process of providing assistance to the individual can understand him, so he could drive himself and can act fairly, in accordance with the demands and circumstances of the school environment, family, and community and life in generally. Guidance to help individuals achieve optimum development of the self as social beings. Counselee in counseling process to determine and disclose to the counselor what productive behavior is to be countered and make decisions about who can do those. The counselor helps the counselee in a more positive purpose and a feeling that will lead to an increase in behavior that was never done before. The counselor helps the individual to identify the

logic of self-importance and achievements in thought, feeling, and doing a clear effort to defeat themselves. The counselor then helped towards self-understanding by examining why weaken yourself counselee behave like that, just as psychologically maintenance system for such behavior. This meaning is fully counselee satisfaction is a key question: Is it (both positively and otherwise) that the counselee separated from perpetuating self-defeating behavior? The counselor then directs the counselee to explore alternatives that allow self-defeating thinking, feeling and doing. The next step in the process involves setting goals that are achievable and specific for the counselee. After targeting, behavior modifiers tested counselee in counseling sessions, which helped the intervention, structure, activities, or simulations that are presented by the counselor. Psychologically homework assignment is another thing started and approved, then the counselee to try new behaviors into the private world - outside the counseling sessions that really counts. In the next session is new thinking and new behaviors. This is followed by a revised behavioral objective, which was formed as a result of the analysis and evaluation in counseling, the report forwarded through life counseling.

Each counselor and assistant or other professional assistance provider, has two cultures: a professional, and other personnel. Two demension this nature affect the thinking, feelings, and actions counselor and lecturer. Interaction between the two dimensions that give identity and purpose of centralizing and what counselors and their work. Learn about professional roles has enhanced the culture of professional counselors and faculty members in such a status may be assumed to reveal the art of counseling and counseling technology at this time. Effectiveness of counseling process is influenced by psychological characteristics related to the cultural counselor. According to John A. Axelson (1999: 35) a professional counselor should have a background in the case of "educational preparation, employment, counseling orientation, and Theoretical eclecticism". In addition to personally, the counselor has some dimensions that are on him personally, saying: "self-identity, values, and stereotypes". There are four categories of awareness policy questions as a starting point to improve guidance and counseling in society today, namely: 1) awareness of the total culture (culture-total awareness); 2) awareness of self (self-awareness); 3) awareness of the client (client awareness), and 4) awareness of the counseling procedures (counseling procedure awareness). For that is the multicultural approach is needed in troubleshooting efforts. Multicultural approach is a coaching perspective that considers the situation, understand, and consider fundamental to the complexity of cultural aspects and description of students' personal world. According to a broad definition of culture, multicultural perspective applies to all contacts or relationships, including in counseling. Definition of culture is widely discussed and applied to the field of counseling. According to Pedersen (1991: 6) multicultural viewed as the fourth power (fourth force), complementing the three other strengths, psychoanalysis, behaviorists, and humanists in understanding human behavior. Variables in the process of counseling with multicultural approach are: confidence, values, norms, habits, social status, economic, regional origin / place of residence, language, and gender. This multicultural approach, is often regarded as a method than a theory. In the process guidance, counselor or counselee bring psychological characteristics, such as, intelligence, talents, interests, attitudes, motivation, needs, and other tendence personality (Supriadi D, 2001). So far, in Indonesia, a lot of attention given to the psychological aspects (especially on the client), and still less attention to the cultural background of the counselor and client follow the shape behavior and determine the effectiveness of counseling process (Bolton-Brownlee, 1987). From the description can be seen the variables involved in guiding the process are: interest, aptitude, attitude, motivation, needs, personality, ethnicity / race, beliefs, values, norms, habits, social status, economic, and other Pa. (Freedman, FK, 2001: Clifford Geertz, 42; Pedersen P, 1985, 1991; Locke, DC, 1993; Supriadi D, 2001). In this study limits on the variable-variable: religious beliefs, values, norms / habits, socioeconomic status, regional origin, language, and gender. In the class with the cultural diversity of students, or only with some ethnic minorities, there are many things professors can do increase the effectiveness of learning. This is to cultivate awareness of the Ethnicity of the students, how to deal with problems appropriately, communicate effectively, to influence the expectations of professors, students learning process, based on strength, modify strategies to suit the background of students in the classroom, and communicate effectively. This along with G. Partington and V. McCudden (1993: 209) which says that the diversity of Ethnicity to cultivate awareness of the instructor to address the problems that arise in an equitable, and will affect the learning process, modify strategies to suit the background of student, and able to communicate effectively.

The multicultural approach through the following steps: Initial step. Conducting ESSESMENT, needs and views of the counselee or student guidance to the world. Scale to Assess World Views (Scale assessment world view / SAWV) adopts the existential categories, with the coverage given these assumptions: Human Nature. Good, not good, or a combination of good and evil. Social relationship. Direct - hierarchical, parallel - reciprocal, and individual nature, natural. Conquer and control nature, to live in harmony with nature, accept that power and control over natural persons.

With the time orientation. Activity of the past, present, and future, that is, was - in-be, do. Use of this rating scale to help counselors in (a) understanding the worldview of a specific counselee, beliefs, values, and assumptions (that the world view the counselee has a direct relationship with their theory, emotional, social interactions and perceptions of the world); (b) provides an expression of understanding and experience of issues and problems that bring the counselee to mentor (counselor or teacher), and (c) describes the worldview of the counselee as compared with its main cultural groups, namely, to distinguish the counselee of the family, the main group, and the wider community (Ibrahim, 1985; Ibrahim & Schroeder, 1990). To be effective in assessing the counselee, should follow the following steps: (1) assess the world view that using a scale of assessment, or similar instruments, (2) assess the counselee about cultural identity, incorporating information about the ethnic / cultural group to identify the counselee. Does the perception of the majority of the counselee? Was race a factor?: (A) identify groups of clients with a history sociopolitical (b) conversational languages (c) the impact of gender, from an ethnic / cultural perspective of the majority culture and (d) the counselee environment growing up (e) the religious affiliation of the counselee (f) family life / history etc. rounds. The second step, holding meetings, either individually or in groups (classes). Mentoring relationships in a meeting in two or more individuals who meet to talk about the difficulties through life from beginning to end. At least one of the interacting, generally known as a client or counselee who are in need of counseling, referrals, support, or interlocation: others, commonly referred to counselors, provide any assistance with in-depth understanding of the existential favorable or may be beneficial when it.

The third step. DIAGNOSIS. Setting the location of the difficulties experienced in diagnosing a multicultural counselee.Di, counselors using five key existential concepts as guidance in describing the problem counselees, their manifestations, and etiology: The first concept is Dasein, which means that each person is a unique entity that positive in the world to implant a special contribution. The counselor helps the counselee of the best, to find the essence of their distinguishing features and to find courage and push themselves to evolve into perfection. Human epigenetic (biological and social) development was facilitated by three interacting environment - Umwelt, Mitwel, and Eigenwelt-as discussed by Binswanger (1962, 1963). Out from the progressive stretching toward a natural sense of responsibility to other people (who are usually on the maintenance and socialisasion), and products of nature and natural self. The second concept is the responsibility and benefits of multicultural diagnosis, cause and degree of individual responsibility to

others and yourself is a measure of personal raison d'etre. The third concept is authenticity, that person becomes in the world of their own self be true. People who are authentic are not deceiving themselves about who they are, weaknesses and strengths or the like and which they dislike. (Flam, 1970). The fourth concept is a meaning in life. Searching for purpose, even when blocked, psychotherapeutic it provides a reason for being (Frankl, 1967). As Victor Frankl (1962) who demonstrated, the meaning can make the difference between life and death in a difficult situation. It is important to find themselves counselee if they have meaning in life and can identify its source and how they consume it. The fifth concept is the existential anxiety or fear about the survival of the illusion of nature as demanded by the firm. When the baby tumbled into the world, they are charged with enough energy to get through life. As adults, they do not have any trouble but to move toward the goal - their last death. Life means death. Those who deny this basic fact in general was stopped, seized, or hesitant in life. In lieu of successful use of their time on earth, they stop, crawl, or hide, hoping that the goal will also pass through them. They reflect the human condition in general, not the needs and expectations of a particular culture.

After diagnosing the condition of the counselee, the counselor usually decide what should be done, why, by whom and at what level that is making recommendations. They also predicted the outcome of the intervention is anticipated. Hope this is called prognosses. In fact, the two procedures can not be separated, because the supervisor should not consider the therapeutic application of an idea without simultaneously considering the consequences (Vontress, 1982). In the deciding courses of action and results, multicultural counselor or existential interesting insights hidden in the concept Binswangerian it. Umwelt, Mitwel, and Eigenwelt (Vontress, 1979).

The fourth step. INTERVENTION. Implement guidance. Interventions are actions taken by the mentor or counselor to modify the counselee's situation (Home & Home, 1958). This meaning is encountered, the diagnosis, prognosis and recommendations are also an aspect of the intervention. Nevertheless, there are no specific regulations in conducting multicultural counseling or existential because it is not a healing process in a general sense; this is a philosophical speculation (Bugental, 1965). Instead, about controlling, directing, or in a professional distance themselves from the counselee, counselor multicultural is close, related, but not a friend and guide. They accept the counselee from all racial, ethnic, and national backgrounds and provide them with psychotherapeutic eros beginning of a new support system in unfamiliar cultural environment. Type families of those immigrants affect the degree of

support for a new culture. People from big families (extended family) used to love, attention, and the influence of many others who are important, the older the group. One way such as the environment, they will miss the psychological excitement of usual environment. On the other hand, those from nuclear families where individualism and self-confidence supported tend to get along quite well, without the need for external support. Mostly, the differences in the family is the preferred style of culture. In addition to recognizing cultural differences, a counselor at in deciding how much intervention is needed to help the counselee to be confident, it is necessary to consider the uniqueness of the individual's primary. Function and role of counselors in multicultural counseling is essential work-related counselor. Employment counselors trained appropriate, meaningful, and effective when applied and generalized understanding of fundamental processes involving counselor counseling on all aspects of personal, intellectual, and social development of students in the college environment. Although counseling biasaanya considered limiting relations with one single (one-to-one) or a group, the principles underlying the counseling process has a very real application to all aspects of the job counselor. According to Axelson, JA, (1999: 235-236) there are eight functions and the role of counselors in a multicultural approach, namely as: (1) communicator across cultures (intercultural communicator). Demonstrate cultural awareness and sharing. Assist the development of understanding between groups. Facilitate cross-cultural communication and work against alienation, (2) an advocate of students. Understand and interpret the needs, experiences, and the situation of the students and protect them from things that do not react, not realistic, and unreasonable, or dangerous aspects concerning education and learning environment, 3) Crisis intervention . Helping to take prudent risks in doing what is important and the best for the development of students outside the field of education, (4) Facilitator development. Creating and implementing activities and experiences that will help students with issues that most of the parts together. Some things related to, that many students faced problems in college, peer relationships and pressures, family relationships and parents, male female relationships, parenting, generational conflict, and self-concept. Some concern faced by young people is also a reflected light to the issue now in a democratic society, such as drug use and responsibilities associated with abortion, (5) Processing the information. Protect, interpret, and use of targets and information related to standardizing data on students in ways that emphasize their motivations, strengths, and resources in balance with their weaknesses, problems, and lead to an increase, (6) Guidelines for career. Using the fact that test and apply the appropriate role models,

and information that is not distorted with an optimistic attitude toward students who assist in developing career goals in a variety of possibilities for those who best meet their personality and potential, (7) Interpreters concerning bureaucratic system. Assist in decoding social, political, and class factors put both in the education system and in society at large. Function as a type of intermediary that emphasize the needs of individuals and cultural groups within a system rather than individuals. Sometimes, they will seek to influence change within the system when the administrative needs should take precedence over individual needs; (8) consulting staff in service positions. Interpreting long-term and immediate needs and experiences of the students in the interaction with the goal of a consultative with staff through individual counseling staff members and staff groups. With some functions counselor is expected to assist students in planning their careers, thus achieving a high IP and study on time.

The five step, EVALUATION AND FOLLOW UP. In this stage the counselor or teacher to evaluate how much the success of the guidance that has been done on the counselee through the instrument used to measure changes in attitudes and behavior, which is about the career maturity. If not managed according to the specified target, then the guidance was held up as a problem-solving efforts, and realization of university teaching. As defined in the memo coordinative program Rector of the Sebelas Maret University (UNS) in 1997/1998 Teaching University is a university that is managed efficiently and effectively so as to provide quality education provision and relevant to national development for all students with indicators of absorptive capacity of students high, they took the study period on time and the waiting period to obtain a short to works (Mudjiman H, 1997). If the teaching university is built on the foundation of morals like that then he has got a proper footing. This concept is in line with a multicultural perspective that seeks to understand, regardless of cultural complexity students. In the implementation of this study only focused on achieving a high IP, study on time, and has a career maturity. There are several models including the guidance of a team model of consultation and consultation model (James Levin and James F. Nolan, 1996: 219; Kurpius, 1978; Gibson RL & Mitchell MH, 1995: 359). On the UNS has a joint team consisting of counselors, professors, and other experts who are members and assist students who have difficulties in personal, social, learning or academic problems, and careers. In connection with the implementation guidance in an effort to give help on career planning students, administered jointly by the counselor and lecturer, through multicultural approaches. Thus, counselors and teachers, need to understand the cultural characteristics of students who varied to assist students in planning their careers. In addition it is

also necessary to understand the characteristics of collaboration, so that in the implementation, counselor and lecturer, participate actively and optimally in accordance with the duties and responsibilities of each.

2. Methods

This study is a research & development (Research and development or R & D, Borg & Gall, 1989) with three designs, namely: survey, evaluative, and experimental (Burden, at.al, 1996; Bronson, at. Al, 1992; Jackson , Winston, 1995; Sukmadinata, 200: 1). Surveys conducted as preliminary research to determine the condition of support-related research or product model to be developed. Evaluative research, used in product development trials. Experiments used to test the effectiveness of the product to be developed, with design one group pretest-posttest desig or referred to treatment by subyects design pattern or the same group design (Sutrisno Hadi, 1995: 453). Population used as subjects in this study were students at the University Eleven March (UNS). As the sample in this study were 6 to 8 semester students Progdi PKH Department of Education Guidance and Counseling in as many as 45 students, F. Biology. MIPA total of 32 students, and Literature Indonesia F. Literature as many as 44 students. Number of samples 121 students The sampling technique used was purposive cluster sampling. By using this technique of sampling is done by pointing directly subject to considered feasible as a member of the sample. The instrument used as a data collection tool are: (1) interviews, (2) questionnaires, (3) documentation, (4) test results of learning, (5) career maturity measurement tool (AUKK). Data analysis techniques using the percentages and T test.

3. Results and Discussion

From the presentation of data is known that the mean of the (IP) value is 2 semesters of six, 94 and seven are in semester 3, 12. This means that the guidance counselors are very helpful in motivating students to improve academic achievement which ultimately index achievement (IP) of the semester to the semester can be increased. In detail, the resulting increase in IP can be seen in Table 4 above and can be known that he was a student who has a value of 3 (> 3) and below three (<3) are as follows: In the sixth semester who scored> 3 by 64 people or 53%, and 81 people in seven semesters or 67%. In the sixth semester who scored <3 some 57 people or 47% and in seven of 40 semesters or 33%. Students from each faculty has a variation in the achievement of value, because of several factors which affect, among others: (1) a different curriculum, (2) the complexity of culture, both from students and from faculty, (3) socio-economic; (4) origin, (5) the ability or intelligence, talent and intelligence, (6) interest of students on each course, (7) meeting the needs of students in the completion of the study. Furthermore, student profiles can be seen from the understanding of self and career, and his skills to make career planning, the overall results obtained as follows: (a) students who were initially self-understanding and excellent career as many as 12 people or 9%, after increasing guidance of 64 people or 53%, (b) students who early in his career better understanding of themselves and some 48 people or 40%, after the permanent guidance of 48 people or 40%, (c) students who initially self-understanding and his career quite a number of 56 people or 46% after guidance to 9 people or 7%, (d) student understanding of self and career of less number of 5 people or 5% after guidance to no. Profile of students seen in the skills of career planning is as follows: (a) students who initially have the skills to make a good planning number 5 or 6%, after the guidance increased to 26 people 118 people or 97% of people, (b) students who have skills to make career planning quite a number of 66 people or 54%, after the guidance of 3 people 3%, (c) students who have less skills to make career planning a number of 50 people or 40%, after the guidance does not exist. From the above description it can be concluded that the granting of planning guidance from career counselors can assist students in understanding themselves and career as well as in planning their career both in studies and in a career that will come after graduation Profiles of students who have completed studies on time four years or less number of 39 people from 121 students who are subject to sample or 32%, which is detailed as follows: (a) of 45 students graduated of Special Education Study Program 30 people or 67%, from 32 people Biology students pass the 2 people or 6%, and (c) of the 44 graduating students of Indonesian Literature 6 people or 14%. . Graduation students have not been influenced by several factors, among others: (1) of the two majors (Biology and Literature Indonesia), there is still a college assignment on the eighth semester, so students are less concentrated on the final project or thesis. This means the need to review the curriculum or courses - courses that can be compacted in the previous semester, so that in semester eight students concentrate on the final project or thesis, (2) subjects to write a script or guidance research methodology needs to be given early in the semester, so students already started to practice making scientific work, (3) Guidance is still oriented to the failure by students to consult. Consulting relies on students, if they are diligent to get it over with, if not diligent finished be long. From the results of spreadsheet calculations related to career maturity of student attitudes toward careers pricing obtained at 0.420 with P r = 0.000 (very significant). As seen from the competence of career maturity obtained pricing for r 0.351 with P = 0.000. This means Ha accepted and Ho rejected. This means

hypothesis which reads: "That model of career guidance collaboration betwen councelor and lectureto improve career maturity with a multicultural approach". Received truth. This means that maturity can be improved through the provision of career guidance with a multicultural approach.

4. Conclusions

From the results of research can be concluded as follows: (1) model of career guidance for the student in UNS through collaboration between counselors and teachers with multicultural approaches an effective to realize the teaching university, especially the increase in IP and timely study, (2) The provision of career planning guidance of counselors through collaboration with faculty can assist students in understanding themselves and the careers and in their career planning in both the increase in IP and completion of the study and in his career that will come after graduation, (3) Guidance from career planning through collaboration with faculty counselors can help students in understanding themselves and career as well as in enhancing career maturity, (4) The period of study students are influenced by autonomy of faculty, who have a different curriculum among faculty with each other. Besides, also on the students own self, especially in efforts to promptly complete the study. Based on research results and conclusions above, it can suggestions as follows: (1) To the Institute of UNS, should pay attention to the needs of students who are absolutely necessary, if they are expected to develop their potential optimally. These needs relate to: an increase in physical and psychological health, books on libarary completeness, the completeness of laboratory equipment and beneficiaries, as well as giving guidance, especially in the preparation of thesis is scheduled so that they can complete their studies on time; Need matters relating to the implementation guidance in the UNS, among others: (a) the objective conditions of the implementation of new guidance that is generally done at the beginning of a new student, (b) has not applied the career-planning guidance counselor and lecturer through collaboration in helping students deal with problems, (c) the needs of the required students UNS associated with increased IP, study on time, and achievement of career maturity, has not been identified as a whole (2) to the counselor and lecturer, can attempt to provide guidance in collaboration with a multicultural approach in assisting and motivating students to obtain a high IP and study on time, (3) to the students, are expected to take advantage of the time, using the facilities and infrastructure as effectively as possible, have the career maturity and seek guidance counselor or teacher if experiencing difficulty in following lessons. Students also need to motivate yourself to follow the lectures and guidance in earnest, (4) to the

leadership of faculties and departments, the need to give students the opportunity to take the short term, in an effort to increase procurement of courses and / or completion of the study, (5) the need for continued application of this career-planning guidance model to test its effectiveness, used on students in an effort to immediately get a job after graduation, as a follow-up or on subsequent research.

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CINEMA EDUCATION TECHNIQUE TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' ASSERTIVENESS

Nur Hidayah[*]
Guidance and Counseling Department, Faculty of Education, State University of Malang
***Corresponding author email: nur.hidayah.fip@um.ac.id**

Abstract

This research is intended to investigate the effectiveness of cinema education technique to improve assertiveness. Interupted time series design is used for this research. The subjects of this research involve 8 students from VIII-G class who have low score in assertiveness. The measurements of assertiveness areconducted repeatedly before and after treatment to observe the consistency of the research subject condition. There are three stages to test hyphothesis: normality test, homogenity test, and repeated measurements test then continued by the least significant diference or LSD. The result of this research reveals that cinema education technique is effective to improve students' assertiveness of junior high school student in Malang.

Keywords: cinema education, assertiveness, junior high school

1. Introduction

Basically, people are social human being. They can live and grow because they have relationship and cooperate with others. Most of all the time is spent for relating to others. All of the life-span, the adolescene is the transition from childhood to adulthood. In adolescence, teenagers start to build interpersonal relationship outside of their family. The development of individual aspects starts from childhood, but the peak of development happened in adolescence. After passing adolescence, teenagers have changed to be adult. Hidayah (2004) stated that:

Adolescence is a transition between childhood to adulthood. At this age lots of problem will happen. The problems deal with intellectual aspect, affection, social, and morality. Those problems occured because of rapid change of physical and mental aspects.

Teenagers tend to show different actions, such as obstinacy, selfishness, sensitiveness, carelesness, easiness to be offended because words or action from others. The one thing which is often to become a problem is assertiveness. Assertiveness is the competence to communicate what is wanted, felt, and thought to other people firmly by keep respecting right and feeling of others (Townend, 2007). Generally, people are reluctant to be assertive because they are fear to dissapoint others, as well as they are fear to be not accepted by others.

As the growing individual, teenagers start to learn life from togetherness and variosity –whether in their house, schools, and their surroundings. Teeanagers study to communicate, act, respect, and appreciate diversity among others (Townend, 2007). Teenagers at school face various problems when interacting with others, especially with their peers. Teenagers have their own duty to act ethically, firmly, and accept diversity, but it does not mean they can do it all. It was observed from their daily life, most of teenagers are reluctant to be assertive and in the reverse they act more aggresively. The reluctance to be assertive, commonly is based on the feeling of fear and worry to dissapoint others, hurt people's feeling, and feel afraid to cut off the relationship. Besides let them to act non assertive, it will threaten a good relationship, because the other part are feels betrayed with the one, unfinishing emotional problem, enable to decrease self esteem, even sometimes threatens the continous personal relationship and mental of health, which is turn high risk for appearing worrying and stress (Filippello, at al., 2014).

Have such assertive attitude, it is highly influenced by culture. Eastern culture teaches people to respect others, consider feeling, has willingness to accept, and tolerance become a priority things, even eastern's values as back down action and let the other's need first. Those things are not fully rejected and not fully accepted. Assertive action need to be improved to make teenagers are able to solve worrying because of unfair action increasing the ability of honesty to theirselves and others, growing the self-believing, and increasing the effectiveness of individual and social life. At reverse, if assertive action does not develop, it will impact in teenager's shaping personality. The impact for a long time happens until adulthood. If the teenagers can not be assertive, so to their couple in their marriage or to their colleague at office, he cannot be assertive too.

Acting assertive is an action to give and accept affection, give praises, give or refuse request, discuss problem, argue and negotiate (Bishop, 2010). Acting assertive, a teenager will be able to interact and adapt their environment more effectively. Assertive action is needed to make teenagers feel comfortable with their present and feel free to do their rights without disturbing others' rights. The most important thing is the teenagers are able to express their emotion, feeling, thinking, and their desires to other people honestly without feels

worry, and not lossing theirselves or others. Assertive action develops with ages and experience at once, with the result that handling attitude and action will give a good effect to the next periods. Assertive action is a brave behavior and firmly action to demand his rights without get any fear or guilty and without collide with others' rights (Albert & Emmond, 2002; Bishop, 2010; Conrad & Suzanne Potts, 2013).

Acting assertive is not an easy thing to do, moreover for teenagers. Assertive is not an innate attitude or character, assertive attitude can be attempted by learning and training, eventhough habitual action of someone influence the process of learning and habituating. Everyone is able to be aggressive, passive, or assertive. Assertive is able to be achieved naturally from environment (family). Family is the first social area for children, besides the other factors like culture, age, and gender. Assertive is a manner which is learnt by teenagers as a reaction to their social life.

Relates to assertive teenagers-students, is observed in Junior High School, shows there are some problems which is related to non-assertive. When students interact with their friends looks like less assertive. For examples, they want to ask their friends to go to the library, they asked with short and quick words. The way they talk seems doubtful, sometimes their intonation loud, and not clear. If they want to give suggestion and critic, they will not tell them directly, but discussing on back.The tone and intonation of their voice is high loud, sometimes talk so slowly and almost no sound can be heared by interlocutor. If they talk with others, the space of time between the people's last word until their turn to talk is no interlude for a moment before they want to respon the others' conversation. When students have conversation, the eye-contact is fast and incline to ignore, even they are not brave to look at their interlocutor (head-down). Space between one to anotehr is too far, so that what is their talking about is not always get by their interlocutor. Not body upright postture and looks lazy are also showed by them when they are talking with their friends. Sometimes yawning and wiping nose are their gesture for covering their non-assertive attitude. Non-assertive is able to change to assertive by training the students (Moon, 2009).

One way to train assertive is using modelling symbol like cinema education. Modelling is a learning process by observing behavior from the models, so there will be changing of mind, attitude, even shaping a new behavior. The models can be a life model, or symbolic model. The life model as people, like counselor, teacher, or peer. The counselor can be a directive model to demonstrate the wanted behavior and sets an optimal condition for counseli to imitate the behavior. Symbolic model is presented by written-materials like cinema/film, audio recording and video, recording slide, or photos (Joiner, 2012). Modelling symbol technic is also doing by imagining someone doing target behavior like 'hidden modelling'.Modelling symbol technic is a technic to imitate by observing figure's behavior process on cinema, visual video. Modelling technic which is chosen is cinema. Using cinema to enhance assertive for students is reinforced by research that said cinema can help to solve daily life by giving experience in solving problems (Joiner, 2012).

Joiner (2012) said that discussing problem by using one of character in film, is possible to relieve tension when discussing sensitive personal topics directly. Powell (2010) said that cinema is able to influence the view way and change someone's attitude, because the effect of cinema is strongly influence sinergic of the music, dialog, lighting, the point of view, and sound effect, so it is possible for cinema pass defensive cencors in self. These experts' opinions shows that cinema is one of technic to change the view way and develops positive attitude, in this case is assertive.

2. Methods

This research is intended to test the effectiveness of cinema education technique to improve assertiveness. This research uses quasi experimental research. The reason to choose quasi experimental research because this researsh used a small number of subject and it is impossible to control between variabels, so that this research is not sufficient to be a pure research. This research uses time series design with interrupted time series design variation (Creswell, 2012). The subject research is given pretest for three times to know the consistency of subject research condition before treatment. If the result shows the consistency, so it is suitable to be

Table 1 Criteria of Score in Assertiveness Scale

Interval	Criteria (Assertiveness)
100-132	High
67-99	moderate
33-66	low

Graphic 1.
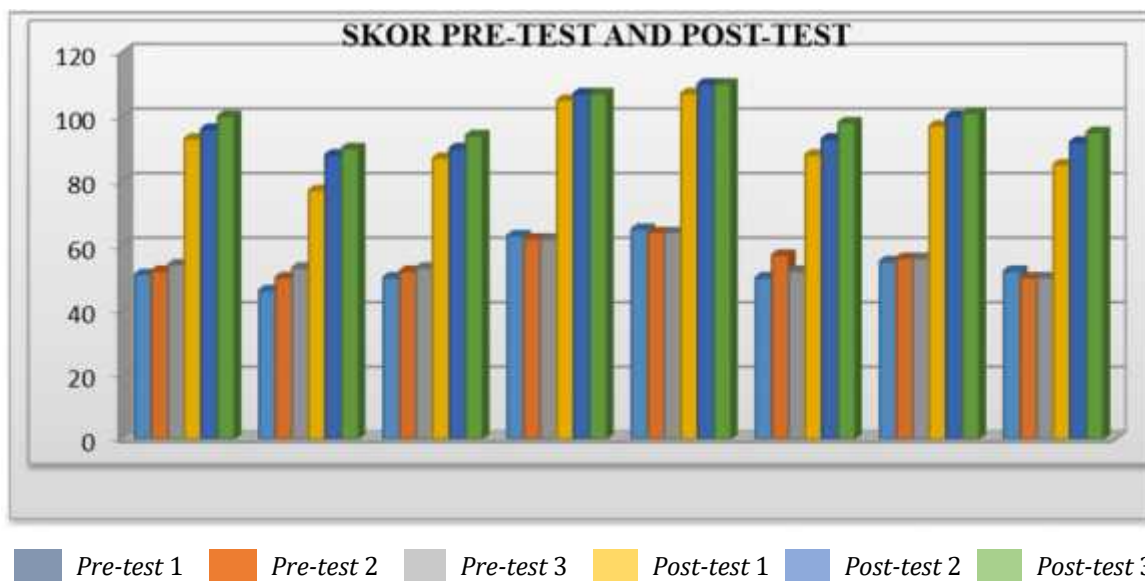
the subject reseacrh. After knowing the condition of subject, the subject is given the treatment on further. After finishing treatment, treatment group is given posttest for three times to know the condition of subject after giving treatment, then to look the comparison scores both, before and after treatment.

The research instrument is assertive scale, fills with a number of statement that must be answered by students. Analysis for the answers is done before and after treatment to compare the result of assertive attitude scales data. The level of assertive shows by number of scores. The lower number of scores, means assertive attitude of subject is low. Scales is categorized by three categorization, there are high, middle, and low. The provision of categorizations is based on highest score is reduced with lowest score on assertive's scale which is then divided by 3 intervals. The criteria of scores categorization shown on the table below.

The subject research is VIII-G students of Junior High School in Laboratory UM 2015/2016 school year, there are 8 students. The determination of subject is based on purpose, enhancing assertive attitude by using cinema education technique. Treatment, which is given to subject research, is cinema education technique. Hypothesis testing is implemented in three steps, there are normality test, homogenity test, and repeated measurements test. The first step, which is normality test, is implemented to know the distribution of data is normal or not. The second step, which is asumption sphericity test, is implemented to know the consistency of subject condition. Both of those analyses are computed by SPSS.20 program for windows (Santoso, 2002). Then to test the level difference of pretest and posttest scores uses Repeated Measurements before and after treatment and continue with Least Significant Difference or LSD.

3. Results

The result of assertive scale analysis shows that 8 students have low score in assertive attitude. Those students are chosen as the subject research, then they are given pretest for three times, to know the consistency of score and the stabilization of subject condition. After knowing the consistency of score from subject, then subject is given posttest for three times. The result of pretest and posttest is repeatedly shosw on graphic below.

Genereally, every subjects shows the increasing scor from pretest to posttest. The observation during treatment shows that every subjects always do non-assertive attitude, but after giving treatment, subjects shows a tendency to be assertive. Hypothesis testing is done to know the effectiveness of cinema education to increase assertive attitude by using statistic analysis.

Hypothesis testing is done to know the effectiveness of cinema education to increase assertive attitude. In accordance with planned research design, that is time series, thus this hypothesis is tested with repeated measurements. Hypothesis testing is implemented in three steps, there are normality test, homogenity test, and repeated measurement test.

1. Normality Test

Normality test is the main requirement that must fulfill before doing repeated measurements. Normality test is used to know the distribution of data is normal or not. The result of normality test is showed on table below.

Based on Kolmogorov Sminov table above, the significancy value of pre-test 1, pre-test 2, pre-test 3, post-test 1, post-test 2, post-test 3 is more than (0.05). Thus that it can be concluded the entire of

Tabel 2. Uji Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Pre 1	Pre 2	Pre 3	Post 1	Post 2	Post 3
N		8	8	8	8	8	8
Normal Parameters[a,b]	Mean	54,0000	55,3750	55,5000	92,3750	97,0000	99,3750
	Std. Deviation	6,67618	5,37022	4,95696	10,23911	8,01784	6,67485
	Absolute	,243	,235	,244	,165	,191	,154
Most Extreme Differences	Positive	,243	,235	,244	,165	,191	,154
	Negative	-,161	-,158	-,155	-,141	-,144	-,123
Kolmogorov-Smirnov Z		,687	,665	,690	,468	,540	,435
Asymp. Sig. (2-tailed)		,733	,768	,728	,981	,932	,991

a. Test distribution is Normal.
b. Calculated from data.

data come from normal subject distribution with average pre-test score at interval 54-55 and post-test score at interval 92-97.

2. Homogenity Test

After doing homogenity test to measure same and different population from pre-test 1, pre-test 2, pre-test 3, post-test 1, post-test 2, post-test 3 data. The result of homogenity test is showed on tabel below.

Based on the above tabel, shows that the value of significancy is 0 .142, the numbers is greater than (0.05). thus taken a decision that the data and results derived from homogeneous or similar population. Assumptions test of normality and homogeneity have been fulfilled, so that it can be continued do the next step ,that is testing the hypothesis using analysis repeated measurement.

3. Repeated Measurement Test

Repeated measurements test is to determine whether there are significant differences in assertive attitude measured repeatedly. In accordance with the Sphericity Assumed, Greenhouse-Geisser and Huynh-Feldt test results indicate that the value of significance is 0.000 and less than (0.05) ,thus is able to take the decision that Ho is rejected. Means. there is a difference between the effect of pre-test 1. pre lest 2. pre-test 3. post-test 1. posl test 2. and post-test 3.

To know which is data is different, takes the further test is needed, i.e Least Significant Difference test or LSD. Based on the test, the following results

are known.

a. Pre-test 1. significance value 0.05, it means that the score is different with post-2 test and post-test 3. The score is considered to be equal to the pre-test 2 and pre-test 3 due to the significance value 0.05

b. Pre-test 2. significance value 0.05, it means that the score is different with post-2 test and post-test 3. The score is considered to be equal to the pre-test 1 and pre-test 3 due to the significance value 0.05

c. Pre-Test 3,significance value 0.05, it means that the score is different with post-test 2 and pot-test 3. The score is considered equal to the pre-test 1 and pre-test 2 due to the significance value 0.05

d. Post-test 1, significance value 0.05 has a different meaning with scores of pre-test 1, pre-test 2. pre-test 3. post-test 2, and post-test 3

e. Post-test 2, significance value 0.05, it means the scores is different with pre-test 1, pre-test 2, pre-test 3, post-test 1, and post-test 3

f. Post-test 3, significance value 0.05, it means the scores is different with pre-test 1. pre-test 2, pre-test 3, post-test 1, and post-test 2

Based on the test results from Repeated Measurements test and advanced test (Least Significant Difference test), it can be concluded that there are differences between pre-test and post test

Tabel 3. Uji Sphercity

Mauchly's Test of Sphericity[a]

Measure: MEASURE_1

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon[b]		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
factor	,017	20,774	14	,142	,334	,425	,200

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

scores and there is also a change that tends to increase the post-test scores. In other words, the effect of cinema education treatment gives a positive change to students through assertives.

According to Powell (2010) the effect of a movie/cinema is very strong due to the impact of music's sinergy, dialogue, lighting, angle shooting, and sound effects allow the film through out our defensive sensor. Film can change a person's perceptions and perspectives on a real thing and the characters in the film can provide inspiration and motivation for a person in dealing with life. Through the film, someone will have experience and insight that it will impose in daily life.

The effectiveness of cinema education to increase assertiveness influenced by the selection of appropriate films based educational aspects of assertiveness. Cinema education is effective for increasing assertiveness, because there is an increasing assertiveness scores varied in each subject after getting a treatment (Joiner, 2012). Although, not all of subjects had a higher category assertiveness, but the score of each subjects shows a high rise. Besides assertiveness scores, during the treatment process, subjects were observed through recording observations. Treatment process is carried out in accordance with aspects of assertiveness, each subjects shows varied progress. Subjects who experienced an increase in certain aspects due to many factors, because of the personal experiences that match the characters in the film and a high understanding of the content story that told in the film. While the subject which tend to have a fixed attitude, for recording observations he showed less enthusiasm in following the treatment. It is known from subject's facial expressions are sluggish and lazing on the treatment process in partikular aspects.

Suspected anyway, it is possible if subjects feel bored with each treatment activities carried out by the same stages (monotone), likewise it causes subject showed less for significant change in assertiveness.

The effectiveness of cinema education to improve assertiveness for students shown by the results of the analysis on the subject posttest scores have increased from the pretest results. Based on the reflection, subjects showed changes and progress at each meeting. Initially they had a low level assertive attitude, eventually increase to medium-high. For example, the subject who had not dare to say no to friends, changed to dare to say no, without any burden (worry to be avoided by friends) and no hurt feeling for his best friend (Filippello, at al., 2014). The eighth subjects who follow the treatment shows the will and earnest effort from each subiects to improve their attitude. It is indicated the involvement of each subject participated in the treatment and showed a positive response, although sometimes there is still a lack of focus on the subjects in particular meeting. Their les motivation and lazing on a particular meeting allows them to have less significant improvement. It suggests that the success of the helping process is determined by the motivation to heal/resolve problems give a big effect on who needs help (Conrad & Suzanne Potts, 2013).

4. Conclusions

The results proved that the techniques of cinema education is effective to improve assertiveness for Junior High School in Malang students. Based on test results from Repeated Measurement test and advanced test (Least Significant Difference test) shows the difference between pre-test and post-test scores and the scores changing is tended to rise sharply in the post-test scores.

Based on the research findings as mentioned and still found some flaws in methodological and technical in this research, then there are some suggestion. First suggestion is the research benefits for counselor Junior High School. Counselors may use cinema education techniques to improve assertiveness for students, to be trained before giving tretatment to students. The second suggestion is to the next researcher who interests to develop assertiveness variabel, it is suggested to expand the research subjects for other schools in Malang, but in different level of class that have low assertiveness. Thus, to use varied movies and the movies have been tested. In addition, the researcher is able to choose and use equivalent time series design for research, in order to indicate the development of every treatment which is appropriate for those aspects.For the theoretical review paper, use a suitable format based on the full paper's contains.

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Enhance Your Strength
Development of Career Maturity Module for Vocational Students (SMK)

Anggun R. Prasetyo, Erin R. Kustanti, Ika Z. Ratnaningsih, Nailul Fauziah
Faculty of Psychology, Diponegoro University
Jl. Prof Sudharto. SH, Kampus Tembalang, Semarang, 50275
anggun.resdasari@gmail.com

Abstract

Vocational students are expected to set their objectives in fulfilling the next developmental tasks which is getting jobs according to their interest and skills after graduated from vocational school. Therefore, those students need to obtain adequate career maturity. This study was aimed to produce a model on career maturity intervention which caters vocational students' need. Research design used was exploratory methods meaning that framework and model were arranged based on concept analysis and career maturity theory as well as data analysis through interview (FGD) to vocational students.
The subjects were vocational students in Semarang which were chosen randomly. FGD was used as research method to 60 vocational school students in Semarang. The FGD result can be summarized as students have the limitation in understanding and making decision on job selection after graduation and they also lack of self-confidence, communication skill, competence and work attitude as the basic to enter the world of work. Based on that, Enhance Your Strength module as intervention in career maturity development is divided into four sessions namely *Growth*: Students should explore and develop their self-potentials, *Exploration:* Students should be potential individuals according to their career choice, *Establishment:* Students will be given information about profession and career, *Maintenance:* Students will be given some skills in the process of making career decision.

Key words: Enhance Your Strength, career maturity, vocational students

1. Introduction

Vocational schools have become an alternative for students who want to get jobs immediately after graduation. Therefore, vocational schools need to be supported in order to prepare hard skills and soft skills. Vocational students need to have sufficient skills to cope with job competition and also at the same time, seeking opportunities for entrepreneurship. Professional workforce should be built from educational program adapted from the demand from the work field. To develop potential and productive human resources from vocational education, some attempts to improve the quality of education are needed to cater students' need in facing the world of work. Vocational students are in transition to their adulthood. Vocational students are in their middle adolescence, aged 15-18 years old [1] which means that they are in the period of entering the working world or real career. By experiencing a transition from adolescence to adulthood, their development process is closely related to adjustment process. According to Hurlock [1], adjustment has two aspects namely personal adjustment and social adjustment. Personal adjustment is one's ability to accept who he is to create a harmonious relationship between himself and his surroundings. The second aspect is social adjustment. Social adjustment occurs within the scope of social relations in which individuals live and interact with others. These relationships include relations with the neighborhood community, family, school, friends or the public in general. Personal adjustment includes elements of changes and oneself which comprise the type of daily assignments, while social adjustment contains changes and others which include colleagues and manager, adjustment to work environment and adjustment to rules and regulations during working hours. A job for the students of SMK is something that is socially recognized as a way (directly or indirectly) to meet the needs, develop existence in society, and obtain something desirable and achieve life goals [2].

According to data obtained from BPS [3], in 2014, the highest percentage in open unemployment number based on educational background was resulted from vocational school which reached 11,24% and in the second rank, the number resulted from high school graduates which reached 9,55%. In August 2013, the number of open unemployment was mostly resulted from vocational school graduates which reached 11,21% and high school graduates which reached 9,72%. It means that there was an increase as much as 0.04% increase in open unemployment from vocational school graduates. High unemployment in Indonesia is allegedly caused by students' failure in preparing their career. Vocational High School supposed to provide the education system which results in student readiness for work. However, the transition process from adolescence to adulthood phase, especially in terms of having selecting their job, might lead to potential problems in vocational students' career maturity process.

Career problems in adolescents are usually related to selecting education which lead to future job selection, career planning, decision making about future career and information about work group based on requirements. These problems are important especially because there are many misperceptions experienced by adolescents in deciding their future career. Furthermore, career misperceptions experienced by adolescents also influences students' career maturity. There are many attempts applied to prevent and solve problems in schools namely classic guidance, career counseling, and group counseling, yet, some of the problems require further treatment.

Career immaturity results in bad career reference and unrealistic career decision making [4]. Adolescents who have reached career maturity are characterized by the ability to assess personal potential logically, able to use education and job information promptly, able to make further consideration, able to create good planning, and able to make the right decisions [5]. Adolescents who have a higher vocational maturity have higher satisfaction and tend to get a successful career in the future. This may happen because they are ready to be involved in career decision-making process. Adolescents should be able to demonstrate compatibility between future goals with the behavior shown, to make a career choice, and to be committed to the decision that has been made. Related to preventing career issues of student career maturity in school, training modules should be developed for students to increase their career maturity.

Based on career development theory stated by Super [6], vocational students are in crystalizing period. Students have started to identify job opportunity which suits their skills and made career selection by joining corresponding institution and training, and finally, been able to have a job based on their selection and skills. Career decision about desired job opportunity is related to education process to prepare them for desired job. Through career guidance and training, vocational students are expected to have self-understanding, job related training, planning skills, and making future career decision. Career counseling is important in helping students to obtain career maturity. Achievement of career maturity as an adolescent career development tasks can be realized if students are introduced to early career planning. To build a career plan, students must be involved in career development at the basic, intermediate, and advanced level [7].

Super [6] defines career maturity as individual success in completing particular career developmental tasks in particular level. Career maturity is related to individual success in completing career developmental tasks. Super [8] suggests four aspects that can be used to measure career maturity in adolescents, namely: planning (individuals are consciously making education and career selection, and preparing to achieve the selection), exploration (individual is actively using a variety of sources to obtain information about the world of work in general and to choose one field of work in particular), informational competence (the ability to use information about the career for personal needs, and began to crystallize options on desired job field and particular job levels), and decision-making (individuals know the things which should be considered in making education and career selection, then make decision to job that match their interests and skills).

Based on that, career counseling for vocational students are important since it helps the students to understand, direct, plan, prepare and actualize themselves appropriately, both in education and in fulfilling job requirements. According to Winkel [6], career counseling is intended to prepare an individual in facing the world of work, in selecting jobs or particular profession, and making preparation for meeting and adapting to the job demand. Career counseling also can be used as a means to fulfill students' developmental needs as an integral part of educational system in learning experience. Various intervention models like guidance, training, and counseling can be applied to gain career maturity. There were some researches which include various intervention models to increase career maturity. Kustanti [9], in the research, shows that training is proven to help students gaining career maturity. The study conducted to junior high school students shows that group counseling increases self-efficacy and career decision making [10]. The study conducted to high school students' results in an increase of vocational maturity in adolescents [11]. In the study conducted by Ratnaningsih [12], intervention in websites for college students tends to be less effective for improving confidence towards a successful career. From various intervention models, vocational students have not been involved in the study, so, in this study, vocational students are the subjects to be explored.

Based on that, Enhance Your Strength module has been developed to help students enhancing their potentials which are related to career maturity. By possessing career maturity, students are expected to be ready in making career selection for their future based on their interests and skills. The study was aimed to (1) knowing the existing guidance and counseling used in vocational schools, (2) preparing career counseling module which can conform vocational students' need to enhance their career maturity.

2. Method

The study was based on descriptive explorative method to provide career maturity training module for Vocational students. The characteristic of the study is research and development. According to Borg and Gall [15], research and development method is a method to study, develop, and assess a product. The researcher was intended to prepare a product development which is the elaboration of career maturity module for Vocational students. To obtain the data needed for the study, Focused Group Discussion (FGD) was conducted. Focused Group Discussion is a process of collecting data and information which is conducted systematically based on specific issue through group discussions [13]. Focused Group Discussion is one of tools to conduct need assessment [14]. In this study, need assessment process was important in order to obtain the overview of career maturity of vocational students, which in turn will be the basic for preparing training module. Focused Group Discussion was conducted by involving students, teachers and parents. FGD for students was intended to obtain their opinion about career maturity. Then, the assessment result on the definition of career maturity definition from students was merged with the assessment result from teachers and parents. The FGD involved 80 respondents which consisted of 60 students, 10 teachers, and 10 parents. During the study, FGD was conducted 6 times in total: three times for students, once for teachers and once for parents. The development of Enhance Your Strength module was based on the guidance for the development of the study which was prepared by Borg and Gall [15]. The steps applied in the development of the study were : (1) data collection through literature or direct observation to obtain the overview of Vocational students' career maturity and related issues, (2) formulating the research objective and defining the career maturity, (3) preparing preliminary product by preparing FGD guidance, (4) conducting preliminary field test by conducting FGD to students, teachers, and parents, (5) preparing career maturity module by conducting content validity to Enhance Your Strength module, (6) revising the main product based on professional judgment on the module. The development of the research was conducted until the desired product, Enhance Your Strength module, had been finished in the first year and applied to develop Vocational students' career maturity in the second year.

3. Result and Discussion

FGD process to obtain the overview of Vocational students' career maturity was conducted to 60 students, 10 teachers, and 10 parents in two Vocational Schools in Semarang. Based on the distribution of FGD answers from students and teachers, career maturity of Vocational students can be described as follows:

Table 1.1 Summary of FGD to Students

Guidance	Summary
SELF SKILL AWARENESS Based on the experience, are the majors in SMK in line with students' interests and abilities? Based on the experience (in question no. 1), what are the school efforts to help the students? How students recognize their interest and competence to support their career? How far students recognize their strengths and weaknesses to support their career? According to counsellor, how have students changed positively to support their successful job?	• The ratio of students' understanding and interest was 50:50, more likely to be influenced by their peer. Students have not made any decision about their plans after graduation • Basically, students are interested in jobs in line with their major although they have not met the skill requirements. • Positive attitudes supporting their successful job are hardworking, willing to learn, trustworthy. • Attitudes to be improved are self-confidence and communication. • Students have their own interest and guided by their parents. • The option had been made during registration and everybody feels satisfied with their decision. • Because the school is private institution, some students are below the standard and others are eligible. • Positive attitude: being courageous (students of dressmaking department have started to accept order), persistent, communicative
CAREER EXPLORATION How students get information about job vacancy? How students manage information about job vacancy?	• Job vacancy can be obtained from job fair, pamphlets distributed to school, social media, friends, website

How students understand their job description based on their major? What are the supporting and opposing factors in facing the world of work? What requirements should be understood by students before applying the job?	• Some companies conduct interview at school. Students are less interested in the information so they do nothing about it. • Teachers inform job vacancies to students and request them to submit their CV and application letter, yet students tend to be less concerned so they need more guidance. • Teachers have explained about job description, yet students chose to change their jobs depending on the opportunity. • Alumni has the role in explaining their job description • Internship has helped students to understand the world of work. • The opposing factors in facing the world of work: lack of self-confidence, no permission from parents, lack of sense of urgency, being dependent, lack of persistence, lack of information about job, economical factor. • Information about job vacancy can ba obtained from: Job Training Institution, company where students conducted their internship, short message service and social media .
CAREER PLANNING What aspects should be recognized before entering the world of work?	• Students have less information about institution and job description. They only think that the most important thing is having a job. • Perception of job influences students in choosing their job.
Have students prepared their plans to make their readiness to enter the world of work?	• Students' consideration in choosing job: salary, workload (which one is more tiring)
What factors affect students' considerations in choosing their future job?	• Factors causing students/alumni apply for job/new job: environment, peer relations, job, work security, salary, office shift, better job opportunity.
CAREER DECISION MAKING	Selections of jobs preferred by students:
How students understand the benefit of making realistic decision related to applying jobs? Based on the experience, have the students been able to apply job based on their major?	• Students of Computer Network Engineering Department have the opportunity to be entrepreneurs. Some of them have already started their business like thesis typing services. • Students of Hospitality Department tend to work in service sectors like hotel, restaurant, café, etc. • Some students of Computer Network Engineering Department work in different area like in service sector or administration section. • Students of Dressmaking Department commonly work in related areas in garment company or being an entrepreneur.
What have teachers done to support students' career maturity? What programs applied in guidance and counselling to develop students' career maturity? How has the program to develop students' career maturity been applied? How was the result of students' career maturity development program application?	• Teachers prepare job training (in cooperation with the third party), provide additional training, and supervise their internship. • Teachers provide guidance to students about the overview of the world of work and give motivation using videos. • Feedback given by stakeholders states that students had been done excellent internship and received no complaints

What are the supporting and opposing factor facing by counsellor in developing students' career maturity?	• School attempts to provide jobs for students: internship (MoU deals with some hotels), information about job vacancy • Information about competence and career had been provided since the beginning when students having their orientation. Productive teachers and counsellors have the role to provide information about students competence • Teachers and school providing institutions for student internship.

To provide supporting data, interview to parents or student's significant others was also administered. The assessment to parents or student's significant others through FGD can be summarized as follows:

Table 1.2 Summary of FGD to Parents

COMPONENTS	SUMMARY
School selection	• Influenced by parents (50%) • Independent decision (50%)
Reasons of school selection	• Close to home • Relatives studied at the same school • The last option to get education because students were not accepted at Senior High School due to insufficient score.
School major selection process	School major was independently administered by student based on their hobby, interest, and competence (100%)
Parent role/support	Parents support their children by monitoring school activities and getting updates on the development of their children from activity reports
Obstacles	No significant problems occurred during the school although some children go to school because of their parents' decision.
Students wishes after graduation	• Get some jobs according to their expertise • Get some jobs and earn their own money • Get some jobs according to their own will • Get some jobs while continuing their study at the university
Parents wishes after graduation	• Students get some jobs according to their own will as long as they are able to earn some money • Students become police or army officers.

Enhance Your Strength module was prepared based on the interview to students, teachers and parents. From the interview, it can be concluded that:

a. Basically, students already know the things related to job but there are some students who are in the process of understanding and preparing what to do after finishing their study.
b. Students have already started their activities as preparation to enter the world of work.
c. Some students have already chosen jobs which are related to their educational background while other have not decided related jobs so that they need guidance in making decisions related to their career.
d. Students have already started to seek for job information; however most of them need to be supported by teachers.
e. Students have been started their career planning although their job preference has not been in line with educational background, interest, and competence.

Based on the reasons mentioned before, Enhance Your Strength module was designed to enhance Vocational students' career maturity. The module is included in career counselling for student. Career counselling [6] is related to cognitive and affective skill development, as well as a person's competence in actualizing positive self-concept, understanding decision making process and gaining knowledge and skills which will help him in living his life. Thus, career counselling is focused on helping individuals to present themselves as individuals who have the competency / skills to be successful in the course of his life and achieve meaningful self-realization for themselves and the surrounding environment. The implementation of Enhance Your Strength module as a form of career counselling might result in preventive and developing career counselling rather than curative counselling as long as group approach is applied more than individual approach. The module requires students' responses in career decision making by

incorporating the aspects of competence in career options. According to Crites [16] the aspects of competence considered in career decision making are accurate self-appraisal, gathering occupational information, goal selection, planning, and problem solving. Therefore, based on FGD result and literature review, Enhance Your Strength module covers some aspects mentioned below:

1. Self-understanding

According to Farid [18] when an individual is aware of his condition and self-image, he will be able to live his life comfortably and feels confident because he has clear definition of self-protection. The material of self-understanding is intended for the students to prepare themselves entering the world of work to gain successful career. Strength is a set of skills possessed by students, both potential and actual. Students' strength reflects quality, personal greatness, while weakness is a set of limitations faced by students. Weakness reflects students' inabilities which hinder them in achieving their objectives. Module which contains information about self-understanding presents that self-acknowledgement is a skill to explore self-potentials which consist of physical and psychological potential. Physical potential consists of advantages from body parts and qualities of the senses while psychological potential is all the strength possessed by individual which is related to psychological skills like intellectual, talent, interest, value, attitude, and personality traits. Based on that, self-understanding can be defined as individual's understanding on his potentials, both psychical and psychological to understand the purpose of one's life. Warjito [19] stated that the objective of self-understanding material is to help students to explore their skills, interests, personal values, and emotional skills in order to understand themselves to face the world of work. Self-understanding is an essential aspect for vocational students. Students who possess better self-understanding have bigger opportunity to achieve their ambition compared to those who haven't known themselves well. Students who already understand themselves have acknowledge their skills, interest, personality traits as well as their strengths and weaknesses so they have more realistic objectives based on their potentials.

2. Self-efficacy

Self-efficacy is defined as one's evaluation about his ability and competence to accomplish an assignment, ability to achieve the objective and ability to overcome obstacles. According to Bandura [20], self-efficacy can be developed and learned through four main sources namely: (a) mastery experience, one's personal experience (b) vicarious experience, individuals who learn that others can be successful in doing similar activities and possessing comparable skills might improve his self-efficacy (c) verbal persuasion, verbal persuasion accepted in form of advice and guidance can boost one's confident that he has the ability to achieve the desired goal. (d) Physiological and emotional state, the psychological situation in which individuals must assess his/her own ability, strength, and serenity to his/her own success or failure

3. Career Decision Making

Gibson and Mitchell in Bashari [21] stated that there are some principals in career counseling related to career development opportunities to gain accurate career decision, namely: (a) students should be given opportunities to develop unbiased things related to their career decision, (b) Positive attitude towards education should be developed from their first day at school, (c) Students should be aware that career is a way of life and an education to prepare for life, (d) Students should be supported in relating their social development to career planning, (e) Students of all levels should be informed about the correlation between education and career, (f) Students in every level of education should experience realistic career orientation according to their readiness, (g) Students should be given opportunities to assess their concept, skills, and role to develop the value in deciding their career, (h) Career counseling program is concentrated in the classroom through coordination and consultation with school counselor, parents, spokesperson, and community, (i) Career counseling program should be integrated with counseling and guidance functions and complete educational program. To facilitate in making career choices, a good self-understanding is necessary. Yos and Corbishley [22] explained that self-understanding is a process to acknowledge our own characteristics. It's not only knowing but being able to explain, assess, analyze, and synthesize our characteristics. Self-characteristics which need to be understood well since they are closely related to future career are physical characteristic, general basic skill (IQ), special basic skill (talent), interest and achievement.

Enhance Your Strength is an intervention focusing on career maturity development for adolescents studying in vocational schools. This training focuses on the belief that adolescents have the strength to make the planning and making right career decision. The implementation of this training model is based on the theory of career development. Super [6] explained that in this stage, adolescents begin to search, identify opportunities and begin to implement career selection by joining appropriate education and training, until they are finally ready to enter the working world. Training model is designed based on the assessment on vocational students need. The result of the assessment will be combined with theoretical analysis of career development aspects including self-assessment, career

exploration, career planning, and career decision making [23]. Basically, training is series of activities designed to enhance skills, knowledge, experiences and individual attitude [24]. It means that training is a systematical process in forms of attitude learning, skills, competence, knowledge and specific behavior in order to change behavior in accordance with the purpose and intention of the activities. Training is beneficial in promoting and developing individuals, creating loyalty and mutual cooperation and improving the quality of individuals [24]. Training consists of learning aspects by conditioning the participants by promoting and developing positive thought and behavior in forms of experiential learning or a learning method from personal experience and modifying it to increase the effectiveness in practicing positive behavior. The purpose of experiential learning is to affect the individual in three ways, namely: changing the cognitive structure of participants, modifying the characteristics of participants, and developing participants' behavioral skills.

Based on theoretical background above and interview to students, teachers, and parents, the sessions of Enhance Your Strength module can be described as follows:

1. *Growth:* Students should explore their self-potentials, attitude, and interest.
2. *Exploration*: Students should become individuals who recognize their skill and competence, self-concept and self-esteem, academic skills, work and education experience, interest, level of expectation, motivation and life value. All of the characteristics mentioned above should be in line with career options.
3. *Establishment*: Students will be given information about profession and career. Students not only need information about jobs and careers in ways that have been planned but also about educational options (higher education), professional options (career), and career options (social rank) as their consideration. They need the information to consider which options suit their best. During the establishment session, students are performing some activities to seek for information and understanding various aspects of job. Some of the activities are studying career information, discussing their plans with their peers, teachers and parents, taking courses which will help them to make decisions related to their career, participating in extracurricular activities or part-time jobs and joining training to improve their skills.
4. *Maintenance*: students will be given some skills in the process of career decision making. Through previous stages, students will be able to make good career decision. They are prepared to make decision about their career by considering those aspects and plan their career after finishing

their study. It is expected that students will be able to learn about the principals and steps in decision making. Students will be independent, able to apply jobs according to their interest and skills, and able to use the methods and principles in decision making to solve problems including applying jobs and choosing higher education.

4. Conclusion

Based on the result of FGD conducted to vocational students, a training module entitled Enhance your Strength has been prepared to develop their career maturity. Enhance Your Strength training module has been included in career guidance for students. Career guidance is related to cognitive and affective skill development as well as one's skills in creating a positive self-concept, understanding the decision-making process and acquiring knowledge and skills that will help him to live his life; an order of events of life that are constantly changing. Enhance Your Strength training module consists of four sessions namely *Growth:* Students should explore and develop their self-potentials, *Exploration:* Students should be potential individuals according to their career choice, *Establishment:* Students will be given information about profession and career, *Maintenance:* Students will be given some skills in the process of making career decision.

Based on the result of group discussion, the study can be continued by applying the results to test its effectiveness in developing vocational students' career maturity

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IMPLEMENTING POSITIVE PSYCHOLOGY AND FLOW IN INSTRUCTION

Muhamad Takiuddin[1], W. Ardhana[2], Adi Atmoko[3], Imanuel Hitipeuw[4]
[1]Malang State University, Malang, Indonesia
[2]Malang State University, Malang, Indonesia
[3]Malang State University, Malang, Indonesia
[4]Malang State University, Malang, Indonesia
*Corresponding author email: taqi.stkip@gmail.com

Abstract

Ideally, learning for students is a need to make them happy, excited and comfortable in the classroom. In fact, some students still consider that learning is something frightening, makes them become bored, surfeited, unproductive, even more become stressed. Learning must be a process that can make students happy in the schools. Positive Psychology and Flow is one of new paradigm in psychology talking about well-being and students' happiness in schools. Positive Psychology is a developing new paradigm in psychology. Positive Psychology has three main studies, namely: positive emotions, positive character, and positive institutions. Positive emotion includes happiness, well-baing, flow, pleasure, hope, and optimism. Positive character includes: creativity, wisdom, interest, positive values, meaning, ecompasses talents, character strengths, and growth. Positive institution includes: family, school, business, community, and society. Flow is a part of positive psychology discussing about positive emotions. Positive emotions can be applied to a teaching-learning process in school. Flow is a subjective experience that everybody can get in their activities, including students' learning activities. In order that students can experience flow in learning process in school, the characteristics and requirements to be able to experience the flow needs to be considered in the teaching-learning process.

Keywords: Positive Psychology & Flow

1. Introduction

The discussion about the quality of education in Indonesia tends to focus on external factors found to students such as: curriculum, role of teachers, government funds, and graduation standards. Meanwhile, the students' problems can be the external and internal factors that are necessary to be discussed such as motivation, intelligence, student satisfaction, fighting spirit, and also positive emotions (Susatyo & Kumara, 2012). The problems related to internal factors in education, especially regarding with the learning process in school need attention to be discussed. The students' internal problems related to the emotional aspect are also very important to be discussed.

There are many factors influencing the success of teaching-learning process in schools, either external or internal factors. Internal factors the students often have in teaching-learning process in schools are getting bored, surfeited, worried, and stressed. The internal factor are related to students' emotion in teaching-learning process in schools. In general, emotions are usually divided into positive emotion and negative emotion. Positive emotion is of course related to happiness, satisfaction, optimism, joy, and excitement. In contrast, negative emotion may be getting stressed, bored, surfeited, and so forth.

Learning is a routine activity that can be done by students almost every day, both at school and at home. Learning is student's basic need to grow as an individual, and it also aims to improve the student's quality life. Learning can be done in school or out of school. Learning in school ideally makes the students comfortable, safe, happy, and prosperous psychologically. But, in fact, some students feel that the school is not an ideal condition.

A survey done by Hidayah & Yuniawati (2015) in several schools in District of Seleman Yogyakarta found that students did not feel prosperous psychologically in schools. The results of the survey showed that students felt uncomfortable, less satisfied, less secure, and overwhelmed or stressed caused by the condition of the school which is still far from ideal condition. The condition can affect student learning activities in schools. Feeling uncomfortable, less satisfied and less secure at school certainly makes students' learning process less enjoyable.

The students should find learning process in schools fun. The learning process should make them happy, excited and comfortable. Learning should be a process making them free from psychological pressure they encounter in learning process. It is true that learning and learning should be fun. However, would that happen in school. Csikszentmihalyi (2003) says that the method of face-to-face generally applied in schools in teaching and learning often does not make pleasure or happy in learning. Learning process in school for some students may still be a burden that would make them stressed and

surfeited.

Internal factors such as boredom that can be experienced by students in the class are still often found in schools. It is not difficult to find students who are play mobile phone, talking to his friend in teaching learning process class, drawing, interfere his friends in class, fell asleep when the teacher is teaching, and so forth. Those are the expression of getting bored or surfeited that students experience when they are studying. Of course, these conditions are not ideal for the teaching-learning process in the classroom. The condition also makes students difficult to experience a flow when they are studying. Teaching-learning process that can cause flow or positive emotions is a relaxed atmosphere, free from pressure, interesting, the rise of interest in learning, their full involvement, increase student concentration, interesting learning environment, and excited.

A school as one of places to learn for students should be able to evoke the joy of students while studying. School is not just a place to obtain a science. It is also a place to develop positive emotions, such as flow for the learners, especially when teaching-learning process is going on.

In order that the students can experience flow when learning process is taking time, the atmosphere to create positive emotions should be available. Positive emotion is something that can be created in the teaching-learning process in schools, either by teachers or students and other educational components in schools.

"Flow is a part of positive emotions and positive emotions is a part of positive psychology" is a very interesting theme to be studied and discussed to be implemented in educational environments, especially in teaching-learning process. Therefore, this paper attempts to discuss this theme.

2. Positive Psychology

Positive psychology as a new paradign in psychology tries to offer a new point of view in psychology. The theme is closely related to how to respect human beings, especially in a more positive perspective. Positive psychology seems to have a very strong and broad influence. The effect is not only in the field of psychology itself but also other fields such as education, psychiatry, management, business, leadership, and even in the politics (Arif, 2016). This paradigm was pioneered by Martin Seligman et al. Seligman and his colleagues tried to offer a new paradigm in psychology. The paradigm focused more on respecting human viewed from the positive aspects possessed (Seligman et al, 2005). Currently the positive psychology pradigm has done a lot to change psychology science itself, completing it and giving it a great passion, which makes the psychology research and application develop quickly. Positive psychology movement offers a new paradigm to explore the aspects of life previously ignored and do not get attention from the science of psychology.

Positive psychology has three main pillars: the first is positive emotions including satisfaction, happiness, hope, optimism, pleasure, well-being, and flow. The second is positive characters includeing creativity, interest, wisdom, values, talent, meaning, purpose, growth, and courge. The third is positive institutions including democracy, family, education, business, communication, and the freedom of information (Seligman, 2003). These three pillars can be applied in the field of education, especially in the teaching-learning process. In education, positive emotion and positive character are something important to be applied in teaching-learning process. This is important in order that students can experience learning process prosperously and happily.

One of the goals of the positive psychology movement is creating happiness / authentic happiness in human life because the happiness is one of the goals of human life. Authentic happiness is a goal considered important in positive psychology because authentic happiness is the philosophy of the movement itself. According to the philosophy of the movement, all human efforts in their life are ultimately aiming to achieve happiness. The philosophy considers that if people are happy, it is a goal of optimal development as the result of doing best in their life. So they can become a true personal Arif (2016).

In the context of education, it seems that what has become the philosophy of positive psychology should be pursued to be applied in order that the learning process can be something that can create happiness and become students' needs. So far, our educational purpose has been directed for adult jobs, such as being successful, diligent, disciplined, and intelligent (Seligman, 2013). These objectives focus more on developing student's knowledge/cognition than creating happiness / enjoyment in learning.

Authentic happiness which is becoming the central theme in positive psychology needs to be implemented in schoolsin order that the students obtain learning experience that can provide satisfaction and happiness to them, so the learning experience that they obtain can develop well (Seligman, 2013). So far, we still find that some students consider learning as a burden that often make them bored, surfeited, and even become stressful.

One of the ways that can be done to create happiness for students in the learning process in schools and become a part of positive psychology is creating flow. Flow as a part of positive emotions is one of the main pillars in positive psychology. Flow can occur in various activities including in learning activities (Csikszentmihalyi, 1990). Positive emotion in positive psychology has many forms or types. One of them that is very interesting and important to

discuss with regards to learning is flow. Flow is important to be discussed because flow has positive effect for students. Seligman (2005) states that students who often experience flow successfully continue their education to a higher level, has a deeper social ties and a more successful life. While children who seldom experience flow spend more time watching tv and hang out in malls. The flow experience for the students to learn also need to be encouraged because flow experiences can make students satisfied, happy, and productive (Seligman, 2011).

3. Flow

Flow is a psychological concept that was first introduced by Csikszentmihalyi in the era of 1975s. Flo, if translated freely, imeans "Flows / happy". Flow is a subjective experience that can be experienced by everyone, including students who are learning. When individuals experience flow, then his/her concentration increases, deeply involved in activities carried out in a different way Csikszentmihalyi, (1990). Goleman (1995) describes flow as a subjective experience in the form of spontaneous happiness, and even an awe of something performed.

The term flow refers to an optimal state of immersed concentration in which attention is centered, distractions are minimized, and the subject enjoys an autonomous intraction with the activity Whalen, (1999). People in a state of flow reports a disassociation with time, a lack of recognition of hunger of fatigue, and they report that their skills are well matched to the requirements of the task Whalen, (1999).

4. Characteristic of flow

Flow as a subjective experience that can be experienced by everyone in various activities has its own characteristics. Csikszentmihalyi (1990) states some characteristic of the flow as follows:

4.1 Focussing attention

Flow occurs when a person faces challenges that are not easy, even it is very difficult, so that a person should do his best to solve these difficulties. When a person has difficulty, normal reaction will appear in the form of negative emotion. The negative emotions can be stressed, bored or surfeited. Students who find it difficult understanding learning material, normally their negative emotions will appear. Form of negative emotions as the result of the difficulties faced by students of course will come in a variety of forms. When students who have difficulty do their best in understanding the subject matter, they will focus their attention to understand these subject. The focused attention is directed to things considered relevant to the subject matter. Things that are considered irrelevant will be ignored.

Centering a focus to difficulties in understanding a learning material can be perceived intensely. When a focus of attention and skills are done intensely, what will happen in the process is entering to a flow zone. When the flow takes place, there is an attention absorbed fully into a struggle to understand the learning material. When students experience a flow, their thought becomes clear, attention becomes focused in learning material, even more attention towards the difficulties in understanding materials do not be need to be maintained because attention becomes very focused that is not easily redirected. When attention is not easily distracted because it is focused on the activities undertaken, the students will carry out learning activities with great detail. So that it seems very slow though at the same time the student is doing very complex learning activities.

4.2 Merging Action and Awareness

When someone is not experiencing a flow, there is a difference between action and consciousness. Awareness and action will not be united when person is not in a state of flow. For example, a student can do an activity while he is not focused and also can think of something else. When a person experiences a flow, awareness and action are united. Flow makes one's actions and consciousness inseparable, where what is realized by someone is not anything other than what he is doing, and at the same time he can realize what is presented in his awareness.

When a person experiences a flow, a sense of control over all of his actions can be done perfectly. What he is doing can be completed perfectly because he has ability to read a particular situation perfectly, so that he can have control over all of these situations.

4.3 Loss of Self-Consciousness ppendices

This characteristic of flow discusses the loss of self-consciousness (self-consciousness) when experiencing a flow. When a person is experiencing a flow, self -consciousness will decrease. It means that when people are in a zone of flow, he is no longer weighed down by worries about himself as if self-consciousness for a moment disappeared. This is another result of focusing the intense attention pushing anything that is not directly related to the task comes out from consciousness.

As a note: there is a paradox here, namely, the decreasing of self -consciousness does not mean that the self is lost, but it becomes very clear. When a person is no longer becoming too worried about himself, instead self becomes free and functions fully. In an intense flow experience, many people describe that paradoxical experience, namely paradox between the fading of concerns about oneself and at the same time a transparency and clarity that is rarely achieved in other conditions, of who he really is.

4.4 Transformation of Time

One of characteristics of people who experience flow is a time perceived in different ways. People or individuals who experience flow, the awareness of time depends on the activity undertaken. If someone really engrossed in doing a particular activity which is difficult, perceived time passes very fast. In fact, these activities usually take very long time to complete. In contrast, people who are working on an activity that does not make him experience flow, he will feel that the time is very slow. When someone is experiencing a flow, time is very subjective , sooner or later the time perceived while performing a difficult activity depend on how well his mind can focus and beabsorved in his activity.

A student who is deeply engrossed doing subject matter that demands high ability or skill to do it will feel that the time passes very fast. Meanwhile, the time needed to work on the subject matter actually require long time Students who are not able to experience flow while studying a subject matter, will feel that time flows very slow. The time is perceived ery slow becuse the students are not able to focus on studying the subject matter.

5. Requirements to experience flow

Flow can occur in any activity undertaken. In order that flow can occur, several requirements in every activity caaried out by everyone including the activity at school are needed. The requirements to be able to experience flow are: Goal, feedback, and adjustment between skills and high challenge.

5.1 Goal

Activities done by students should have a purpose, because a purpose is one of supports for a person to do the activity itself. An activity done by someone with no purpose can be stopped because they lost a purpose. A purpose in an activity may be expressed explicitly and definitively, even it should not be realized in order to run effectively. The purpose of an activity should have meaning for the individual, because a purpose that has meaning becomes an effective power for individuals when experiencing difficulties in doing particular activity. For example: a student should have a purpose of learning at school, although it is also legitimate that student has a goal to learn in order to get good grades or to get good position in his class. However, students had better have a learning goals meaningful for himself. Students who have a meaningful purpose in learning will not be easily down when he has difficulties in learning.

The goal here is of course related to the flow. As it is known that to experience a flow, a person performs an activity for the sake of the activity itself and not because of seeking other purpose. Therefore, the aim meant here is always an integral and inherent part of an activity. For example: a student studies various subjects to understand or to master the subject matter, not for other purposes. Although it is also legitimate for students to study various subjects to get good grades or to get compliments from teachers and friends. However, learning to master or understand these subjects are inherent goal that can give satisfaction and pleasure, so that the student finally will be able to experience flow.

5.2 Feedback

An activity done by someone will obtain better results or will reach the desired objective if there is a feedback. Good feedback is a feedback that is instantly given and directly responded by the individual. So, the individual will correct immediately what is wrong or change his activity to adjust with the feedbacks received.

Feedback may come from himself or others. For example, a student learns to play piano. The student may be aware that his plays is very bad, different from his usually play. There is a mechanism of internal feedback which will provide him a notice that his piano play is not good. Good feedback may also come from others. In the context of teaching and learning process in schools, feedback for students may come from teachers or his friends.

When someone or a student performs a particular activity, including a learning activity with particular purpose and constantly get feedback from any of his activity, and obtain clarity about the achievement from various sources. So, these students will be able to experience flow in their activities.

5.3 Skill and Challenge

One of the primary requirements to be able to experience flow in an activity is to have high skill. High skill is needed in an activity with high challenge as well. Flow will occur when an activity with high challenge and the individual also has high skills to do the activity. An individual without the high skills to do an activity with high challenge may cause the individual to experience a stress in doing the activity.

In contrast, individuals with high skills in doing an activity having low challenge may cause a boredom for the individual. The level of difficulty for a particular challenge should be equal, or a bit higher from the skills individual has. The equalilty of the level of skill and challenge will encourage an individual to encourage himself to face challenges. When facing hard challenge, then the individual will be able to realize and be aware of all skills owned.

The figure below shows that there are several channels that can describe a person's emotion condition that may experience a flow or not. For example, "control" channel. In this channel, skill is higher than challenge. This is the most comfortable condition, and most of people feel happiest when they are in this condition. However, because it does
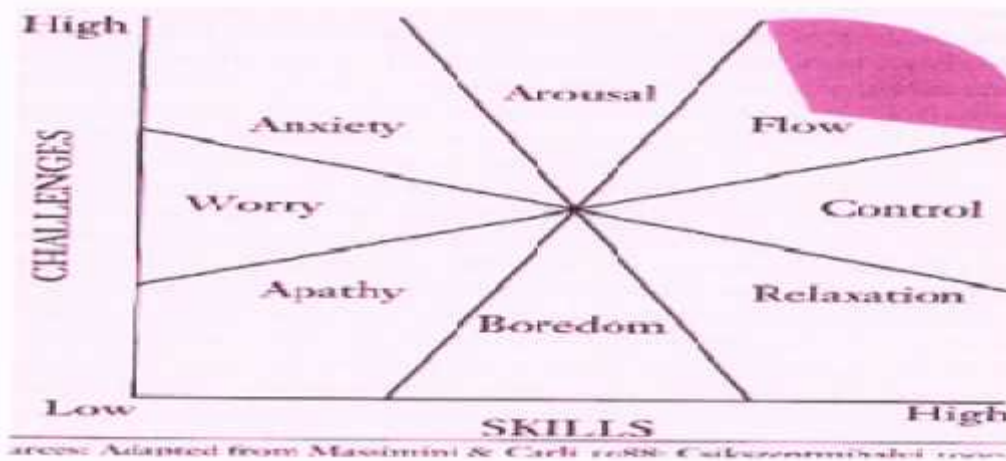
not need concentration, people do not work 100 percents using his capacity, and thus it would not be as satisfying in a flow condition. However, it is relatively easy to move from this condition to the flow condition, namely by selecting a bit higher challenge.

"Arousal" and "control" are two conditions that can easily lead to learning, because they encourage individuals to develop a higher complexity. "Boredom" condition in which the challenges and skills are equally low in an activity and the activity tends to be avoided to be carried out because it will lead to boredom. "Apathy" is a condition that is mostly avoided because there is a gap between capabilities and challenges that cannot be solved, so ths condition can lead to sadness and lethargy. "Worry" condition is one where a person feels anxious in an activity because there is a gap between ability and challenges that cannot be solved by the individual, he always feels anxious and nerveous in performing activities. "Anxiety" is also a condition that is always avoided by individuals because the challenges are very high and individuals skill is very low, so this condition always cause anxiety to him to do the activity. "Relaxation" is a positive condition which can be experienced by a person because the gaps between challenges and skills can still be solved.

The figure below clearly shows that flow occurs if skills and challenges are equally high or closely equal. If the requirements are not fulfilled, then individuals can experience apathy, worry, anxiety, and boredom. Meanwhile, arousal, control, and relaxation are conditions that can change towards flow easily.

6. Conclusion

Conclusion that can be taken from the discussion above is that positive psychology and flow is a new idea in psychological science that needs to be implemented in education. Flow is a part of positive emotion that can be created in teaching-learning process in schools. Flow has several characteristics that can be implemented in learning process in schools. In order that students can experience flow in learning process in school, the requirements that enable flow occur need to be implemented, so that students can be experience flow.

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Development of Guidance and Counseling Program Based Local Wisdom Gusjigang to Establish National Character in Primary School Children

Indah Lestari, S.Pd. M.Pd. Kons[1], Agung Slamet Kusmanto, S.Pd. M.Pd.[2], and Edris Zamroni, S.Pd. M.Pd[*]

[1]Kudus, Jawa Tengah, Indonesia

[*]indah.lestari@umk.ac.id

Abstract

The goals of this reaserch are for developing the guidance and counseling program based local wisdom Gusjigang to establish national character in primary school children. children is a personality adjustment process that needs to consider a variety of basic principles of growth. The adjustment mechanism is basically a part of educational efforts undertaken by the family, school, and community, and lasts a lifetime. One of the values that can serve as a foothold character development of children is the virtue of a region that is already entrenched as a cultural system, which is then referred to as local wisdom. GUSJIGANG philosophy is the social capital of the Kudus has strong social ties, with Sunan Kudus as characters. 18 value national character into a value philosophy gusjigang namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) a creative, (7) independent, (8) democratic, (9) curiosity, (10) the national spirit, (11) love of the homeland, (12) the achievements, (13) friends / communicative, (14) love peace, (15) likes to read, (16) care for the environment, (17) social care, and (18) of responsibility. This research uses methods of design research with step analysis, design, evaluation and revision is a cyclical process that ended in an ideal balance of theory with practice. The results in this study is a guide to guidance and counseling gusjigang value-based primary school which has been validated by experts of guidance and counseling.

Keywords: Guidance and counseling program, Gusjigang, National Caracter

1. Introduction

Along with the times, gusjigang philosophy shifted from its original meaning. Nice personality, diligent chanting, and no longer sit parallel trade. Trade for profit is a priority and seeded. today, people trade more economic benefits in order to prioritize the kitchen still steaming, there is even a working assumption is also a way of worship, even without performing the ritual worship. Serious efforts to make the great value in gusjigang philosophy back into the culture and character of the nation. Excitement builds gusjigang philosophy must begin again in investing in children early.

Planting characters in children is a personality adjustment process that needs to consider a variety of basic principles of growth. The adjustment mechanism is basically a part of educational efforts undertaken by the family, school, and community, and lasts a lifetime. That is, the planning guidance that is practical, applicable and attention to the development and growth of children is necessary, in education efforts, the value of which carry a payload of character for children through guidance and counseling services in schools. One of the values that can serve as a foothold character development of children is the virtue of a region that is already entrenched as a cultural system, which is then referred to as local wisdom. Local knowledge becomes an attractive offer for the development of character education, because basically the character development should be followed by the integration of national identity in children, identity nationalism will certainly closely linked to the nation's cultural network that became the basis of national culture.

This study is also an attempt and preserve the local culture that is gusjigang as the basis for the guidance and counseling program in developing the character of the nation's primary school children.

Character development is done by instilling ethical values, basic (core ethical values) as the basis for a good character. The goal is for students to have a good character. Indicators of good characters consist of understanding and concern for the basic ethical values and act on core ethical values or ethics are pure. To that end, Yus (2008) explains that the character should be defined in a comprehensive manner in the region touching development of cognitive, affective and behavioral.

Character education in Indonesia become a hot topic since 2010. Development of the culture and character of the nation proclaimed by the government beginning with the declaration of cultural education and the character of the nation as a national movement in January 2010. It is also affirmed in his presidential address to the National Education Day 2 Mei 2010. The speak of character education at the national level. The emergence of such declaration allegedly due to the condition of our nation to demonstrate the manner of "antibudaya" and "antikarakter" (Marzuki, 2013). The Lowest value of "antibudaya" and "antikarakter" seen from fading attitude of mutual cooperation and the loss of the great value attached, as well as in the area of the sanctuary, which is famous for the two trustee that is Sunan Kudus and Sunan Muria that has left cultural heritage. Sunan Kudus in teaching science has

emphasized on character education which is now known widely community as Gusjigang philosophy.

Gus means that good, Ji meaning of the Learning and read Al qur'an and other sciens, gang means trade, character education aims to educate children in order to have a good personality (good), the Al quran means lessons, not only learn to read and understand the Quran alone but studying other science, trade means one of common activity performed on the ancient Kudus community for survival (Said, 2013).

One of the values that can be used as the basis of character development are good values of a region that is already entrenched as a cultural system, because basically the character development should be followed by the integration of our national in children, identity nationalism will certainly closely linked with a network of national culture that became the basis of national culture. Practice at a counseling service and professional work, because it's for a counselor in demand a thorough understanding of the definition, purpose, structure and the counseling process itself.

There are a lot of definitions and basic concepts of counseling being addressed by stefflre (1979) in komalsari (2011) identifies that counseling is a professional relationship between a trained counselor with the counselee. Counseling is designed to help counselees to understand and explain their views on life and to help achieve the goal of self-determination. This is done through an understanding of the various options that have been in communication with good and meaningful for the counselee, in the process of counseling and through problem solving emotional and interpersonal character.

The mention of the name of the counselee intended to distinguish the names of people who seek assistance counselor with all other professions that have similar names such as lawyers and consultants, in addition to naming the counselee to give a specific name for individuals who seek help through counseling as it is in medicine that doctors and patients. Background that values, norms, and mental nation began to recede, then there came the idea to improve the character of the Indonesian nation through character education. other than that according to Ki Hajar Dewantara states that "education is the effort to promote the growth of morality (inner strength, character), mind (intellect), and the child's body. So sedah clear that education is the key to develop the character of the nation to be good.

Sunan Kudus Kudus society teaches philosophy GUSJIGANG, as the spirit that must be maintained in order to enhance his quality of life and the economy as a provision. To be called the "Wong Kudus", one must have a behavior and physical appearance are good, good appearance, good attitude and good behavior (GUS). Goodness behavior is then refined by constantly chanting (JI), assesses herein is intended to seek knowledge and knowledge of both theology and science as evidenced by the provision of life and trade experts (GANG) (Said, 2013: 34)

Surya (2005) reveals the character or character is essentially a side of personality associated with aspects applicable normative morality. Thus, the quality of a person's character will be seen from the appearance of his personality terms of the scales of moral norms. Someone said to have good character quality when viewing behavior in accordance with moral norms in force.

Regarding the values that exist, contained or attached in character, as defined by the Curriculum Center Events Calendar include: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) the national spirit, (11) love of the homeland, (12) the achievements, (13) friends / communicative, (14) love peace , (15) likes to read, (16) care about the environment, (17) social care, and (18) responsibility .

Philosophy GUSJIGANG if it is then associated with the values of character as it was formulated from Kemendikbud in character education efforts, it is no exaggeration to say that all the value of the desired character appears on character education efforts, has been represented by GUSJIGANG taught philosophy to the Society of the Kudus Sunan Kudus. But when grouped, then the 18-character value entered in the following categories:

a. GUS: (2) honest, (3) tolerance, (4) discipline, (8) democratic, (10) the national spirit, (11) love of the homeland, (12) the achievements, (13) friends / communicative, (14) love peace, (16) care about the environment, (17) social care, and (18) the responsibility

b. JI: (1) religious, (9) curiosity, (15) likes to read

c. GANG: (5) hard work, (6) a creative, (7) independently

2. Methods

This study used research design. Step processed of design research studies as well as in the design process of education (educational design), are analysis, design, evaluation and revision is a cyclical process that ended in an ideal balance of theory with practice.

According Gravemeijer & Cobb (2004) the phases of design research were: 1) prepared for the experiment (preparatory research), 2) designed of experiment (the implementation of the experimental design), and 3) the retrospectived analysis (data analysis are from the previous stage).

The study design flew each cycle using design methods research is presented in the following figure.

Preparing for the

experiment

1. literature review

2. Discussions with teachers and

Researchers in the field

early childhood education programs

3. Design a Media counseling and guidance models based Islamic

4. Assessing experts and practitioners

the initial design

Design experiment

1.   Data collection in the field

2. Test Prototype media guidance and counseling to the Islamic - based Early Childhood Education Belia Islam Star unified Holy District

3. Observation

4. Questionnaire

Retrospective analysis

1. Data analysis

2. Analysis of effectiveness

media models based Islamic guidance and counseling to establish an independent character child

3. Synthesis for possible improvement of the model on the next event

Image: stages of program development procedure

3. Results

Based method that uses research study design, the research does not use quantitative analysis to determine the result of the increase obtained. But the results is the form of the guidance and counseling program based on local wisdom Kudus gusjigang to shape the character of the nation's elementary school students.

4. Discussion

Phase Preparation Program Guidance And Counseling Wisdom-Based Shaping local National Character Gusjigang For Elementary School Students at Kudus rationalization program making is Formulate rationale about the urgency of guidance and counseling in the overall program education unit. The formulation of the basic concepts of the link between guidance and counseling with learning / curriculum implementation, the impact of science and technology development and the social and cultural life of society (including students), the condition of the students, the relationship between guidance and counseling program with a program of school / education, and other matters that are considered relevant. So. Researchers are in the process of Preparation Research and create a path of learning as follows: study literature at once discussions with experts and practitioners or teachers' guidance and counseling as practitioners in guidance and Counseling and also prkatisi in shaping the character of the nation that is adapted to use the curriculum in 2013 at the school in the profession of guidance and counseling the father of Dr. Santoso, M.Pd. The results obtained from this literature review, namely the importance of character development should be followed by the integration of national identity in children, identity nationalism will certainly closely linked to the nation's cultural network that became the basis of national culture.

Character education is intensified in Indonesia refers to the 18 value of the nation's character, namely: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) a creative, (7) independently, (8) democratic, (9) curiosity, (10) the national spirit, (11) love of the homeland, (12) the achievements, (13) friends /

communicative, (14) love peace, (15) likes to read, (16) concerned about the environment, (17) social care, and (18) the responsibility.

Making the framework of Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary Students covering (rational, vision and mission, description of requirements, components of the program, field service, operational plans, development of themes / topics, RPLBK development, evaluation- reporting - follow-up, and budgeting. Assessing stage Preliminary Design Guidance and Counseling Program Based Local Wisdom Gusjigang to Establish National Character Elementary School Students, researchers along with classroom teachers as well as expert guidance and counseling perform the preliminary design study guidance and counseling program based on local wisdom gusjigang developed. In the preliminary design study, researchers based on input from practitioners and experts see, observe and assess the suitability and feasibility of the initial program that would used in the process of providing guidance and counseling services based on a comprehensive and customized BK management with the development of primary school children.

The review of the Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary School Students expected to be applied easily and received by children with joy and be able to be implemented by teachers of guidance and counseling in primary schools. Because based on the latest rule of low no. 111 that give and implementation of guidance and counseling by teacher guidance and counseling starting from primary school age. For that we need cemented concept and practical operation Program Guidance And Counseling Based Local Wisdom Gusjigang to Establish National Character Elementary School Students through the formulation of a complete model with RPL (draft Implementation Service) thus simplifying the application and implementation of the guidance and counseling program in the elementary school ,

Phase instrument making research studies, researchers made the research instruments include guidelines for observation, questionnaire responses of teachers and instrument validation of experts and practitioners in the field.
1. Observation sheet was used to observe the implementation of the implementation of Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary School Students
2. Questionnaire responses teacher used to study the response of their current implementation of Guidance and Counseling Program Based Local Wisdom Gusjigang to Establish

National Character Elementary School Students
3. Instrument Validation of the model used to measure the success of a model and as a reference in the development of subsequent models.

Phase Field testing and data collection, researchers have been testing and collecting data on the SD N 4 Kudus Dersalam through several stages:
a. Creating a learning trajectory related national character, in making this HLT researchers conducted:
  1) A literature review once discussions with practitioners and experts in the field of guidance and counseling experienced gusjigang associated local knowledge and the process of implementation of guidance and counseling program in improving the nation's character elementary school children
  2) Making Program Guidance And Counseling Based Local Wisdom Gusjigang To Establish National Character Elementary Students that includes (a) Rational, (b) Objectives, (c) Assumption, (d) Target Intervention, (e) Role of Teachers BK, (f) Media game, (g) Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary School Students, (h) Plan of Implementation Services, (i) soon evaluation.
b. Assessing the initial model of Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary School Students
  In a review of the preliminary design of the guidance and counseling program, researchers and practitioners as well as some experts see, observe and assess the appropriateness and feasibility through validation experts and practitioners.
  At this stage there is discussion of literature review and Program Guidance And Counseling Based Local Wisdom Gusjigang To Establish National Character Elementary School Students, program guidance and counseling are being formulated, then the next in doing validation expert maupaun field practitioners, and the results of the validation, advice, feedback and evaluation activities be further improvements guidance and counseling program based on local wisdom gusjigang to the expectations of experts and users in this case teachers and match the needs of primary school age children
c. Experiment Design Phase (Implementation Guidance And Counseling Program Design Based Local Wisdom Gusjigang To Establish National Character Elementary School Students).

At this stage the researchers conducted the implementation of Guidance and Counseling Program Based Local Wisdom Gusjigang To Establish National Character Elementary School Students to carry out these services in counseling that has been integrated with local knowledge to form krakterr gusjigang Kudus nation primary school students.

d. Guidance and counseling program based on local wisdom gus in shaping the character of the nation's elementary school students.

1) The guidance and counseling program based on local wisdom gus in shaping the character of the nation's elementary school students.

Application of information services with the service function: understanding, development, maintenance, service competence: Learners are able to have personality traits, attitudes and behaviors honest in every word and deeds, local wisdom: GUS, developed character is honest. In performing these services, use of video media, namely by showing video films "oh joshua joshua". The use of this medium helps students to be able to have a clear picture of local knowledge gus is nice to behave and speak words in honesty so honest character can be formed.

Application of group counseling services with service functions: Understanding, developing and Prevention, competencies expected adalalah able to maintain and implement the achievements of and appreciate the achievements of others. GUS local wisdom and character is developed are the achievements. In the implementation of group counseling based on local wisdom gus in improving the nation's character (mengahrgai achievements) using four phases: establishment, transition, and closing activities.

I EARLY STAGE I.
1. Fostering good relations.
2. Communicate the purpose of service.
3. Deliver / discuss topics of service
4. Discuss the task and role of each member of the group
5. Agree on group norms
6. Invite each group member actively involved in service activities
7. Implement the group's activities and discuss a topic.

II. TRANSITION PHASE
Directing attention of participants / members of the group to the atmosphere of group activities

III. ACTIVITY STAGE
Implementation phase of work adapted to the techniques used.
Alternative
1: Technical Discussion
1. BK teacher or counselor broached the topic to be discussed within the group
2. Members of the group responded to the topics raised through discussion
3. Group members concluded / find a way out of the topics discussed and develop new skills possessed.
4. Members of the group expressed the experience gained during the process of discussion

IV. TERMINATION STAGE
1. BK teacher or counselor to invite members of the group to reflect on the activities that have been carried out
2. BK teacher or counselor along with members of the group discussed the follow-up plan for each member of the group to develop new skills.
3. BK teacher or counselor along with members of the group wound up operations

2) The guidance and counseling program based on local wisdom JI in shaping the character of the nation's elementary school students.
Application of information services with service functions: understanding, development, maintenance, competency services: Learners are able to have personality traits, attitudes and behaviors like reading, religious and curiosity in various ways, so that children have a habit of time to read, has the properties and behavior earnest, in the exercise of religion, to find out the depth and breadth of something that is learned, whether it is seen or heard.

As one example in implementing this service, use of video media, namely by showing video films "oh joshua joshua". The use of this medium helps students to be able to have a clear picture of local knowledge JI is one of them is a character fond of reading, although in circumstances and environments that do not support, but the spirit of Joshua oh joshua give the view that from reading and curiosity were great and accompanied religious zeal to make a personal character that will foster a high sense of nationhood to the successor generations of the nation.

3) 3. Guidance and counseling program based on local wisdom in shaping the character of the nation GANG elementary school students.
Application of information services with service functions: understanding, development, maintenance, competency services: Learners are able to have the nature of creative, independent and responsibility, so that children

can understand the importance of hard work for themselves and others, children understand more about how to earn money kosher, and able to manage the financial (pocket money) which they get every day needs of the school. One example In performing these services, use of video media, namely by showing video films "oh joshua joshua". The use of this medium helps students to be able to have a clear picture of local knowledge JI Creative walauapun in a state and independence and responsibility. spirit joshua oh joshua leave a message which became a creative, do not have to wait ages deweasa, school children dasarpun able to do creative effort is supported with great responsibility, so that they can compete with the outer world and become personally self-sufficient with the national spirit strong , drove the child to be private resilient, diligent and thoughtful.

5. Conclusions

GUSJIGANG philosophy is the social capital of the Kudus has strong social ties, with Sunan Kudus as characters. As social capital, philosophy GUSJIGANG meet the elements of social capital consisting of: confidence, cohesiveness, altruism, mutual assistance, networking and social collaboration. The value of the characters in GUSJIGANG philosophy is clear evidence of an idea, policy or culture that GUSJIGANG is a community-owned social capital of the Kudus. The conclusion that can be delivered related to this study are: Implementation of the program and implementation of guidance and counseling based on local wisdom gusjigang can shape the nation's character and primary school children in the test piloted guidance and counseling program based on local wisdom sacred to run smoothly, the response of teachers and learners well pesetas. ultimately Obtaining guidance and counseling program models based on local wisdom gusjigang to shape the character of the nation's elementary school children

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Career Counseling Based on Bih (Believes, Ideals And Hobbies) for Increasing Career Maturity

Richma Hidayati, S.Pd. M.Pd.[1], Nur Mahardika, S.Pd. M.Pd.[2]
[1]Kudus, Jawa Tengah, Indonesia
[2]Kudus, Jawa Tengah, Indonesia
*richma.hidayati@umk.ac.id

Abstract

This research is motivated by the problems of career maturity of students. Master class preoccupied with administrative attention when using the reference curriculum of 2013. Parents are focused on achieving value for students and some scolded by their parents when students get low scores. In the process of observation when students asked about his ideals, partly unable to answer and partly answer became idolized artist. Supposedly career development stages of primary school age children that must be passed is the fantasy stage, where students in primary schools have ideals very high according to his fantasy to these ideals. The purpose of this research is to improve the career maturity of students through career counseling based BIH (believe, ideals, hobbies). This research uses research and development (research and development). This study was not carried out until the stage of dissemination and implementation of the product. Researchers will limit the development of research procedures until the sixth stage is a limited test phase. The results obtained after a given career counseling service based BIH seen from the results of the post-test as follows: 23.1% in the category Very high and 76.9% in the high category. The results of the post-test was total of three students entered in calcification is very high, while 10 students was classified as high.

Keyword: Career Counseling, BIH (Believes, Ideas, Hobbies), Career Maturity

1. Introduction

Guidance and career counseling is very necessary to implement the Primary School level because this is where students begin to be introduced the basics of the guidance and career counseling. Stages and characteristics of career development for primary school children gives insight to the child. As a counselor, that in the stages of child development there are flashpoints can intervene effectively. According to Ginzberg, Ginsburg, Axelrad, and Herma (in Santrock, 2007: 171) career development of primary school age 0-11 years entered the stage of fantasy. At this stage of child fantasies often mention their ideals someday when you grow up, for example, want to be a doctor, wanted to be a farmer, airline pilots, teachers, soldiers, etc. They also love to play a role (eg, play doctor, play to be a teacher, playing a cop, and others) in accordance with the roles that they see in their environment. Position or job they want or are playing in general is still strongly influenced by the environment, for example on the TV, video, magazine, or watch and figures that never occurred in their lives.

At this time, the career chosen by children are often due to the insistence and parental choice. Starting from the school will be a place be; teach them, not because of the will of their own but because of the desire of parents who wish their children could enter a favorite school. And this occurs in children of primary school age, especially in the last level that is in the 6th grade students burdened with school final exam and complete acceptance of elementary school graduation, students are burdened with should they enter school, parents' expectations of their favorites. Parents want the best for their children but this condition becomes very troublesome because it would be a problem in career maturity that must be earned. Students at the school just thinking about the problems the value to be nice even perfect, any student thinking only to enter a favorite school and get a great achievement to be able to get a job with a high salary, students also just thinking about the lessons of extra that must be taken to catch up materials and gain more understanding of the material being taught. Elementary school students today have forgotten how to develop his career in this current age. The students forgot the ideals of the proud and they can pursue if they want to try to achieve it. It is seemingly at the time of observation in the SD N 4 Rendeng Kudus, when students asked about his goals, most of them answered wants to be an entrepreneur because of a big salary. Answer the students is very alarming because they have forgotten the developmental stage of his career is still in the fantasy stage and will become a problem in achieving the maturity of his career later.

Career maturity are not formed when finished education school and entering college and ended up in a profession / job / work is achieved, but the career maturity is formed early on. Since primary school age should be applicable base / foundation in the achievement of career maturity. The main foundation in achieving career maturity are: believes

in their self, ideals and hobbies. Therefore, it was designed based career guidance and counseling BIH (believe, ideals, hobbies) to increase the maturity of elementary school students' career. Self-confidence is the first step to achieve the goals set. Confidence will be evidence of self confidence and capabilities. Confidence will lead to the emergence of ideals. Ideals become the basis for obtaining the right career. Ideals are not just on the achievement of the ideals of the profession but be a driving force in achieving a goal. Ideals based on the confidence will be consolidation of someone in stepping achieve one goal. In achieving that, with confidence and ideals to be achieved also need a balance with the hobby. All three became very strong foundation in the achievement of career maturity of students, especially primary school students. Because the foundation of career maturity began since early stage.

2. Methods

2.1 Participants

The participants was the students in 4th grade of SD N 4 Rendeng Kudus

2.2 Instrument

For revealing the data at the preliminary study stage, the instrument used is interview, observation and student career maturity scale.
2.3 Procedures (or research design)

The approach used in this study is inferential research to analyze the relationship between the model developed by testing hypotheses developed previously. This study uses a mixed sequence design method for quantitative and qualitative approaches are used in an integrated and mutually supportive. A quantitative approach is used to assess the maturity of the student's career, meanwhile, a qualitative approach is used to determine the rational model of career counseling based BIH to improve the career maturity of elementary school students. At the technical level is performed as follows: descriptive analysis, collaborative participatory methods, and quasi-experimental methods.

According to the focus, concerns, and research objectives, types of the research using R and D (research and development). Research directed development as "a process used to develop and validate adicational product (Borg and Gall, 2003: 271). Products mentioned are the development of career counseling based on BIH to improve the career maturity of primary school students which is low. Furthermore, according to (Borg and Gall, 2003: 271) the steps that should be taken in development research (research and development) include: (1) a preliminary study, (2) planning, (3) development of hypothetical model, (4) a review of the model hypothetical, (5) revision, (6) the trial is limited, (7) the revision of the test results, (8) testing more broadly, (9) the revision of the final model, and (10) the dissemination and socialization. However, research and development model Borg and Gall have application in the development of career counseling service based BIH to improve the career maturity of primary school students, is not executed until the stage of dissemination and implementation of the product. Researchers will limit the development of research procedures until the sixth stage is a limited test phase.

3. Results

The initial condition of career maturity of students before being given a career counseling service based BIH (believe, ideals, hobbies) are in the category of low and very low with 69.2% the percentage of low category and the category of very low 30.8%. This is illustrated very clearly in the graph 1, that there were 9 students was classified as low, while four other students was classified as very low.

After the students were given career counseling service based BIH (believe, ideals, hobbies) students experienced a very significant increase in the maturity of his career. Increasing students' career maturity can be seen from the results of the post-test as follows: 23.1% in the category Very high and 76.9% in the high

PRE-TEST RESULT

STUDENTS CAREER MATURITY
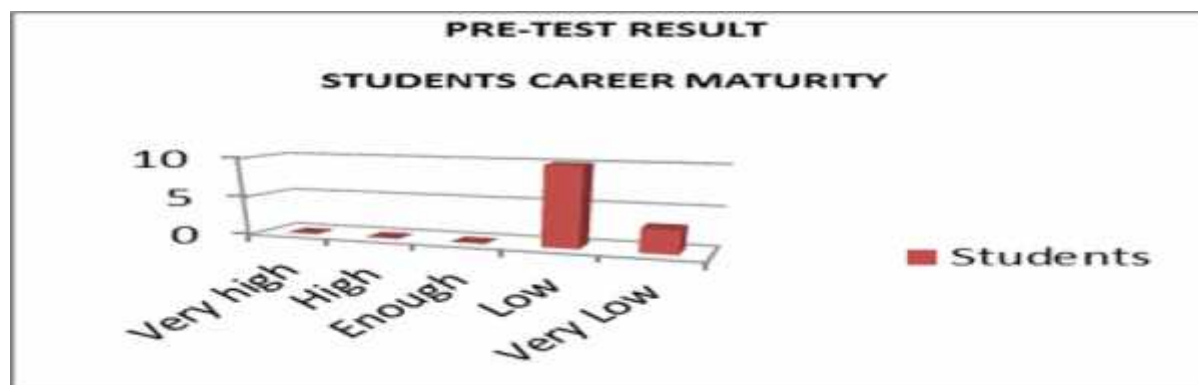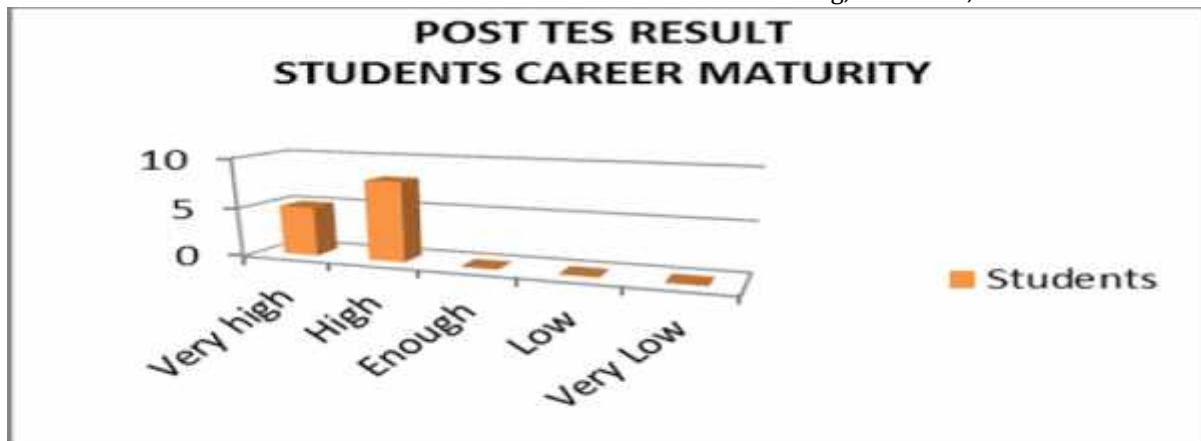
category. The results of the posttest was illustrated in the graph post-test of students' career maturity. A total of three students entered in calcification is very high, while 10 students was classified as high.

4. Discussion

Career maturity is the readiness and success in solving individual stage - the stage of development of a career in which individuals have a thorough knowledge of him that includes interests and talents and potential, able to choose a career that is appropriate and has the knowledge of the work that has been, and can make career decisions well and is responsible for his life and work. Super (in Greenhaus and Callanan, 2006: 125) states that "individuals are mature or ready to Make Appropriate choices when they have engaged in exploration and have planfull Appropriate occupational knowledge, self-knowledge and decision-making knowledge". Alvarez (2008: 753) reveals "career maturity (CM) as behaviors that a person manifest in the intent to carry out different career developmental task, Appropriate to each stage of maturity".

Career maturity of students is very important in the career achievement and student success. Career is not solely in the acquisition of students' career but in the achievement of the purpose of life. Career maturity is not obtained simply but with a very long process. In the optimal acquisition of career maturity, students need to be given an early age even from primary school age as a strong foundation in obtaining career maturity. Career maturity dimensions proposed by Mamat Surpriantna (2009: 45) is as follows: "There are two dimensions that need to be developed to build a career maturity of students, the dimensions of career maturity that is both cognitive and non-cognitive cognitive .The Dimention of career maturity of students consists of aspects (1) knowledge of the job market information (world of work information) (2) knowledge of the occupational groups preferred (knowledge of preferred occupational group), and (3) knowledge about making decisions (decision making). Non-cognitive dimensions of career maturity of

students consists of (1) planning a career (career planning), (2) the exploration of career (career Exploration), and (3) career decision realism (realism) ".

As seen today, most students are too pampered by their parents and tighten assistance so too overprotective and partly too left unattended. Orientation of students today is the achievement of the material and results but in the process became lazy in doing something to achieve goals. The orientation of the parents now on the acquisition value is above average and achievement to be able to get the coveted favorite school by their parents. Not a few parents who when come to school, just ask the child whether the value obtained is maximal or not, or often protest when the child is just a little adrift from his friends and his friend are getting a good achievement. Parents at the elementary school no longer question how this now development of their children. The circumstances of the achievement of maturity to be achieved and whether the child development that are appropriate to the developmental age.

Not only parents, teachers in primary schools now only oriented material that must be resolved and the value of all the students who have to get past the KKM predetermined limit. Equipped with 2013 as the reference curriculum in teaching and learning, teachers make only limited to the administration to be completed and how the theme timely completion without piled next to the theme. One theme with 4- 5 subjects became so heavy because teachers were oriented on the completion of the acquisition value of the theme and the students as well as administrative processes are so labor-intensive. Supported also by the final scores of students who must be completed in the form of a very long and portfolio detail about each one students make teachers rule out the development of students, especially the development of career maturity that must be obtained by the students. The maximum value is not a guarantee students will get a good career in the future. And also not a guarantee that students can be successful. Dillard (1985) says that career maturity is the attitude of the individual in making career decisions revealed by the consistency of career options in a given period. Career maturity

into shares steadiness step in achieving the goals set students not only in matters of career, employment and occupation, but also about a bright future.

Issues such as the above are also felt by teachers, students and parents in SD N 4 Rendeng Kudus. In the process of interviewing the fifth grade teacher, first grade teacher becomes consumed his attention by the administration to be solved when using the reference curriculum of 2013. Parents are only focused on the achievement of students' grades and not a few were scolded by their parents when students get poor grades. And in the process of observation when students asked about his ideals, partly unable to answer and partly answered an actress idolized in adult television series that is often seen. In fact at this stage of development of children of primary school age, stage of career development that must be passed is the fantasy stage, where students in primary schools have ideals very high according to his fantasy to these ideals. Usually ideals that appear are the jobs or professions that plume like: doctors, engineers, teachers, policemen, soldiers and even the president because they do not understand the process that must be followed to isa achieve these goals. That there is a profession in his fantasy it fits very well with him. But now the stage of development of students in elementary school fantasy filled with adult films are actually not worth watching. This sort of thing becomes very worrying. Career maturity stage of development which was originally filled with fantasy must filled with the real thing in life will become stained with fantasy movies and other things that interfere with nerve development. Moreover, it is also supported by the results of the pretest career maturity of primary school students who entered the category of low and very low. Therefore, a career counseling service was designed based BIH appropriate to boost the career maturity of primary school students.

Counseling is a service of assistance to learners, either individually or in groups, to be able to independently and develop optimally, in the development of personal life, social life, learning, and career planning, through various types of guidance and support activities, based on the norms. Career counseling according to Drummond (2010) formulate a career counseling and development is a process in which the activities of guidance, strategies and interventions used to help counselees in career exploration, career planning and decision making in the process of learning the scope of the school or in the work process.

BIH is the new base in particular counseling career counseling. BIH is the combination Believe, Ideals, and Hobbies. During these three apart in their respective accomplishments. but actually third base when incorporated into a very strong foundation in achieving career maturity of students, especially primary school students. During this existing research on career guidance and career counseling in improving career maturity has a lot to do. Yet no one has used the base BIH (believes, Ideals and hobbies). As in Yovanka thesis research, Erna (2012) career guidance program to improve students' career maturity. Without using any technique in the base or career guidance programs obtain research results that most students have a moderate level of career maturity. It needs a comprehensive career guidance program to improve students' career maturity of career maturity level is becoming higher. Increased career maturity focused on the aspects of career planning (career planning), exploration of career (career exploration), and knowledge about making career decisions (career decision). Furthermore Hendrik (2015) in his research Title Model Guidance Group Values-Based Entrepreneurship To Enhance Students Career Maturity, only uses group counseling based entrepreneurship and research results show that there is an increase in the average score of 160.2 points the initial evaluation and final evaluation score of 217 , 7 points or an increase of 56.6 points is equal to 20.21%. This shows that the model of group-based guidance values entrepreneurship that is developed proven effective in improving students' career maturity. Research already has a very significant difference with this study. Because of existing research in improving career maturity of students have never used a base BIH. Especially at the point of use hobies in improving students' career maturity. Hobby into an amplifier and equalizer in helping drive the maturity of the student's career.

Confidence becomes a very strong capital to achieve their goals. By having faith, someone will try and strive to achieve the desired. Confidence makes one understand and accept all the disadvantages and advantages it has, hone their potential and make the best possible weaknesses as the greatest strength to continue trying to achieve maximum results. Confidence will not make someone give up and despair. Confidence makes a person understand the truth of him-self and trying to do the best thing in accordance with its potential. Ideals make someone have a goal in life. Ideal is a person's dreams and hopes about the future, for some people these ideals is the purpose of life. Ideals are the greatest hope in someone's life so that people will build a strong foundation and a step to reach the goal he has set. Ideals can make someone want to try to achieve it.

According to Fahd Djibran (2011: 36), Ideals is how we achieve happiness, happiness is a matter of how we can become champions for them-selves. Ideals and beliefs have a very strong relationship. Confidence without ideals makes a person only has confidence in his ability but does not have a goal to be achieved. His life only has confidence in the hope that empty without any attempt to achieve its objectives. Ideals make someone have a meaning in life. Likewise, someone

who only has aspirations without the support with confidence will not produce anything. Interest in front of him will not be achieved without confidence. Just have hope and purpose, without confidence, a person will not be confident in its ability to achieve these goals. Without believes would abilities that someone would not want to try because the emerging is pesimistic and anxiety to go and try. Even to believe them-selves capable of self-actualization in achieving its will not have any goals. There is only wishful thinking that does not know when it will be achieved. Ideals must be supported by confidence. Both must be owned and supported each other. In reaching the career maturity of students is not only have the ideals and beliefs that run together because humans also need a life balance that with hobbies that are owned. Hobbies is to balance between the two. Having a hobby will be encouraging its own in the achievement of students' career. Someone who enjoy and have fun in life. Happiness will also be achieved. By having a hobby, confidence will increase because someone has to believe what the pleasure and makes confidence in their ability to achieve the ideals will increase. By having someone hobby will be happiness in achieving a goal or purpose of his life because it will struggle and strive with strong beliefs and bring happiness to achieve it. Hobby is not just a pleasure and fill the void in my spare time. However hobies is to balance the achievement of one's career maturity. Just have faith and ideals without strengthened by hobby, in achieving its goals will only appear with ambition and ego without any happiness. Confidence is only supported with the hobby without having ideals just to make someone confident and happy with her-self but does not have a purpose in life is to be achieved. Ideals are only supported with the hobby will be someone happy to have a purpose in life but were too afraid and anxious to go and try because it is not sure of himself. confidence, aspirations and hobbies is a firm foundation in achieving career maturity of students.

BIH-based career counseling conducted in 4 meetings. The first meeting of the students were given materials on self believes students need to have and how to gain her confidence. In this process the students are given time to instropection themselves by writing about the belief held, capabilities and weaknesses, what is done with the weaknesses and capabilities. Then one by one students explain about the outcome. Students who are allowed to give their opinions and help provide input if there are other students who have not been able to find the answer to these questions.

Then proceed with the career counseling process provides about ideals. Students are shown a documentary about people who try since childhood in achieving its goals as adults. Students are then asked to express the ideals of what is owned then and now, and the reason in choosing these ideals. When encountering students who have ideals are not in real life as ideals to be like artists in the film that they like, the counselor can point back on the ideals in real life can be achieved. In achieving these goals, what should be done by the students. Are these ideals have been in accordance with the capabilities. Do have a strong confidence in achieving these ideals. Some students had doubts when asked about his confidence in achieving its goals for the ideals held different with the wishes of his parents. In the process of career counseling, the counselor should be able to relieve the anxiety of students and eliminating doubt be a strong belief by demonstrating the potential and capabilities of the students as well as the efforts of what to do so that students really confident with his choice.

The third session of the career counseling process based BIH is the students are welcome to bring objects or animals or whatever hobby. One by one the students were asked to demonstrate and explain the hobby before his class mates. Students who have not been able to determine his hobby directed towards what he liked or what is currently done in his spare time. Students who have the same hobby can discuss about matters related to his hobby.

The last session is the students are encouraged to review the results obtained starting early career counseling process until the third session. Students conclude the results obtained. Students described the relationship between the three. And the students are given a direct example of those who successfully achieve its goals through a hobby owned. The students was brought a painter who became a painter in national level. Hobby painting made in anyway as the aspiration to become a famous painter. Ideals are believed and loved. With the conviction that full trying to hone his painting since childhood and lived with joy because that is served is also his hobby. Students are invited to draw linkages confidence in him with the ideals and hobbies that are owned as a balance in life.

After all the session students are given post-test career maturity scale. After analyzed and the results obtained in the improvement of students' career maturity. Students who formerly was in the category of low and very low, after being given a career counseling service based BIH increased in the maturity of his career into the category of high and very high.

5. Conclusions

Career maturity of students is very important in the career achievement and student success. Career is not solely in the acquisition of students' career but in the achievement of the purpose of life. Career maturity is not obtained simply but with a very long process. In the optimal acquisition of career maturity, students need to be given an early age even from primary school age as a strong foundation in obtaining career

maturity. Maturity careers can be obtained by students through career counseling service based BIH and so need to be implemented at the elementary school level because this is where students begin to be introduced the basics of the guidance and career counseling. Stages and characteristics of career development for primary school children gives insight to the child. As a counselor, that the stages of child development there are flashpoints can intervene effectively. BIH-based Career counseling is done in four sessions. After the last meeting given post-test to determine the final outcome of career maturity fifth grade students of SD N 4 Rendeng Kudus after being awarded based career counseling services BIH. Increasing students' career maturity can be seen from the results of the post- test as follows: 23.1% in the category Very high and 76.9% in the high category. The results of the post-test was illustrated in the graph post test of students' career maturity. A total of three students entered in calcification is very high, while 10 students was in high clasification

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The Effect of Anger Management Treatment on the Increase of Students' Understanding of Anger Control in School

Lucia Hernawati[1]*   Esti Rahayu[2]   Petrus Soejowinoto[3]
Faculty of Psychology, Soegijapranata Catholic University,
Jl. Pawiyatan Luhur I/4 Bendan Duwur   Semarang, 50234, Indonesia
*E-mail of the corresponding author: luciahernawati@gmail.com

Abstract

The issue of high school students' anger at schools in Semarang is increasing from year to year, both in quantity and quality. This leads to low grades, low quality of social relations, increasing school violence and declining student's mental health that will greatly affect next development phase. To help students to be able to manage anger in schools, this study aims to measure the impact of treatment "anger management" in schools. The participants of this study were 361 eleven graders in public and private high schools in Semarang municipality. Students who received treatments were the students who had medium and high scores (pretest) on Mutidimensional School Anger Inventory – Revised. This instrument was adapted into Indonesian and measured for validity and reliability. The treatment was conducted in schools during the three sessions (three days) with a duration of 120 minutes each. After the training is complete, students are subject to post-test by filling out the measuring instrument similar to the pretest. The results showed t = 21.372, where 0.0 <0.01. This study showed that students' understanding on anger management between pre-training and post-training was different significantly. Once trained, students' understanding of anger management in schools was increased. The findings of this study should be followed by monitoring the adoption of anger management in school.

Keywords: Student's anger management at school, school violence n

1. Introduction

1.1 Student anger in school

The evidence suggests that the type, intensity, and frequency of student anger in high schools in Semarang increased from year to year. Students tend to be easily irritable even when the trigger seems to be trivial such as when a student inadvertently bumps into another, engages in eyes staring, or teases other people in Facebook. The expression of this anger may be pent-up anger, verbal squabbles, fights, brawls, killing, and even destruction of school facilities (Sukri , 2015). As reported by newspapers, some events in high schools in Central Java showed that the expression of student anger is uncontrollable. For instance, Suara Merdeka reported a brawl between high school students and vocational school students Majapahit 5 in Simpang Lima on September 29. It started when a student of SMK (Vocational School) 5 hit a Majapahit 5 student. After the incident, students of Majapahit 5 retaliated and the fight between students of two high schools escalated.   On May 15, 2016 Suara Merdeka reported that in SMA PGRI Grobogan , Purwodadi there was a mass brawl that was started by money extortion. Elevent graders in that high school extorted money from the tenth graders. Likewise, Suara Merdeka also reported that five seniors of Texmaco High School picked a group fight against their junior on August 27, 2015. A senior student unintentionally nudged a junior's chest too hard. He yelled and cussed his senior, and as a result he offended him. This senior student then brought four of his friends and drag his junior to the cafeteria to beat him.

This phenomenon is a warning for education. School is no longer a place that is conducive to learning, but instead it is a place to shape students' damaging character. The average age of high school students ranges from 15 to 17 years old. This is considered late adolescence phase. Santrock (2007) mentioned that in this age, people should have been able to do formal operations (analyzing and synthesizing), handle responsibilities, depend less on parents, enter the structure of larger schools, adapt to the various characters of teachers and teaching methods, and join more numerous and heterogeneous peer groups.

Then, why is student anger uncontrollable? If we ignore this problem, the greater the losses the students and school will have. This will eventually affect Indonesia as a whole because more students will become the victims of student anger. More students will become increasingly aggressive. Students' academic achievement will be lower and more schools will need to conduct violence and aggression control training. Indonesia will eventually become an aggressive and angry nation. This situation needs to be addressed well. Therefore, a comprehensive study to help students be able to manage anger in school is crucial.

Furlong & Smith (2006) explained that anger in schools is an acute emotional reaction caused by a number of stimulating situations such as threats, external aggression, self-restraint, verbal attacks, disappointment or frustration. Student anger is an

effort to express one's feelings in a state of anger and to respond to this kind of emotion of anger either by surpressing, showing, and controlling it (Safaria and Saputra, 2009).

Golden (2003) developed a model to explain the dynamics of the emotion of anger. First he explains that his theory is based on the theory of basic motivation and individual needs. According to Golden, the behavior of individuals is based on biological and psychological basic motivation. This motivation encourages people to meet basic needs such as food, satisfaction, safety, love, and social recognition.

fulfilling these needs sometimes people develop unrealistic expectations. For instance, they want all their needs to be fulfilled or satisfied. When they are unable to meet their needs, they feel annoyed, embarrassed, frustrated, depressed, confused, and guilty. This can eventually leads to anger. All of this generates anger which sometimes is reflected in one's physical condition. The release of adrenaline, increased blood pressure, rapid heart rate, increased body temperature, sweating, and shortness of breath are some of the physical signs of anger. Self-talk can trigger or mollify anger. When people feel angry, they can say "I'm not safe" or "It's okay. Calm down".

Furlong and Smith (2006) posited that the aspects of anger formation are :

1. Anger Experience: provoking and undesirable experience
2. Hostility: hostility towards other people
3. Destructive expression: negatively expressed anger.
4. Positive coping: positive coping mechanism when one has undesirable experiences.

Student anger in school is triggered by unpleasant experiences such as peer pressure, physical and verbal aggressiveness, disappointment, and frustration. Next, students can later experience hostility towards other people. In an effort to overcome anger, there are two possible behaviors, negative and positive. Swearing, slapping, and hitting are some examples of negative behavior while calming down, relaxing, and using polite words are some of the example of positive behavior..

1.2 Factors triggering student anger in school

In relation to the emotion of adolescent anger in school settings, Rosenblum & Lewis (2003) found that late adolescence often experience a mood change, but in general they have been able to cope with unpleasant experiences positively. However, there are several factors that support the ability of young people in doing so.

In his study, Decovic, Wissink & Meijer (2004) found that qualified parent-adolescent relationships are very helpful for adolescent in managing their emotions. Parents can comfort and assist their teenage children to respond positively to all of their life experiences. These kinds of relationships require sincerity and honesty from both parents and adolescents (Kerr & Statins, 2000). Sincere and honest communication will encourage adolescents to share feelings and emotions in daily activities. Therefore, parents can guide their adolescents to manage and express appropriately.

In a social relation, peers are very important for adolescents (Santrock , 2007). Peer pressure can be positive (such as pressures to join a study group) or negative (such as hitting or bullying). Pressure-free relationships will make it easier for high school students to cope with anger in a positive manner (Kim, Hetherington, & Reis, 1999).

One of the adolescence's characteristics is that they like attention and praises. To show their power and influence, they often resort to extreme measures such as bullying. When this is done continuously, adolescents are going to develop narcissistic personality. Golmaryami dan Barry (2010) stated that an individual having narcissistic personality is more aggressive, anti-social, and easily angry. Thus, students who can minimize their narcissistic personality can assuage the anger of others because narcissistic individuals not only focus on themselves but also express empathy to other people (Barry & Malkin, 2010)

High school is a place where students learn knowledge and develop their positive characters, so school should maintain school climate conducive to student learning. Milner and Khoza (2008) argued that school climate refers to school's characteristic that distinguishes itself from other schools. School should be a place to nurture respect, trust, and honesty, as well as to provide an opportunity for teachers and learners of the school management to engage constructively and cooperatively with each other. Noisy school environment and inharmonious relationships between teachers and school administrators, and lack of trust toward school principals often lead to escalated student anger (Wilson, 2004).

The results of the study that the authors conducted in 2015 showed that high school students were mostly in the medium category in school anger indicators. The findings also indicated that student anger in school is influenced by the quality of relationship between parents and adolescents, peer pressure, a narcissistic personality, and school climate. In the Javanese family, parents teach children that they should avoid conflict. In addition, children are taught to highly respect other people. In the family, the most important thing in a family is to maintain harmonious relationship (Mulder,1978). In real interaction with peers, teachers, and administrative staff, adolescent do not express his anger because doing so will be considered as breaking social norms and values (Suseno,1988).

In this study the authors will investigate the

impact of anger coping treatment on students' ability to manage their emotion of anger. This research will provide information for school psychologists and high school guidance and counseling teachers about several ways to help high school students manage their anger at school

2. Methods

This study used experimental design. It employed pretest-posttest design to improve the management of high school students' emotion of anger in school by giving them treatment related to (a) the quality of the relationship between parents and their adolescents; (b) peer pressure; (c) narcissistic personality; and (d) school climate.

361 eleventh graders of public and private high schools in Semarang who tend to experience anger participated in this study. The research team, in collaboration with school counselors in Semarang, determined students who would participate in this research.

The first stage was to conduct a pretest. Students were asked to fill out the measuring instrument of Student Anger Inventory in school. Next, students were given a treatment related to the quality of relationship between adolescents with their parents, peer group's pressure, narcissistic personality, and school atmosphere for three days. The guidelines for the treatment are in the modules that we had already prepared. In the third phase, the posttest was done and the students were required to take the measuring instrument of Student Anger Inventory in school again.

During the data analysis, students who had medium and high scores on the pretest (those who tended to feel easily irritated in school) were selected and then their pretest scores were compared with the posttest scores to determine whether, after giving treatment to manage emotion of anger in school, there was a decrease of anger in school. Of the total 361 students who participated in this study, there were 270 who had moderate and high scores on the pretest. Furthermore, the data were compared with the results of the posttest scores with t-test statistical analysis For the theoretical review paper, use a suitable format based on the full paper's contains.

3. Results

The results of the test indicate that;

a. For normality test, p> 0.05, where p = 0.60. This means that the distribution of the data is normal.

b. For homogeneity test, p> 0.05, where p = 0.197. This means that the research subjects

have the same ability (homogeneous).

The hypothesis of this research is that there are significant differences between the understanding of students' management of anger emotion in school before and after administering the treatment of the management of emotion of anger. After the treatment, students' understanding of the management of emotion of anger in school was higher than that of before the treatment. The results of data analysis (t-test) showed that t = 21.372, p <0.01, where p = 0.0. This means that the hypothesis proposed by the researchers was accepted. There was a change in the understanding of how high school students' manage emotion of anger in school associated with quality of parent-adolescent relationships, peer pressure, narcissistic personality and school atmosphere. Their understanding is higher.

In details, it appears that all aspects of the dependent variable (the anger of students in school) changed positively after the treatment. An aspect which shows the most significant change is the Anger Experience (experiences that trigger anger). It can be understood that in a short time (the treatment lasted for three days), the cognitive understanding of how to positively make meaning of an unwanted experience in school is the only aspect that has changed significantly. While there were changes in the aspect of hostility, destructive experience, and positive coping, they were not significant (see table 1).

The results of the experiment confirms the results of the study that the authors did in 2015 that there is a correlation between quality of parent-adolescent relationships, peer pressure, narcissistic personality and school climate with students' anger in school.

4. Discussion

The expression of anger at school is a means to express students' mood when they are angry and to respond to that emotion, either by repressing it, letting it out, or controlling it. The findings of Hernawati's study (2015), anger at school is influenced by the relationship with the parents, peer pressure, narcissistic personality, and school climate. This study intends to prove whether the intensity and the frequency of student anger at school can decrease if students were given some treatments in the form of anger management training sessions whose materials consist of quality relationship between students and parents, peer pressure, narcissistic personality, and school climate. The results show that there is a significant difference between before and after treatment. Students' better understanding of factors that might incite anger helps students manage their anger at school. This leads to students' better mental health and favorable school climate.

There are limitations in this study. The schools only gave us three days for administering the

Table I
Changes Before and After Treatment

Aspect	Status	Mean
Anger experience	Before treatment	34,77
	After treatment	22,48
Hostility	Before treatment	8,15
	After treatment	6,40
Destructive expression	Before treatment	8,23
	After treatment	5,95
Positive coping	Before treatment	11,45
	After treatment	9,96

treatment so that the researchers were only able to conduct a study on the cognitive understanding of the changes of managing anger in school. It is expected that what the students understood cognitively could be implemented in their actual behavior. However, the researchers have not observed whether the students could or could not do it. This study therefore needs to be followed up by monitoring the adoption of the subjects' understanding of the management of emotion of anger in schools. Beside that future research needs to recruit more diverse participants from both public and private high schools. Further studies in this area have to take the Javanese culture into account since in the Javanese culture maintaining harmonious relationship is important; thus, anger emotion can be curbed

5. Conclusions

Anger management treatment to ninth graders in public and private schools include sessions on increasing qualified relationship with parents, coping with peer pressure, identifying narcisstic personality, and establishing favorable school climate can improve students' understanding of anger management at school.

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Analysis of The Implementation of the Evaluation of Guidance and Counselling Program at State Senior High Schools Of singkawang

Abd. Basith
Sekolah Tinggi Keguruan dan Ilmu Pendidikan
(STKIP) Singkawang
abdullahalbasith@gmail.com

Abstract

The objectives of this research are: (1) to describe and analyze the implementation of the guidance and counselling program at State Senior High School of Singkawang, and (2) to find some factors inhibiting the implementation of the guidance and counselling program at State Senior High School of Singkawang. This study uses qualitative methods; using interview data collecting technique, tested its validity through triangulation. The subjects in this study are all teachers of guidance and counselling in the Senior High School of Singkawang as many as 10 people as well as principals and supervisors as the informants with the total of 11 people. The data analysis techniques are in form of data reduction, presentation and conclusion. The results show that: (1) the implementation of evaluation of guidance and counselling program by the teachers still has many weaknesses on each phase of the evaluation, such as not understanding the evaluation models of the guidance and counselling program, how to apply them, and monitoring process that is not done in deeply and in detail (just what it is), (2) Some factors inhibiting the implementation of the evaluation of guidance and counselling program are lack of knowledge and understanding of the evaluation of guidance and counselling program in the schools, lack of interest in developing professional competencies, and lack of guidance to the teachers in implementing the guidance and counselling evaluation program.

Keywords: Implementation of the Evaluation of Guidance and Counselling Program

1. Introduction

Guidance and counselling means providing support services to the students to be able to recognize, understand, and actualize themselves, adjust them to their environment, plan for their future, solve all the problems in such ways that their development process can be optimally passed. The guidance and counseling as one of educational activities has a strategic position in the students' personal development not touched by regular teaching and training activities. Since this strategic position, guidance and counseling in schools should not only act just as a "spectator" but also actively move based on its functions and roles, one of them is by organizing guidance and counseling program. Winkel and Sri Hastuti (2004: 91) defined that "guidance and counseling program is a series of planned, organized and coordinated guidance activities during a certain time period, for example in one academic year". Guidance and counseling program is essential for the achievement of learning objectives designed as a means to enhance the students' creativity for a well-planned and organized development. This is in line with Rochman Natawidjadja (1978: 30) which stated that "A well-arranged and detailed guidance and counseling program will provide many benefits both for individuals receiving assistance (for their own development) as well as officers providing guidance in achieving more planned and organized objectives".

The success level of the guidance and counselling program can be determined by conducting an evaluation of the program. The evaluation of the guidance and counselling program can essentially help the teachers of guidance and counselling to further determine and identify the successful implementation of guidance and counselling program that has been planned. Continuous and sustainable evaluation of the guidance and counselling program is necessary, to improve the implementation of guidance and counselling program in the schools in order to bring better changes, both in developing the next program and in the educational world. This is in line with the statement proposed by Gibson and Mitchell (2011: 56) that "the evaluation of guidance and counselling is a method or process of assessing the effectiveness of counsellor's activities. It is fundamental for the verification and improvement of the profession and performance of the program".

Besides being used as an improvement material, the evaluation can also be used in making a decision. The decision in question is related with the program that has been run,

whether the existing program will be continued or revised with various improvements. Arikunto S. and Cepi (2004: 1) stated that "evaluation is an activity to gather information about the workings of something, which then the information is used to determine an appropriate alternative in taking a decision". The evaluation is also used to identify, clarify, and apply certain criteria that can be maintained to determine the evaluation of an object's values and services related with those criteria. This is in accordance with Fitzpatrick, J.L. et al (2004: 27) explaining that "Evaluation is the identification, clarification, and application of defensible criteria to determine an evaluation object's value, its merit or worth, in regard to those criteria. The specification and use of explicit criteria distinguish formal evaluation from the informal evaluations most of use make daily".

The evaluation of guidance and counselling is described by Gysbers and Henderson (2006: 323) that "three kinds of systematic evaluation are required to achieve accountability for your guidance and counseling program is personnel evaluation, program evaluation and results evaluation". It can be explained that the focus of the evaluation in guidance and counselling is divided into three, namely personnel, process and results evaluation.

Besides the focus on assessment, other important things to be studied are some aspects that will be assessed in the evaluation of the implementation of guidance and counselling program. According to Sugiyo (2011: 105) there are six aspects that need to be assessed in the evaluation of guidance and counseling program, namely (1) fitness between the program and its implementation, (2) adherence of the program, (3) obstacles encountered, (4) impacts of guidance services on teaching and learning activities, (5) responses from the students, school's personnels, parents, and communities on the guidance services, and (6) changes on the learners' progress seen from the achievement of the objectives of guidance and counseling program, developmental tasks, learning outcomes and the students' achievement after completing their study.

A well and correct implementation of the evaluation of guidance and counseling program will contribute to a better change, both for the guidance and counseling teachers and various parties concerned. Joseph (2009: 106) explained that there are two functions of the evaluation of guidance and counseling in the schools, namely (1) to provide feedbacks to the supervising teachers or counselors to improve or

develop the guidance and counseling program, (2) to provide information to leadership board of the school, subject teachers, and parents about the development of students' attitudes and behavior or the level of achievement of students' developmental tasks to collaborate and improve the quality of the implementation of guidance and counseling program in the schools.

The evaluation of guidance and counseling program must be implemented correctly and properly when following certain stages. According to Gysbers and Henderson (2006), the evaluation stages includes six aspects: (1) determining the program components to be assessed, (2) selecting an evaluation model to be used, (3) selecting assessment instruments, (4) determining data collection procedure, (5) creating a monitoring system of the implementation of the program, (6) presenting and analyzing the data, and evaluation report.

The guidance and counseling teachers as the professional educators should have competencies or abilities to carry out guidance and counseling management, one of which is the ability to implement the evaluation program (*Dirjen PMPTK*, 2007: 57). Using this ability, they can develop the guidance and counseling program based on the students' needs properly, so that the program will have strong impacts on the students' development more optimally.

However, the expected demands are not always correspond with the reality. There are still many students that intentionally miss the classes or lack of achievements according to their actual capabilities, lateness, absenteeism, smoking, fighting with their friends, and many other problems faced by the students which resulted in delays in their development, both in academic, personal and social relationships. Gibson and Mitchell (2011: 579) stated that "the lack of evaluation often leads to mediocrity or failure to achieve individual potential, based on what a professional should be achieved for the sake of the clients they serve. Avoiding the evaluation means the program has still many weaknesses and potential to fail".

These kinds of problems are continuously faced by the counsellors from year to year and almost no change. This is all due to the guidance and counselling program is not arranged based on the students' needs. The problems experienced by the students can naturally be overcome if the guidance and counselling program designed is periodically evaluated so that there will be significant improvements in accordance with the students' needs and concerns. This is in line with the

research conducted by Daniel L. Staffelbeam (2003), researching "Institutionalizing Evaluation in Schools". Evaluation is a systematic process of judging the goodness and/or worthy of a program or other objects, and it is important for the success of the schools or other social enterprises. Functional evaluation system of the school assesses all important aspects of the school, providing direction to improve and maintain accountability records, and enhance understanding on the teaching, learning and other school processes. This study considers that the evaluation is strongly required as a tool to determine the success or viability of a program.

Based on the findings above, the writer is encouraged to hold a research and identify the implementation of the evaluation of guidance and counseling program as well as various constraints/problems experienced by the guidance and counseling teachers in State Senior High School of Singkawang in evaluating the guidance and counseling program. This research is taken place at the State Senior High School (SMA) in Singkawang which has considerably adequate guidance and counseling program. The state school is chosen due to high level of credibility, and the teachers' skills in implementing the guidance and counseling evaluation will impact the quality of students' services in the schools.

The results of this study can be used as input for the schools, education offices, *LPMP* (Educational Quality Insurance Organization) and academics in providing guidance to the guidance and counseling teachers related with the expertise in evaluating the guidance and counseling program in the schools.

2. Research Methods

This study uses qualitative research in phenomenological perspective. According to Husserl, (Moleong, 2014) "phenomenological perspective is an approach to gain knowledge of things (objects) and be the experience of human consciousness". Phenomenological qualitative method is used to uncover the evaluation of guidance and counseling programs in the schools by the research subjects. The focus of this study is the evaluation of the implementation of the guidance and counseling program in the State Senior High Schools (SMAN) in Singkawang. The research subjects are the guidance and counselling teachers of the state senior high schools in Singkawang, while the supervisors and principals act as the informants. The data collection technique used is in-depth interview

analyzed in three stages, namely data reduction, data presentation and conclusion (Miles and Huberman, the Sugiyono, 2009: 246). The validity test uses sources triangulation, by comparing or checking the data obtained from different sources.

3. Results And Discussions

The results show that there are still some weaknesses in every aspect of the evaluation of guidance and counseling program in the state schools. The weaknesses certainly impact on exercising the effectiveness of the guidance and counseling evaluation, so that the program quality that has been implemented cannot be comprehensively revealed. Here will be described the results and discussion of the evaluation of the program conducted by the guidance and counselling teachers at the schools where the data is obtained from data reduction, presentation and conclusion.

The teachers are already able to determine the program components to be evaluated, but they still do not yet comprehensively understand how to evaluate each component of the program. The guidance and counseling program is certainly designed to be implemented and evaluated for its appropriateness to determine the achievement of the objectives that have been planned. If the components that have been implemented are not evaluated, then the teachers will not be able to identify the success rate of the program. The components in question include basic services, responsive services, individual planning, and system support.

Most teachers do not yet understand various evaluation models that can be used in the implementation of program evaluation. Understanding the evaluation models is very important for the teachers, because these evaluation models will be used as the references in carrying out the evaluation in their schools. The guidance and counselling program evaluation models will help them to identify some components to be evaluated. There are some important models such as goal-oriented evaluation, formative, summative, and CIPP. There are some teachers who use formative and summative models, but after being asked more deeply in they apparently cannot describe the use of those evaluation models correctly.

Some are already able to determine the evaluation instruments used in both the test and non test, but not optimally used. The use of instruments is not merger and used only one time, so it does not really represent the students'

achievement in participating the guidance and counseling activities. Supposedly, in using the evaluation instruments, the teachers must be able to collaborate the test and non-test instruments, so that the students' achievement after participating in the guidance and counseling activities can be really identified for sure. The instruments used should also refer to the selected evaluation models that really explore each component in the evaluation models used.

The data collection done by the teachers does not mostly follow the procedures in effective and efficient data collection. They do not yet master correctly various procedures to be followed when collecting the data, making the data collection process is carried out without clear procedures. They should first consider whether using oral or written instruments, who will assess, when and where the assessment process has been formatted clearly and systematically. Thus, the data obtained is exactly proper with their expectation.

The guidance and counselling teachers monitor the results of the implemented program only at glance because it is only a cursory monitoring. The monitoring process of the implementation results should be more in-depth in order to know whether the program has been implemented well or not. Monitoring is carried out both inside and outside the classroom and to assess the students' abilities to solve various problems at hand.

The guidance and counselling teachers already present the data, analyze and write the evaluation report well, but because they do not use the right models, the data presentation and analysis created in form of a report do not fully reveal that the results are valid. It will certainly have an impact on the next program. The valid analysis results will provide good inputs to the next program in order to better adapt to the students' needs. Instead, the less valid ones will not provide significant inputs to the next guidance and counseling program. This will result in the guidance and counselling program from year to year, there will be no better change, and the students' problems will also never be resolved significantly.

Some factors inhibiting the implementation of guidance and counselling evaluation include less allocation time, standard system, incomplete data, thus the evaluation process is still minimal. According to the writer, those obstacles are simply classic reasons, but if they have high interest in performing their duties, these problems can be properly solved. According to the writer, in fact, there are some things that become the main obstacles in the

implementation of the evaluation program in the school, such as lack of knowledge and understanding about the evaluation of guidance and counselling program itself, lack of interest in developing professional competencies, and lack of guidance to the teachers in implementing the program evaluation. Some of these factors lead to insignificant results of the program evaluation, so there will be no better change for the guidance and counselling program, and eventually the program implemented will not be able to help the students to achieve their optimal development.

4. Conclusions

Based on the results, it can be concluded that: (1) the evaluation of the guidance and counselling program in the State Senior High Schools of Singkawang still has many weaknesses, from the stage of determining the program components to be assessed, selecting the evaluation models to be used, selecting the assessment instruments, determining data collection techniques, creating a system for monitoring the implementation of the program, presenting the data, analysis and evaluation report, (2) some factors inhibiting the implementation of the program evaluation are lack of knowledge and understanding by the guidance and counselling teachers, lack of interest in developing professional competencies, and lack of guidance in implementing the evaluation of guidance and counseling program.

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        Press

The Relationship between Parenting Style and Self Efficacy in Aceh Junior High School Students

Izzatur Rusuli*

izzahtazkia@yahoo.com

ABSTRACT

Parenting style is the way parents treat their children that plays an important role in the overall development of children, including child self-efficacy. This survey research is to study the types of parenting styles practiced in Aceh society, and identify the level of Aceh students' self-efficacy and the relationship between parenting style and self-efficacy of students. The respondents included 368 students of SMP in Lhokseumawe Aceh and questionnaire was used as an instrument. The instrument consists of two questionnaires; to measure parenting style and to measure students' self-efficacy. The alpha value of parenting style questionnaire on average is 0.623 and self-efficacy is 0.728 that demonstrate acceptable reliability. The findings showed that authoritative style is dominant parenting style practiced by Aceh society. While the level of students' self-efficacy is mostly at the high level. The results also showed a significant relationship between authoritative and self-efficacy ($r = 0.255$, $P < 0.05$), as well as authoritarian ($r = 0.536$, $P < 0.05$) and permissive styles ($r = 0.636$, $P < 0.05$). While there is no significant relationship between uninvolved style and self-efficacy.

Keywords: Parenting style, students' self efficacy.

1. Introduction

Recently, many students' mischief that occurred in the community starting from truancy to the rape of another student as happened in the Yuyun case, one of junior high school students in Bengkulu. Therefore, every individual, especially students must have competence in facing challenges because when they failed to meet the challenges of life that is so challenging, it will generate misconduct in society such as juvenile delinquency, conducting risk behavior and so on (Tam, Chong, Kadirvelu , & Khoo, 2012). Student's belief in his capacity to prevent him committing asocial is determined by the stage of his self efficacy. Self-efficacy is the individual's ability to measure his efficiency in the face of new situation and initiate efforts to face the various challenges (Frank, Plunkett, and Otten, 2010). Having high self-efficacy, students are encouraged to have strong self-confidence to face any changes occurring and makes the individual responsible for the acts that he chooses (Widiyanti & Marheni, 2013).

Individuals who have high self-efficacy, it is not only useful for facing the challenges of life, but also provides benefits to academic achievement. This is because the individual has a positive assessment of the capabilities and will work to the maximum to get the best results. Besides that, he has a high motivation in the learning process. This is very important for the students so that they feel the pleasure and comfort in learning activities.

Formation of self-efficacy did not appear suddenly, but it is a long process coming from some specific elements such as parents, relatives, peers and other adults. However, the most important factor in influencing individual's self-efficacy is his parents manifested in the parenting process. This is due to parents who will give orders to his children and be a model (Bandura, 1994) so that children can survive in facing the challenges of life and sustain themselves when outside their family (Widiyanti & Marheni, 2013). Therefore, parenting style has a very big role in a child's self-efficacy.

Many psychologists tried to explore the relationship between parenting style and self-efficacy, either direct relationship or self-efficacy as a mediator of academic achievement. A study by Zimmerman and Pons (1986) concluded that parents have an indirect role in student academic achievement through their ideas to their children. It is not as easy as parents set high standards for their children, but parents have to develop a sense of self-efficacy, thus allowing them to view high standards and motivated to achieve, if not they will ignore it.

When viewing the types of parenting styles, generally it can be predicted that the authoritative style will produce children's high self-efficacy (such as study of Smith, 2007; Jimoh & Grace, 2013; Ingoldsby, Schvaneveldt, Supple & Bush, 2004) and these findings are consistent with cultural diversity. As a study conducted by Hoeltje, Zubrick, Silburn and Garton (1996), which examined the relationship between parenting style and self-efficacy of Australian adolescents shows that teenagers who grew up with support can increase self-efficacy, conversely teenagers who grew up with the rejection / uninvolved will produce low self-efficacy. This is backed up by a study conducted by Whitbeck et al., (1997) which concluded that children raised by authoritative style would predict high self-efficacy, while being raised by authoritarian style will have

low self-efficacy. Whereas a survey conducted by Widiyanti and Marheni (2013) in Indonesia found that adolescents raised by authoritative style, mostly have high and moderate self-efficacy. Similarly, studies Tam et al., (2012) to 120 secondary school students in Malaysia, showed that there is a significant relationship between authoritative style with self-efficacy and mostly teens are raised with this style have high self-efficacy. Meanwhile, there was no relationship between authoritarian and permissive styles with adolescent self-efficacy.

Nevertheless, the findings of Turner, Heffer & Chandler (2009) showed that there was no significant relationship between parenting style and self-efficacy of children. However, when they are associated with academic achievement, authoritative style and self-efficacy can increase high academic. It is also consistent with several other studies in Indonesia that did not review directly the relationship between parenting style and self-efficacy, but combining the two and associate with other aspects such as sex before marriage (Musthofa & Winarti, 2010; Nurhidayah, Prestiana, Bayani, 2012), and creativity (power, al li, Sofia, 2012).

Because of the inconsistent findings of previous studies, the aim of this study was to answer some questions, they are what kind of parenting style is most practiced by the people of Lhokseumawe Aceh? How the level of self-efficacy of junior high school/ equivalent students in Lhokseumawe Acheh? and whether there is a relationship between the type of parenting style and self-efficacy of students Lhokseumawe Aceh?

Therefore, there are four hypotheses in this study, namely:
Ho1 There is no significant relationship between authoritative style with students' self-efficacy.
Ho2 There is no significant relationship between the authoritarian style with students' self-efficacy.
Ho3 There is no significant relationship between permissive style with students' self-efficacy.
Ho4 There is no significant relationship between uninvolved style with students' self-efficacy.

2. Literature Review

2.1 Parenting Style

Darling & Steinberg (1993) defined parenting style as a group of parents' attitude in expressing thoughts and feelings when interacting with their children. Meanwhile Baumrind (1991) stated that parenting style is a variation of the normal depiction of the control and support of parents towards their children. Generally, Darling (1999) summarized the parenting style is a complex activity of parents including specific behaviors that influence child.

Maccoby & Martin (1983) stated that the behavior of the parents in two dimensions manifested in demandingness/ parental control/ parental strictness and responsiveness/ parental warmth. Parental control refers to efforts of parents to integrate their families and society through a demand to act more mature (able to control their own behavior), monitoring the activities of children, applying discipline and readiness for direct confrontation (Baumrind, 1991, 2005; Martin & Colbert, 1997). Parental Control also refers to setting standards and high expectations for their children. Parents who put forward this dimension claim much control to their children and closely monitor the behavior of their children to ensure that they are in accordance with the rules set. Conversely, parents with low parental control, they do not demand to their children, they are more tolerant, and do not like the ban and give freedom with inadequate guidance (Martin & Colbert, 1997).

Meanwhile the parental warmth refers to the efforts of parents to stimulate individuality and self-assertiveness of children by providing support, adapt to the needs and demands of children. This attitude includes the warmth -format of parents' love and empathy for children-, directed, reciprocal and logical communication, and the attachment which is the close relationship with full of emotion characterized by affective reciprocity and the desire to maintain proximity (Baumrind, 1991, 2005). In addition, parents who give warmth in their families, they tend to respond to their children, give love, always smile, support their children and try to see things from the perspective of children. Instead, parents who have low warmth tend to prefer criticize, condemn, do not pay attention to their children and insensitive to their needs (Martin & Colbert, 1997). The intensity of these two dimensions creates a pattern of varying and ultimately gives effect to certain aspects of the development of children and adolescents.

Starting from two dimensions above, it produces three models of parenting style that describes how parents adjust the desire of their children to parenting and the rules they make. From three models recommended by Baumrind later developed by Maccoby & Martin (1983) into four kinds. These Four typologies will produce output that is quite different depending on the social context, the development and methods of evaluation toward practiced parenting style (Baumrind, 1991).

1. Authoritarian style is characterized by high control and low warmth, very strict and rigid in their interaction with the children. Parents tend to emphasize obedience, honor, power and maintain order and less verbal communication. Rules that have been made should be obeyed by their children without any reason and purpose of the rules; when children break the rules, they will be punished. (Martin & Colbert, 1997). Children who are raised with this authoritarian style have always been an

obedient individual of the rules set by parents and can adapt to the environment norms. Thus from the psychological aspect, he was depressed because of the loss of confidence, always grim, unhappy, full of fear and pressure, solitary and sensitive (Baumrind, 1991).

2. The authoritative style is characterized by parents who have high warmth and high control (high demandingness and high responsiveness). They are firm but balanced with a willingness to listen to the views of children, warm, open, flexible, provide opportunities for children to grow up with guiding children rationally, promote verbal communication, clarify the claims given to children, encourage the children involvement in making rule with awareness, but they also use force if necessary. The methodology of their discipline more supportive rather than punish. They wish assertive children but also have a strong social responsibility, have self regulation as well as cooperation (Baumrind, 1991). Authoritative style generates the development of children who can be independent in the future and have a high responsibility, social competence, energetic, friendly and huge curiosity. Based on Steinberg et al., (1992), in an authoritative style, there are three aspects that contribute to the adolescent's psychological development and success in school; they are responsiveness or warmth of parents, firmness and control of their behavior as well as the autonomous permission. Furthermore, teens are raised with this style have a healthy lifestyle such as consuming fruit (Kremers, Brug, de Vries, & Engels, 2003), not smoking, not drinking alcohol and not using drugs (Radziszewska, Barbara Richardson, Dent, & Flay, 1996).

3. Permissive style is characterized by high responsiveness but low control (High responsiveness and low demandingness). In other words, parents with this style give the child freedom to do anything according to his will in the absence of strict control. They tend to be tolerant, avoid confrontation with the child by letting them do what they want. Nevertheless, teenagers who grew up with this style show a better social psychology rather than other styles. They have high academic achievement, self-control so that they are not engaged in juvenile delinquency. Indeed, children raised by permissive style will produce a child who has high confidence but less independence and lack of social responsibility as well as self-regulation (Santrock, 2010). According to Baumrind (1991), teenager who was raised with the permissive model are very immature in psychosocial aspects, such as demanding that his wishes are fulfilled and not serious in the study because lack of instructions from parents (Hoang, 2007).

4. Uninvolved style is characterized by parents who do not have the intimacy and control at all (low responsiveness and demandingness) and this style considered unsuccessful (Martin & Colbert, 1997). They do not involve themselves in the lives of their children (Santrock, 2010), do not make the rules, not monitors and also do not support. They actively refuse to bear responsibility for caring children (Baumrind, 1991) and do not have the power or the time for children because they are pressured to their own issues (Maccoby & Martin, 1983). Children raised with this style usually feel lonely and will look for an escape to other people who want to receive them. So that they are involved in the problems of behavior such as promiscuity, juvenile delinquency, drug use as a way to get them accepted. Moreover, in the psychological aspect, teens are raised with this style feel stress easily and rejected. Sometimes he fight and appear angry because he felt ignored, isolated and not accepted by their parents. As a result they do not have good self-control and social skills compared with other teens who was raised with a certain style. In the academic field, he has low academic and social achievement.

2.2 Self-Efficacy

Albert Bandura is one of the psychological experts whose research focuses on self-efficacy. According to him, self-efficacy is a person's belief in his ability to achieve goals set in which affects his future lives (Bandura & Adams, 1977; Bandura, 1994). The self-efficacy determines how a person thinks, motivates him and behaves (Bandura, 1993, 1994), and acts as a determinant of all activities and becomes a director of his behavior.

Person who has high self-efficacy can improve performance in life and personal well-being in many ways. When he faces failure, then he will make them as challenge that must be faced rather than avoided. He believes that the failure is the lack of knowledge and skills relevant to the problems faced, so that he will make efforts in order to overcome the failure and immediately recovered as before. Therefore, an individual who has a high self-efficacy can send them to achieve performance and also can reduce the level of stress and depression behavior (Bandura, 1994).

Conversely, someone who is distrust of self-efficacy, then he considers a difficult task as personal threats he should stay away from it than master it. He has low commitment and weak ambition in achieving the goals set. When it is

difficult, then he thinks about the limitations of self, and the inability of shortcomings and weaknesses that existed in himself rather than thinking about how he managed to cope with these difficulties. Individual who has a view like this, then he surrenders easily and retards his effort so he returns to normal slowly, moreover he will be prone to stress and depression any time (Bandura, 1994). Having high self-efficacy, it can also send youth to achieve his goals without being affected by any negative behavior that can affect himself and his life.

3. Methodology

This study was conducted to find the relationship between parenting styles and self-efficacy of students in Junior High School (SMP) in town Lhokseumawe. Therefore, the design of this study is a survey methods to find the facts of the symptoms and seek factual explanations of a group or region (Nazir, 1988). One of Advantages of this method is that it allows the creation of a generalization for a large population.

The population of this study involved 22 Junior High School (SMP) and 19 Junior Islamic school (MTs) in town Lhokseumawe Aceh with the total number of students 8.961 students. Therefore, the sample in this study was 368 students aged from 13 years to 15 years. In this study, the method of sample selection used is stratified sampling which is the method used when the population is homogeny (Prasetyo and Jannah, 2006; Giri, 2014) and researchers want to make sure that each group in population can represent as the sample (Mertler & Charles, 2011).

The instrument used in this study is two, namely questionnaires about parenting style that is a combination of items contained in the "Parental Authority Questionnaire (PAQ)" which was built by John R. Buri in 1991 and "Parental Acceptance-Rejection Questionnaire (PARQ / Control) "built by Ronald P. Rohner in 2002 and repaired in 2004. Here researchers are using all the items contained in the PAQ of 30 items that contain three types of parenting styles; authoritative, authoritarian and permissive. Meanwhile for measuring the uninvolved style, the researchers took the items from the PARQ/ Control that only measures the uninvolved (indifference / neglect) and rejection of non-differentiated (undifferentiated rejection) of nine items. Each questionnaire used a Likert scale of 1 (strongly disagree) to 5 (strongly agree).

Meanwhile the second instrument to measure self-efficacy using a questionnaire General Self-Efficacy Scale (GSEs) developed by Matthias Jerusalem and Ralf Schwarzer in 1995 and repaired in 2000. The questionnaire consists of 20 items then is simplified become 10 items using a Likert scale from 1 (strongly disagree) to 4 (strongly agree).

A pilot study was conducted to test the questionnaire, and the results of Cronbach alpha coefficient ( ) for authoritative style is 0.623, 0.606 is for authoritarian style, permissive style is 0.714, and the uninvolved style is 0.605. While the Cronbach alpha coefficient ( ) of self-efficacy questionnaire is 0.728. The entire coefficient is acceptable.

4. Findings

4.1 Parenting Style in Aceh

Table 1

Percent of Respondents Based Parenting Style

Parenting style	Number of Respondents	Percent
Authoritative	137	37.3%
Authoritarian	98	26.6%
Permissive	81	22.0%
Uninvolved	52	14.1%

Table 1 shows that parenting style based on the child's perspective that is often practiced by the people of Aceh are authoritative style, which amounted to 137 (37.3%) families. Then it was followed with authoritarian style with a total of 98 (26.6%) parents. Meanwhile, parents who adopt permissive style are 81 (22.0%) parents. The rest of the practice style was uninvolved of a total of 52 (14.1%) parents. The findings show that the majority of parents in Aceh give high love and control to their children. Only do a small number not care about their children.

4.2 Level of Students' Self Efficacy

Based on students' self-assessment of their self-efficacy, which according to a Likert scale from 1 to 4 it is shown in Table 2.

Refers to Table 2 based on the mean value, it shows that a total of 40.8% of the study sample had moderate levels of self-efficacy, followed by of 59.2% students who have high levels of self-efficacy and no samples that have low self-efficacy. The findings show that the majority of students involved in this study have high self-efficacy.

When we want to see a more detailed level of efficacy for students based on the parenting style, as contained in table 2 (a) of the following:

Table 2 (a) shows that when the level classification of self-efficacy according to parenting style, was that the students were raised with authoritative style mostly have high self-efficacy compared with other parenting styles. Based on the table above, we can see that a total of 108 students nurtured with authoritative style have high self-efficacy and the remaining 29 students have moderate self-efficacy. Meanwhile, students nurtured with authoritarian style produce children who have moderate self-efficacy with total of 54

students and the rest of 44 students have high self-efficacy.

Based on Table 3 above, the results of Pearson correlation showed a significant and

Table 2

Percent of Respondents by Level of Self Efficacy

Mean value	Classification	Number of respondents	Percent
1.00 – 2.00	Low level	0	0%
2.01 – 3.00	Moderate Level	150	40.8%
3.01 – 4.00	High level	218	59.2%

Table 2 (a)

Level of Student Self-Efficacy by Parenting Style

Mean	Classification of Self-Efficacy	Parenting Style			
		Authoritative N = 137 Mean = 3.29	Authoritarian N = 98 Mean = 3.10	Permissive N = 81 Mean = 2.93	Uninvolved N = 52 Mean = 3.06
1.00 – 2.00	Low level	0	0	0	0
2.01 – 3.00	Moderate level	29	44	50	27
3.01 – 4.00	High Level	108	54	31	25

Table 3

Correlation analysis between Parenting Style and Self Efficacy

Parenting Style		Self-Efficacy
Parenting Style	Pearson r	0.341*
	Sig. P	0.000
	(N = 368)	
Authoritative	Pearson r	0.255*
	Sig. P	0.003
	(N = 137)	
Authoritarian	Pearson r	0.536*
	Sig. P	0.000
	(N = 98)	
Permissive	Pearson r	0.636*
	Sig. P	0.000
	(N = 81)	
Uninvolved	Pearson r	-0.027
	Sig. P	0.852
	(N = 52)	

*significant P < 0.05

While students are nurtured with permissive style mostly have moderate self-efficacy, they are 50 students and 31 students who have high self-efficacy. For uninvolved style, it is found that it mostly produces students who have moderate self-efficacy by total of 27 students followed by students who have high self-efficacy by total of 25 students.

4.3 Correlation between Parenting Style and Students' Self-Efficacy

In this study, Pearson correlation analysis was used to determine the relationship between whether two variables significantly correlated or not. The relationship that exists between the variables is shown in the table below.

positive relationship between parenting style and self-efficacy (Pearson r = 0.341, Sig. P <0.05). When the correlation results are broken down by type of parenting style, then only three styles of parenting that has a significant relationship, while only uninvolved style that does not have a significant relationship. The table above shows that there is a positive correlation (Pearson r = 0.255, P <0.05) between the authoritative style with students' self-efficacy. As the value of this correlation is significant at level p <0.05, then hypothesis Ho1 stating that there is no significant relationship between authoritative style and self-efficacy is not correct and rejected. According to Chua Yan Piaw (2006a), if the correlation coefficient is at a level of

0.1 to 0.3, then the strength of the correlation is very weak. In other words, there is a significant but very weak between authoritative style with students' self-efficacy.

Table 3 also shows the correlation (Pearson r = 0.536, P <0.05) for the authoritarian style with self-efficacy at significant level p <0.05, then this indicates that the hypothesis Ho2 stating that there is no relationship significant between the authoritarian style with self-efficacy of students is rejected. According to Piaw (2006a) when the index correlation at 0.70 levels indicates the strength of moderate correlation, then the correlation value obtained 0. 536 shows the relationship between the authoritarian style of the student self-efficacy is moderate. In other words, there is a significant relationship between self-efficacy with authoritarian style by a moderate relationship.

Next, based on Table 3 it is also found that there is a positive relationship between the permissive and self-efficacy (Pearson r = 0.636, P <0.05) at the significant level of p <0.05, then this indicates that the hypothesis Ho3 stating there is no correlation between permissive style with Self-efficacy of student is incorrect and rejected. Based on Piaw (2006a) when the index correlation at 0.70 level, it indicates the strength of moderate correlation, then the correlation value obtained 0. 636 shows the relationship between the permissive style with students' self-efficacy is moderate. In other words, there is a significant relationship between self-efficacy and permissive style with moderate correlation.

However, for the uninvolved style in which Pearson correlation coefficient shows (Pearson r = -0027, P> 0.05) and a significant value of p> 0.05, therefore, hypothesis Ho4 stating that there is no correlation between uninvolved and self-efficacy style is right and acceptable.

5. Discussion

Analysis of the findings scores on parenting styles adopted by parents in the context of Acehnese society demonstrates that most parents Acehnese society adopt authoritative style. This refers to the findings of the 137 parents adopt an authoritative style then followed by an authoritarian style of 98 parents. While the third is a permissive style of 81 parents and only some parents who adopt a style of uninvolved of a total of 52 parents.

The findings of this study support the findings of previous studies conducted by Dewi et al. (2013) and Herlambang et al. (2013) that many parents in Indonesia who practice the authoritative style and produce children with good development, such as having good self-confidence. Such situation

also occurs in Malaysia that the majority of people adopt an authoritative style (Asmah, Independent, & Mascilla, 2011; Azizi Yahaya, Boon, and Noordin, 2005; Johari, Zulkifli, Maharam, 2011). In addition, this study also demonstrated that the parenting style practiced by Acehnese similar to what happened in Western countries such as Europe and the United States (Baumrind & Black, 1967; Baumrind, 1991; Lamborn et al., 1990; Radziszewska et al ., 1996; Steinberg et al., 1994), England (Chan & Koo, 2010) and Finland (Aunola & Nurmi, 2005).

However, these findings differ from the findings of a study conducted by Chao (1994) which states that the best style practiced in Asia is the authoritarian style. It seems to occur in people of Aceh is shift of socio-cultural value that also occurs in Australia where formerly parenting style practiced by Australian people were authoritarian style and now turning to the authoritative style (Campbell & Gilmore, 2007).

In the context of Acehnese society, this situation can be started from the tsunami that has destroyed the foundations of life in Aceh. Thus public aid comes either domestic or overseas to help rebuild a life in Aceh (Muchi, 2011; Vatikiotis, 2007). By their arrival, then directly or indirectly it also has been affecting the values of socio-culture embraced by the people of Aceh, including in parenting style.

Aceh community in which formerly had strong identity values, then at the moment the identity and values are shifting and fading (Puteh, 2012) so many people who have not practice anything that has been practiced by their ancestors, including parenting style. Formerly, parenting styles practiced were firm, but now their firmness does not appear to their children. However, authoritative style is the style recommended by Baumrind because this style will produce good child development. This means that despite any value shift and changes in Aceh society, but the change is a change in a positive direction.

Researcher also studies the stages of self-efficacy of students. The findings indicate that most Acehnese students have high levels of self-efficacy and the rest have moderate stages of self-efficacy. This situation is apt with a study of Gardner (2011) showing that the development of individual self-efficacy will grow in line with increasing age. Thus, individuals' self-efficacy in adolescence is higher than in childhood.

Researcher also examined the relationship between parenting style and self-efficacy of students. When presented based on the types of parenting styles, this study found that there are significant and positive relationship between authoritative style and self-efficacy with the Pearson

correlation 0.255. While the authoritarian style also has a significant relationship with self-efficacy with coefficient of 0.536 and permissive style also has a relationship with self-efficacy of students with the Pearson correlation 0.636. Of the value of this correlation, it can be said that there is a significant relationship between authoritative style and self-efficacy, but the relationship is weak; in contrast to the relationship that exists between authoritarian and permissive styles that show the correlation is moderate. Meanwhile, the uninvolved style did not have a significant relationship with student self-efficacy.

If elaborated based on the types of parenting styles, the study found that students who raised with authoritative style mostly have high self-efficacy (N = 137, mean = 3.29) a total of 108 students and the remaining 29 students have moderate self-efficacy. Similarly, students who was raised by an authoritarian style mostly have high self-efficacy (N = 98, mean = 3.10) a total of 54 students and as many as 44 students have moderate self-efficacy. Meanwhile, despite the permissive style has a significant correlation and moderate with self-efficacy, mostly students were raised by this style have moderate self-efficacy (N = 81, mean = 2.93) a total of 50 students and the remaining 25 students have high self-efficacy.

The findings of this study do not support the findings of previous studies conducted by Turner et al. (2009) who found that there was no significant relationship between authoritative style and self-efficacy of children. Only did Turner's study conclude that self-efficacy is a means to achieve good academic performance. However, these findings support the study conducted by Widiyanti and Marheni (2013) in Bali, Indonesia, which found that there was a significant relationship between authoritative and self-efficacy and their study also found that students raised by this style had high and moderate self-efficacy. These findings are also supported by the findings of Tam et al., (2012) in Malaysia which concluded that there was a significant relationship between authoritative style with high school students' self-efficacy and most respondents had high self-efficacy.

However, Widiyanti and Marheni (2013) and Tam et al. (2012) found that there was no significant relationship between the permissive and authoritarian styles with students' self-efficacy. Obviously this differs with the findings of this study in which authoritarian and permissive styles also have a significant relationship with students' self-efficacy, only does uninvolved style not have a significant relationship.

6. Conclusions

The results showed that the types of parenting styles adopted by parents of the respondents of this study were authoritative style then followed by authoritarian and permissive style, while a small number who practiced uninvolved style. Meanwhile, the level of self-efficacy of students in this study was dominantly in the high level and the rest at moderate level. The results also showed a significant relationship between authoritative, authoritarian and permissive style with the students' self-efficacy. However, this did not occur in uninvolved style that there was no relationship with self-efficacy of students. When broken down based on the types of parenting styles, the students raised with authoritative style mostly had high self-efficacy levels, as well as the students who were raised by an authoritarian style. Nevertheless students were nurtured with permissive style mostly had moderate level of self-efficacy.

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A 'Malin Kundang', Either be Right or Wrong:
A Description of What Internet Does towards Autonomous Learning
In Indonesian EFL Classroom

Fazl Ahmad Habib

fazlahmadhabib@gmail.com

English Education Department of

Faculty of Teaching Training and Education,

University of Jember

Abstract

Autonomous learning cannot be separated from the change of schema of mind. This paper elaborates the existence of autonomous learning in Indonesia by the time the enumeration of internet network supports the EFL classroom. Malin Kundang as one of the popular narrative stories in Indonesia used as a common learning material for reading or speaking. By seeing the internet growth, Malin Kundang is offered on the internet network by many websites. In this case, teachers usually ask students in EFL classroom to find out narrative text on the internet as a task for them, of formally it is known as autonomous learning. As the ofference appears on the internet by any websites, all sources cannot be guaranteed as learneable material. This research done by analysing into description of narrative text of any sources in relation to the autonomous learning by collecting sources from the internet which are most shown by google search engine

Keywords: Narrative Story, Malin Kundang, Internet Networking, Autonomous Learning, Indonesia EFL Classroom, Google

1. Introduction

Teaching is the regular activity that is to help learners change their scheme of mind. Through the materials given, teachers give instruction and learners do the practices under the monitoring of the teacher. This is called as one-way teaching as long as the teacher is the one who take much control to guide students. It is different from autonomous learning (Khatun & Miwa, 2016). In which, a learner has to find what can change their own scheme of mind. Teacher has no control, it is because of the insight learners have is not going to be displayed in class, it is only for their own need. No rule for the teacher, but, the teachers must be responsible to aoutonomous learning.

In EFL classroom, autonomous learning can be categorized as seldom-used approach. It is done rarely to avoid misconception of learning by seeing the lack of the curriculum-maintaining teacher.

Indonesia relies on the policy that English can only be taught in any level of education in case that it is not a main subject– from 2013 English is considered as additional subject deals with the status of English itself that is as a foreign language – in school.

As it is written on the Indonesian education curriculum, two language-producing skill – Speaking and writing – should be taught contextually. So do the two skills remain. To set the student more productive in learning, the teachers provide both authentic and contextual materials. By the time the rapid increasing use of the internet. Indonesian teacher try to get on stage of globalization. They ask their students to find their own materials as responsible as they indicate this to be autonomous learning.

One of the two-remaining skill, reading, is taught in Indonesian EFL classroom by using any textbook published on store and or freely-given of government. Most of the teachers often take stories or any writing's genre from textbooks from store or LKS (Lembar Kerja Siswa) – well known as students' handbook of practice – which provide many cultural stories and exposition types.

By the time teachers let the teaching and learning process blended with the advance media and technology, the use of internet and computer affect the TLP itself. Most of the teachers use the Internet as an advance media to make students conscious about autonomous learning, where they can find what they need to learn additionally, while they do not know about the autonomous learning. Not to claim that finding materials in the internet is already doing autonomous leraning, but, finding materials on internet can be categorized as task-based learning activity (Cardon). Doing this regularly will direct students to find anything that help them, once again, find their needs

2. The internet networking growth towards EFL classroom

Internet networking provokes the TLP by fostering audio-visual media, learnable games and also texts. To be contextual, is of the trends of Indonesian EFL classroom activity' purpose. Not to neglect this phenomena, teachers, as mentioned, come close to the internet. So does other educational institution. By obtaining many advantages from the appearance of internet, they, thence, blend the TLP with internet networking. Some activities using internet are not always done in class, those can be

done outside and by the students themsleves without any strong guidance from teachers.

As the internet appears in EFL classroom, teachers feel that they are really helped. They can find many kinds of texts that can support the classroom activity. For instance, teachers can find articles that can be provided into classroom as they teach reading exposition. In this case, not all the students understand their level of difficulties.

Hence, internet allows internet users to provide their own writings on certain websites, the internet users who are not proficient enough to write English text, still appear on internet traffic. The existence of non-professional internet user is caused by the commersial reason. Some websites offer money, and the other offer payment to the users. In this case, they will write anything as long as they get paid.

Blogspot is one of the most popular websites on the internet. This website offers the user to create and write their own writing and they are allowed to publish their creation.

As it is popular, blogspot is also used in EFL classroom, in fact, some teachers create their own blogs. And they ask their students to visit their blogs. In one hand, the other teachers ask students to create their own blog for doing their homework.

3. A Naration to Narrative Text in EFL Classroom

Narrative is taught in EFL classroom at secondary level. Teachers set the language teaching based on the indonesia curriculum, recently, it has been discussed that K-13 is not appropriate to language teaching. In this case, some teachers cahnge their teaching style. In exception, government allow them to use any approach. Teaching narrative in indonesian EFL classroom can be either categorized as easy or difficult.

Some popular narrative stories are given by the teachers to the students. For instances, Malin Kundang, Tangkuban Perahu, Ande-Ande Lumut, Candi Prambanan etc. Moral values are considered as good as those are told in stories. For instance, the most popular story is Malin Kundang that tells lives of an old woman and her son, called Malin which the his mother cursed him into stone because of his denial as her son. In general, this story direct the readers to avoid misbaving to their parents, accordingly, mother.

It is no longer as a well known story, but the well known story. Malin Kundang story is already understood by Indonesian people at any ages by the increadible spread from mouth to mouth, year by year, generation by generation. Not only in EFL classroom, but also in regular classroom, this story is still being taught by teachers.

Specifically, Malin Kundang and his mother lived in poverty since his father was died. He intended to make their lives better and happier. He shared to his mother that if he followed his father to sea by being a sailor could bring him and his mother better. Once, his mother rejected his request. But, then his mother allowe him to sail the sea. For a long time, he succeded his intention. He gained much money, and he lived properly with his wife. At the end, he sailed back to his village, his mother saw him as he went down from the ship, and recognized him as her better son. She went over him and asked about him to accept that her recognation about him would be right. He denied it. As long as he and his wife did not honour his mother, his mother hurt deeply. Finally, she cursed him, his wife, all the workshippers and the ship into stone.

Most of the EFL teachers will carry these kind of questions towards the story
1.   Who was Malin Kundang?
2.   Why did they live in poverty?
3.   Why did Malin ask to sail the sea?
4.   What happened to Malin after he sailed the sea?
5.   Why Malin did not recognize his mother?
6.   Why did his mother curse him?
7.   What moral values do you get from the story?

Questions above will direct students to remember what the story is about, questions lead them to read in detail. In this case, those questions are not really needed to understand the story, because the students already understood the story (Atıcı, 2016). The important things are, how the students understand the story by answering the questions and teachers will analyse the students of writing. In conclusion, questions are formality for students' understanding..

a. Learners meet digital form of narrative stories

When the advancement of technology affects the education field to do TLP with the existence of internet networking, teachers collaborate the learning activities with some popular and useful websites (Dr. Krismant Whattananarong). Blogspot.com as mentioned, provides its users to write anything and publish their writing to others, viewers or online readers. Occasionally, teachers will ask students to create their own blog and write any kind of texts – as examples, recount text, procedures, rewrited narrative story – then they will read students' writings and evaluate. Not all evaluation are given to students, some teachers only ask them to submit for once.

Not only blogspot.com, but also wordpress.com provides the same facilities. In fact, students learn to write by reading some sources from internet – inappropriate texts can also be found. The word inappropriate in suitable to any random source that the language structure cannot be guaranteed as learnable materials (Cahyono & Mutiaraningrum, 2016). Accordngly, the materials may lead students to

be mistaken as their guide to do their writing assignment.

b. Google as the anwer of learning narrative text

When the internet materials-finding tasks given to the students. They are not neglect the function of the most used internet search engine, that is Google.com. Students will find so many materials provided by any websites to read online or download as saving it. Students will find proper materials if they type certain keywords. Certain keywords should be related to the materials topic they need. In fact, if they want to get narrative stories, they can type narrative stories. But, they will get the website that is completely English all about. In the other hand, they will get suitable materials, or more learnable materials if they type this kind of keywords:

1. Malin Kundang Story
2. Cerita Malin Kundang Bahasa Inggris
3. Cerita Naratif Malin Kundang
4. Narrative Story
5. Narrative text
6. Maling Kundang Narrative
7. Maling Kundang English

As it is seen that this blospot offers well structured language as English language form, but it does not provide native like style (Wangru, 2016). In the second paragraph, at the first sentence, 'They hanged life with something given by nature' in indonesian it can be translated into 'mereka menggantungkan hidup pada sesuatu dari alam', the writes tends to mean the sentence this way,'They do not go for work to feed their own life, they get foods from forest and/or sea'. This statement will be immitated by students who have read for their next own writing. This will lead students to learn inappropriately

4. Conclusions

At this final, teaching learning process in Indonesia English as Foreign Language classroom is really helped by the advancement of the technology. On one hand, if there is no monitor or evaluation by the growth of internet use in EFL classroom, there will be misleading of learning, accordingly autonomous leraning, that is to help learners change their own schem of mind in reading or writing and the other language skill iprovement. In conslusion, texts which are provided on internet that are shown by google service, not always direct students to well autonomous learning. In conclusion, narrative text, Malin Kundang Story or any other types of texts cannot be judges right completely, but it can be wrong a bit for teaching and autonomous learning..

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PROMOTE SCHOOL CLIMATE OF ENSURING TO IMPROVE STUDENT LEARNING OUTCOMES OF JUNIOR HIGH SCHOOL

Said Alhadi[1], Bambang BudiWiyono[2], Triyonoand Nur Hidayah[1*]

[1]Universitas Ahmad Dahlan, Yogyakarta, Indonesia

[2]Universitas Negeri Malang, Malang, Indonesia

[3]Universitas Negeri Malang, Malang, Indonesia

[4]Universitas Negeri Malang, Malang, Indonesia

*Corresponding author email: said.alhadi1957@gmail.com

Abstract

Quality education is the desire of thegovernment in an effort to support the creation of quality human. This has required improvements and performance enhancements in the field of education. One area that needs to be addressed is the school climate. Schools in Indonesia are still many who do not have a school climate that is conducive. Schools climate that is not conducive indeed affects the learning outcomes of students who tend to decline. This will result in the emergence of a sense of security to the students. Therefore, the school as a formal education providers should be able to create a school climate that is conducive. School climate that is conducive expected to improve student learning outcomes.

Keyword: school climate, learning outcomes

1. Introduction

Quality education is the desire of the government in an effort to support the creation of quality human. This is in accordance with the program the President is currently embodied in Nawa Cita Jokowi - Jusuf Kalla 2014-2019, which reads, "improve the quality of Indonesian human life". Improving the quality of Indonesian human has required improvements and performance enhancements in the field of education. For example, the government's policy to raise the value of standardization graduation each year.

Nationwide education in Indonesia is still weak compared to other countries. Michael (2014) reported that the United Nations agency which takes care of education said the deterioration of the quality of education in Indonesia. The data obtained from the Education For All (EFA) in 2011 issued by UNESCO was launched in New York or the educational development index Education Development Index (EDI). Based on 2008 data is 0.934 value was put Indonesia in the 69th position out of 127 countries.

McGraw (2003) argues that the main problem is the learning activities and learning objectives related to the development of learning. One of the factors that cause students can not develop as expected is that students do not yet have capacity for exploring potentials and yet have independent learning. Schools more emphasis on learning outcomes, while the students' learning process less attention. Ability to overcome their fear of learning outcomes required readiness of the various components, one of which is to improve the school climate comfort.

De Roche (2005) differentiate into two school climate that is both negative and positive. Negative school climate is not conducive school climate and makes students uncomfortable being in the school environment. While a positive school climate is conducive school environment and make students comfortable in the school environment. This requires the school seeks ways to create a positive school climate that makes it convenient for students to learn.

Some research shows that school climate of high and low impact on student learning outcomes. One is research Makewa et al. (2011) which concluded that the school climate has a significant effect on student achievement. Negative school climate will hamper the development of students' achievements and positive school climate will support the success of students achieve good learning outcomes.

This paper will try to discuss the importance of the education agency create a positive school climate. This positive school climate that will make students comfortable in learning. So that students can learn well and are able to obtain the desired results a learning students.

2. Litelatur References

2.1 Learning Outcomes

The process of change in human personality through improving the quality and quantity of behavior, skills, knowledge, thinking skills, and other capabilities. In the process of these changes can be obtained in accordance with the learning outcomes

studied field. Morgan (2000) explains that the changes due to learning will be indicated by the learning outcomes. The purpose of learning outcomes to obtain information about the effectiveness of the learning process, while learning results obtained will provide information on whether the method applied learning will provide positive results in achieving optimal learning goals.

Sudjana (2003) suggest that the learning outcomes are changes in behavior which covers the areas of cognitive, affective, and psychomotor owned by students after receiving a learning experience. The opinion further by Supratiknya (in Widodo & Widayanti, 2012) that the learning outcomes assessment is the object of the class in the form of new capabilities that obtained by the students after they followed the teaching-learning process about certain subjects. The results of study showed that the changes in the individual ongoing and not static. Changes constantly increased and focused to gain something better than before.

Gagne (1985) suggested that student learning outcomes acquired abilities of students in learning activities. For the measurement of learning outcomes of Gagne's theory suggests five aspects: (a) intellectual skills; (b) verbal information; (c) cognitive strategies; (d) attitude directed through learning activities; and (e) the ability of the motor. Koster (2000) suggests a sharper, that people who have been successful in learning will be an independent person and can increase the ability can determine clear learning objectives.

Based on some of the expert opinion can be understood that the learning outcomes are changes in various aspects, such as cognitive, affective, psychomotor, and other aspects that are closely related to the field being studied. The changes that occur are dynamic so that they can allow the ability in a person can turn out to be better than ever.

2.2 School Climate

Loukas (2007) explained that the school environment can be defined in three dimensions; physical, social and academic. De Roche (2005) distinguishes school climate include: (a) The school climate is bad (negative); and (b) the climate is good (positive). Poor school climate has the following characteristics: (a) lack of direction; (b) there is job dissatisfaction; (c) lack of communication; (d) occur exclusion of students; (e) arising out of frustration; (f) low productivity; (g) lack of creativity and innovation; (h) there is uniformity; and (i) a sense of respect and trust less. While a positive school climate have the following characteristics: (a) personal school realized that the cause for the emergence of a conflict and make efforts to overcome; (b) dissatisfaction criticism, conflict is seen as a way to identify strengths and weaknesses; (c) problem solving and decision making are shared; (d) the idea of the advice

and involvement of all personal appreciated by the principal; (e) low student absenteeism; (f) is proud to school; and (g) have the trust and openness.

Based on the above exposure, concluded the school climate is the perception of students about school organizational atmosphere and personal relationships established between students' perceptions of school characteristics marked with the following characteristics: (a) have a warm interpersonal relationships and familiar with the staff employees; (b) have a relationship of interaction between students and a good student; and (c) have a good perception of the characteristics of the school. School climate is scaled to the school climate.

2.3. Discussion

Later happened a wide range of problems that lead to the deterioration of the climate in the school, one of which is the emergence of aggressive behavior. Preaching conducted by Iwe (2012) mentions that the two groups of high school students in Yogyakarta involved brawl around Jalan Kapas Yogyakarta on Saturday (14/04/2012). They were throwing each other up could disrupt road users who happened to be passing. Other news, Ari (2014) showed that the SMK Negeri 2 Depok invaded by a group of high school students suspected of existing private Yogyakarta, on Wednesday (12/10/2014). SMK located in Mrican, Caturtunggal, Depok, Sleman attacked three times. Even a teacher had been beaten.

Worsening the school climate will create discomfort for students to learn. Felt the most impact is the decline in student learning outcomes. some research suggests that school climate can affect the study results. Research conducted by Marsh, McGee & Williams (2014) which states that aggressive behavior is the cause of the students' perceptions of students about the poor school climate. Students' perceptions of school climate that is not conducive encourage declining student achievement. This is shown by research Makewa et al. (2011) which concluded that the school climate has a significant effect on student achievement.

A problem that has spanned the 'hierarchy above requires the efforts of educational institutions which in this case is the school to build a school climate that is conducive. A school climate that is conducive not only from teachers, staff, and employees but also must emerge from among the students. Social interaction between students has conducive and keeping each other in order to create a positive school climate. If it is able to do, of course, the result of learning little by little will increase in line with expectations of students. This is due to the emergence of favorable conditions for students to study seriously at the school.

3. Consclusion

A school is a place for students to learn. When students learn in school, of course, they want to achieve the learning outcomes that correspond to their expectations. For that students need a good atmosphere to learn and get maximum results. Therefore, schools need to try hard to find a way to build a positive school climate that will impact on the improvement of learning outcomes. Some ways include teachers, staff, and school employees create a comfortable atmosphere while interacting with the school community. In addition, students themselves also need to proactively create a comfortable atmosphere while interacting with the school community.

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The Effect of Self-Regulated Learning, School Culture, and Gender on Academic Procrastination of Junior High School Students

Dahlia Novarianing Asri[1], Punaji Setyosari[2], Imanuel Hitipeuw[3], Tutut Chusniyah[4]
[1] State University of Malang, Malang, Indonesia
IKIP PGRI Madiun, Madiun, Indonesia
novarianing@gmail.com
[2] State University of Malang, Malang, Indonesia
punaji.setyosari.tip@um.ac.id
[3] State University of Malang, Malang, Indonesia
imhitipeuw@yahoo.com
[4] State University of Malang, Malang, Indonesia
tututchusniah@yahoo.com

Abstract

Academic procrastination is described as a behavior that is associated with a specific task. Procrastination can have a negative effect on learning. Many previous studies have reported that several factors are such as time management, motivation, self-efficacy, fear of failure, parenting style, and school culture both negatively and positively effect students' academic procrastination. The purposes of this study are: (1) to examine the effect of self-regulated learning, school culture, and gender to academic procrastination, and (2) to determine the gender differences of students who do academic procrastination. The sample is taken from the seventh grade students which consisted of 83 boys, and 71 girls. Each participant is required to complete three scales: Procrastination Scale, Motivated Strategies for Learning Questionnaire (MSLQ), and School Climate Scale. Multiple regression analysis techniques used to examine the effect of self-regulated learning, school culture, and gender to academic procrastination. One-Way ANOVA (Analysis of Variance) has been conducted to determine the gender differences of students who commit academic procrastination. The results has showed that: (1) there has been a significant effect of self-regulated learning, school culture, and gender to academic procrastination, and (2) there was not any difference between male students and female students that academically procrastinate.

Keywords: Self-regulated learning, School Culture, Gender, Academic Procrastination

1. Introduction

Procrastination often occurs in daily life, particularly in school environment. Procrastination occurring in academic environment is known as academic procrastination. According to Ferrari, et al. (1995), it is a tendency to always or nearly always postpone task completion, and a tendency to experience anxiety disorder associated to procrastination. Moreover, Senecal (in Ferrari, et al.,

1995) postulates that academic procrastination refers to a person's condition in which he/she may or even should complete his/her academic tasks, but fails to do intended activities in his/her expected timeframe. Students tend to have high frequency of students' academic procrastination which might harm academic development and success (Rosario, et al., 2009). Instead of studying and preparing for an examination, or completing tasks, procrastinators prefer spending their time to do pleasant activities, such as watching television or movie, or hanging out with friends (Asikia, 2010).

Academic procrastination can be explained through psychological dynamics shown by Tjundjing (2007) reporting that it is expressed when receiving tasks from teachers. Individuals will go through some stages of decision making, involving deciding which task needs to be completed because they have to deal with different tasks (internal and external tasks, and also academic and non-academic ones) everyday. Afterwards, they will start setting the expected target (deadline and result quality) and work plan (schedule and ways of working).

The next stage is task completion. In this stage the individuals will implement the arranged work plan. The plan may be working or not and even may not be implemented at all. The mismatch between the task completion and the work plan usually occurs due to distraction, and therefore the condition does not fit the initial prediction and expectation. The presence of distraction, which includes internal factors such as laziness, bad mood, burnout, or energyless state, and the external ones such as distraction coming from colleagues, family or environment leads to three kinds of reaction, i.e. carrying on to continue the work plan, postponing the task completion, and rearranging the work plan (or even declining the task completion). The individuals postponing the planned task completion due to the aforementioned distractions are called procrastinator.

A number of researches examine the effect of

psychosocial factors on academic procrastination, such as task-related factors involving boredom, frustration, personal meaning, motivation, task postponement, self efficacy, and task characteristics (Procee, et al., 2013), (Zeenath & Orcullo, 2012) and personality-related factors including impulsiveness, anxiety, fear of failure, mood, stress coping mechanism, self-esteem, poor time management and less self-confidence (Procee, et.al., 2012), (Deniz, Traz, & Aydogen, 2009), (Haghbin, McCaffrey, & Phychyl, 2012), (Vahedi & Mortazanajad, 2009), (Haycock, McCarthy, & Skay, 1998), (Saleem & Rafique, 2012), (Seperiah & Lotf, 2011). The external factors contributing to procrastination include: (1) personal life (less social support and parenting style), and (2) school-related factors comprising teacher quality, school condition, school custom or school culture (Zeenath & Orcullo, 2012).

In educational environment, although teachers may use different learning and teaching strategies, they present the same school culture. Different school cultures among different schools will provide different results, such as academic achievement, coping strategies for aggression, lying behavior, school crime, culture viscosity, social interaction, and victimization (Hoy & Hannum, 1997), (Gottfredson, dkk., 2005), (Wilson, 2004), (Libbey, 2004). School culture involving discipline, security, learning outcomes, social relationship, school facilities, and student perceptions of school may affect environment, students' behavior, and their learning and increase social interaction and positive behaviors in managing organization at school environment (Zullig dkk, 2010). Hoy and Hannum (1997) in their research find that academic culture is attributable to the students' academic achievement. School culture requires teachers to have commitment to their students (teacher affiliation) and to provide learning facilities and equipment. A healthy school culture will increase students' academic achievement, and finally result in lower academic procrastination.

In addition to school culture, procrastination signifies self-regulation failure. Students with self-regulated learning are able to set their goals, make plans, and use effective learning strategies. In contrast, those with low self-regulated learning often fail to implement the effective learning strategies. Some researches report that academic procrastination is the manifestation of self-regulation failure. Procrastinators have less self-regulation which covers cognitive, and behavioral areas, as well as motivation. Behavior with low level of self-regulation is correlated to high level of procrastination, and therefore teachers play significant role in promoting self-regulated learning at class (Arabzadeh, Kadivar, & Dlavar, 2012), (Babadogan, 2010), (Behrozi, Yeilagh, & Mansourian, 2013), (Klassen, Krawchuck & Rajani,

2008), (Motie, Heidari, & Sadeghi, 2013), (Park, & Sperling, 2012), (Wolters, 2013).

Academic procrastination focused in this research is that related to Mathematics since based on results of interview with some teachers many students postpone doing or completing Mathematics tasks because they do not like the subject and because it is thought to be a difficult subject. The aforementioned problems result in low Mathematics achievement performed by Indonesian students. The PISA (Program for International Student Assessment) results reveal that Indonesia belonged to the ten lowest of 65 countries in subjects focusing on reading literacy, Mathematics, natural sciences. The 2007 and 2011 TIMSS results (Trends in International Mathematics and Science Study) for grade 8 students show that 95% of Indonesian students are only able to reach intermediate level.

Based on the aforementioned problems, the objectives of the research are to: (1) to examine the effect of self-regulated learning, school culture, and gender to academic procrastination, and (2) to determine the gender differences of students who do academic procrastination..

2. Methods

2.1 Participants

The population in this study were all students in grade 7 of junior high school in Madiun regency. The sampling technique was conducted by random sampling which later determined the students in grades 7 of 3 junior high schools in Madiun regency as the sample members of this study. Determination of the three schools was considered representative in comparison to the total population. Each school was taken two classes which were identified as having high academic procrastination. The data was obtained from the school documentation, and several interviews with subject teachers. The overall numbers of the subjects were 154 students (79 male students and 75 female students) with an age range between 13-14 years.

2.2 Instrument

The Procrastination Scale, developed by Tuckman (1991), was used to measure academic procrastination level. The Procrastination scale comprises 35 items covering general self-reflection toward three aspects, i.e. tendency to put off tasks, tendency to have difficulty performing unpleasant tasks and therefore they, as well as surrounding environment, are avoided, and tendency to blame others for self-behaviors. Assessment of academic procrastination was administered 5-point Likert scale (Never, Rarely, Occasionally, Frequently, and Continually). The test validity scale was conducted by using the product moment correlation coefficient formula, and obtains the correlation coefficient that

inflated between 0.308 up to 0.791. The reliability test was performed by using Cronbach Alpha formula that scored a correlation coefficient of 0.897.

Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et.al., 1991) was used to assess student's self-regulated learning. Motivated strategies for learning questionnaire tap into two aspects including motivation and learning strategies. The former covers 31 items aiming at assessing students' goal orientation, and beliefs about learning. Meanwhile, the latter comprises 31 items to measure distinctive uses of cognitive and metacognitive strategies, as well as 19 items to measure students' resource management, so that the total number of items is 81. The 7-point scale ranging from strongly disagree to strongly agree was used. Reliability of the original version was measured using Cronbach's alpha coefficient of 0.52-0.93. Test validity was conducted during the study, and the result showed that there are 10 items, with a correlation coefficient between moving items with a total of 0.300 until 0.624, and Cronbach alpha reliability coefficient for 0.906.

School Climate Scale, developed by Zullig, Koopman, Patton, & Ubbes (2010), was used to measure school culture. The school climate scale covers positive student-teacher relations, student attachment to school, academic support, order and discipline, school building, social environment of school, privilege, and academic satisfaction. The research applied 5-point Likert scale ranging from strongly agree to strongly disagree. The test validity resulted in the correlation coefficient between the items and the total that inflated between 0.303 up to 0.691, and Cronbach alpha reliability coefficient of 0.905.

3. Results

Research data described that the subjects in this research were 154 students (83 boys and 71 girls). It was shown that among the 83 male students, 30 students (19.5%) had a low level of academic procrastination, and 53 students (34%) have a high level of academic procrastination. Meanwhile, out of the 71 female students, 43 students (47.4%) had a low level of academic procrastination, and 28 students (18.2%) have a high level of academic procrastination.

The partial correlation analysis has resulted in: (1) there was a negative influence on the self-regulated learning academic procrastination (r = -0.298, p < .05), meaning that the higher the self-regulated learning the students obtain, the lower the academic procrastination they do; (2) there was a negative influence on the culture of the school academic procrastination (r = -0.120, p < .05), entailing that the better academic culture a school can conduct, the lower school academic procrastination possibly happens; (3) there was not

any effect on the type of academic procrastination (r = 0.766, p > .05), implying that there is not any influence of gender on academic procrastination.

The multiple regression analysis has resulted that there was a significant effect of self-regulated learning, school culture and gender to academic procrastination (F = 10.604, p < .05), so the hypothesis of that there are influences of self-regulated learning, school culture and gender against procrastination academic, is accepted. The results of the analysis to determine the gender classification of students who do academic procrastination shows that there was no difference between male students and female students perform academic procrastination (F = 0.089, p > .05). To the contribution of the overall variable contribution to the academic procrastination, the analysis shows the coefficient of determination (R2) of 0.172. This suggests that the variation of the three independent variables contributes to academic procrastination was amounted to 17.2%, while 82.8% was influenced by other factors not identified in this study.

4. Discussion

The results of data analysis showed that there was the influence of self-regulated learning, school culture, and gender of the junior high student academic procrastination. It means the occurrence of academic procrastination is as regards of how the perception of academic life will make a difference in making the decision when undergoing academic demands. Some students were diligent in their study, careful and always completed the task as soon as the task assigned, and were more prepared to face the exam. On the contrary, some other students would just learn only when the exam was coming, and were late to hand in their tasks even if the tasks have been given at the beginning of the semester or two to three months earlier. The tendency to postpone the academic tasks has referred to academic procrastination.

This finding is supported by previous researches which conclude that self-regulation is predictor of the academic procrastination. This finding on the effect of self-regulated learning and school culture on academic procrastination corresponds to that of research carried out by Partzeek, Grunschel, and Fries (2012) which demonstrates that academic procrastination is attributable to internal factors, one of which is less self-regulation, and external factors which include those related to school.

A research conducted by Zimmerman (2000) reveals that self-regulated students rarely postpone doing their tasks since they always make their own activity plan. Furthermore, Park and Sperling (2012) state that self-regulation is correlated to academic procrastination. The procrastination is indication of

self-regulatory failure. Most procrastinators do not plan to procrastinate, but tend to postpone planned tasks and prefer doing other activities.

Furthermore, procrastinators seem to have less cognitive reappraisal and motivation. If compared to low-level procrastinators, high-level procrastinators tend to insufficiently use both cognitive and metacognitive strategies. The low-level procrastinators show their capability in planning, monitoring, and evaluating tasks. Both low-level and high-level procrastinators have similarity in the presence of low intrinsic value of tasks and of low self-efficacy. This finding is consistent with that of previous research showing that students with metacognition in their self-regulation possess higher academic motivation and are more successful than their peers (Pintrich, 2003).

Effective contribution given these variables to academic procrastination as a whole was 17.2%, thus there was still a 82.8% influence of other factors that remained unidentified. Other factors assumed to influence the academic procrastination, among others, are poor time management, lack of motivation, lack of organizational skills, inability to concentrate on the task, fear of failure, irrational thought, perfectionism, self-worth, self-control, expectations success, and anxiety (Balkis and Duru, 2007, Ferrari et al., 1995).

The first partial correlation test results shows that there were negative effects of self-regulated learning on academic procrastination (r = -0.298, p < .05). That is, the higher the self-regulated learning was possessed by each student, the lower the level of student academic procrastination was. The results of this study are supported by Steel's research (2007) that suggests there is a negative relationship between academic procrastination with the level of self-regulation. Research of Eerde (2000) proves that academic procrastination behavior shows a lack of self-regulation, such as the use of strategies and monitor the learning process, and tend to avoid tasks. Motie et al. (2013) has developed self-regulation in predicting academic procrastination by helping students set goals and organize subjects, using metacognitive strategies for managing time, and regulating effort in learning. Some researchers (Eerde, 2003 and Wolters, 2003) argue that self-regulation is one of the most powerful predictors of the emergence of academic procrastination.

The main determining factor in developing the ability of self-regulation is self-efficacy. Confidence in the ability of self-regulation refers to the students' beliefs that they can develop in the form of behavior that is required to regulate itself to the learning process. In the classroom, self-efficacy beliefs include themselves in the ability to be successful in academic tasks (Zimmerman, Bandura & Martinez-Pons, in Fetsco, 2005).

Zimmerman et al. (2006) describes that students who have self-regulating learning will plan a strategy on how to complete a task, use an effective methods of learning, and monitor how effective the methods. An ineffective method will be replaced with a more effective one. Students who have self-regulation in learning, in general, will be attracted to the material being taught, preparing the learning process in the classroom, and participate in class by asking questions or expressing ideas in class discussions. When working on a homework or academic work, students who have self-regulation will clarify the difficulties encountered, find the basic idea, sum up the material they have read, and work by linking theories and experiences. On the other hand, students who have low self regulation has often failed to implement effective learning strategies.

Corno and Mandinach (in Kerlin, 2000) indicate that students who have self-regulation in the study were able to set goals, plan, and use effective learning strategies. In opposition, students who have low self regulation has often failed to implement effective learning strategies. Self-regulated learning describes the three main features: the goals, actions, and assessment. That is, the students create a new way to maintain or achieve a goal, and to change a way to measure it.

The second partial correlation test results shows that there were negative effects of school culture on academic procrastination (r = -0.120, p < .05). It means the better the school culture was created in the school, the lower the level of student academic procrastination was. A research on school culture has been conducted by Zullig et al. (2010). Cohen et al. (in Zullig et al., 2010) define school climate as the character and quality of life within a school and refers to the whole school experience including organizational structure, physical environment, instructional practices, interpersonal relationships, and overarching values, objectives, and customs.

Cohen et.al. (in Zullig, et.al., 2010) describe school environment as a level of security provided by school, proven with a wide variety of relationship showing existence and larger physical environment. Academic culture at school comprising eight factors linked to positive relationship among teachers and students, school connectedness, academic support, discipline, school physical environment, school social environment, privilege, and academic satisfaction, have significant effects on students' academic procrastination. This point of view has been proven by a research revealing partial negative impact of academic culture at school on academic procrastination. This means the better the academic culture at a school is, the lower the students'

academic procrastination will be. In a certain academic culture, social environment at school and academic satisfaction can be accomplished when there is a positive correlation among teachers and students and factors linked to school. School culture consists of eight factors which are categorized into three domains including social environment, positive relationship among teachers and students, and privilege. This sort of categorization enables the identification of positive and negative aspects on social environment which put an effect on students' learning at school.

Procrastinators need to be trained in a number of skills including time management, learning material organization skill, and skill in organizing situation which can be negative predictor in academic procrastination. Creating challenging tasks with extraordinary ways can be beneficial for improving motivation in learning and doing tasks because it will minimize boredom. Time management is one of some aspects in self-regulated learning which is negatively correlated with academic procrastination (Motie, Heidari, and Sadeghi, 2013). Teaching time management as a part of self-regulation can be helpful in lessening academic procrastination, and this is supported by a research carried out by Eerde (2003) which reveals that time management training helps decrease individual's procrastination and anxiety. Peer support in the form of social control can be highly beneficial to help an individual overcome procrastination.

The third partial correlation test results shows that there was no influence of gender on academic procrastination (r = 0766, p > .05). These results were supported by One-Way ANOVA (Analysis of Variance) test, which show that there was no difference between male students and female students perform academic procrastination. However, 81 students (53 boys and 28 girls) of 154 students as sample showed a high level of academic procrastination. The high number of students with academic procrastination can not be separated from the culture in Indonesia, especially in Javanese culture which holds the philosophy of Alon-alon Waton Kelakon, which loosely means let it be done slowly but surely. This philosophy is manifested by the Javanese culture through procrastination work in everyday life. For example, delaying payment of electricity bill or telephone in the last days to the due date, including delaying in the academic field such as procrastination academic tasks.

The result show that there is no significant effect of gender differences on academic procrastination. Different gender of students experiencing academic procrastination in previous researches remains ambiguous. A number of studies reveal that gender differences do not significantly affect academic procrastination (Solomon and Rothblum, 1984), (Motie et.al., 2012), however some other researches demonstrate that men have more tendencies to perform procrastination behavior (Ferrari et.al, 1995). Steel and Ferrari (2013) suggest that men are reported to procrastinate more than women because men tend to have higher impulsiveness levels and lower self-control levels. Meanwhile, Bidjerano (2005) describes that compared to men, women tend to have more rehearsal strategies, better learning strategies, and higher self-control levels. A research by Diaz-Morales et.al (2006) on demographic characteristics and procrastination demonstrates that women have higher dubieties and are more vulnerable to anxiety than men, and hence they are likely to be better prepared and planned in performing every activity which results in lower level of procrastination

5. Conclusions and suggestion

The findings indicate that self-regulated learning, school culture and gender contribute to academic procrastination of junior high school. Self-regulated learning of the students involved in the process of learning to aim, to organize, to customize, and to control themselves especially when facing difficult tasks, so that it can reduce the occurrence of academic procrastination in completing academic tasks. In addition, the school culture also affect the occurrence of academic procrastination. In a school culture, school social environmental factors and academic satisfaction can occur if there is a positive relationship among students, teachers, and other factors associated in school. The results of the research show that there was not any difference between male students and female students who have procrastinated their academic issue, so it is expected that there are more advanced research associate with demographic variables such as age and level of education

Based on the results of the study, self-regulated learning and school culture has contributed effectively 17.2% on the academic procrastination, so there are still about 82.8% influenced by other factors not identified in this study, which is supposed to affect the academic procrastination. Next researchers are suggested to conduct further research on the other factors affecting academic procrastination, such as fear of failure, self-esteem, perfectionism, and external factors such as parenting styles and social support. In addition, it is also suggested for further research to provide an intervention for students to lower the academic procrastination through provision of learning strategies, self-management skills practice, and training of self-regulated learning

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THE ROLE OF COUNSELOR TO IMPROVE SELF-REGULATED LEARNING FOR STUDENTS

Oksa Kartika de Hambri

Universitas Negeri Malang

Jalan Semarang 5, Malang 65145

oksha.dehambri@gmail.com

Abstract

Academic success is one of the main factors to determine nation's educational success. Frequently, students' academic success is only measured by their achievement scores in each field of the study. The academic success is often fully mastered by the subject teachers. In addition, students' academic success includes two factors, namely cognitive and non-cognitive factors. One of the non-cognitive factors that should be mastered by the students to achieve academic success is self-regulated learning. Self-regulated learning is a process in which students set their own learning goals, monitor, manage, and control their cognition, motivation, and its own behavior in order to achieve the goals. Its process has three phases: forethought phase, performance phase, and self-reflection. Self-regulated learning consists of two major components; namely motivation and learning strategies. A counselor acts as a psycho-educator who is responsible for developing students' personal, social, and emotional aspects in achieving students' academic success. Thus, the counselor's role is to make the students to acquire self-regulated learning ability. One alternative that can be done by the counselor is to teach the students to write a learning journal. Writing some learning journals can make the students remember or recall their memory on the teaching and learning process, behaviors, and how to change their learning strategies.

Keywords: Counselor's role, Self-regulated learning, learning journals

1. Background

The globalization era in the 21st century, education around the world, including Indonesia, faces increasingly complex challenges. Educational world is opposed on a demand to be able to develop all of the students' potential that can make them survive and active in this global era.

Academic success is one of the main factors to determine the nation's educational success. Frequently, students' academic success is only measured by their achievement scores in each field of the study. The academic success is often fully mastered by the subject teachers. When the students fail to achieve academic success, the subject teachers are considered as the one whom responsible for it. Students' academic success includes two factors, namely cognitive and non-cognitive factors. Cognitive factors is the ability of individuals to learn new knowledge, while non-cognitive factors deals with feelings, way of thinking, attitudes which affects to the interaction with others. It shows that these two factors influence the students' academic success. In this case, the one who is responsible for the academic success is not only the subject teacher, but also counselor. Counselor plays a role as a psycho-educator who is responsible to develop students' personal, social, and emotional aspects to achieve their academic success. Rosen et al. (2010) states that "non-cognitive attributes and skills may play an important role in reversing or limiting delays or deficiencies in cognitive development and academic achievement and they may complement direct efforts to improve academic learning". One aspect disclosed by Rosen et al. (2010) is self-regulated learning. Self-regulated learning in general includes the ability of students in doing self-evaluation related to their academic tasks, choose and apply the problem-solving strategies, and improve strategies based on the outcomes or results achieved. Zimmerman (2001) defines self-regulated learning as a self-control process by converting mental abilities into practical actions related to students' academic tasks. In the educational setting, self-regulated learning plays an important role in optimizing the students' academic development as the basis of the students' academic achievement. The development of students' self-regulated learning is a strategic movement to facilitate the optimal development of students as well as preparing them to play an active role in this century.

According to Sink (in Zyromski, B. & Joseph, A., 2008), adolescents have the risks of losing motivation, attention and self-regulation, those obstacles make young people need to rearrange their learning strategies, practice and use remembering strategies, learn skills in gaining information, plan and organize life at home and school.

Nowadays, the rapid growth of technology can make an imbalance gap in learning. Most of the students are no longer read nor have the concentration to focus on one discipline or area for hours at a time because the students tend to seek information instantaneously through computer and gadget which currently has a major influence in their learning approach. It would be more difficult for them to become self-regulated students with an

adequate metacognitive awareness, less persistent in learning and also lack or purpose-oriented (Laskey & Hatzel, 2010).

Savira & Suharsono (2013) find that 54.2% of students who join accelerated programs in Malang city shows low ability in self-regulated learning. That is caused by their mastery in self-regulated learning skills that have unfavorable impact, not only to the learning development but also on the cognition, affection and behavior development aspects.

The results of a survey conducted by the author through questionnaires to the students in Junior High School in Malang showed that 51,30% of the population still has a low self-regulated learning. In this case, the counselor plays role to make the students have the ability in self-regulated learning.

2. Methods

Zimmerman (1989) defines self-regulated learning as students' active ability in metacognitive, motivational and behavioral in the learning process. Students metacognitively set themselves to plan, arrange, and do self-teaching and self-monitoring, also self-evaluation at different stages of learning. In the motivational aspect, students think of themselves as a competent, self-efficacy, and autonomous individual. While in the behavioral aspect, they are capable in selecting, shaping, and creating environment for an optimal learning. Martin states that the implication of self-regulated learning in the classroom is highly recommended to build better students' skills.

2.1 Self-regulated Learning Process

Referring to the social cognitive theory, it explains that self-regulation consists of three processes: self-observation, self-evaluation and self-reaction. Since the three of them are related to one another, Zimmerman (1989) formulates those processes into three phases as follows.

Forethought phase

There are two sub-processes of this phase, namely task analysis and self-motivation beliefs. The main form of task analysis is goal setting. It relates to the decision taken on the learning outcomes or specific performance (Boekaerts, 2000). A person who has an arranged goal setting in a hierarchy and the objectives process will be carried out as a self-regulator to achieve the goal or getting the same results ever achieved. Next, the second form of task analysis is a strategic planning, to control and optimize their expertise, a person needs a correct method or strategy to perform their tasks and goals. Self-regulative strategy is a process and individual actions are directed to obtain the skills expected (Zimmeman, 1989)

The basis process of self-motivation beliefs are self-efficacy, outcome expectations, and goal orientation. Self-efficacy refers to the self-confidence to learn and act on the achievement of the performance (Boekaerts, 2000). People's desire to perform and continue self-regulatory, particularly dependent on their own self-regulatory efficacy leading to the belief in their ability to plan and organize the function of a specific area. Goal orientation is a self-motivation to achieve a goal and work done by an individual in order to have a better
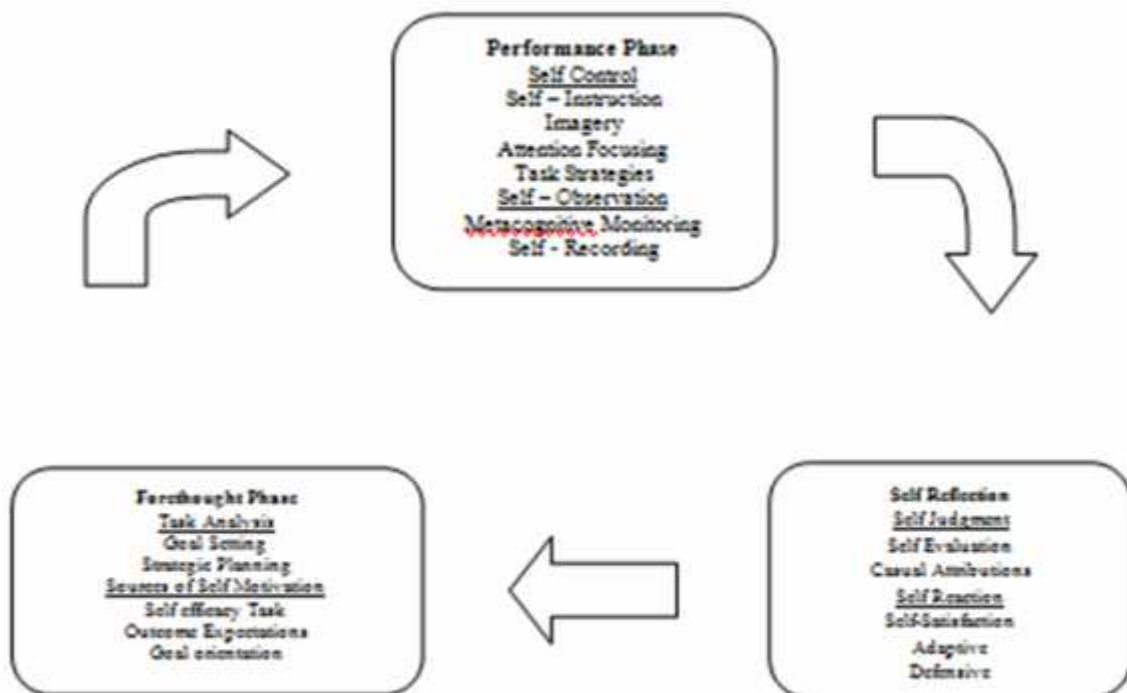
performance (in Boekarts Pintrich & Schunk, 2000).

Performance phase or Volitional Control

Self-control and self-observation are the two types discussed in this phase. The process of self-control include self-instruction, imagery, focus attention, and task strategies. Self-instruction is an image/reflection of how someone is doing his/her job. Imagery or the shape of the image is a process which is used in the self-control extensively for encoding and performance. Attention focus is a process that is used to improve one's concentration on one thing and ignore everything else. To make this process effective, someone should ignore the distractions around in implementing the plan and avoid mistakes and errors in the past. Task strategies help learning process and tasks implementation by simplifying a task into important and organized parts (Boekarts, 2000).

The second form of this phase is self-observation, which refers to someone's observation seen from doing their tasks, the surrounding conditions, and the impact of the results. Referring to the self-observation, this form would be better if someone remembers in carrying out a successful performance rather than the failed ones. Self-observation includes metacognitive monitoring and self-recording. Self-recording is a technique of self-observation that can enhance feedback's closeness, meaning, accuracy, and attractiveness. Through notes or record everything that happens in the environment, a person can capture information about himself/herself at that time, compile them into very essential information, maintain the accuracy regardless of any distractions and provides data to provide supported facts on the achieving development.

Self-Reflection Phase

This phase has a close relationship with the previous phase, self-observation, which is self-judgment and self-reaction. Self-judgment includes self-evaluating on one's performance and causal attributions. Self-evaluation shows a comparison between the results of performance's evaluation and the objectives to be achieved. Causal attribution is related to results, such as whether the poor performance regards to students' limited ability or because of the lack of maximized efforts. Attributional judgment has a crucial role in self-reflection, since a false attribution will encourage people to react negatively and reduce their efforts in escalating their ability (Boekarts, 2000).

Self-evaluation and attributional self-judgment are closely associated with two forms of reaction; self-satisfaction, adaptive and defensive. Self-satisfaction involves perceptions on satisfaction or dissatisfaction, and it is connected with someone's performance. Generally, someone will take action that gives satisfaction, positive effects and avoid actions that lead to dissatisfaction and negative effects. Adaptive is somebody's conclusion on the

needs of self-regulatory in the next attempt to perform better. Even though defensive can reduce a person's success in adapting his/herself, defensive focuses in protecting or preventing someone towards dissatisfactory and bad impacts that will happen in the future.

2.2 The Components of Self Regulated Learning

Zimmerman (1989) and Pintrich, et al (1993) formulate self-regulated learning into two major components. Those two components are motivation and learning strategies. Motivation component consists of two sub-components while learning strategies also consists of two sub-components. Three sub-components which are included in the sub-components of motivation are: (1) a value component, (2) an expectancy component, and (3) an affective component. While the components which are included in the learning strategies are (1) cognitive and metacognitive strategies and (2) resource management strategy.

The value component consists of three aspects, intrinsic goal orientation, extrinsic goal orientation and task value. The expectancy component consists of control beliefs and self-efficacy for learning and performance, while the affective component is test anxiety.

Furthermore, cognitive and metacognitive strategies consist of five aspects: rehearsal, elaboration, organization, critical thinking and metacognitive self-regulation. The components of resource management strategies consist of three aspects which are called time and study environment, effort regulation, and peer learning.

a. Because of those components, Zimmerman (1989) proposed 14 learning strategies based on self-regulation learning which are presented as follows: Self-evaluation is a statement that indicates a student shows initiative to evaluate the task quality or the progress.

b. Organizing and transforming is a statement that indicates student shows initiative to recast the instructional materials in order to improve the learning process whether it is explicit or implicit.

c. Goal-setting and planning is a statement that indicates a student to set his or her learning goals or sub-goals, plans the next steps, manages the time and completes the activities related to the goals.

d. Seeking information is a statement that indicates a student shows initiative to get information related to his or her next task from other learning sources when doing the current task.

e. Keeping records and monitoring is a statement that indicates a student shows initiative to make a note of some events or results during the learning process.

f. Environmental structuring is a statement that indicates a student shows initiative to choose or

rearrange the physical condition of the environment to make the learning process easier.

g. Self-consequating is a statement that indicates a student has his or her own structure and imagination to award him or herself with a present for being successful and to punish him or herself for being failed.

h. Rehearsing and memorizing is a statement that indicates a student shows initiative to memorize the learning materials by doing overt or covert practice.

i. Seeking social assistance-peers is a statement that indicates an individual tries to find a help from his or her peers.

j. Seeking social assistance-teachers is a statement indicating a student tries to get a help from the teacher based on his or her initiative that he or she needs a help.

k. Seeking social assistance-adult is a statement that indicates a student shows initiative to ask for a help from adults such as parents or siblings

l. Reviewing records-notes is a statement that indicates a student shows initiative to reread his or her notes.

m. Reviewing records-test is a statement that indicates a student shows initiative to reread the questions asked during the test.

n. Reviewing records-textbook is a statement that indicates a student shows initiative to reread the textbook for next class or next test preparation.

Mih & Mih (2010) had different self-regulated learning components. It is presented as follows:

a. Cognition regulation consists of four sub components, namely cognitive strategy, deep process, surface processes, and strategy processes.

b. Metacognitive regulation consists of two sub components, namely metacognitive knowledge and metacognitive regulation.

c. Motivational regulation consists of six sub components, namely task goals, mastery goals, work avoidance goals, intrinsic value, self-efficacy, and dysfunctional motivational strategy.

d. Emotional regulation consists of three sub components, namely positive emotion, negative emotion, and test anxiety.

Based on the several thoughts towards self-regulated learning components, the writer refers to the six components that will be used for assisting the counselor in order to improve their students ability in self-regulating, such as the ability to evaluate themselves (self-evaluating), the ability to organize and make some changes (organizing and transforming), the ability to determine the goals make some plans (goal-setting and planning),

the ability to record and monitor events (keeping records and monitoring), the ability to repeat and recall (rehearsing and memorizing), and the ability to seek help (seeking social assistance-peers).

2.3 **The Role of Counselor In Improving Self-regulated Learning Ability**

Counselor is a psycho-educator who is responsible for developing the personal, social, and emotional aspects of the students in order to achieve academic success among students. In this case, the writer suggests an alternative that can be used by counselor to assist the students to have the ability in self-regulated learning.

Zimerman (1989) uses scientific questions to help the students in understanding the application of self-regulated learning better. The questions of why, how, when, what, where and whom are used in scientific questions. Those questions lead to the application of self-regulated learning in the design of learning activities. The question of 'why', motivates the students to be free and precise in choosing the learning process according to their needs. That kind of question is used to stimulate the reason why the students learn something. By doing that, the students will have initiative to learn and do the given task.

The question of 'how', guides the students to choose the learning condition to meet their needs. The question of when describes the learning time used by the students. The question of 'what', leads the students to be able to select, modify, and accustom themselves to respond something. The question of 'when', gives opportunities for the students to arrange their physical environments to support their learning activities. The question of 'whom', is related to the social dimension of learning.

Referring to the six components chosen by the writer to help the students acquiring the ability of self-regulated learning that includes self-evaluating, organizing and transforming, goal-setting and planning, keeping records and monitoring, rehearsing and memorizing), and seeking social assistance-peers; teaching the students to write a learning journal is employed.

Learning journal writing has a role in mediating the improvement of self-regulated learning (Hubner, et al, 2010). In addition, learning journal writing can be a strategy to improve mathematics communication and achievement (Schultz, 2009). According to Tanler (2006), besides changing the way of teaching and learning, learning journal will also improve the way of teaching and learning which leads to self-regulation in learning; learning journal writing employed in this study can be used as a self-regulated learning strategy. Learning journal writing can be used as a measurement to evaluate ourselves in learning. Bandura (cited in Schultz, 2009) suggested that writing a journal can improve cognitive function, including critical thinking,

reasoning, and problem solving. According to Schultz (2009) a student who wrote the journal will use metacognitive framework and make him or her think deeply beyond the problem-solving process, it is like a reflection on the steps used to solve problems in learning.

According to Dibello (2001), writing a learning journal can exhibit five skills of personal improvement, including the ability to write, the ability to reflect, the ability to organize, the ability to make plans, and the ability to perform an evaluation.

Studies indicate that journal writing engages students' thinking through different cognitive processes such as prediction, brainstorming, reflection, and questioning. It encourages students to express their interests, thinking and curiosity about the world around them, and discover new ideas. This in turn contributes to the enhancement of their understanding of scientific concepts. Journal writing facilitates the integration between prior and new knowledge, and assesses learners' understanding. It also encourages learners to be involved in cognitive processing, which facilitates the interaction between data (the content space) and reasoning (the discourse space). It also helps them to mentally organize their thoughts by building organizational relations necessary for constructing meaningful learning. When journal writing is associated with an inquiry-based approach to learning, it helps improve the quantity and quality of students' questions, which is the first essential step in inquiry-based learning. The students start writing about their manipulations, observations and results; they fill in knowledge and skills gaps and advance their interpretations. Journal writing also develops students' persuasion and argumentation skills, and enhances the communication between teachers and students. They become more aware of their vocabulary deficiencies, develop their invention skills and feel comfortable expressing their feelings and emotional reactions to real-world phenomena.

3. Conclusions

Academic success is one of the indicators which is essential to the triumph of education in a country. Academic success is divided into two factors: cognitive and non-cognitive factor. Self-regulated learning is one of the non-cognitive factors. Self-regulated learning is a process when the students set learning goals, then they try to monitor, manage, and control their cognition, motivation, and their own behavior in order to achieve the goals. In this case, the school counselor has a role as psycho-educator who is responsible to develop students' personal, social, and emotional aspects in order to achieve academic success among the students. Thus, the counselor needs to employ a strategy for applying the self-regulated learning skills on the students. An alternative that can be done by the counselor is to teach the students to write a learning journal. By keeping learning journal, the students will use the metacognitive framework and make them think deeply beyond the problem-solving process, it is a reflection on the steps used to solve problems in learning.

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Career Counseling For Adjustment of Employees Beginners

Blasius Boli Lasan **)

Blasius Boli Lasan is   lecuturer in   guidance and counseling department –Faculty of Education-- State University of Malang. E-mail: blasiusbolilasan@Yhoo.co.id

Abstract

The lives of students in the academic world different from working life. In the academic world, they are more focused on getting the theories of learning science, punctuated by a little practice. Whereas they enter the working world generally focused on getting the product or profit as much as possible.   Profit orientation are surprising to the beginner employees. They always discipline, mastering a new skill, effort to attain maximum performance and production. Therefore, the new employee must be able to adapt in order to survive. Adaptability it should be balanced with the needs of physically and psychologically. In addition to salary adjustments, an employee also require an adjustment to the demands of the work, the speed of responding, the working steps, the intensity of the response, the rhythm of work, length of employment, and diligence, fast-slow response. They are all variables that need to be considered so that one can make some adjustment to work. So individuals succeed if there is a match and the interaction between Person (Personal) and Environment (Environmental). Career counseling to prepare candidates for new employees so that they are not surprised and can make some adjustment to work properly.

Keywords: career counseling, job adjustments, personal, environment

1. Introduction

Alumni of a school or college when work they should make some adjustment to work. The adjustment has to   made because there is a difference between school and employment. Working world generally   focused on getting the product or profit as much as possible. This is a surprising to the new employees profit o who just switched from the academic world to work word that always discipline, maximum performance, and production. The shock was compounded by the demands of a company or an institution that mastering a new skill. Orientation advantages and demands to work fast, but the most appropriate to create a working atmosphere need also an adaptation to new employees: senior high school graduates, high school teacher, and a school teacher, even though professionals.

If it happens the initial adjustment, the following adjustments are adjustments arising between needs and satisfaction obtained in a workplace. If the physical and psychological needs can be met, then it at home in the workplace. If not met, then the individual is likely to retreat or still work but are less productive so that he might be fired.

Organization begins discussion of the theory of counseling adjustments for prior work needs to be known theoretical foundation. Next is a predictive model of labor adjustment as crystallization of theory. Next is the application of a theory or model that through counseling work adjustment, job adjustment counseling, counseling to choose a job, and career counseling.

2. Work Adjustment Counseling Theory

The theory used in this paper to explain the need for an adjustment of Dawis work is a theory called the Theory of Work Adjustment abbreviated TWA. The cornerstone of the development of TWA are individual differences in psychology (Dawis, 1992). Psychology of individual differences assess variability (diversity) of men, how a particular person is different from the others. Human diversity has produced human individuality. The individuality of this kind can produce different consequences for different people in the situation and the same workplace.

Counseling theory this adjustment is built on three assumptions: first, as an organism or person needs to meet their needs through a neighborhood that is available, the second person have the ability to meet their needs, and the third, most of the behavior of the person in interaction is in order to meet their needs (Brown & Lent 2005, p. 5).

Based on these assumptions, the theoretical adjustment or adjustments in question is a theory about the appropriateness or suitability (fit) and the interaction between P and E. P stands for Person and E is the Environment. Inside there are various personal characteristics P someone among them is ambition, desire, and physical needs, psychological, and social. One thing that is most important in P is needed. There are a number of types E eg physical building, school, work, family, home, social, and even other people. Therefore, the type E expressed by career experts refer to an initial state to identify and define the E where a worker is, as a common name

Figure 1: The Basic TWA Predictive Model (Brown & Lent, 2005, p. 7)
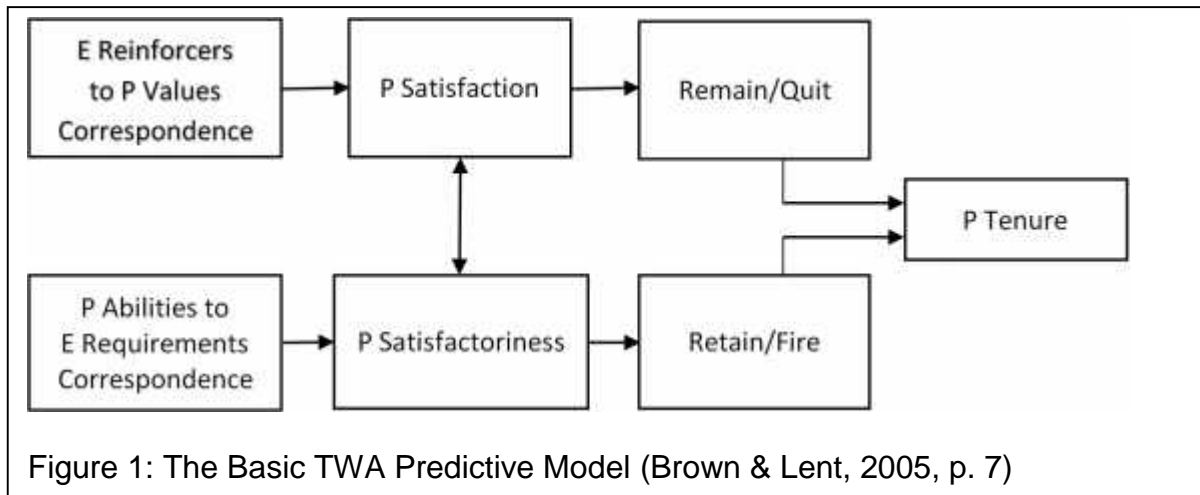
that is associated with the TWA working environment.

The main propositions of P and E does not lie in the number of aspects contained in it, but the presence or absence or the weak strong combination of variable P and E. The combination of the in-intent as mentioned above is the compatibility (fit) and interaction (interaction). Brown & Her Association (2002, p. 435-437) describes the relationship P and E as korespndensi the response that their mutual reciprocal response between P and E. If no mutually satisfactory then it will happen discorespondence. Broadly speaking, to understand that the combination can be paralleled with Holland's theory that if one social personality is in social work environment then it congruence or a combination. For Dawis, the suitability of the course involves the interaction of personality with the people in the work environment. It can be said in a proper environment interaction is the manifestation of personality.

Proposition about the combination that puts P and E as two complementary constructs, namely P requires E and E wait P corresponding to interact. Conformity refers to the extent to which the characteristics corresponding to the P code E or the extent to which character P suitble with E. For example, workers who are different (P) has a specific set of skills, and a wide variety of specific types of work (E) need particular set of skills as well. Conformity means that some employees have the set of skills required by the particular line of work, but these skills are not possessed by other employees, or some specific jobs that require a specific set of skills possessed by an employee, but the skill was not needed by the area of employment. Suitability in an educational institution refers to the areas of expertise of teachers respectively (P) is absorbed in the various fields of study in the school (E) requires sets of specific teaching skills anyway. So do many employees in large companies have the expertise each of which will be absorbed in the specification of a subjob of the greater occupation.

Interaction refers to the action and reaction of P and E by way of giving and receiving. The employees and the work environment is not static because the employees and the environment can be changed. For example, a disgruntled employee will "do something" to change his situation is not satisfactory, for example to complain to management or to try harder to "prove" to the management that they deserve better treatment. Management can respond to this in a negative manner opinion to ngelect employees or even fire them. It could also be the management responded positively by increasing employees' salaries so that teachers or employees to be diligent and productive.

3. Predictive Model of Theory of Work Adjustment

Predictive models means there variables that predict compatibility and interaction of P and E. In predictive model TWA, satisfaction P is the dependent variable predicted from two independent variables namely P - E in combination. The model can be expressed as follows: 1) Contact amplifier E of the needs / values P P predicts satisfaction, 2) Contact the skills / abilities required P E predicts satisfaction P. In turn, predict the job satisfaction P P E ,

The description on the scheme figure 1.

But the model can function well depending on factors amplifier and capabilities. Factors amplifier and the ability eg the knowledge and skill to perform a job. If an employee lacks it certainly he was not retained longer in the institution or company. In addition, the model also relies on the values espoused, whether work performance and a satisfactory salary in line with the socio-cultural values or vice versa.

4. Increase Variable Predictors

The above has been said that the effectiveness of the TWA is not just the presence or the full aspects contained in the P and E but rather how

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Figure 2: Model Predictive TWA Expansion (Brown & Lent, 2005, p. 8)
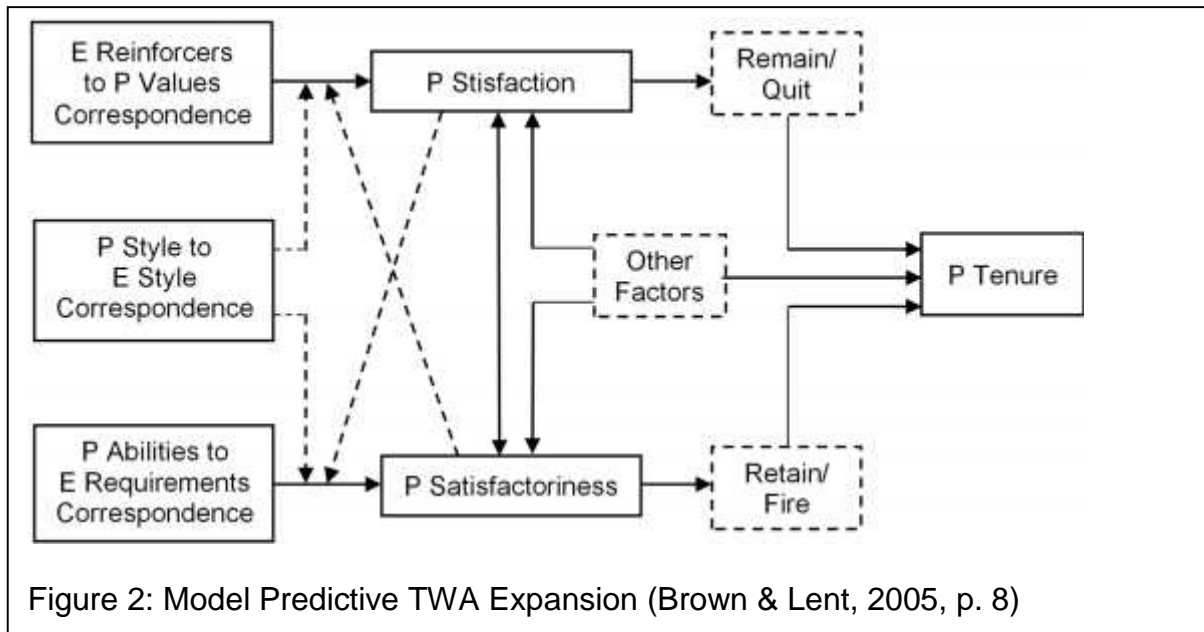
it combines aspects. In that combination, these aspects can be moderator variables that mediate the P and E so that the adjustment of good work. These variables as follows.

1. Ability

The premise is that if the personal is able to work in a particular work environment so he can meet his needs. Someone who is passionate to meet its needs may be rejected if he was not able to work. Whether general or specific ability is an absolute requirement E. P is acceptable in general ability can be: verbal reasoning, numerical ability, the ability to explain to others, the ability of arithmetic, spatial ability, the ability to see details of the two-or three-dimensional image, the ability to move small objects quickly and precisely, using hand and arm dexterity in manipulating objects quickly and skillfully. Special Ability means the ability professionally in accordance with the field.

2. Values

The premise is that if the work environment (E) in accordance with their personal values (P) then he will survive. The value in question is concerned with the value of the result or product make someone chasing the target and produce a quality product, the value of the importance of comfort, value is concerned with status, altruistic values, the value of safety, and the value of autonomy.

3. Style Personality

According Dawis and Lofquist (1984), personality style relates to how an individual with the ability and the values it has to interact with the work situation. They have identified four personality style characteristic: speed, pace, rhythm and endurance. Fourth it shows the ways a person in response to their environment: how fast, with how much intensity, in a

certain pattern of what, and for how long, with the following descriptions.

- The speed of task completion related to acceleration
- step is related to a person's attempt to finish the job
- rhythm refers to the pattern of a person or a step, and
- endurance attention to the possibility of how long the person to continue in their work assignments.

So the premise is someone who has a high ability in speed, pace, rhythm and endurance work quickly, will be involved in a large number of activities, consistent in his work, and can be relied upon to complete the project.

4. Interests

The premise is that if a person works in a work environment that interested him then he will produce and survive. However interest without supported the ability to be futile because the value of the work under the Rounds (1990) is still less than the value of its contribution especially with ability.

After entering the moderator variables then TWA predictive models can be expanded as the following figure 2

Application of Theory of Work Adjustment Counseling

In connection with the employment adjustments adjustment scheme of work needs to be done as follows.

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5. P (Person) has the skills, values, interests

1. The counselor should encourage the counselee that he knew earnestly ability. Ask, counselee actually capable in what areas. If in doubt, ask a test of psychological institutions such as the type of tests General Aptitude Test Battery (GATB) and other tests that serve to know the capabilities and conduct placement predictions.
2. Know your needs. The need is the factor most strongly encourage someone to work. Therefore counselors encourage counselees to know the level and type of need and the reason why the counselee is in desperate need of a job. If the counselee from large families who are still not prosperous and costly to meet basic needs or consumptive lifestyle it is advisable to look for the kind of work a great wage.
3. In counseling, the counselor advised clients to recognize the style of adjustment. Four styles adjustment: flexibility, liveliness, kebereaksian, and perseverance. Welcome to let clients choose the type or subtype of work according to ability and match the style of adjustment.
4. Explain to the client that obeying a training on a sub-type of work can make it have more capabilities so that is much needed and maintained at the workplace. Frayne and Latham referred by Gainor (2006) has provided job training to employees. The results of the drill is to have employees self-efficacy and work satisfactory. Likewise disclosed by T.Y. Cheng et al (2006) that employees who have worked if given a career development program that will bring satisfaction and a good product so that they persist in the company.
5. Invite the client to identify their values. If he is a very uphold the values then it should work in an environment that supports those values. Certainly someone who works in an environment of high salaries but do not correspond with the values espoused so he was not happy and did not last long.
6. Inviting clients to know their interests, whether parallel with this type of work. If interest outside away from the kind of work then draw near with a subtype working interest. Good interest should be appropriate or still inside circumference of talent and type of work.

6. E (Environment)

1. If the counselee is already working in a company, it is recommended in order to identify the types of jobs or parts or sub-subnya. Encourage clients to conduct exploration work for example, to know the structure of a company with a wide range of sub-subpekerjaannya.
2. Identify the parts with the kinds of jobs based on the criteria of ability, needs, values and interests of the counselee. The more criteria that fit into a subpekerjaan in the company so he fit in that job.
3. Invite counselees to know the vision and mission of a company or institution is compatible with the purpose and value of life. If the institution of a company, identify its products. May not conform to your values for these products is contrary to religious values or the product has caused a particular disease occurs in users.
4. Invite the client to recognize an atmosphere exists in a company or institution. If the atmosphere can be tolerated so he should adapt to these Susana.
5. Encourage clients in order to know people at work about what you liked and disliked in order to expedite its work and avoid miscomuniction.

7. Adjustment Counseling Work

1. Counselors invite clients to identify and assess the needs, values, skills and abilities that exist in the counselee in a workplace. Furthermore, the counselor should know how to resuscitate counselees to assess themselves and consider the ability of their own-abi-puannya their own.
2. In counseling, the counselor should find out on each client, whatever E they stand, the extent to which E can be developed and what are the features that distinguish them (the ability of skills, abilities reinforcement) than other children. This is the information useful in guiding children toward careers.
3. counsels a person to know the environment (E) means to make adjustments. This means membelajarkannya undergo an attitude adjustment including adjustment of their style in a company or institution.
4. The counselor gives advice to new employees that make a combination between P dn E. In view of the TWA, if P and E increasingly combine it creates access to a selection of work. Programkanlah chance to know capability and working environment. This in turn, open up more doors for P to enter into various E. Conversely, lack of opportunity could hamper the development of new employees.

8. Choosing A Career

1. Review the types and subtypes client capabilities gained from training
2. Check the list of the most suitable job for him
3. Consider the pros and cons of choosing the type or subpekerjaan X rather than Y in a company.
4. Make the decision to invite the client to say that this is the most suitable job for me.

9. Pursue a Career

In guidance and career counseling, the counselor should encourage the client to follow the steps in career: 1) Finding a starting position, (2) Having a high level of achievement in this position and does not morally flawed work, 3) Prepare yourself to have competence on the career ladder The following, 4) Climb up the ladder next and the next.

10. Dissatisfaction about the job or career

When experiencing job dissatisfaction or career, people are more often affected emotionally and can fail to see things rationally. In this issue, the counselor should provide a rational perspective, comprehensive, and generate approaches that could have taken a big can produce solutions to problems. According to TWA, dissatisfied employees can be addressed by investigating what happened before and what happened next, especially rapprochement P E and P of the consequences to the demands of E.

In this case, the counselor who uses TWA menganuurkan that employees' new conforming to P by the way: actively involved in, by entering E then change scantlings E and or changing the skills required in the E, and reactive to changing the hierarchy P and changing needs or skills possessed P. According to TWA, one of the problems that must be solved when dissatisfaction was questioned about perception versus reality. If the reality of relatively good counselor invites the client to change the perception of the employees, in the form of not too high self-esteem, look at the condition of society and economic life, and the availability of employment. If reality can be improved, for example working conditions and salaries, the perception does not need to be changed. Another possibility that is changing the perception and enhance the reality.

11. Closing

Adjustment work is not just the receipt of a person in a work environment. Adjustment work is not only seen from the length of a person's work. More than that, the adjustment or congruence of work is a combination of P and E. The combination of factors that need to be strengthened with reinforcing factors such as skills, values, and interests. These factors serve as a moderator variable so that there is a match and ingteraksi P and E are causing SATISFACTION. If satisfied, the service life of that person becomes old.

The use of the theory of TWA in the adjustment of the work has been qualified heuristics. Employees can learn, find themselves, and make their own decisions. He first knew P namely themselves with many a good ability to observe himself or through tests piskologis. After that he connects himself with E workplace, and choose the right one. While working, he became satisfied when their needs are met and he had a form of employment dynamics

in career growth. Thus, employees who use the TWA may benefit: (1) make some adjustment to the P and E to get satisfaction, and (2) are used to control the behavior of dissatisfaction adjustments. In other words, counselor advocate that throughout his career he always combine P and E in order to experience the satisfaction of self means that he managed to make some adjustment to work.

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Improving The Academic Resilience on High School Students Who Experiencing Economic Adversities Through Counseling Process

Fauziah, Bambang Budi Wiyono, Triyono, Blasius Boli Lasan
Doctoral student of Guidance and Counseling Program of State University of Malang
Email:fauziahfahrul1966@gmail.com

Abstract

Based on National Economic Survey 2008, the number of poor population in Indonesia reached 35 million. This condition showed that most of Indonesian experiencing economic adversities. This condition surely becomes one of the biggest pressures on Indonesian, especially the teenagers or senior high school students. Several previous studies had proved that economic adversities correlated positively with low academic achievement. Phenomena of succeed academically by having tenacity, persistence and toughness under disadvantage condition and poverty is called as academic resilience. Miserable family economic condition and insufficient parents' income to cover daily needs and school fee do not make them be easily influenced by negative behavior or criminality to gain money instantly. This article contributes to the school counselors in assisting the students to improve their resilience in facing their economic adversities through counseling approaches which had already been adapted with Senior high school counseling program. By this activity, it is expected that students will have their resilience improved, especially in addressing various academic problems in school with tenacity, persistence and toughness so they can succeed in learning activity..

Keywords: Academic Resilience, Economic Adversities, and Counseling process

1. Introduction

Teenagers as the successors are expected to be able to replace the previous generation with better work performance and mental. In dealing with global era, their readiness as the part of potential human resources are expected to be able to participate in developing Indonesia, so this country can compete with other country over the world. Teenagers as the successors of this country are expected to have good mentality and work performance as the assets that are needed to be a nation leader

The students must have health and strong mental to optimally succeed in academic and able to face various problems in their life. Healthy and strong mental are the actualization of academic resilience. Desmita (2006) defined resilience as an ability of an individual, group, or society in facing, preventing, minimizing, or omitting harmful effect of miserable condition, or even transforming a miserable condition into fair condition that is able to be solved.

Miserable family economic condition and insufficient parents' income to cover daily needs and school fee do not make a resilient individual be easily influenced by negative behavior or criminality to gain money instantly. In several studies, resilience was considered as basic foundation of all positive characters to build individual' emotional and psychological strength. In general, resilience is indicated by several characteristics: The ability of facing adversity, Toughness in facing stress and rise from past trauma. Masten and Coatsworth (1998) and Luthar, et.al. (2000) stated that resilience is a dynamic process of positive adaptation in difficult and dangerous condition. A resilient individual is not an individual who is never experience adversities or stresses. Otherwise, a resilient individual is an individual who able to succeed his emotional stresses and adversities. Resilience can be studied and developed within every individual and it is formed in his attitude and thought.

Based on National Economic Survey 2008, the number of poor population in Indonesia reached 35 million. This condition showed that most of Indonesian experiencing economic adversities. This condition surely becomes one of the biggest pressures on Indonesian. Difficulties to suffice their daily needs turn them to be a hard worker and resilient individual in living their life. Several studies had proved that poverty correlated positively with low academic achievement (Noble & Kimberly, 2005; Graff & Jennifer, 2005; Bachman in Enoch, 1998; Sirin, 2005).

Based on the survey and observation which were done in SMAN 3 Pontianak, several students who success academically experiencing economic adversities. The scores of their academic transcripts were on the average 80, it surpassed the minimum standard of completeness (75), moreover they succeeded various titles and contests such as National quiz of Four Pillar MPR, Mandarin poetry, Marching Band, Basketball, futsal, etc. This phenomenon proved that they had mental strength and resilience. This study also found that there were also several students who experiencing economic adversities involved in various social case and life in desperation. For this condition, it seemed that they would not have a bright future.

The head of planning bureau of National Narcotics Agency, Agus Sudrajat stated that in 2014 to 2015, the amounts of new drug user increased two percent." In 2014, the amount of new drug users were

1,5 million, and increased about two percent in 2015 to 1,7 million. The amount increased every year. The criminal cases done by teenagers were relatively high. Teenagers are in the age that had not reached the maturity of thought.In Indonesia, National Adolescent Care Commitee noted there are 2413 criminal cases done by teenagers in 2010 and increased to 2508 in 2011. It means there were 6 crime cases done by teenagers everyday. In daily, the amounts of teenagers involved in criminal case, especially them whose related with economic adversities, lead to social restlessness.

A teenager needs big attention from his surrounding adult since it is a strategic human phase, this phase can broadly affect his development in the next phase. This phase is also known as transition phase of childhood into adulthood. Adolescence is considered as storm and pressure period. It is a period when emotional tension boasts because of hormonal changes. Teenager is a developmental phase which is very sensitive to every obstacles. If he cannot solve the obstacle nicely, his developmental process can be disrupted or even hampered. One of the biggest teenagers' obstacles is poverty. Some teenagers live in poverty, so they are jobless and uneducated.

Through this international conference, this study wants to express that student who experiencing economic adversity most likely will fail in academic. Yet there is a phenomenon that students who predicted will fail, surprisingly succeed in academic. A phenomenon of being success in difficult condition is called as resilience, in academic context it is called as academic resilience. It is important to succeed though the condition is difficult. It had been proved that academic competence in childhood difficult conditions correlate with adaptation success in adulthood

Martin and Marsh (2006) defined academic resilience as: "student's ability to effectively deal with setback, challenge, adversity, and pressure in academic setting." Based on that definition, Martin and Marsh underlined that an academic resilient student is able to effectively deals with setback, challenge, adversity, and pressure in academic context.

This study had done several interviews and observations to several students of SMAN 3 Pontianak which is accredited A, considered as favorite school and had many academic achievements. This study discusses several issues as follows; (a). How is the academic resilience of students who experiencing academic adversity in SMA 3 Pontianak? (b). What are academic achievements of students who experiencing economic adversities? (c). How counseling process by the school counselor to improve the academic resilience of students who experiencing economic adversities is done?

2. Methods

This study used qualitative descriptive method to collect data and propose the counseling process done by the counselors. The techniques done were observation and deep interviews to the school counselors and students who experiencing economic adversities or students whose parents are labors or small trader, but they had good academic achievements or scores that surpassed minimum standard of completeness. These techniques were used to find out the counseling process done by the counselors in improving students' resilience.

This study also used resilience scale to find out how high the students' resilience is. Reivich and Shatte (2002) explained seven indicators of resilience as follows; a) Regulation emotion, it is an ability to keep calm under pressured condition, b. Impulse Control, it is an ability to control internal desires, c) Optimism, it is a belief of our future will be bright, d) Causal analysis, it is an ability to identify the cause of problems being faced accurately e) Empathy, it is an ability to read and recognize others' psychological and emotional sign   yaitu f) Self-efficacy, it is a belief that we can solve the problem and gain the success, g. Reaching out, is an ability to overcome the adversity and rise from it.

3. Discussion

3.1 Academic Resilience of High School Students who Experiencing Economic Adversities

Based on the resilience scale, interviews, and observation on SMAN 3 Pontianak, it was found that:
a. When they were in junior high school / at the beginning of adolescence, family economic adversities and insufficient parents' income to cover school and daily needs led them to a big restlessness and emotional stress. They felt depressed and shame, and sometimes it led to a family conflict.
b. When they entered senior high school environment, they had an impulse control and desire to work in order to help family economic status, they also thought positively about the condition. They realized it when they were participating in orientation service held by the school counselor. The orientation service was about; 1). Self concept, 2). Basic potential exploration, and 3). Adolescence psychology.
c. When they realized various problems and academic fails, they were motivated to improve their behavior and started to have more desires to learn and concerns in learning process in school.
d. They started to address their miserable conditions by attempted to be a food seller in school, an elementary students' tutor, or online shop trader when their school counselors give them career counseling and career preparation.

e. Resilient students could participate the learning and school activities nicely and actively. They also had high confidence in their school intercommunication. They always tried to find positive solution to overcome their economic difficulties by doing the side job without left their school tasks.

f. The importance of improving students' resilience as a special program in every counseling process had been proved by the improvement and development of students' academic and non academic achievement

3.2 Academic Achievement and Students' Activity in School

Based on the result of resilience scale and students' study result documentation who experiencing economic adversities, it was found that:

a. The scores/ transcripts achieved by students who did the side job while study were better than students who did not, the scores was on the average 70 and 80.

b. Students who did the side job tend to had better and higher regulation emotion, optimism, causal analysis and self efficacy. They expressed it orally when being interviewed. Their school counselor also stated the same thing about their behavior during participating in school activities, it was also showed by their habit in doing their academic task in school. While students who experiencing economic adversities and did not do the side job, they tend to admit their condition and expect parents' help, it could be seen by optimistic and reaching out attitude that showed by less optimal and standard score that was achieved, moreover, there were students who achieved scores below minimum standard completeness.

c. Students who experiencing economic adversities who participated in national and school competition showed good self-efficacy, optimism and positive thought when addressing various difficulties and poorness. They had causal analysis ability in indentifying the cause of the problem being faced accurately..

The term resilience is formulated for the first time by Block (in Klohnen,1996) with the name *ego-resilience*, it means a general ability involving high adaptation and supple when facing internal and external pressures. As the time goes by, the term resilience had its meaning extended. It was started by the study of Rutter and Garmezy (in Klohnen, 1996) about children who succeed to withstand under pressured condition. They use term resilience as descriptive label to describe children who success though they lived in bad and full of pressures environment

3.3 Counseling Process to Improve Academic Resilience on Students who Experiencing Economic Adversities

Counseling process done by SMAN 3 Pontianak' counselor was oriented on the concept of *guidance for all*. It was a process that affected several factors. *First*, counseling facilitate students' developmental tasks, *Second,* Counselor as the responsible individual of guidance and counseling, involved all school components, parents, and society. *Third,* Students' developmental tasks were focused on the personal, social, and career autonomy. Fourth, Counseling should be able to make systemic changes in formal education contexts. The school counselors assist the students who experiencing economic difficulties to solve their problems with logical and rational approaches.

a. Academic Resilience Characteristics

Wolff (in Banard, 2002) views resilience as a *trait*. He stated that the *trait* is a hidden capacity to counter the self-destruction and protect the individual from every life obstacle. Indicators of academic resilience can be seen based on resilience characteristic by Wagnild and Young (1990, 1993) with several important characteristics as follows:

1. *Meaningful life/purpose*, means that individual is able to take the wisdom of every event and learn from it

2. *Perseverance,* it is an ability to keep moving in difficult conditions.

3. *Self-reliance*, it is an individual belief on self-strength. A belief on his ability and limitedness, this can be gained through experience.

4. *Equanimity,* it means balance perspective on life and experience.

5. *Existential allone*, it is a realization that each individual is unique and able to face his adversity on his own.

Several experts defined resilience as an ability of an individual or group to solve the problem and withstand the difficult and disadvantage condition (Smith, 2009).Wagnild & Young (1990, 1993) defined resilience as a strength within the individual to he can adapt and face the adversity.

b. The aspects of Academic Resilience

Academic resilience is an individual' toughness in solving various academic tasks (Corsini, 2002). An academic resilient student believe he will always finds a solution (Bandura, 1994); he will not easy to give up when facing various academic adversities (Hu, & Garcia, 2001). He also feels being challenged to solve various academic problems. Otherwise, low academic resilience students will feel anxious, afraid and avoid the adversity for it will be threat his self- existence.

Guidance and counseling as integral part of education process in school is responsible to support the improvement of students' resilience. In relation

with it, school counselors have ethic responsibilities to facilitate students' personal, social, and academic development to the highest level through excellent and accurate counseling process (ASCA, 2004; dalam Castro, Johnson, & Smith, 2010).

In order to be able to give the expected services, counselors not only need to have professionalism, but also have adequate ability and insight about counseling theories and approaches. Effective counseling approaches will be very helpful in assisting the students solving their academic and non-academic problems. One of them is counseling intervention which aimed to improve students' resilience.

Reivich and Shatte (2002) explained seven abilities to form resilience as follows:

1. *Emotion Regulation*

Emotion Regulation is an ability to keep calm under pressured condition. The findings of the studies showed that an individual who lack of emotion regulation experienced difficulties to build and keep his relationship with others. It happened because the individual emotion status would affect on others.

Reivich and Shatte (2002), propose two abilities to ease individual in doing emotion regulation, calming and focusing. These abilities will assist the individual to control his emotion and keep focus when facing adversities. These abilities will also reduce stress.

2. *Impulse Control,*

Impulse control is an ability to control internal desires. In 1970, Goleman (in Reivich & Shatte, 2002), the writer of Emotional Intelligence, conducted a study about impulse control. The subjects of the study were seven children in the age of seven. In that study, each subject was placed in different room. Before leaving, the researcher gave them a marshmallow. The researcher promised them to give one more marshmallow if they could keep themselves to not eat the first marshmallow.

After ten years, the researcher tracked back the subjects, it was found that the children who were able to keep themselves to not eat the marshmallow, had better academic and social ability than the children who were not. (Goleman dalam Reivich & Shatte, 2002). Impulse control is an ability of individual to control internal desires. An individual who has high resilience quotient score in regulation emotion factor tends to have high score in impulse control factor. (Reivich & Shatte, 2002).

3. *Optimism*

A resilient individual is optimistic, optimism means we believe that our future will bright. (Reivich & Shatte, 2002). Optimism which meant here is *realistic optimism,* it is a belief there will be a bright future and they manage to realize it. It differs with unrealistic optimism, which the belief of the bright future is not accompanied with the effort to realize it. The assimilation of realistic optimism and self-efficacy is the key of resilience and success.

4. *Causal Analysis*

Causal analysis refers to the ability of individual to identify accurately the cause of problems being faced. An individual who cannot identify the cause of the problems being faced will make the same mistakes. Seligman (in Reivich & Shatte, 2002) identified that individual' causal analysis ability is closely related with explanatory way of thinking. Explanatory way of thinking is divided into three dimensions: personal (I-not me), permanent (always-not always), and pervasive (all-not all).

A resilient individual has cognitive flexibility. He can identify all cause of his adversities without stuck in only one dimension of explanatory way of thinking though he does not ignore permanent or pervasive factor. A resilient individual will not blame others for his own mistake to keep their self-esteem or to relieve himself from guilty feelings.

5. *Empathy*

Empathy is an ability of individual to read others' emotional and psychological sign (Reivich & Shatte, 2005). Several individuals have good ability to interpret others' nonverbal language such as face expression, intonation or body language. They are also able to catch what others are thinking and feeling. Inability to empathy can potentially create difficulties in social relation. A low empathy individual tends to repeat same pattern done by an individual who is not resilient, which is generalize all emotion and desires of others. (Reivich & Shatte, 2002).

6. *Self-efficacy*

Self-efficacy is the result of success problem solving. Self-efficacy represents a belief that we are able to solve the problem being faced and gain the success. Reivich and Shatté (2002) defined self-efficacy as an individual' belief on self- ability to face and solve the problem effectively. According to Bandura (1994), a high self-efficacy individual will overcome the challenge easily. He will not doubt since he has high confidence of his own ability and can rise from the failure.

7. *Reaching out*

Reaching Out is an ability to solve the adversity and rise from it. Several individuals cannot do reaching out because they tend to overestimate in seeing bad possibilities in the future. These individuals are afraid to optimize their ability.

Several aspects of academic resilience that have been described are the internalization factors which must be improved by the students so they can overcome various problems, especially those who experiencing economic adversities. They are expected to think positive, try to find the solution, and do not

give up in order to maintain their academic achievement. Therefore, school is the second environment after family which possible to assist the students develop their resilience. As an organization and education institution, school can be a big force for students' resilience development. As well as family and society, school can also create environment and condition which is helpful on the development of students' protective factors. Building students' resilience needs collaboration from all resilient teachers, officers, headmasters and school members.

c. Steps of Counseling Process to Improve Students' Academic Resilience

Resilience is a learnable and developable ability for each individual. In order to be able to support and assist individual in maintaining their resilience, motivational, facilitative and conducive school environment is needed. School is very crucial environment to develop students capacity to overcome the adversity, adapt with pressure, deal with problems, develop various social, academic, and vocational competence to gain a better life (Henderson and Millstein, 2003; in Desmita, 2006). In order to form students' academic resilience, counseling process can be held by the collaboration of the counselor and the classroom teacher so it can be done programmatically and sustainable as follows:

1. **Planning**: Counseling program can be arranged based on the deal of headmaster, teacher, and school officers which is oriented to personal, social, academic and career guidance.
2. **Implementation:** School counseling can be done by giving comprehensive counseling services based on the means of developmental tasks accession, potential development, and solution of counselee' problems. Developmental tasks are formalized as standard competence that must be accomplished by counselee. This approach can be called as *standard based guidance and counseling* (Curriculum 2013 Implementation for school counselors), it is done gradually and adapted to the grade level (Muhammad Ikhwan, 2016). This program become the reference in doing counseling services with the activities as follows;
   a. Counseling services in grade X: Giving orientation and information about self-concept to train *emotion regulation*, exploring students' basic potential to train *impulse control*, giving explanation about adolescence psychology to develop *optimism.*
   b. Counseling services in Grade XII: Giving social and communication guidance to train *causal analysis*, Exploring self-development to train *empathy* and developing leadership through IQ, EQ, and SQ training.
   c. Counseling services in grade XII: Giving vocational ability in form of entrepreneurship and join various competitions in school, local, and national environment. This is done as career and future preparation. Training students' *self-efficacy*, and strengthen self-potential and career decision. These kinds of training are done to develop students *reaching out* ability.
3. **Evaluation:** In order to know the counseling' level of success. The counselors assess the improvement of students' resilience through observing students' behavior changes which are showed by the improvement of their academic achievement. Another assessment is observed from their positive behavior changes in school, as it is on resilience' aspects

4. Conclusions

The followings are the conclusion of this article:

1. The glory of the country is determined by their youth' physical and psychological strength. Because of that, teenagers and school students must have academic resilience in order to succeed optimally in academic. It is also needed so they can face various problems in their life with tenacity, persistence and toughness, especially when dealing with economic adversities.
2. Resilience is a dynamic process involving positive adaptation in difficult and dangerous situations. A resilient individual is not an individual who never face adversities or stress, otherwise, a resilient individual often faces adversities and stresses, but they can succeed nicely. Resilience is learnable and developable ability within every individual and it is formed in his attitude and thought.
3. Improving students and teenagers' resilience can be done by giving guidance and training about regulation emotion, impulse control, optimism, causal analysis, empathy, self-efficacy dan reaching out to develop students' tenacity and persistence in resolving economic adversities to suffice daily needs such as food, clothes, and school fees.
4. School counseling activities can be done gradually in accordance with the classroom grade. These activities refer to Pontianak' high school guidance and counseling program module which is arranged by the school counselor

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Multicultural Counseling Approach in Dealing Asean Economic Community (Aec)

Ahmad Jawandi, Agit Purwo Hartanto
Bimbingan dan Konseling Pascasarjana UNNES
ahmadjawandi@gmail.com

Abstract

ASEAN Economic Community (AEC) is a form of economic integration of ASEAN in terms of the system of free trade between ASEAN countries. Indonesia and nine other ASEAN member countries have agreed on the agreement of the ASEAN Economic Community (AEC). So the competition in a variety of fields will be more competitive. Rapid social change in the form of acculturation as a result of globalization increase the frequency of cross-cultural encounters between directly or indirectly facilitated by advanced technology, transportation, telecommunications, diversification, and migration on a large scale.

This will result in a cross-cultural, where a person who came to the territory or another country to bring the culture of his native region will meet with the culture at the destination. This cultural exchange will cause a lot of psychological problems in society which ultimately requires counselors and therapists to develop a model of counseling / therapy based multicultural. Development of this therapy is expected to be a technique that can be universally accepted in today's global society. Multicultural counseling is a process that involves counseling between counselors and clients of different cultures, so that counselors are expected to have cultural sensitivity, understanding and escape from cultural biases and can appreciate the cultural diversity that counseling is effective..

Keywords: multicultural, counseling, and the ASEAN Economic Community (AEC)

1. Introduction

AEC is a form ASEAN economic integration means the system trading freely between countries ASEAN. Indonesia and nine other ASEAN member countries have agreed agreement ASEAN Economic Community (AEC). So the competition in various fields will be more competitive. Boundaries between countries will become apparent, thus making access to exchange information, including the ease in and out of a country. Rapid social change in the form of acculturation as a result of globalization increase the frequency of cross-cultural encounters between direct and indirect facilitated by advanced technology, transportation, telecommunications, diversification, and migration on a large scale. This will result in a cross-cultural, where a person who comes to other regions or countries bringing the culture of his native region will meet with the culture at the destination.

Cultural exchange will cause a lot of psychological problems in society that ultimately requires counselors and therapists to develop a model of counseling / therapy based multicultural. Development of this therapy is expected to be a technique which universally acceptable in global community today. When sought guidance and counseling multicultural positive and meaningful, counselors must be aware that human beings are unique with different cultures and different backgrounds. Because the most important for multicultural clients is a counselor can be aware of and sensitive to their uniqueness. Where the need for counseling-based multicultural education world in facing the AEC.

2. Discussion

2.1 Counseling Based Multicultural

The root word multiculturalism is cultural. Etymologically, the word multiculturalism is formed from multi (many), culture (culture), and isme (flow / understand). Essentially, in the words contained recognition of the dignity of human beings which live in a community with each culture unique. In the view Pedersen (Glading: 2012), culture can be defined in several ways. The definition includes ethnographic variables such as ethnicity, nationality, religion, and language. While the demographic variables included age, gender, place of residence, and so on. When viewed from the state variable background includes social, economic, educational, and formal or informal membership in a wide range. Culture will shape human behavior either conscious or unconscious on the thinking, perceptions, values, goals, moral, and cognitive processes.

The term multicultural been conceptualized in several ways. Locke emphasized the focus of the most striking in the multicultural concept is unique and a separate group that facilitates attention to individual differences (Glading, 2012: 99).

From the foregoing, it can be concluded that multicultural counseling is a process which involves counseling between counselors and clients of different cultures, so that counselors are expected to have cultural sensitivity, understanding and break away from cultural biases and appreciation of cultural

diversity that counseling is effective.

Gladding (2012: 103) explains that in multicultural counseling are issues that are evolving and becoming a serious concern counselors, among others:.

1. Emic issues

The first issue of concern counselors emik angle of view, which is the dominant theories based on cultural values of Europe / America. Some of the dominant beliefs of European / American the individual values, problem-solving, action-oriented, work ethic, scientific method, and an emphasis on a strict time schedule. Implementation of these values in counseling makes the theories made therein do not necessarily apply to clients of different cultures so that potential bias and the failure to establish a good relationship between the client and the counselor.

2. Cultural Sensitivity Issues

In view of Pedersen (Glading: 2012) believe that it is important for counselors to be sensitive to the following three points:

a) Knowledge of the client's perspective of different cultures
b) Sensitivity to one's personal perspective and how a person is a product of cultural conditioning
c) Skills necessary to work with clients of different cultures

3. Understanding Cultural System Issues

Counselors need to understand how the system of culture and its influence on behavior. Counselors which have the knowledge and awareness of the cultural system in general will be more expert in helping members of certain cultural groups, were able to share the same light with the client, or to make interventions and deserve better, but still maintain their personal integrity.

4. Effectiveness Issues of Multicultural Counseling Services

Sue & Sue (2008) to make guidelines for effective cross-cultural counseling, which is still applicable until now, namely:

a) Counselor recognize the values and beliefs they hold, according to human behavior is desirable and acceptable. They will then be able to integrate this understanding into the behavior and the right feeling.
b) Counselor aware of the quality and tradition of the theory of general counseling and cultural. There is no method of counseling that is free of cultural influences.
c) Counselor understand the social and political environment which has affected the lives of members of minority groups. Man is a product of the circumstances in which they live.
d) Counselor able to share the perspective of the client and does not ask its validity.

e) Counselors really creative in counseling practice. They can use a variety of counseling skills and apply techniques specific counseling on lifestyle and specific experience.

5. Development and Use Theories Counseling Issues.

The development and use theories of counseling. Cultural bias occurs in the counselor of the majority and minority and had been entered into theories of counseling. To deal with bias, theories of counseling cultural limitations, and to help transcend cultural boundaries, McFadden (Glading: 2012) and a number of leading counselor educators have found a way to overcome the ideas and methods developed before an awareness of the need for multicultural counseling. Model McFadden (Glading: 2012) is a cross-cultural perspective that focuses on three main dimensions that must be mastered counselor is:

a) Cultural-historical that counselors should master the knowledge of the client's culture.
b) Psychosocial counselors must understand the ethnic, racial, performance conversations, the social behavior of the client group in order to have a meaningful communication.
c) Scientific ideological approach that counselors should use appropriate counseling to deal with the environmental problems associated with regional, national, and international.

2.2 Professional counselors in Multicultural Counseling

Indonesia is known as an archipelago made up of various ethnic groups and diverse culture. However, the power of this country lies precisely in its cultural diversity, which is when each culture maintaining strength and uniqueness, contributing to the strength and overall national welfare. The counselors have a great opportunity to make a significant contribution to the maintenance of cultural diversity and the welfare of all cultures; they also can support and become a role model through professional practice as an effective counselor for a diverse population culture.

Counselors need a set of principles to guide them in practice, which time when simultaneously help them appreciate the uniqueness and individuality of each client. These principles will help the counselor counseling is more effective in dealing with clients with different backgrounds. Ridley (in Gibson & Mitchell, 2011: 330) presents five guiding principles to underpin idiografik counseling perspective :

Principle 1. The counselor should strive to understand each client's uniqueness reference frame different from one another

Principle 2. Information nomotetik and normative does not always match the individual client's specific

Principle 3. The individual is a dynamic mix of various roles and identities

Principle 4. Perspective idiographic corresponding to the biopsychosocial model of mental health

Principle 5. Idiographic perspective is transteoretis

The following therapeutic actions could help counselors more effectively deal with clients minority. Ridley (in Gibson & Mitchell, 2011: 331) discusses the 12 guidelines for counseling ideographic, namely:

a) Developing cultural awareness
b) Avoiding the imposition of values on clients
c) Accept the client's naivete about others
d) Show empathy culture
e) Integrating cultural considerations into counseling
f) Avoid stereotyping
g) Determine how important the role of culture for clients
h) Avoid blaming the victim
i) Remain flexible when choosing a treatment intervention
j) Test the theories of counseling to find its refractive
k) Build strength client
l) Avoid the desire to protect the client from the emotional pain

2.3 Obstacles Multicultural Counseling

As for some of the obstacles in the implementation of multicultural counseling describes several constraints (Gladding, 2012: 102), among others:

a) Problems different languages between counselor and client
b) The non-verbal behavior this behavior can not be understood or accepted by the counselor who is not from the same culture with the client.
c) Racism is the third problem area in a cross-cultural workers. Racism is prejudice shown clearly as a result of recognizing or perceiving differences in physical and psychological background of a group. Racism despise all who participated in the group. In essence, racism is a form of projection that is usually displayed as fear and ignorance.
d) Acculturation is a process by which groups of people abandon their old ways and adopt new ways. Difficulties in balancing the values which are opposite each other on the two different cultures, including "pksikologis stress, guilt, apathy, depressive, frivolity, anger, disorientation, and low self-esteem"

3. Conclusions

Cross-cultural or multicultural counseling is a process that involves counseling between counselors and clients of different cultures, the counselors are required to have cultural sensitivity, understanding and appreciation of cultural diversity, facilitating attention to individual differences. As the power of the "fourth", relative multicultural counseling yet have the concepts, techniques and practices established as counseling movement before so frequently encountered problems and obstacles in its implementation.

The issues that developed in multicultural counseling to make obstacles in the counseling process, the main concern is the counselors which angled view of EMIC, which is the dominant theories based on cultural values of Europe / America. In addition to general guidelines for working with clients of different cultures, the counselor must consider certain cultural groups in a country.

For the theoretical review paper, use a suitable format based on the full paper's contains.

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Healing Smoking Addiction by Using *Spiritual Emotional Freedom Technique* (SEFT) for Teenagers

Slamat Fitriyadi
STKIP Singkawang
ahmadfitriyadi521@gmail.com

Abstract

This literature study aims to (1) describe the phenomenon of adolescents' addiction to smoke, (2) Define and describe the reduction of smoking addiction by using SEFT techniques. The method used in this literature study is by examining journals and books. The result of related research to the phenomenon of smoking behavior of teenagers in the city of Indonesia today from the Global Youth Tobacco Survey (GYTS) 2014 show that18.3 percent of Indonesian students have smoking habit, with 33.9 percent of male and 2.5 percent female. GYTS 2014 performed at the junior secondary level students aged 13-15 years. The data on average Indonesian smoker (aged 15 years and over) was about 30 percent. It means that by the age, the percentage of smokers continues to rise.GYTS 2014 also showed that most of the student smokers still smoked less than five cigarettes a day. But, it turns out 11.7 percent of smokers male students and 9.5 percent of female students have started smoking since before age 7 years. The current teenage smokers in Indonesia placed third highest prevalence after China and India. SEFT (Spiritual Emotional Freedom Technique) is a therapy that puts the power of prayer, awareness and spiritual thins. This technique is a combination of various therapy techniques such as NLP (Neuro-Linguistic Programming), Systemic Desensitization, Psychoanalysis, Logotherapy, EMDR, Sedona Method (ReleasingTechnique), Ericksonian Hypnosis, Provocative Therapy, Suggestion & Affirmation, Creative Visualiation, Relaxtion & Meditation, Gestalt Therapy, Energy Psychology, Powerful Prayer, Loving-kindness therapy. SEFT steps that are divided into 3. They are Set-Up, Tune-In, and Tapping into 9 points of the body for a short version and 18 for a more complete version.

Key Words: smoking addiction, SEFT Technique (Spiritual Emotional Freedom Technique).

Introduction

Adolescence is an important period in human life, because adolescence is a transition from childhood to adulthood. At this stage adolescent feel that there are some changes that happened to them either physically or psychological. Mappiare (1982) says most of adolescents experience instability from time to time as a consequence of the effort adjustment in behavior patterns and social expectations of new ones. Additionally adolescent emotions are very sensitive and uncontrolled. But generally there will be some improvement on emotional behavior.

At this time teenagers begin to look for their identity which will determine their future life. Parents, teachers and the community have an important role in supporting the development of the youth. If the role of each stakeholder is not well then it is possible teenagers can be sucked and influenced by the environment and peers who give negative effects such as smoking behavior, fighting between students, using drugs, free sex and the others.

One of the negative effects that occur in social life is smoking behavior to adolescence. According to the latest data Global Youth Tobacco Survey (GYTS) in 2014, 18.3 percent of Indonesian students have smoking habit, with 33.9 percent of male and 2.5 percent female. GYTS 2014 performed at the junior secondary level students aged 13-15 years. The data on average Indonesian smoker (aged 15 years and over) was about 30 percent. It means that by the age, the percentage of smokers continues to rise.

It means that if we cannot push the smoking habit in youngsters or students, we can also expect the number of smokers in adults can be controlled better, "wrote Prof. Dr. Tjandra Yoga Adiatama, SpP (K), MARS, DTM & H, DTCE, Head of the Agency Health research and Development Ministry of Health. In this case, a smoking prevention program in school environment has considerable roles. Do not have teachers and students smoke in school environment, no cigarette sellers around the school and also knowledge of cigarettes itself have to be taught at school, "he explained.

GYTS 2014 also showed that most of smoker students still smoked less than five cigarettes a day. But, it turns out 11.7 percent of male smoker students and 9.5 percent of female smoker students have started smoking since before age 7. The results showed that nearly a half (47.2 percent) of Indonesian smoker students was already in a state of addiction. This is demonstrated that they usually want to smoke when they wake up in the morning. "These figures are quite alarming, because they are very young but already addicted to smoke.

On the other hand, almost smokers students GYTS 2014 (88.2 percent) actually want to quit

smoking, although only a quarter (24 percent) who never received assistance or professional program to quit smoking. Almost all the students in this study agreed to the ban on indoor smoking in public places (89.4 percent), and 80.9 per cent also agree ban on smoking outside the room. That is, the awareness of health and clean air is already quite extensive. What needs to be improved is the Smoke Free Zone regulations, which now there are already rules in more than 100 districts / cities. But the implementation needs to continue to be rigorously enforced.

DISCUSSION
Smoking Addiction Healing Using Spiritual Freedom Technique (SEFT) for Teenagers

Globalization and information era is characterized by the changing of social, cultural, economic very fast that effected to increase conflict and anxiety everyday. The rapid social change and the growing complexity of society will increase the degree of insecurity for adolescents and youth (William, 1997).

Some studies shows that smoking habit is a major cause of destructive and reduce health and cause early death. Statistical data shows that 90% were due to coronary heart disease and 75% is caused by emphysema, all of them are because of smoking habit. Besides that, smoke is harmful for pregnant. It can make a new born baby experience a LBW (low birth weight <2500 g), the prenatal death, and SIDS (Sudden Infant Death Syndrome), premature birth, and also prone to miscarriage (Husaini, 2006).

Although the dangers of smoking are well known, the number of smokers is not reduced. The data released by WHO in 2008, Indonesia was ranked third out of 10 countries in the world's largest smokers with smokers classification 13.5% of child / adolescent and 34% of adult smokers (Nusantaraku, 2009). Smoking is also predicted to be the most harmful habit for health because it have killed more than 6.4 million people each year since 2015 and could increase the spread of diseases such as cancer and heart attacks for 50% higher than the attack of HIV / AIDS (Pujiyono, 2010).

Laventhal and Cleary (Mc Gee, 2005) said that smoking behavior in adolescents generally will increase according to the development stage characterized by increased frequency and intensity of smoking and their addiction to nicotine. Smet (1994) stated that a person smoke at the first time in 11-13 years old and in general smoking before age 18 years. Brigham (Mubarok, 2009) said that at the first time you smoke, some symptoms that may occur are coughing, tongue tasted bitter, stomach nausea, and headache. Those are due to the presence of nicotine which is addictive. So if discontinued abruptly will cause stress. Kandel (Baker, 2004) also stated that the effect of nicotine in cigarettes can make a person become addicted to or dependence on cigarettes.

According to Oskamp et al. (Smet, 1994) people start smoking because of the influence of social environment such as friends, parents, and media. The opinion was supported by Lewin (Komalasari and Helmi, 2000) which states that smoking behavior is a function of environment and individual. It means that smoking behavior is caused by factors from their self and environmental factors. Laventhal (Smet, 1994) also showed the data that they smoke at the first time with friends (46%), a member of the family instead of the parents (23%) and parents (14%).

In a YouTube video uploaded by a person to quit smoking in just 5-15 minutes using techniques SEFT. The inventor of this technique is Zainuddin (2009) which says that SEFT is one variant of a new branch of science that energy psychology. SEFT is a combination between spiritual power and energy psychology

Zainuddin (2009) describes the SEFT which is summarized into three-step process of doing therapy, namely:

1. **NLP (Neoro-Linguistic Programming)**
   Invented by Richard Bandler and John Grinder. When we do the Set-Up, we have made the process of reframing (reframing) and anchoring (barrier) is usually done in NLP. And when someone does Tapping, means that the person do the process of breaking the pattern. (Breaking the pattern)

2. **Systemic Desensitization**
   Invented by Joseph Wolpe. When we do Tapping on people who have phobia, trauma, anxiety, and other psychological problems then simultaneously doing systemic desensitization process to the client. We made a very sensitive client becomes less sensitive.

3. **Psychoanalysis**
   Invented by Sigmund Freud. When we tried to find the core of physical or emotional complaints from clients' problem, we are actually using the technique of psychoanalysis. Psychoanalysis assumes that whatever we are feeling right now is actually from in the past.

4. **logotherapy**
   Invented by Viktor Frankl. An attitude of sincerity, surrender and gratitude when do SEFT. Those attitudes give spiritual meaning for the suffering that we feel.

5. **EMDR**
   Invented by Frandne Shapiro. This is a way to train controlling of emotional through eye movement.

6. **The Sedona Method**
   Invented by Lester Levenson. It is an attitude of acceptance and defensiveness in releasing everything comfortably and happily.

7. **Ericksonian Hypnosis**
Invented by Milton Ericon. This technique is a form of self-suggestions and affirmations by using choice words that have a hypnotic effect.

8. **Provocative Therapy**
Invented by Frank Forrelly. This technique is used to force individuals into the most unpleasant conditions. Then when we enter the peak condition, we do Tapping process so all the grievance will be lost.

9. **Suggestion Affirmation**
Invented by William James. In the SEFT we do a lot of repetition of words that empower themselves (Suggestion &Affirmation). These conditions will create hope and optimism are hard-wired into our subconscious mind that can help the healing process of the individual.

10. **Creative Visualization**
Invented by Wallace Wattles. The technique is to change the physical condition by changing the conditions that exist in our minds. Visualization is done to reprogram the subconscious mind in order to conform to what we expect.

11. **Relaxation & Meditation**
Invented by Herbert Benson. At the time we led the sense of 'khusu', sincere, and defensiveness in SEFT conditions, actually we use these techniques and fasten the healing process.

12. **Gestalt Therapy**
Invented by Fritz Perls. This technique emphasizes to us to recall past negative experiences. These experiences appear after the tapping process is done to eliminate the trauma or negative feelings.

13. **Energy Psychology**
Invented by Gery Craig. This is a way to neutralize the body's energy system disorders through the Tapping process on acupoint along the meridian energy pathways.

14. **Powerful Prayer**
Invented by Larry Dossey. This is a much recommended condition in the Tapping process where an individual request for 'khusu', sincere, defensiveness and grateful. The fifth of these conditions is very supportive of individual recoveryboth physically and emotionally

15. **Loving-Kindness Therapy**
Invented by Decher Keltner. This is a feeling of love and kindness which will heal us and others that we love. When we are doing SEFT energy of love and kindness from the Sefter, it will help to cure the client.

Meanwhile, how to do SEFT (Spiritual Emotion Freedom Technique) for treating smoking addiction can be done in three stages:

1. Set-Up
There are several techniques used in this stage, Such as **NLP (Neuro-Linguistic Programming)** which s useful to bring back the client's experience or the source of the problems experienced in the form of smoking addiction problem**.** **Psychoanalysis** techniques used to find the root of the problem (finding the core issues) of physical or emotional complaints such the cause of addiction to cigarettes. **Logotherapy** technique is a form of awareness to the client about the meaning of sincerity, surrender and gratitude as an effort to cure smoking addiction behavior. While the Set-UP is done to (1) ensure the direction of our body's energy flow to the source of the problem, (2) neutralize the subconscious psychological resistance (psychological reversal). Before performing the Set-Up, clients are expected to (1) drink water with whole-hearted prayer to feel love (bismillah) and Gratitude (thank God), (2) remove the watches and jewelry, turn off the phone and stay away from electronic tools (avoid toxin energy), (3) clarify issues which include: the pain, the specific location of pain (for physical pain) or the name of negative feelings felt (for emotional problems), the intensity of pain (0 = missing, 10 = most severe) of the level of smoking addiction clients. How do the Set-Up includes: (1) Press pain points (afternoon spot) left chest or karate chop on the left or right hand, (2) Say the phrase Set-Up (prayer) that correspond to each issue with humility and wholeheartedly 3 times.

2. Tune-In
In this step the therapist applied the **Provocative therapy** to force clients into the most unpleasant conditions and the most painful to imagine and feel the maximum level of smoking addiction. Another technique that applied is **Systemic Desensitization**. It makes the client that originally had a heavy smoking addiction levels slowly decrease and eventually disappear. The next technique is the **Sedona Method** (Releasing Technique) is a sincere and surrender to God Almighty for eliminating the smoking habit which is trained continuously and repeated continuously trained and it will generate the ability to accept and let go of everything comfortably and happily.

3. Tapping

While continuing to Tune-In by applying **Provocative techniques** therapy, the therapist to enter **Energy psychology** is done on acupoints along the path of meridian energy began with Tapping by tapping lightly with two fingertips on the key points of "The Major Energy Meridians ". If we stimulate the energy points with a light knock of two fingers, it will neutralize energy disruption of the body. So that eventually the smoking addiction problems experienced by clients can be solved. During tapping step, one is asked to bring a feeling of confident, khusu ', sincere, submissive and grateful. Under these conditions the effects of smoking addiction tends to decline more rapidly. This is contained in engineering (**Relaxation & Meditation, Powerful Prayer**). There are nine dots for the short version and 9 more of 18 for the full version. Hard /smooth knock adjusted to the patient. In the process of SEFTing, clients are directed to do a lot of repetition of words that empower themselves. These conditions will create hope and optimism that is hard-wired into our subconscious mind. Besides that the therapist's love and kindness will faster the cure of the clients smoking addiction. It is present in **Ericksonian techniques Hynosis, Suggestion & Affirmation and Loving-Kindness Therapy**

CONCLUSION

The teenagers' smoke activity is an action that detrimental to themselves and others. Cigarette smoking is essentially put toxic substances into the body. It lead to increase blood pressure and quickened their heart beat as well as the main causes that undermine people health and cause premature death in humans. To cure this habit many ways you can do and one of them is doing SEFT therapy (Spiritual Emotional Freedom technique).

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Impact of Self-Regulated Learning on Timorese Student's Academic Achievement

Augusto da Costa [1*], Fattah Hanurawan[2*], Adi Atmoko[3*] and Imanuel Hitipeuw[4*]

[1]Instituto Superior Cristal, Dili, Timor Leste
[2]State University of Malang (UM), Malang, Indonesia
* sigimatacosta@gmail.com

Abstract

Timor Leste is newest country in Asia even in the world. As newest country, it faced big challenge in constructing the nation. One of the most challenges is education. Education is fundamental instrument to elevate the quality of human resources. Indication of student's qualities seems in academic achievement. Previous study shown there is positive impact. Purpose of this research is discovering whether there are impact of self-regulated learning on Timor Leste' Student academic achievement or not? Research uses mix method such as meta-analysis and quantitative method to analyses impact of self-regulated learning on academic achievement of Timor Leste student in Indonesia. Academic achievement means the final mark of previous semester. Result of research there is impact of method self-regulated learning on Timor Leste's academic achievement. This finding becomes an important data for Minister of Education for establishing best curriculum of the education system. Best curriculum will be established if both cognitive and non-cognitive aspects be combined. Result of this research is an important data for Minister of Education to establish best curriculum, which to be able to elevate quality of human resources; by elevating student's academic achievement. Knowledge and skills be enabling them to participate in constructing and developing their country. It needs further research to get more data for the government in implementing education policy, for developing best future of the country.

Keywords: self-regulated learning, academic achievement

1. Instruction

Timor Leste is newest country in Asia even in the world (The World Bank. 2004). It restores its independence at May 20th 2002 as result of referendum after having long struggle since Portuguese occupation specially 24 years of Indonesian Period (Taylor, 1998: 23). During the period of referendum and afterward almost facilities been destroyed including education facilities. As expressed in Strategic Development Plan 2011-2030 that country also face significant pressures in improving our educational facilities and infrastructure. In 1999, most education infrastructure in Timor-Leste was destroyed. Since this time, we have invested in building and rehabilitating schools across the country, but there are still a long way to go to provide all schools with modern and adequate classrooms and facilities (Governo, 2010: 17).

Destruction of the education facilities brought big challenge in construction of the country, especially at human resources aspect. As newest country in Asia and even in the World, Timor Leste needs a lot of human resources which are enable government in developing the country ((UNDP, 2015)). Facing those realities government was working hard to fulfil the necessity of human resources by establishing education facilities and system in the country (Unesco. 2016) by cooperating with neighbouring countries that are willing to help in elevating human resources of Timorese. Those neighbouring countries some of them are offering opportunities to Timorese student to construct knowledge and skill in their country by giving scholarship and a lot of student are self-sufficient means all the school and leaving fees been paid by their family.

One of neighbouring countries which cooperates and collaborates with Timorese Government is Indonesia. Since 2002 till now thousands of Timorese students had been gained their academic title in Indonesia at various levels (Diploma, Bachelor, master and doctor). Those students few of the graduate on time, means 4 years for bachelor degrees however many of them graduate overdue means they need some additional (extra, 2 even 3) years for graduating their bachelor study because of their academic achievement was low. This reality draws researcher interest to conduct more deep study by researching for discovering aspects those impacts of this overdue study time. By involving some activities with the Timorese student especially those who are studying in Malang, researcher notes that, there were some aspects which are impacting their academic achievement. For discovering those aspects research uses analysis descriptive method to discover aspects that impact on student student's academic achievement. There are many aspects that impact on student academic achievement however researcher focus on one aspect those aspect that assuming more impact of students' academic achievement was self-regulated learning. Therefore this research try to describe whether self-regulated learning impact on Timorese students' academic achievement or not.

1.1. Problems of Research

Based on description on background could be formulated three questions are:

1. Why Timorese government need high quality of human resources?

2. Why Timorese student's graduates overdue?

3. Does self-regulated learning impact on Timorese student's academic achievement?

1.2. Meaning of Self-Regulated Learning

There are a variety of definitions of self-regulated learning, but three components seem especially important for classroom performance. First, self-regulated learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition (Brown, et.al. 1983; Corno, 1986; Zimmerman & Pons, 1986, 1988). Students' management and control of their effort on classroom academic tasks has been proposed as another important component. For example, capable students who persist at a difficult task or block out distractors (noisy classmates) maintain their cognitive engagement in the task, enabling them to perform better (Corno, 1986; Corno & Rohrkemper, 1985). A third important aspect of self-regulated learning that some researchers have included in their conceptualization is the actual cognitive strategies that students use to learn, remember, and understand the material (Corno & Mandinach, 1983; Zimmerman & Pons, 1986, 1988).

Another definition of Self-regulated learning is a major goal of higher education is to create lifelong learners–intentional, independent, self-directed learners or self-regulated learning that can acquire, retain, and retrieve new knowledge on their own (American Association of Colleges and Universities (Wirth, 2002, 2007, 2008a). In short, self-regulated learning is total-engagement activity involving multiple parts of the brain. It encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one's learning (Pintrich, 1991; Zimmerman 2001, 2002; Schunk, 2001). These components sound more like dimensions of character than cognitive ability. Indeed, the literature contends that that self-regulation has little to do with measured intelligence and can be developed by just about anyone (Davidson, 2003; Schraw, 1998, 2001; Schraw & Dennison, 1994; Schunk & Zimmerman, 1998). In fact, the initial research on self-regulation, which goes back to the early 1960s, was conducted by social cognitive psychologists studying how children developed self-control. They found that response inhibition, the ability to delay gratification, and the acquisition of self-regulating norms finished the basis for self-control.

The four factors those are structuring SLR are self-observation, self-evaluation, self-reaction, self-efficacy (Zimmerman, 1990; Bandura, 1999). Self-observation is an effort of individual process in focusing him/her-self and reflecting that refer to observation and reflection about their self the moment person is observing (Falkenström, 2012; Chen, et.al, 2014; Calatayud, 2014). Self-observation also refers to individual expectation to the result and self-efficacy (Redmond, 2015). Self-evaluation is a way that person uses for comparing its performance and willing (Bandura, 1991). Self-reaction is individual reflection ability in considering the uniqueness of human being. The aim of self-reaction in individual developing is to starting a new attitude (Zimmerman, 1990; Mukhid, 2008).

Based on the definition of the expert SRL could be understood as metacognitive strategies for planning, monitoring, and modifying their cognition, students' management and control of their effort on classroom academic tasks, conceptualization is the actual cognitive strategies that students use to learn, remember, and understand the material. It could be condensed of four the fundamental factors of SRL those are self-observation, self-evaluation, self-reaction, and self-efficacy (Pintrich, 2000; Zimmerman, 2002).

Those aspects of self-regulated learning that impacts on students' academic achievement even though researcher motived to conduct same research between Timorese students who are study in Indonesia, for discovering whether self-regulated learning impact on Timorese Student's academic achievement or not. Academic achievement (or academic performance) is the outcome of education the extent to which a student, teacher or institution has achieved their educational goal.

1.3. Academic Achievement

Academic achievement is commonly measured by Examinations or continuous Assessment but there is no general agreement on how it is best tested or which aspects was most important procedural knowledge such as skill or declarative knowledge such as facts (Ward et.al, 1996). GPA was used to measure student performance because they main focus in on the student performance for the particular semester

(Mushtaq & Khan, 2012) and (Mushtaq & Khan, 2012). Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi & Naqvi, 2006; Hake, 1998, Mushtaq & Khan, 2012:18). Also including academic achievement as an outcome of study that captures the quality of students' academic work such as course grades or GPA. Student learning is included to capture outcomes related to specific institution or program learning outcomes, including cognitive and affective skills. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences (Joshi & Srivastava, 2009: 34). A measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks the students have scored in the quarterly examinations (Lawrence, 2012: 211).

Based on the definition of expert could be formulated that academic achievement is outcome or result of the examination of middle or last semester which was formulated into a number which was indicating the scores, grade, grade points, average and degrees and a letter that student achieve at previous semester. Normally, that achievement is indicator of the quality of the student in specific area or program. As indicator also for the lecturers to decide whether a specific student succeed in his or her study or not yet. Furthermore academic achievement as indicator and criterion for the student to take the number of the subject that student be able to take for the next semester or get good position in their workplace.

In regards to the Timor Leste' student academic achievement can be formulated that academic achievement becomes an important factor for Timor Leste' student in Indonesia, in Timor Leste itself and for all those Timorese student throughout the globe, because of academic achievement will facilitate those student in various aspect: first, become a means for working in various areas of society life. Student, who gets high academically achievement by *cum laude* predicate, will be get good job and high position, on other hand, those student who achieves academic achievement standard for graduate will face challenges to get good job, or there are limit opportunities to get scholarship for further highest level study. Those student gets base level of standard graduation need extra years to finish their study (Da Costa, 2015). Second, becomes basic of felling proud or self-esteem for student, felling proud of parent and family and felling proud of their *alma mater* or those whom sponsored, or opposites way. Third, becomes a i barometer of nation building, Student those get optimal academic achievement are assumed will be able to effectively and efficiently involve in nation building and developing. The consequences is the developing the country will be successes or achieved the mission and vision of the country, which is to be developed country as others, On the other hand those low academic achievement will impact on country building.

2. Methods
2.1 Participant
The Population of this research is the entire Timorese student in Indonesia however sample of the research are students whom are studying in Malang. There were 301 samples that choice randomly and they freely willing to hand to researcher the copy their academicals report of the previous semester as data of academic achievement. Those sample been decided by random sample, after having observation upon all the samples by monthly meeting during one year since June 2015 to June 2016 and interviewed with 158 student to get sufficient data in regards to the impact of self-regulated learning on academic achievement.

2.2 Instrument
The instrument which was using for data collecting is self-regulated learning scale, observation and documentation. Research was distributing scale of self-regulated learning among population which chosen by *proportionate area random sampling.* Observation been done by research among Timorese student in Malang, Kediri and Salatiga. When researcher visited those cities for two times last semester, the observation been done too. Documentation instrument means sample being asked to hand a copy of the result of previous semester (second semester 2015/2016).

2.3. Procedure
This initial or preliminary study researcher contacted the leader of each group student to inform them to have meeting with researcher. After being informed to make a copy of their academic achievement of last previous semester. Researcher went their place to hand scale of self-regulated learning. During met with the sample the questioner being explained for the sample. Explanation in regards to filling the form and answering the questioner is done by reseracher before sample answer the questioner. At same moment researcher observed the entire sample while there is filling the questioner and while them was visited in their places (renting house).

After having collected all the data, which was needed by researcher returned to start analysis de data.

The data that was collected been analysed by mix method means descriptive analysis method to describe the impact of self-regulated learning on Timorese student's academic achievement and quantitative method for analysing the validity of the academic achievement

3. Results
3.1 Result of Academic Achievement

Result of the data analysis shown that from the 301 samples those got high distinction and distinction academic achievement such as 3, 6 above are 4 (1, 32%), scores 3,0-3,5 achieved by 86 (28, 57%), those who get normal average academic achievement such as 2,76 - 2,99 are 62 (20,60%), those who got normal scores 2,0 – 2, 75 are 141 (46, 85%) and those students who got less than 2,00 (fail) are 8 (2, 66%) students. According to the scores that has been described before if accumulated scale high distinction and distinction score. Students who got scores 2,76 above are 152 (50,50%) student and who got normal or standard average and below such as from 1,00 – 2,75 scores are 149 (49,50%) student. This last achievement is not fulfilling government working policy. Timor Leste's government decided that graduated student who is expecting to work in the government office those who are graduating by high distinction, distinction or at least normal academic achievement.

As mention at the introduction that Timor Leste is a newest country in the world, means it needs a lot of qualified people to build and to develop that country. The building and developing of the country will be growing better of it student who are gainig and constructing knowledge and skills in Indonesia get best quality of education which indicates in high GPA. The result of research shown there was 50,50% student were achieved good academic achievement. That percentage of student becomes a good asset of the country because they are well educated in their field. It means they will be actively, effectively and efficiency in the building and developing of the country. On the other hand, the building and developing the country will be really slow moving if its student those be expected to take responsibility get. Therefore based on the academic achievement that been achieved by 49,50% was bellow government standard. It will bring a great impact on developing of

the country. Means process of developing will be over slowing.

3.2. Result of self-regulated leaning

Result of the preliminary research shown, there are a lot of aspect that impact on student academic achievement however one aspect which is more impact on Timor Leste' student academic achievement was self-regulated leaning. Analysis based on four elements which form self-regulated learning. Shown that first group of student (no. 1 & 2 in table 3.1.) who got high distinction and distinction scores such as 3,00 above they have good self-observation, self-evaluation, self-reflection and self-reaction. Means student has individual effort of taking himself or herself as the focus of attention and reflection that refers to the observation and reflection of self when individuals are conducting observation, self-evaluation, self-reflection and self-reaction especially in their study or related activities. Those student who got scores between 2,76 - 2,99 mostly graduate on time. This group of student (no. 3 in table 3.1.) including student are good in all factors of self-regulated learning same as first group.

Student who got low scores (no. 4 & 5 in table 3.1.) in their academic achievement such as less than 2, 00 shown that those student has lack in self-observation, self-evaluation, self-reflection and self-reaction even they were almost seldom care of their self. Those students spends almost their time to play games, Facebook, twitter or watching TV and go for sleep late night and wake up late too. Some time they have no motivation to attend class. Those Timorese student who got academic scores between 2,00 – 2,75 done almost some attitudes however they are more observed on their own life and often attend class and do some studies. Almost those students graduate delay for one even more years.

Researcher observed that students who got low scores indicate also low self-regulated learning or high procrastination. On the other side student get high to highest score at their previous semester indicates that those students have good self-regulated learning. Result of interviewing with 158 (100 student procrastination and 58 student average to high self-regulated learning) student confirmed the result of observing student who has lack high procrastination got low to average score of academic achievement at previous semester, and students who has average to

The data of research been analysed by descriptive method is indicated in table.
Table 3.1

No	Numbers of student	Average of Academic achievement	%	Observation
1	4	3,51 - 4,00	1,32	High Distinction
2	86	3,00 – 3,50	28,57	Distinction
3	62	2,76 – 2,99	20,60	Normal
4	141	2,00 – 2,75	46,85	Credit
5	8	Less than 2,00	2,66	Fail

high self-regulated learning got normal scores to distinction and high distinction academic achievement at previous semester. Based on the finding above can be summarized that academic achievement which is indicated in GPA being impacted by student self-regulated learning.

4. Discussion

Considering to these questions: why Timor Leste's governments need high quality of human resources? Why Timorese student overdue graduate? Does self-regulated learning impact on Timorese student's academic achievement? The answers of those questions are: Timorese government need high quality of human resources for establishing, building and developing nation. Because Timor Leste is a new country of course need well educated people to build and develop the country. People who has high quality in his / her field will works more effective in building and developing their country. Means the progress of the country will be fast growing. To get a high quality of human resources need good education for students. Therefore government cooperates with neighbouring and friends country to elevate human resources. Timor Leste' students go overseas including to Indonesia to get best quality of education in elevating the human resources. The quality of human resources is determinant factor of developing. The students realized that their knowledge and skill in Timor Leste be expected therefore they should study hard to achieve best academic achievement. To achieve a high distinction and distinction academic achievement student need a good awareness in a lot of aspects especially in self-regulated learning, because the result of this study shown that self-regulated learning impact on student academic achievement. Those student who was delaying in graduating because of low self-regulated learning which is impacting to academic achievement. Low academic achievement will prevent student for on time graduation. Therefore student needs to be aware or being aware that self-regulated learning are most important factor in gaining academic achievement. The awareness or consciousness of student about impact of self-regulated learning on academic achievement, will guide student to focus on their study and aware of their purposes study in Indonesia.

Elevating awareness of value of the self-regulated learning, this result need to be developed by more researching at this topic with same population or more. For next researching must be focus on treatment research especially how to develop and how to increase consciousness of self-regulated learning and all non-cognitive aspects that impact on academic achievement. Next treatment research needs to be conducted between current populations and samples of this research or wider populations and more samples.

5. Conclusions

According to background, problems and purposes of this research can conclude that self-regulated learning significantly impact on Timorese student's academic achievement. Those who has high self-regulated learning in their daily study, they achieve high academic achievement at previous semester. Those who have low self-regulated learning or high procrastination in their daily study, they achieve low academic achievement.

This finding will be a good input for Timor Leste government, especially education minister and all of his cabinet members. In establishing and developing curriculum and education system need to be considered non cognitive aspects that play important rule on high academic achievement. High academic achievement is indicating of high quality of human resources, whom had high knowledge and skills which Timor Leste government and all Timorese need to involve effectively in developing their country and their nation in all aspects of the country.

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Multicultural Guidance Group to Improve Intercultural Communication Skill

Nita Fitria
STKIP Muhammadiyah Pringsewu Lampung
nitafitriatauhid@gmail.com

Abstract

Complex Indonesian society can be a source of social conflict when understanding the ethnic diversity as a difference. Culture conflicts occured due to misunderstandings in building intercultural communication. Among heteregeneous society that caused by globalization, intercultural communication skills are needed to avoid failure in establishing interpersonal relationships with people who have different cultural backgrounds. Therefore, this study aims to improve intercultural communication skills of students through a model multicultural group counseling. Group counseling services carried out by including some local wisdoms of the group culture chosen. Guidance group was conducted in four meetings which divided into two cycles. Each cycle carried out with the planning, implementation, observation, and reflection phase. The sampling technique used was purposive sampling and students from Lampung, Javanese and Sundanese ethnic were taken as the sample. The study used action research. The technique used to collect data were observation, interviews and documentation. Data was analysed using triangulation data, validity checking that utilize something else.The results showed the more people confronted with multicultural situations, the sense of acceptance and openness to the principles of the culture of others will increase. It can facilitate others in intercultural communication. In conclusion, the intercultural communication skills of individuals increases after following the guidance of a multicultural group dynamics.

Keywords: Multicultural group guidance, intercultural communication skills.

Introduction

Indonesia is a multi-ethnic country that is spread over thirteen thousand island. Based on data from the Central Bureau of Statistics[1] in 2010, there are 633 major ethnic groups in Indonesia. Ethnic diversity in Indonesia have an important impact in people's lives such two sides of a coin could be positive and negative. The first impact as the wealth of nations, ethnic distinctiveness can be a source of strength to attract foreign tourists to visit Indonesia. The negative impact, meeting the diverse ethnicities could be a potential social conflict.

The speed of globalization makes people easy to move from an area to another so the mobility cause heterogeneus society. It causes the change of inhabitant composition that consist of various ethnic and religion. The diversity indicates human existence as cultured social human. As social human, people have to interact with indivudual, group, and nation. Then, in that interaction people will alterate information through communication. Liliweri (2009)[2] stated that people do not interact socially if they do not communicate by changing information, idea, concept, and emotion that are expressed in symbols with others people.

Communication as the bridge of unifying culture is difficult to be realized because the separation between a culture to another that decide the differences of limited valuea and aktiva. It is an agreement that being a criterion happened in certain culture. Thus the ethnic and religion differences can be a source of conflict. For instance the bloody conflict in Balinuraga/Sidoreno village, subdisctricWaypanji, South of Lampung. It was a conflict between village that act for Balinese and Lampungnese ethnic (antaranews.com)[3]. Beside that many conflicts such Poso, Papua and others that happened due to ethnic.

Basically those conflicts were not happened if each parties were able to muffle their emotion, respect their roles and build mutual relationship. It can be reached by broaden intercultural communication. Consequently individual will get a insight and decrease ethnosentrism that derive the conflict. Culture has a responsibility for all meanings and communicative behaviour that people own.

Intercultural communication is a communication occured between people from difference culture (it can be a race,ethnic, socio ecconomy, or composition from these differences). Guo-Ming Chen and William J. Sartosa (cited in West and Turner, 2008: 162)[4] stated that intercultural communication is a negotiation process or symbolic system exchange which guides people behaviour and limit them in perfoming their role as

a group. Then, intercultural communication is applied through negotiation to involve people in intercultural culture meeting that discuss a controversy topic (conveying a topic through symbol).

A symbol has no meaning but it has a context. those meanings are negotiated through symbol system exchange which depend on inter subject agreement that involved in communication. A decision decided in order to participate in equal meaning process; as a guidance of culture behaviour which is unorganized but beneficial due to efect on our behaviour. showing a group function, individual can distinguish themselves from other groups and identify in many ways.

Intercultural communication refers to communication phenomenon where the participants from difference cultural background make communication both direct and directly. When intercultural communication has requirements on the culture similarities or differences between people involved, so culture characteristics of participants are not the focus of intercultural communication studies, but rather a communication process between individual to individual and group to group (Rahardjo, 2005)[5].

Intercultural communication has differences from others communication. Those differences found in experience background which is bigger than others communicator, it is caused by culture disparity. Consequently, if there are two persons who have different culture, their behaviour communication and meaning will different too. The basic requirements needed by individual to communicate effectively are respecting culture members as a culture, respecting the existence of other cultures, and respecting the right of others culture members to act differently from us (Mulyana dan Rahmat, 2006)[6]. Based on these opinion, the researcher concluded that intercultural communication is full of tolerance value where the individual views culture behaviour from the culture system or in anthropology called emic.

Intercultural communication has interrelationship as two sides of currency. Culture is part of communication behaviour, and communication also determine, keep, develop or bequeath a culture as Edward T. Hall (cited in Liliweri: 2011)[7], states" communication is a culture, and culture is communication". Communication is a mechanism to socialize society culture norms in horizontally, from a society to other societies, or vertically, from one generation to the next generation. Beides that cuture decides norms (communication) which are regarded appropriate with certain group.

The main problem of intercultural communication are mistakes in social perceptions which are caused by culture differences that influence perception process. According to Baron et al. (2006)[8], perception is a process used in trying to know and understand other people. Perception can be a filter for infomation that people accepted. Once can respond a belief or value quickly from certain culture when he/she build social relationship with the culture. Thus mistakes in perception will bring negative attitude toward the culture. Peter Hunsinger (2006)[9] said that it is not easy, but along with intensity that individual interact with others, so the mistakes in perception process can be minimized.

Therefore, intercultural communication skills: individual ability in developing emic behaviour, tolerance toward cultural behaviour from other groups, the decrease of ethnocentrisme and stereotype of perception product.

Related to those explanations, the researcher want to improve individual skills in communicating with others from different culture by using group guidance service in a form of multiculture.

According to Nurihsan (2011: 23)[10], group guidance is an assistance for individual which implemented in group situation. Gibson dan Mitchell (2011: 275)[11,P. 275] revealed that the term of group guidance refers to groups' acitivities that focused on serving information or experiences through organized groups' acitivites. Nurihsan (2011)[10] stated that group guidance is implemented in three groups, namely small group (2-6 person), medium group (7-12 person), and big group (13-20 persons) or class (20-40 persons). The information given in group guidance is intended to repair and improve self understanding and understanding of others people, while attitude alteration is indirect purpose. The objective achieved in group guidance of individual development, the discussion of deep and general problem and topic which is important for group members. So they are avoided from the problem discussed. The roles of members in group guidance are actively discussing the certain topic which the result is beneficial for the members; actively participate in social interactions dynamics, contribute the discussion and get various informations for theirselves. The depth interaction situation and involving cognitive aspect, common discussion character, no secret, and the activities develop based on the level of change and problem deep.

Generally group guidance has four stages: firstly, formation, it is a step for introducing that individual involved in a group activity. In this stage, commonly the members introduce theirselves, and express their purposes. Secondly, transfer, it is a step for explaining the role of members. Thirdly, acitivity, it is a step when all of the members discuss a topic in order to creat mutual relationship between group members. They transfer experiences, in a feeling situation, arrangement, presentation, and commencement happened freely. The members assist each others and try to tighten togetherness. Fourtly, the last step, evaluation and closing

(Prayitno: 2012)[12]. In this study, group guidance is modified by integrating the values of local wisdom in each stages and colored by culture nuance from the members involved. This study aims to improve intercultural communication skills through multicultural group guidance service.

Research Method

In analyzing the data, the writer adapted steps of analysing Action Research data which is proposed by Burn (2010)[13]. In the this research the researcher analyzed the improvement of students' intercultural communication skill by identifying appropriate data analysis and data interpreting technique.

Firstly, the researcher collected the data by using questionnaire, observation, and documentation. Secondly, the data that had been collected was analyzed and synthesized qualitatively. The result of questionnaire, observation and documentation were analyzed qualitatively by categorising and inductive coding. Inductive coding means that we look at the data from the perspectives of people closely involved in the research context and analyze their opinions and views exactly as we find them. Then, the data of students' discussion in group was analyzed too. Thirdly, the researcher built meaning and interpretation. Fourthly, having interpreted the result of collecting data, the writer employed WH-Question to know clearly the educational process which was occurred during the research. The last, the researcher reported the outcomes. Subject of the research was 15 students involved three groups dominated by Lampungnese, Sundanese, and Javanese generally five students. Group guidance service was conducted in three meetings devided in three cycles. Sampling technique was using purposive sampling which taken the sample of each ethnic in every group as requirement. The research location was taken at STKIP Muhammadiyah Pringsewu. Data colleting technique was using observation, questionnaire, and documentation. Observation was used as interaction direct object of group member in multicultural group guidance service. The instrument was used as observation guidance. Furthermore, the researcher used questionnaire to find out the data of individual feeling engage with culture dimensions when contacting with the other culture. The third technique was documentation. The researcher was using BK laboratory data documented in the students' data and sociometry document to find out the individual position of social field.

Finding and Discusion

In each cycles, multicultural group guidance was implemented two meetings. Skills dimension of intercultural communication includes individual ability in developing emic behaviour, tolerance to

culture behaviour from other groups (multicultural awarennes), the decreasing etnosentrism and stereotype. These are being standards in arranging instrument. From the instrument items, it was found the categories as follows:

Table 1 Criteria of level intercultural communication ability

Interval class	Category
74 - 100	high
47 - 73	medium
20 – 46	low

In pre-cycle phase, the researcher distributed questionnaire for getting the data of intercultural communication skilss. Then, the researcher classified the score based on three ethnic group. As the reference, the followings are five lowest score that obtained to represent each ethnics.

Table 2 Initial condition od students' intercultural communication skilss

Respondent code	score	category
AN	50	Medium
RFR	37	Low
VE	40	Low
RMD	40	Low
FMS	62	Medium
DA	36	Low
MS	41	Low
RNS	29	Low
EA	37	Low
FKN	44	Low
MR	39	Low
RD	42	Low
BF	21	Low
CN	45	Low
PRS	32	Low
Average	**39,6**	Low

Based on the table above, it is found that 87% or 13students are included in low category and 2 students are included in medium category. From the average total, the score 39.6 included in low category. So 15 students were takenas the members in multicultural group guidance. The activities in three meeting are included in the three cycles below.

Cycle 1

a. Plan

In this stage the researcher collected the data of students for constructing group members from Lampungese, Sundanaese, and Javanese ethnic. The researcher prepared media and materials needed for playing in multicultural group guidance. It was delivered in action stage. Beside that,the researcher also collected some stereotif which turned up from each ethnics

b. Action

In this stage, in the first meeting of multicultural group guidance service ,the group members were given introduction through playing that related to culture. The members were involved in group dynamic which constructed in close relationship, open, and intimate but still in cultural principle of each members.

c. Observation

observation stage was done for observing behaviour and students' communication way in the process of multicultural group guidance service. After the activity of group guidance in the first meeting was finished, the researcher and counseling teacher analysed the result of group gudance. The result of observation are:
- The members were cohesive with other groups from others ethnic when discussing topic culture
- The members' response toward material was still limited
- The members' perception about others ethnics was still influenced by stereotif in society.

d. Reflection

This stage was used to evaluate observation result in order to know students' condition in the process of multicultural group guidances. It was needed for determining the activity for the next stage. Reflection was implemented to discuss the observation result in the process of group guidance cycle 1. The result was analyzed in this phase, so the result showed:
- Individual participation in group discussion was high category 67%, medium category 20%, and low category 13%.
- Individual ability in developing emic behaviour was high category 53%, medium category 13%, and low category 34%.
- Tolerance to cultural behaviour from other groups was high category 67%, medium category 13%, and low category 20%.
- Tendency of etnosentrisme and stereotif was high category 40%, medium category 13%, and low category 47%.

Based on the analysis result above, the researcher decided to applied second cycle of group guidance service.

Cycle II

a. Plan

in this phase, the researcher prepared various media and material for multicultural group guidance service

b. Action

In this phase, the students were involved in different culture. All members were asked to learn specific culture ethics from each ethnics thatwas inserted in every group guidance stages.

c. Observation

in this stage, the researcher observed members' behaviour toward others, how they respond, and whose were being responded in this phase.

d. Reflection

reflection was done by the researcher to analyse the data of second cycle.
- Students' participation in group guidance is 82%
- Response given were not limited on her/his ethnics group.
- Communication pattern that showed by the members were appropriate with every ethnics that involved in discussion
- Individual ability in developing emic behaviour is high category 87%, medium category 13%, and low category 14%.
- Tolerance toward cultural behaviour of other groups is high category 33%, medium category 7%,and low category 60%.
- The tendency of etnosentrism and stereotif is high category 33%, medium category 7%, and low category 60%.

Based on the analysis finding , the researcher decided to continue the next cycle.

Cycle III

a. Plan

In this phase, the researcher prepared theme that taken from sociodrama and devided the roles which will be played by each members in action phase.

b. Action

In this step, the members were asked to play the role *in-group* and *outgroup* in multicultural group guidance by using sociodrama.

c. Observation

The researcher observed every activities in multicultural group guidance by using sociodrama technique and wrote all event from the beginning activities.

d. Reflection

In this stage the researcher analysed observation result of cycle II, the evaluation result are:

> The interactions of all group members got 94%
> Individual ability in developing emic behaviour was high category 87% , and the others were 13%
> Tolerance toward cultural behaviour of other groups is high category 93%, and the others 7%.
> The tendency of etnosentrism and stereotif is high category 13%, and the low category 87%.

From the explanation above, the activies in cycle I and cycle II proves that there is improvement of individual's multicultura communication skill. In the first cycle, the individual's participation in group only 67%, individual's competence in developing emic behaviour 53%, tolerence toward culture behavior from other groups 67%, the tendency of ethnosentrism and stereotif is 47%, it categorize low. It shows that the members was not cooperative yet in the service and they still had an ego of their ethnic.

In the third cycle, the researcher gave stimulus by showing special difference on each ethnic in the satges of group guidance, then all the members showed interest in both ingroup culture and outgroup culture. Therefore, the group discussion seem to be be closer. The interaction between the members got 94%. Next individual is able to develop emic behaviour about 34%. Tolerence toward culture behavior from other groups got increase 24 % and 87% students were categorized low in ethnosentrism and stereotif got 40%.

Table 3 The last condition of students' intercultural communication skills

Respondent code	score	Category
AN	88	High
RFR	92	High
VE	80	High
RMD	77	High
FMS	86	High
DA	85	High
MS	83	High
RNS	84	High
EA	84	High
FKN	90	High
MR	79	High
RD	67	medium
BF	82	High
CN	84	High
PRS	74	High
Average	**82,3**	**High**

Conclusion

Based on the finding and discussion. It can be concluded that multicultural group guidance can improve cross cultural communication skill. During four meetings of group guidance in two cycles. The researcher observed each students' activity, then comparing analysis result from the first to the second cycle. Students' skill in cross cultural communication get improvement. The initial condition is 87% or 13 students were categorized low. After joinning multicultural group guidabce the average score is 82.2, 14 students or 93% were cetegorized low, and 1 student was categorized medium. In conclusion intercultural communication skills got improvement 42.2.

The students are more compact and respected when the researcher bring each culture characteristics in multicultural group guidance. Social interaction appears when each members play ingroup-outgroup role in sociodrama, multicultural group guidance.

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The Effectiveness Of Group Guidance Service Through Game Technique To Develop Career Maturity

Ainur Rosidah
STKIP Muhammadiyah Pringsewu Lampung
Rosyidahainur71@yahoo.co.id

Abstract

Career maturity is an initial readiness to career success which marked by the constancy in choosing expected job, the fit between capabilities and preferences as well as attitude towards the chosen work. However many vocational school graduates still do not have orientation and interest to do their own business. It can be seen from their job that they work as a laborer in a factory which is not in accordance with their expertise. It happened because they do not have career maturity for his career future after graduating from school. The study aims to investigate the effectiveness of group counseling services through *Game* for the students who have low career maturity. The study used quasi-experimental method, and nonequivalent pretest-posttest control group design. The participants of this study were 30 students of XII grade, Vocational School Muhammadiyah Pringsewu. 15 students have been selected as the control class and 15 students for the experimental class with a total of 12 male students and 18 female students. They were identified having a low career maturity. Data were analyzed using t-test. The results of research shown that t obtained is 7.824, t obtained consulted to t table 6.643 using df 30 with significant level $\propto$ = 0.05. From that it can be seen that t obtained $\geq$ t table. Therefore group counseling services through game is effective to develop students' career maturity.

Key Words: *Group Guidance, game Technique, and career maturity.*

1. Introduction

Education development has relation to work development because one of education functions are preparing alumnus to enter work world. Children and adolescent through various level and education prepare themselves to continue and enter work world. Various levels, types, education programs, contents, and learning system that are impelented in certain limits have reationship with the develpment of demand and career needs.

In education field, individual can access information and knowledge that can be applied to develop herself or himself based on ability and opportunity. As attached in Education Department, stated that educational objective is preparing students beeing a society who has academic competence or professional staff in order to be able to implement and develop knowledge, technology, and art. They can contribute positive imppact to society life.

At school, students are demanded to master various ability or competence, specially competence that is needed by vocational school students in workworld. Vocational school is one of educational institutions that has reponsibility to creat human resources. It gives priority to develop students'ability based on carrier needs by preparing skills in order to know job opportunity. Then, they can adapt and compete in job environment. So vocational school hopefully being one of the solutions to overcome work problem and the height joblessness in Indonesia by having knowledge, skilss,and attitude in taking career decission for themselves.

Entering vocational school can make students easy to prepare guided future. Super 1978 (Suherman, 2010) stated that career developement of vocational school students are appropriate with the characteristics of adolescent's career development which already in crystallization period exploration (age 15-24), in this phase, the students are signed by strating to self analysis, trying to share various roles, identifying chance, doing investigating work level which are suitable with school in free time, and implementing career chosen through education and apprentice system based on their choice in entering work world.

These statements are not appropriate with reality todays that many adolescents are less serious in planning, preparing, and exploring the career choosen. Since many students enter career as a tendency to try or just follow others without considering interest and the reasons why choose their career. Beside that many graduations from vocational school that can not compete and develop themselves in their skills range. It is caused by the dependent characteristics to surroundings, less brave in taking risk, less active in looking for job, and working inappropriate with their skills and majors.

This phenomenon shows that most of vocational school students do not have career plan and decision in mature career choice. It is because they lack of knowledge related to disposed work condition; they can not plan spare time effectively; they do not have career information; they do not

know the steps in making career plan; they can not see the chance related to cereer choice; they do not know the intererest and precise reason why choosing career; they do not have description of job regulation and its prospect for their career future. The phenomenon is a form of inexpediency between skills learned and what is needed in world work.

Various phenomenon are supported by several researches that was conducted by Hartini 2006 (Yuwono dan Partini, 2008) stated that in Indonesia, many graduation students of vocational school do not have interest to open their own work by using acquired knowledge, and many of them work as a laborer in factory that are not suitable with their skills. The next research was conducted by Latifa (2010) reveals that vocational school students in Cimahi have maturity career in medium level, it means that many students who do not have career decision about 72.23% and only 27.77% students have career decision.

Students who can not determining career decision are tend to be worried. They could not know their weakness and their strength. They make a mistake in determining the next education choice, so they lack of ability in taking risk and decision related to themselves (Zulkaida, 2007:9). That phenoenon are belong to low maturity career.

Career maturity is individual readiness to make decisions about precise career choice (Supriatna, 2010:45). Similar to Gribbons and Lohnes 1982' opinion (Supraptono, 1994:18) stated that career maturity is doing something that scope is broader than choosing a job because it involves individual ability both in deciding career choice and career plan activities for them. In other words, career maturity is an initial arrangement to achieve career success because career maturity will underlay individual ability in analysing career opportunity that point is deciding career precisely.

Career maturity has an important role in individual life because it is a concept including self knowledge, job knowledge, ability in choosing a job, and ability in planning steps to reach wished career. Career maturity is also individual readiness level to finish career development tasks in life. Beside that, career maturity is also signed by regularity in choosing wished job, compatibility between ability and choice, and attitude toward the choosen job. Many researchers have proven it. Linasari (2012) revealed that students of vocational school Temanggung stated that the success of working and indivivdual life are effected by career maturity and ability in altering obstacle become the success chance for such as taking career decision precisely.

Students often get obstacle to achieve career marurity, for example the observation result in Vocational School Muhammadiyah Pringsewu, the students are confused how to implement career choice when graduate from school. Consequently, students have career immaturity.

Therefore,appropriate counseling and guidance service is needed. One of guidance services is group guidance service because in group guidance there are communication and group to facilitate students in expressing their problem.

Group guidance is a process giving assistance to individual through group situation that enable each members to learn active participating and share experiences in buliding knowledge, attitude, or skills needed in preventing problem appear or developing individual (Rusmana, 2009 : 13).

Group guidance service is efftive in giving positive interventions for students because its characteristics start from inforative to therapeutic. Whereas there are many techniques in group guidance such as group discussion, giving information, solving problem, games, study tour, and sociodrama (Rusmana, 2009:14). In this study, the research focus is group guidance in form of games. Game is an exercise that performed in process of learning skills, new knowledge with a number of regulations in order that students can explore, try imagination, and give a chance to get in touch with others. According to Ismail (2009:25-27), game is playing activities applied to get pleasure and enjoyable, it is signed by searching " win-lose" and it is used by involving others people as a whole attitude of human being. Wittrock (Sujarwo and Eliasa, 2011:11) revealed that game as students self assessment in deciding students' career can take place effectively. Beside that Yusuf (2012) stated that games in group are effective to develop career plan of students in Senior High School 19 Bandung. It shows that students have career plan amouts 70.23%.

Based on the explanation above, the researcher are interested to investigate how far group guidance service through games can develop career maturity students of Vocational School Muhammadiyah Pringsewu.

2. Research Method

This research used quasi experiment. "The design of experiment is with pretest-posttest non-equivalent control group design include experiment and control groups not chosen in randomly" (Sugiyono, 2013:118).

The population of this research is all of Muhammadiyah Pringsewu Vocational School students in XII class totaling 173 students. Sampling technique is using purposive sampling. Sample of the research is 30 students who indicated less of less career maturity, then divided into two groups they were 15 students of experiment group and 15 students of control group.

Data analysis was using t-test. T-test is mean distinction test aims to test the effectiveness of a treatment in behavior changing by comparing the

situation before and after the treatment is given.

3. Result

Result of the study showed the score of students' career maturity development in general description of table below:

Table 1: The Profile Students Maturity Career Muhammadiyah Pringsewu Vocational School of XII Class

Category	Score Range	F	%
High	135 - 180	54	31,2
Medium	90 - 134	89	51,5
Low	45 - 89	30	17,3
Total		173	100

The data of the table above showed that students were identified with career maturity in high category was 54 students, medium category was 89 students, and low category was 30 students. It could be concluded that students' career maturity level in high category could develop their good career maturity. However, it was found some students with low career maturity need immediate service response for their advance development. The service response was given to students' low career maturity through game.

Subject of the research was given group guidance service through games for 15 students in experiment group, and 15 students in control group conventionally. This group discussion service was given for 5 meetings.

This following table showed students' career maturity score change by the research after following group guidance service through game in their mean score during pre-test and post-test for experiment and control group which can be seen in table 2:

Table 2: The Mean Score of Pre-test and Post-test Students' Career Maturity as Experiment and Control Groups

Condition	Group	Mean
Pre-test	Experiment group	82.25
	Control group	81.36
Post-test	Experiment group	123.42
	Control group	97.68

Table 2 showed the mean score of pre-test and post-test students career maturity development as experiment and control group. Those scores got improvement 41.17 for experiment group and 16.32 for control group.

Furthermore, in group guidance effectiveness testing through game to develop students' career maturity was done by t-test data analysis for experiment and control group in table 3:

Table 3: The Effectiveness Test of Students' Career Maturity as Experiment and Control Group

Experiment-Control Class		N	Mean	Deviation Std.	t	Sig. (2-tailed)
Score	Experiment Group	15	123.42	7.753	6.643	.000
	Control Group	15	97.68	6.734		

The data indicated mean score of students' career maturity development that was given group guidance treatment through game was 123.42 for experiment group and 97.68 for conventional way as control group. The result showed mean score of experiment group with group guidance service through game was higher than control group without group guidance service through game service. Based on the result could be concluded that group guidance service through game is effective for students career development.

4. Discussion

The treatment result showed significant differences between experiment and control group. So that group guidance service through game is effective to develop students' career development. It was indicated by students' career maturity change from low category improved to high category after given treatment through group guidance service with game.

Group guidance service with game is game engage with happiness for the students, fixed rules, social skill development, social relation development, and problem solution of students' career maturity. In line with Rusmana (2008:23) statement, group guidance service through game is tool or medium provide guidance which figure problem solving identification steps, analysis, and discussion, and could develop empathy sense to others, because of game function is expending self-problem associated with social skill or self-career maturity.

Berlyne align with Serok and Blom 1983 (Rusmana, 2009:4) stated that games and play have social character as the core and obey the rules, problem solving, self-discipline, and emotional control as well as leader and follower roles adoption as important components from socialization in developing and utilizing part of body actively in daily life.

The relationship with students' career maturity is group guidance service through game as one of technique that can be used to solve the students' career maturity. Game can be used as aids in stress diagnose and source stress in a group,

natural expression of students feeling, communication with others, vehicle improvement and acceleration of guidance process and counselling to get new experiences in daily life problem solving such as career maturity. As stated by Wittrock, 1986 (Sujarwo and Eliasa, 2011:17) game is students' self-assessment in effective students' career decision maker. In career decision needs some requirements such as self concept to know themselves especially in self crisis or self decision. Usually post teenagers period already made plan comitment and career decision maker or it could be called by career maturity.

Those opinion above in line with Dillar (1985:32) stated that career maturity is self-attitude shown in make choices and career decision in certain period of career development stages.

5. Conclusion

According to the result and discussion, it could be concluded that group guidance service through game is effective in developing XII students' career of Muhammadiyah Pringsewu Vocational School. It was proven by significant improvement score from mean score between experiment and control group in pretest and posttest. Students career maturity development mean score after given group guidance service through game was 123.42 as experiment group and conventional service was 97.68 as control group.

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The Relationship Between Undergraduate Students' Self Efficacy and Academic Stress

Aut Fatma Nofriza, Dony Darma Sagita

Lecture, Guidance and Counseling, UHAMKA, Jakarta, Ftm.riza70@gmail.com

Lecture, Guidance and Counseling, UHAMKA, Jakarta, donydsbk@gmail.com

Abstract

Self-efficacy is one of the affect students' academic stress. The purpose of this study was to describe; (1) self-efficacy, (2) students' academic stress, (5) the relationship between self-efficacy and students' academic stress. This study used a quantitative approach with correlation descriptive method. The sampling technique was proportional stratified random sampling with totaled 236 students. Data were analyzed by using simple linear regression. The findings of this study indicate that: (1) self-efficacy of students at high category, (2) students' academic stress at moderate category, (3) there was a negative correlation between self-efficacy and academic stress.(4) The implications of this research to increase self-efficacy of students and reduce or prevent academic stress.

Keywords Self Efficacy and Academic Stress

1. Introduction

Students with higher capacity were expected to understand the concept the problem and choosing the best solution for these problems. However, many problems may arise in the implementation of students in their academic activities, many demands which must to bedone, worst time management, and project work in deadline. Conditions such as these according Sarafino (2006: 61 in deadline made student stress when their weren'to able to finished these demands.

Stress has a real problem in human life. Sarafino (2006: 62) defined stress as condition caused of incompatibility between desired situation with the state of the biological, psychological or social system of the individual. Furthermore, Sarafino (2006: 65) argues that stress faced by individuals is diverse and varies from individual to individual. This is caused by various factors in individual such as motivation, personality, and intellectual.In academic factor like pressure, and demands that sourced in academic activities called academic stress. Academic stress has complex problem for students. There's various demands should be done as a good student which comes from internal and externalfactor. Carveth, et al (in Misra and McKean, 2000) suggests that academic stress in student includes perceptions of many essential knowledge and perception of the lack of time to develop it. Furthermore, Oon (2007: 34) revealed that academic stress experienced by students continuously will make the endurance of students decrease that can make illness. It is also impact in psychological of the students which include self-confidence and emotion uncontrolled.

The Results of research founded by Liu (2011) to 368 students in China showed that 90% of students experience academic stress caused by exams, lack of achievement in school, delay to make assignments, homework, bad school climate (teachers, classmates), confidence and the willingness of learning, and strict rules in school. Then Oon, (2007: 36) reveals factors that cause the occurrence of academic stress on students such as mindset, personality, confidence, pressure of lessons, pressure achievement and parents' support.Students whose experience academic stress influenced by their personality or their self management. The ability of self in completing academic assignments may increase efforts to achieve the goals, but also can be a barrier to achieving the objective. Bandura and Woods (in Untung, 2008: 27) explains that self-efficacy refers to the ability of individuals to improve motivation, cognitive abilities, and any necessary actions to respond the situation.

The efficacy factor inside individual expected to help students in dealing with various situations that occur in their self. Bandura (in Sarafino, 2006: 94) Explain that self efficacy can make individuals able to dealing with various situations. This is accordance with Sarafino (2006: 94) which says that individuals with have high self-efficacy will experience a lower pressure when dealing with sources of stress or the name stressors.Based on above, it can be concluded that academic stress was a major issue for college students, especially in the implementation of learning activities every day one of them caused by the low self efficacy.

2. Methods

This research used quantitative approach with descriptive correlational. Population of this research were all the students in FIP UNP BK enrolled in the year of 2014/2015 year with totaled 575 students. The sample in this study were 236 students using proportional stratified random sampling technique. The instrument used was Likert Scale. The reliability of Instrument self efficacy is 0.930 and academic

stress is 0.932. The results of the validity 0.554 for self-efficacy and academic stress is 0.568. Data were

self-efficacy, whereas the rest 91% is explained by other variables. The Direction of relationship self efficacy negatively correlated with academic stress.

Tabel 1. Frequency Distribution of Self Efficacy By Category Score

Interval Skor	Kategori	Frekuensi (f)	Persentase (%)
138	SangatTinggi	31	13.1
111 – 137	Tinggi	156	66.1
84 – 110	Sedang	48	20.3
57 – 83	Rendah	1	0.4
56	SangatRendah	0	0.0
Total		**236**	**100%**

analyzed using simple linear regression

3. Results

Description dat of Self efficacy with totaling 236 respondents can be seen in Table 1. Based on Table 1 it can be seen that majority of the students that is 66.1% had high self-efficacy, 20.3% of students had moderate self efficacy, 13.1% of the students have a very high self-efficacy, and 0.4% of students have low self-efficacy , On the average performance against an ideal score of self-efficacy variable was 73.3%. Finished, it can be concluded by the average score self-efficacy of the student of BK FIP UNP at the high category.

Then, description data of Academic stress with totaling 236 respondents can be seen in Table 2 Based on Table 2 can be seen that majority of the students that is 44.5% had moderate academic stress, 24.2% of students had high academic stress, 28% of students had lower academic stress, 0.8% of students had very high academic stress and 2, 5% of the students had very low academic stress. On the average performance against an ideal score of the students' academic stress variable was 61.7%.

4. Discussion

1. **Self Efficacy**

The research findings showed that self efficacy of students BK FIP UNP overall at the high category. Its shows that students have had a strong level of confidence in theirability to perform their duties as student like learning, task completion, and take advantage on their learning environment.Bandura (1997: 3) states "Refers to the Self-efficacy beliefs in one's capability to organize and execute the courses of action required to produce given attainments". The definitions was formulated by Bandura, it is understood that self-efficacy is a person's ability to organize and carry out a series of actions that needed to achieve their goals. Self-efficacy is the belief and expectations regarding the student's ability to do their job.The lack of Self-efficacy is not only experienced by under achievment, but also experienced by gifted students who do not have confidence in their ability.So, it can be concluded that a strong self-efficacy may affect the learning process of students in their environmental education. Then, self-efficacy greatly needs to be improve equitable education in learning

Tabel 2. Frequency Distribution of Academic Stress by Category Score

Interval Skor	Kategori	Frekuensi (f)	Persentase (%)
142	SangatTinggi	2	0.8
114 – 141	Tinggi	57	24.2
86 – 113	Sedang	105	44.5
58 – 85	Rendah	66	28.0
57	SangatRendah	6	2.5
Total		**236**	**100**

Finished, it can be concluded by the average score academic stress of the student of BK FIP UNP in middle category.

Hypothesis testing. The results of the analysis of the relationship between self-efficacy with academic stress, as shown in Table 3.

Based on Table 3 can be seen that the R value of 0.300 is shows the regression coefficients between self efficacy with academic stress. The value of R Square (R^2) of 0.090, this means 9% of the variation in the student academic stress can be explained by

process of students. Development and improvement of the students self efficacy will not only be done by the individuals themselves, but much-needed encouragement or support from stakeholders in the area of educations that is campus environment and other supporting environment.

2. **Stress Academic**

The findings found of that students' academic stress in BK FIP UNP classified in the middle category. This shows that there is the possibility of students' academic stress in BK FIP UNP will be

increased or otherwise will decrease. Stress is a form of interaction between students and the environment assessed students as something burdening or exceed the capabilities they have and can be life threatening for their KES (means Kehidupan Efektif Sehari-hari).

The symptoms of academic stress that are discussed in this study symptom / response that causes stress on the student's academic BK FIP UNP. Physical response is one symptom causes of academic stress on students, these symptoms occur in students such as adrenaline, headaches, heart palpitations, changes in eating patterns, and so forth. Furthermore, the emotional response that includes symptoms such as depression, irritability, depressed, anxious, panic, worry, and others. These symptoms are very common among students in the execution of their duties. A behavioral response is a response / symptom causes more academic stress on students. This response in the form of a long face, aggressive action, careless, tend to be aloof, and like back and forth.Of the three causes of academic stress response is still likely BK academic stress on students will increase because inidividu behavior that is not able to take a stance or the right decisions in the face of something problems. For the expected variety of learning methods that can support students to be able to think logically and not be under pressure situations that can cause stress on the student's academic.

3. **Relationship Self Efficacy with Student Academic Stress**

Based on the findings of the study showed a negative and significant correlation between self efficacy with student academic stress. These findings may support previous findings by Pratiwi (2012) in his study in BK UNY students find there is a negative relationship between self-efficacy with the student academic stress. This study suggested that the higher self-efficacy of students, the lower the stress levels of students, well as vice versa the lower the student self-efficacy, the higher the level of academic stress.Based on the findings it appears that the effication of a student can be affect other of personality aspects such as stress in students. Self Efficacy was essential in dealing with stressful faced by students. Student who has a strong self efficacy, have a lower pressure when dealing with stressor. Thus, if the student had strong self-efficacy, then their will be strong and resilient in the face of stress.In this case associated with low self-efficacy of students who will likely be lazy, anxious and less confident in the execution of his duties so that students tend to experience academic stress. As a result, students became depressed, anxious and insecure on the completion of the task. Thus is in need role of self-efficacy in preventing it. Self-efficacy is an aspect of personality that emerges from inside of the student or internal, academic stress will be alleviated by the student if to balance self-efficacy with external factors are positive.

5. Conclusions

The findings result of research, conclusions can be pointed as follows.

In general student self-efficacy of BK FIP UNP at the high category, while the academic stress is middle category and There is a negative and significant relationship between self efficacy with academic stress BK students FIP UNP.

SUGGESTION

Based on the research results, discussion, conclusions, and the implications there is opportunity to improve self-efficacy in students, as well as reduce / prevent student academic stress. The lecturers was expected to see a variety of existing problems in students, especially those related to the variables examined in this study as well as other factors that a student can not learn well. Lecturers can also implement and improve service delivery in learning. This service is associated with increased self efficacy FIP UNP BK students become better again. Then, the service can be provided to the students related to the alleviation of the causes of behavioral and academic stress in the students of BK FIP UNP. For the students expected to increase their self-efficacy in him by preventing their academic stress, as well as other disorders that could interfere with the achievement of maximum learning results and be able to complete the course on time. Students are also expected to foster good communication with lecturers, coaches course when dealing with problems that can interfere with learning, so teachers can help to alleviate these problems.

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The Implication of Group Guidance and Counceling Based on *Siwalippari* Value in Improving Students' Emphaty

Muhammad Junaedi Mahyuddin

Abstract

This study aimed at determining the application of group guidance and counceling based on *Siwalippari* value to improve empathy at high school students. This study used qualitative approach by pre-experimental design which examined the implementation of group guidance and counseling of *Siwaliparri* value-based to improve students' empathy. The population in this study were students of class X and class XI SMA Negeri 1 Majene. The sampling technique used by simple random sampling. Based on the results, there was a significant improvement from the level of students' empathy before being treated were in the category of low and after giving treatment, the level of students' empathy had been increased to the moderate category.

Keywords: Empathy, Group Guidance and Counceling, *Siwaliparri* Value.

1. Introduction

Basically, social interaction can be done in various ways such as; talking, face to face interaction, commercial transaction, learning to others, even hurting others. Social interaction between individuals is a complicated and complex process involving psychological factors such as imitation, suggestion, sympathy and empathy.

Empathy is very important in social interaction. It is the ability to experience and respond others' feelings. Empathy is not just able to accept other people's emotions but also able to feel and express them whole heartedly. Therefore, empathy is strongly needed in human life. As stated by Gunarsa (1992: 71) that "empathy is one of effective ways to recognize, understand, evaluate, feel, and appreciate others, including how one observes and faces problems and some circumstances".

Nowadays, in modern era of globalization, it leads to the depletion of empathy on the individuals. The more modern of the world, the capitalist getting stronger, the higher of individual egoism as well as the lack of empathy arised.

Individuals begin too busy with their own life. The problems in all aspects appear as the impact of a lack empathy in family life, social life, even in the education field. The description of these cases in various aspects in recent times has been very evident. For instance, children are now always impose the will of the parents as they please without ever thinking and feeling about their parents' difficulties. In social life, on the streets, most people already do not care anymore when they see beggars who could only sit on the curb while waiting for people mercy. In addition to the social and family life, the lack of empathy awareness has also penetrated into the education field. Where students now have virtually, no more empathy. Students just focus on trying to pursue the highest possible achievement, making them less sensitive to others and eventually it shape them into individualist human.

In Mandar ethnic, empathy is one of the moral values upheld. Some of Mandar cultural elements are occupied with empathy values, as *Siwaliparri* which can be defined as a concept of togetherness and equality. *Siwaliparri* has some values embedded in Mandar values, it started from the family. These values implanted since childhood.

Siwaliparri concept can be interpreted "as the concept of togetherness, mutual help, or also the concept of equality" (Jubariah, 2006: 28). It can also be understood as "mutual aid in order to deal with problems or difficulties together" (Asdy, 2006: 23). By this concept, human social life will be better, since *Siwaliparri* can foster a sense of community and empathy in each person. *Siwaliparri* is a value that has been hereditary embraced by the people of Mandar. It can be said that almost of activities undertaken by Mandar tribe always charged by *Siwaliparri* value. If there is one family that needs help, people will always flock to participate in providing assistance, such as *Mappakeqdeq Boyang* activities (house building), *Mallele Boyang* (moving house by carrying the wood-house to another place), and even participate in helping the preparations of *Mappakaweng* (bride). There are many more other activities related to the *Siwaliparri* value.

From the above explanation, the values of *Siwaliparri* closely related to empathy. Hence, by implementing the values, the researchers believe it can increase students' empathy, introduce the values simultaneously and preserve the value of *Siwaliparri* it self.

2. Research Method

$$O_1 \quad x \quad O_2$$

where :
O1   : First measurements before the subject treated
X   : group guidance and counceling based on *Siwalippari* value
O2   : The second measurement after the subject treated
(Sugiyono, 2008: 75)

Procedures for research implementation, ranging from the determination of group subject, giving pre-test, doing treatment, giving post-test. In detail, the procedures are as follows:

1. Providing pretest to the students by fulfilling the research questionnaire containing a list of statements relating to empathy. It was conducted during one day.
2. Giving treatment of group guidance and counceling based on *Siwalippari* value which were divided into four sessions:
   a. Session I, included of activities to disseminate information about the value of *Siwaliparri* so that students were better in understanding the materials to develop students' empathy.
   b. Session II which conducted discussion groups that elaborated about issues which related to the *Siwaliparri* value.
   c. Session III, that played a role which could foster students' empathy. In this case, the students were given task to portray characters with specific characters.
   d. Session IV, discussed about activities results that had been implemented.
3. Giving Post-test to students as well as the implementation of pre-test
4. The data analysis was done using t-test.

2.2. Variables and Operational Definitions

This study has two variables, namely: group guidance and counceling based on *Siwalippari* value as independent variables, and students' empathy as bound or dependent variable. The operational definition of the boundaries used to avoid different interpretations of the variables studied, as follows:

a. Group guidance and counceling based on *Siwalippari* value is a form of group counseling that is a result of a merger existing group guidance in guidance and counseling with a *Siwaliparri* value owned by Mandar ethnic. The implementation used three techniques, namely the provision of information about the *Siwaliparri* value, conducting group discussions, and doing role playing.
b. Empathy is the feeling that someone is able to recognize, understand, evaluate, feel, and live up to what is perceived by others. The characteristics of empathy are having sensitive feelings, like providing assistance

to others, and understanding. It is a state in which a person can easily find, easily aroused, and easily accept or pass on the effect. While the helper, he/she can be defined as a state in which a person has a desire to participate in resolving the problems experienced by others. Likewise, attitude of understanding can be defined as a person's ability to recognize, understand, the feelings and other's wishes.

2. 3. Population and Sample

2. 3. 1 Population

In this study, the population is students of class X and class XI SMA Negeri 1 Majene in the second semester of 2014-2015 academic years consisting of 12 classes. The total population is 308 students, consisting of 160 students of class X, and 148 students of class XI. Students in Class XII are not included as the study population because the consideration of facing national exam.

2. 3. 2 Sample

This study set out 30 students as the sample or 10% of total population. The sampling technique

2.1 Research Approach and Procedures

This study used quantitative approach by pre-experimental design, which examines the implementation of value-based group counseling of *Siwaliparri* to improve students' empathy. It used one-group pretest-posttest design that described as follows:

used simple random sampling. It was obtained 30 students as the research sample which consisted of 15 students of class X dan 15 students of class XI.

2.4. Research Instruments

There are two types of instruments used in this study, they are stimulus material (material treatment) and data collection instruments.

1. Material treatment. It utilized treatment of *Siwaliparri* value scenarios in the form of group guidance and counseling. These activities are divided into two sessions, namely session of pre-test and post-test.
2. Data collection instrument (Questionnaire)
    The questionnaire made by researchers with reference to the aspects of empathy. It was given by close question, consisting of positive and negative items by six items number of questions. Moreover, It is equipped with five answer choices, they are, inappropriate (I), less appropriate (LA), quite appropriate (QA), appropriate (A), and very appropriate (VA).

    The results obtained positive ratings for Inapproprite answer is 1, for LA answers are 2, for QA answers are 3, for A category is 4, and for VA answers is 5. Meanwhile, as for the negative items choice answers in do not agree (DA) is 5, for LA answers is 4, and for QA

answers are 3, for A answers are 2, and for VA answer is only chosen by 1 student.

In an effort to find the validity and realibility, researchers conducted pilot study before giving questionnaire by 60 minutes time allotted. The results analyzed using SPSS 16.0 Windows computer processing by criteria adopted from Azwar (1994: 94) for validity test. Meanwhile, result of realibility test of the questionnaire showed the students' interest in joining group guidance and counceling based on *siwalippari* value with the reliability scale was 0.911.

2.5. Data Analysis Techniques

Data analysis technique used descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was intended to portray how much empathy possessed by students at SMA Negeri 1 Majene before and after treatment using a frequency distribution table and the percentage, whereas the analysis of inferential statistics used to test the hypothesis that has been proposed. To test the normality of the data, the researchers provided One Sample Kolmogorov-Smirnov test. In addition, to test the homogeneity of the data, it used homogeneity of variance test. Moreover, For the purposes of testing the research hypothesis regarding the differences in levels of students' empathy before and after the treatment, the

Table 3.1: Interval range of students' emphaty in SMAN 1 majene before (pretest) and after (posttest) given treatment of group guidance and counceling based on *Siwalippari* value.

Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
	Very high	0	0	0	0
131-155	High	0	0	6	20%
80-105	Medium	6	20%	13	43.33%
55-79	Low	20	66.66%	10	363,33%
30-54	Very low	4	13.33%	1	3.33%
Total		30	100%	30	100%

Source: Analysis result of research questionnaire

Table 3.2: General trends research based on interpretation of students empathy guidelines.

Data Type	Mean	Interval	Classification
Pre-test	70.1	55-79	Low
Post-test	86.3	80-105	Medium

Source: Analysis result of pre-etest and post-test

Table 3.3. Observation percentage results of group guidance and counceling based on *siwalippari* value Implementation.

Percentage	Criteria	Meeting		
		I	II	III
80% - 100%	Very high	0	1	2
60% - 79%	High	1	5	16
40% - 59%	Medium	10	21	12
20% - 39%	Low	17	3	0
0% - 19%	Very low	2	0	0

Source: Analysis observations result

formula used t-test, proposed by Arikunto (2002: 275).

3. Result

The following table presents a frequency distribution table which is classified into 5 (five) categories, namely very high, high, medium, low and very low.

The above table 3.1 shows the students' empathy level before being given group guidance and counceling based on *Siwalippari* values. Here, students' empathy level appears that there were no respondents (students) who were in the category of very high and high category, then, in high category was as much as 6 respondents (20%), followed by the low category as many as 20 respondents (66.66%), while in the very low category, there were 4 respondents (13.33%). Furthermore, in accordance with the value of the average score, it was obtained 70.1 where the average value was in the interval 55-79 or in the low category. This means that the level of empathy of students at SMA Negeri 1 Majene were in the low category.

After giving group guidance and counceling of *Siwaliparri* value based in 3 meetings, the level of students' empathy has increased. There was still no respondents who were at very high category, the higher category as 6 respondents (20%), then the medium category as much as 13 respondents (43.33%), in the low category as many as 10 respondents (33.33%), and 1 respondent (3.33%) was in the very low category. Based on the results of descriptive statistical analysis, data showed that, in fact there was a change in the attitude of empathy, it could be seen from the level of empathy of dominant students in a category are as much as 13 respondents (43.33%). Furthermore, in accordance with the value of the medium score, it was obtained 86.3 in 80-105 intervals or in average category. Hence, the above data shows that the students' empathy level after being given group guidance and counceling based on *Siwaliparri* value inclined in medium category.

In conclusion, the level of students' empathy was in the low category in the pre-test and in the medium category of post-test. Thus, the students' empathy levels before and after treatment showed a significant increase.

Observation during the activity of group guidance and counceling based on *Siwalippari* value implemented in three phases, then obtaining the following data:

Based on observations at the first meeting, there were two students who were in the very low category, 17 students were in the low category, 10 students were in middle category, 1 student was in the high category, and there were no students who are at very high category. At the second meeting, there are three students who are in the low category, 21 students who were in the moderate category, 5 students were in the high category, 1 student who was at very high category, and there were no students who are in the very low category. In addition, at the third meeting, there were 12 students in the medium category, 16 students who are at the high category, two students who are at very high category, and there were no students who occupied the category of very low and low category. Based on the results, some meetings of student participation were increased and provide evidence that the activities undertaken could be followed properly by the students.

Based on the results of calculation using SPSS 16 for windows toward paired sample t-test, there are differences in average values, that is higher after treatment than before treatment given for t = 10.645; and df = 29; t-table at t $_{0,\,05}$ = 2,05 with significant values (P) = 0,000 < = 0.05. This means that the null hypothesis (Ho) which states that "the application of group guidance based on *Siwaliparri* value can not increase students' empathy be rejected. Thus, hypothesis (H$_1$) that "the implementation of group counseling of *Siwaliparri* value-based can improve students empathy are accepted. From the previous statement, it is concluded that there is a positive effect of implementation of group guidance and counseling by *Siwaliparri* value-based.

The study of 30 subjects showed that the level of students' empathy before treatment are in the low category. With reference to these results, it is fair if there was an effort made to improve the students' empathy. Empathy is something very important in human life since empathy make us understand others. As noted Miller (2009: 7) that, empathy is a process when a person feels others' feelings and capture the sense of feeling to it. Then communicating in a way showed that he/she really understands people's feelings.

Therefore, it is necessary to develop empathy in order to realise good relationship in life. Moreover, to develop a suitable technique, the group guidance and counseling of *Siwaliparri* value-based which is the result of a merge existing in guidance and counselingprofessed by the Mandar ethnic.

Siwaliparri value is a value that has been hereditary embraced by ethnic Mandar. The value contained in the meaning of brotherhood, solidarity, and equality. It can be said that this *Siwaliparri* value is closely related to empathy, because the values contained in *Siwaliparri* which is not much different from empathy. So it can be said that by scoring of group guidance and counseling of *Siwaliparri* value-based help students' to improve their empathy.

Based on the results of the study, after students are given the group guidance and counceling based on *Siwalippari* value, students' empathy of have been increased from the low category increased to the medium category. This is

possible because the students are given a value-based treatment group guidance and counceling of *Siwaliparri* in 3 times meeting where each meeting is preceded by the provision of material, then followed by a group discussion, and ended by role playing. After students were given group guidance grades, students are able to understand the values contained in *Siwaliparri* value-based of brotherhood, mutual cooperation and mutual understanding between students are also increasing in which attitudes will form the basis for any students activity.

The results of analysis data obtained through observation show that the change in students' empathy that happen caused by the application of *Siwallipari* value-based group counseling. Based on analysis of observations at the first meeting, there are still many students who are not enthusiastic in listening to the material on *Siwaliparri* based-value, unable to comprehend the meaning of *Siwaliparri*, not able to work with a group of friends in solving problems given, did not show displeasure see the difficulties of people, and not demonstrate their efforts to bring a friend to help others.

At the second meeting, it is already showed changes that stand out from the first meeting, the students enthusiastically accept the material provided, students are able to live a given role, and also students have a desire to help others. While at the third meeting, student seen an increase in participation, cooperation with a group of friends, had the initiative to help in solving the problems experienced by others. These show a significant increase of every meeting held. So it can be said that the implementation of group counseling of *Siwaliparri* value-based is very necessary to be implemented by a guidance counselor.

At the end of the study or after the administration of the treatment of 30 students, the difference between before and after administration of group guidance and counseling of *Siwaliparri* values-based. In this case, the increase in scores of categories of low to moderate category, this gives an indication that there is a positive effect on the provision of group guidance and counceling based on *Siwaliparri* value. Therefore, it is worth to apply the group guidance and counceling.

Referring to the above results, it is evident that the implementation of the value-based of group counseling can improve students' empathy from lower category to the medium category. However, the shortcomings in the implementation of that value just carried in three times only, so that the results achieved are also not optimal. Therefore, the researchers recommend this group guidance and counceling of *Siwalippari* values-based is done more than three times for the better results obtained.

4. Conclusion and Suggestions
4.1 Conlusion

Based on the results of research on the implimentation of group guidance and counceling based on *Siwalippari* values to improve students' empathy, it can be concluded that the level of students' empathy before being treated are in the low category, after being given treatment, students' level of empathy have increased or that are in the moderate category. These show that the implementation of value-based group counseling of *Siwaliparri* can improve students' empathy.

4. 2 Suggestions

Based on the above research conclusion, then the reasearchers put forward the following suggestions:

1. Teacher mentors, especially in the area of West Sulawesi should be able to implement group guidance and counceling based on *Siwalippari* values to improve students' empathy.

2. Students should always instill values in themselves and make *Siwaliparri* values as a guide of people in *Siwaliparri* interaction, both in family life and in the life of society.

3. To his fellow researchers, to develop guidance based on the group's value of *Siwaliparri* on different issues can be used as a comparison.

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Increasing The Competence of Teacher Guidance and Counseling Through Training of Action Research Guidance and Counseling

Sukoco Kasidjan Wirjosoehardjo; Hanung Sudibyo

Study Program Guidance and Counseling FKIP Pancasakti University Tegal, Central Java

hanungsudibyo@yahoo.co.id

Abstract

Teachers, as professionals, have a role and a very important function for the implementation of education. Efforts to improve the performance and competence of teachers continue to be encouraged as a professional allowance received, it is the responsibility of teachers to improve themselves as a form of attention that has been given an award by the government and receive a certificate of professional teachers. The teacher performance improvement through continuous professional development, where one of the elements include scientific publications by conducting action research and publication of articles. Teacher guidance and counseling to be able to propose a promotion then it should do action research guidance and counseling and the publication of the article. Preliminary data dissemination on average less than 5 teacher guidance and counseling are already doing action research guidance and counseling at each Discussion Teacher of Guidance and Counseling at both the Junior High School and High School Pekalongan region. The problems that occurred, teacher guidance and counseling have not been accustomed to doing action research guidance and counseling. The method used is through training, mentoring and coaching. The result of the training, mentoring and coaching regularly held in the Discussion Teacher of Guidance and Counseling Junior High School 18 teachers Pekalongan obtain guidance and counseling were able to prepare research reports as well as guidance and counseling measures may be published article.

1. Introduction

Teachers, as professionals, have a function, role, and the position is very important in achieving the vision of education is to create an intelligent and competitive Indonesian people. Therefore, the teaching profession should be developed as a dignified profession as mandated in Law No. 14 Year 2005 on Teachers and Lecturers.

The consequences of the professorship as a profession, we need a system for promoting and developing the teaching profession programmatically and sustainable. Continuous professional development is one activity that is designed to realize the establishment of a professional teacher.

Based on Permennegpan and Reforms No. 16 of 2009 which referred to the ongoing professional development is the development of teacher competence are carried out in accordance with the needs, gradually, continuing to increase professionalism. Continuous professional development is one component of the main elements whose activities are given credit points.

Sustainable development activities profession element consists of three kinds of activities, namely: (1) Personal Development; a) follow the functional training, b) carry out collective teachers activities, (2) Scientific Publications; a) make scientific publications on the results of research, b) make the publication of books, 3) Innovative Work; a) find the appropriate technology, b) find / create artwork, c) create / modify learning tool, d) follow the preparation of the development of standards, guidelines, questions and the like.

From the content above it is explained that for the proposal of promotion necessary element of self-development, scientific publications and or innovative work. The third element of the continuing professional development which is a new thing for teachers that is the element of scientific publications, where teachers feel their main function does not to conduct research but to teach. While the task of research is the primary duty of a lecturer. This makes teachers feel uneasy and difficult because not used to writing and doing research.

At the beginning of the proposed regulation applicable promotion required to include elements of scientific publications in the form of research reports and the publication of the article raises the pros and cons of the teachers themselves. More dominant cons with these regulations because teachers feel their duty not to do research. Moreover plus local regulatory issues if the teacher can not rise class within 10 years it will be stopped allowances certification. This makes teachers become more anxious and depressed with the issue of the regulation.

Basically, the teacher doing research it was not a new thing for teachers already writing his essay in college. While the essay resulting from a process of research settings. But it has long done so need the training to recall the process of doing research. The hope with the training held, in addition to the memory of teachers to write and do research honed back can also develop cognitively. It is necessary to draw up a report conducted training action research and publication of articles.

Teacher guidance and counseling Pekalongan region both at the Junior High School, High School and Vocational High School of the results of the initial data through socialization preparation of action research, counseling, and publication of articles earned an average of fewer than 5 teachers guidance and counseling are able to arrange research report measures of guidance and counseling. Whereas the average teacher data guidance and counseling at each Discussion Teacher of Guidance and Counseling amounted to more than 30 teachers guidance and counseling.

This needs special attention so that guidance and counseling teachers were able to compile a research report measures of guidance and counseling in accordance with the demands of the central government and local government regulatory policies that teachers can take a class or rank one with compiling reports an action research and publication of articles.

Action research guidance and counseling basic framework derived from a class action research. Suharsimi (2009) describes a Class action research through the combined definitions of three words, namely: research + action + class, a) Research: activity examine an object by using methods and specific methodology to obtain data or information useful in solving a problem, b) Action: something deliberate motion activities with a specific purpose, c) Class: a group of students at the same time receive the same lessons from the same teacher as well.

While the action research guidance and counseling is a study conducted by researchers (general practitioner) in schools to make researchers more professional in his work, improve labor practices, innovation guidance and counseling services and develop applied science (professional knowledge). Based on these definitions, the main characteristic of action research guidance and counseling is an explicit action to improve the situation or make innovations guidance and counseling services in order to improve the quality of guidance and counseling services so as to produce students who are capable of creative, innovative, able to solve problems and think critically (Zaenudin, 2012).

It was to be considered by the researcher or teacher guidance and counseling that action research guidance and counseling is an innovative counseling and guidance services. That teacher guidance and counseling for work already provides guidance and counseling services to students with problems, but still not produce the maximum change in line with expectations. It is necessary to study the actions of guidance and counseling to innovate by adding a specific method or technique so that students' problem resolved.

Aim action research guidance and counselling for teachers guidance and counseling is a) Improving the practice of guidance and counseling services at the moment, b) Improving the quality of input, process and output the school, c) Develop innovation input, process and output schools, d) Increase teacher performance guidance and counseling related to quality, innovation, effectiveness, efficiency, and productivity guidance and counseling services, e) Enhancing professional capabilities as a teacher of guidance and counseling, f) Develop the academic culture in the school environment, g) Develop applied science / practical.

Some experts suggest action research model chart a different, but broadly there are four common stages through which: (1) planning, (2) implementation, (3) observation, (4) reflection. Planning; researchers plan what I should be prepared to carry out activities based on the identification of the problem. Implementation; researchers carrying out the action from what has been planned. Observation; researchers along with observer observations of the aspects that are the focus of research. Reflection; activities that have been implemented then carried reflection to determine what has been achieved and which need to be developed.

Action research guidance and counseling about the same as action research in general, it's just that there are some differences. Differences include: 1) research; classroom action research that is the subject teachers, while the action research guidance and counseling that guidance and counseling teachers, 2) format; namely traditional classroom action research, while research guidance and counseling measures namely classical, field or group, 3) process; classroom action research through a process of learning, and action research guidance and counseling through the service process, 4) field; classroom action research subjects areas, whereas action research guidance and counseling field of guidance and counseling.

According to Dede and Aip (2012) explains that the class action research is a type of research that have direct implications for the practice of teaching, research school action has implications for improving the quality of school management, whereas action research guidance and counseling provides an opportunity to be productive in order to improve the quality of guidance services and counseling in schools.

Counseling services in schools / madrasah is an effort to assist students in developing personal life, social life, learning activities, as well as planning and career development. Facilitate the development of student counseling services, individual, group and or classical, according to the needs, potential, talents, interests, developments, conditions, and opportunities owned. This service also helps to overcome the weaknesses and disadvantages and problems faced by students in schools (Ministry of Education, 2005).

Guidance and counseling services can also be interpreted as a tool to implement the guidance and counseling services to help students develop themselves and help cope with her problems. In carrying out action research guidance and counseling will certainly not be separated from a tool of guidance and counseling. Then it becomes a mandatory service must exist in the implementation of action research, guidance, and counseling.

Types of counseling services include service orientation, information services, placement services and distribution, service content mastery, individual counseling, group counseling services, group counseling services, consulting services, mediation services and advocacy services. While counseling support activities include application instrumentation, data sets, case conferences, home visits, see literature and hand over the case. Format counseling services include individual, group format, the classical format, field format, the format of collaboration, and distance format (Prayitno, 2012).

Guidance and counseling services that used to be applied in action research guidance and counseling prioritized on guidance and counseling activities that are a group or classical. Additional services include orientation, information services, placement services and distribution, content mastering services, group guidance services and group counseling services. While the form of guidance and counseling activities of the individual, the researcher must think beforehand adjustments related methodologically.

The problem of this study is whether the use of training, mentoring and coaching routine counseling and guidance teachers can improve teacher competence in preparing action research guidance and counseling? The purpose of this study is to determine the results of training, mentoring and coaching routine counseling and guidance teachers in improving the competence of teachers in preparing action research guidance and counseling.

2. Methods

This type of research is quantitative research in the form of training, mentoring and coaching teachers in preparing action research guidance and counseling. Data collection methods such as observation and documentation. The event was held in January to June 2013. The event was held at the Junior High School 1 Wiradesa Pekalongan. The number of participants who take part in as many as 22 teachers guidance and counseling Junior High School. Data analysis techniques in this study using quantitative descriptive analysis using a percentage formula, in which scores earned divided by the total score is then multiplied by 100%.

3. Results and Discussion

Based on the results of socialization preparation of the action research guidance and counseling as well as the publication of articles to the discussion teacher of guidance and counseling in the region Pekalongan obtain data on average less than 5 teachers guidance and counseling that has been able to compile a research report measures of guidance and counseling. More details can be seen in the following table 1.

The table above shows that teachers' guidance and counseling in the area Pekalongan still a few who have done research guidance and counseling actions compared to the amount of member data discussion guidance and counseling teachers more than 30 people. It is the basis for follow-up in the form of training makes action research guidance and counseling in junior secondary school Pekalongan.

Training action research guidance and counseling in the discussion teacher of guidance and counseling in Pekalongan District Junior High School attended by 22 people. Activities include 8x meet within one-half of that meeting I explained the basic concept of action research guidance and counseling, meeting II discussed a proposal, meeting III discusses grilles and research instruments, meeting IV discusses the results of the implementation of the first cycle and the second cycle as well as data processing, meeting V report I of guidance, meeting VI report II of guidance, meeting VII seminars, meeting VIII publication of articles. Its activities include:

The first meeting

Sources explained the basic concept of action research guidance and counseling in the form of regulation, nature, purpose, benefits, design, titles, problems, systematic writing as well as things that must be considered. It should be considered by the participants that teachers are implementing a service to improve a variable that is already known to the problem with the help of a method or a particular technique, so research actions of guidance and counseling this is an innovation of teachers from their duty to provide assistance in the form of a service to increase or decrease a variable that is problematic.

Meeting II

Discusses proposal action research guidance and counseling from the summary report chapter I Introduction; background, problem identification, formulation of the problem, research objectives, and benefits of research. Chapter II assessment reports hypothesis theory and action; theory study, the results of relevant research, a framework of thinking, research and action hypothesis. Chapter III reports research methods; setting research, research subjects, methods and means of collecting data, data

Table 1
Preliminary Data

Teachers Discussion of Guidance and Counseling	Results (people)	
	Reports	Article Publications
SMP Pekalongan District	3	0
SMA Pekalongan District	2	0
SMP Pekalongan City	3	0
SMA Pekalongan City	2	0

analysis, data validation, performance indicators and research procedures.

Meeting III

Discussing samples and research instruments; arrange sample of variable problems, develop research instruments in the form of observations, questionnaires and other instruments, ask a friend to become an observer in the research, describes the conduct of research in the school to do the first cycle and the second cycle consists of four stages: planning, execution, observation and reflection.

completed and been signed. After all the reports have done then ready VII meeting held in the form of seminars. Then, after the seminar all, only at the meeting VIII of publications article.

The final result of the training, mentoring and coaching routinely undertaken in the discussion teacher of guidance and counseling junior high school 18 (82%) teachers Pekalongan obtain counseling and guidance of 22 participants were able to prepare research reports as well as guidance and counseling measures may be published article. More

Table 2
Final Data

Final Results	Participants (people)	
	Already Final	Not Final
Reports	18	4
Article Publication	14	8

Meeting IV

After completing the research in schools discussed the results of the research cycle I and cycle II either obstacles or things that have been achieved. Discussing the results if the instrument data from studies that have been completed in the form of activities and emphasize innovation action taken on the results of the implementation of the research.

Meeting V

Implementation guidance reports from the chapter I to chapter III as well as the guidance of the results of the research instrument has been used in the research. Provide input and corrections if indeed there are things that are less as expected reports.

Meeting VI

Implementation guidance reports from chapter IV to chapter V as well as the guidance of the overall report. Reports that have been declared eligible signing by the speaker to substantiate the research report.

Meeting VII

The results of the final report conducted a seminar attended by at least 15 teachers from at least 3 schools and approved by the keynote address. A research report on the actions can be judged if it has done seminars.

Meeting VIII

The meeting is an extra meeting, an additional meeting to provide materials on the publication of the article. Resource conveyed in writing systematic publication of articles on the results of the research report measures of guidance and counseling.

At first, the results of the training and coaching at the meeting of V and VI meeting can be explained from the 22 participants only 8 (36%) who have been declared ready for a research report endorsed by the speaker. From these findings, the speakers do a step before the meeting VII do nonformal mentoring for participants unfinished form provides coaching time outside activities or home speakers until all unfinished declared

details can be explained in the following table 2.

The benefits derived from the results of training, mentoring and coaching are not only able to produce a research report measures of guidance and counseling as well as the publication of the article and promotion, but basically for teachers to learn to write, develop competencies, and teachers are constantly innovating services, that will create teachers creative and can help solve the problem of students to the maximum.

4. Conclusions

The conclusions that can be drawn from the results of training, mentoring and coaching compile reports action research guidance and counseling as well as the publication of the article, was able to increase the competence of teachers good guidance and counseling pedagogical competence, personal competence, social competence and professional competence.

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Certain Quality and Competitively Guidance and Counseling Program Strategy Through Blue Ocean Approach in The Globalization Era

Jarkawi
Guidance and Counseling Study Program Faculty of Teacher Training and Education
Islamic University of Kalimantan Muhammad Arsyad Al-Banjary, Banjarmasin, Indonesia
jarkawi.bk@fkip.uniska-bjm.ac.id.

Abstract

Guidance and counseling provided service to all students made students' potential develop optimally and independence well as meaningful to next life. The problems faced guidance and counseling complex increasingly, unpredictable by guidance and counseling teacher. The quality of the guidance and counseling program a sustainable, need to be cultivated so as to create the image of guidance and counseling accountable. A Blue Ocean approach concept is a very strategic certain quality and competiveness Guidance and Counseling service program in globalization era. Blue Ocean emphasizing creativity and increasing value for stakeholders in middle of fast competition unpredictable, and chaos. The benefit can change misperception about guidance and counseling services like school police, only deal with people who have problems in school, feared by students because when facing guidance and counseling teacher are considered as troubled students, and all students problems submitted to guidance and counseling teacher.

Keywords: guidance and counseling, certain quality and competitive, blue ocean

1. Introduction

Students have variety potential that is genetically inherited his parents.Yusuf (2015) states students characteristics are inherited by their parents, and environmental influences life lasts from conception and adulthood have shaped students character and personality. Chaplin (in Yusuf, 2015) mentioned environment as a set of strength that humanity. Environmental factors in addition to congenital factor variet students personality becomes a habit and character in their daily life, surely with many students then so it is also became color of each students' interaction in school environment with all of educating and independence students conditioning. School is a formal institution with conditioning to cultivate a personality which appropriate norms and rules of religion in state and nation. As have been disclosed by Sadulloh (2010), school is an educational institution that serves and designed and implemented the rule in a strict learning process.

The journey of life as a student individually or as a group has been undergoing a process of a self-development potential of the students themselves, there goes according to they potential development or progression of they potential to be blocked. As Hutagalung (2007) described, person's social environment acceptance also influence personality development.

Human life development inglobalization era increasingly challenging and competitive. In space and time ostly have no limit, someone can perform activities of life from isolated area to urban only few minutes even seconds they can interact and communicate that will change the way of thinking and a person's perspective on life. This has been revealed by Mulyasana (2011), there has been a change in science, technology, and industry so as to encourage a shift in the value system of life. Tilaar (2015) argues that globalization is an openness changes that bring culture shock as a result of the ease of human migration, trade, science, and the new powers of the west. This is impact of globalization faced by humans towards worldwide life and science is a vast expanse that brings consequence of life in the future will happen. As stated by Indrajit (in Saharsaputra, 2015) there are four aspects of globalization, which is: trade, capital movements, people movement, spread of science knowledge and technology.

The problems faced of guidance and counseling increasingly complex, unpredictable by the GC teacher. Lately, world of education face serious problem. Liputan6.com, Medan - Due triggered taunted each other, a fellow student at the University of North Sumatra (USU) Faculty of Mechanical Engineering and the Faculty of Civil Engineering clashed or brawling, throwing stones. Friday (23/09/2016). Moreover outbreaks zenith usage among students and no longer liquor and also up into the world of college have used drug that can damage mind, character and personality of someone who uses it. this where the role of guidance and counseling services needed for optimized students development. Banjarmasin Post. Friday 22 April 2015 "is concerned primary school pupils consumption Zenith" Wati Astuti Anti-Drug Task Force chairman Old Market Village area of Banjarmasin received reports that many school children even elementary school level menghiruf glue and consume Zenith. Guidance and counseling service is provided to all students, so that students' potential could develop optimally and reach students independency, as well as meaningful to the next life. As expressed by Crow and Crow (in Walgito 2010), Guidance is assistance made available by competent counselors to individual development to help him direct his own live, develop

his own decisions, and carry his burdens.The next onealso described by Susanto (2015), assistance given to individuals or groups in order to become an independent person which includes: (a) knowing themselves and environment (b) accept themselves and environment (c) Make a decision (d) direct themselves (e) self-realization.

Guidance and counseling program services is the Core of effective, creative, innovative, productive and the outcomes of guidance and counseling are certain quality and competiveness is done through the process of managing the service program guidance and counseling from a school products with sense of business not in the sense commercially but solely for the service of guidance and Counseling of certain quality and competiveness,   then create guidance and counseling service image which accountable to the public trust. Alma and Hurriyati (2008), educational institutions (guidance and counseling) tried to achieve excellence in provide positioning excellent service with superior customer servicewhich generates independent student.

In connection with accountableguidance and counseling program services, necessary for of Guidance and Counseling to keep and exploit program guidance and counseling accountable. As described by Furqan (2014), guidance and counseling program should accountable and also added by Myrik (in Furqan, 2014), accountability is a world demands guidance and counseling today. Guidance and Counseling program in a Guidance and Counseling of comprehensive constitute system support. As stated by Nurihsan (2012), the guidance and counseling service program will not work effectively and efficiently without a strategy to manage the certain quality and competitiveness. This statement emphasized by Stone (in Nurihsan, 2012) that said, management is the process of planning, organizing, leading and controlling the organization of members and of using all organizational resources to Achieve stated organizational goals.

Guidance and Counseling Program quality and competitiveness is an opportunity and the power to create a new space and time, where the guidance and counseling program is always updated with the consideration of internal and external factors according to the needs of students as stakeholders. It needs to be cultivated in order to create the image of Guidance and Counseling program that acountabel as disclosed Furqan (2014) can be interpreted as guidance and counseling program for basic services is a situation where basic services were able to be justified. Program Guidance and Counseling services are effective, kriatif, innovative, productive and outcomes that are likely to form continuous truss public.

Through the course of Guidance and Counselling quality and competitiveness will reduce or even eliminate the erroneous perception of the service Guidance and Konselinga during this Wardati (2015) mistaken perception that the police school, only deal with people who have problems in school, fear students because they are facing the teacher guidance and counseling considered troubled students, all permaslahan students submitted to the teacher guidance and counseling.

To program the Guidance and Counselling quality and beradaya competitiveness through approaches blue ocean can create a new perception of the guidance and counseling program in the era of globalization with emphasis on the creation of new values and thinking kriatif to changes and increase value for stakeholders Kim (2015) can be interpreted that approach blue ocean is creating value innovation and thought kriatif to create a new world. stakeholder for the competition is so fast, can not dipridiksi and chous of a problem students. Guidance and counseling program with bule ocean approaches will be qualified with the teacher presents material kriativitas new services and benefit the students, pay attention to the internal and external factors, measured, balanced and sustainable. Being to be able to compete by creating value with berkometmen, principled, meticulous, orentasi meaningfulness, democratic and offers trust.

2. Guidance and Counseling

Guidance and Counseling is services program that provided to all students either problematic or not, so that students can develop optimally with empowerment suitable potentials   well as the stage of development,and   life becomes meaningful, competitive and independent (self-confident). In line with Sukardi (2010), guidance is a continuous process of assistance so that students understand, directed, acting reasonably appropriate to norms and rules of the school so that they can enjoy the happiness of life and can contribute to community life. Also described Yusuf and Nurihsan (2014) guidance is a continuous process and is a stage of systematic and planned, directed to the achievement of objectives.

2.1. Stakeholder Perceptions toward Guidance and Counseling

Guidance and Counseling Program is seen and read by stakeholders will be determine first impression and bring out an interpretation as a result of assessment through a process of stakeholderobservation, feeling, and thinking. Main interpretation and assessment provided bystakeholders in this case students,isa perception. This perception is stakeholdersresponse of what they seen and observed channeled into the mind and process analysis and gave birth to interpretation. As Widyastuti (2013) described perception can stems from a sensing and a response of various objects as a stimulus that absorbed by the senses and further information which channeled to the sphere of thought,furthermore processed from selection and organization received stimulus and ends as interpretation. Likewise Maramis and Maramis (2009) described that originated from the perception

of sensory stimulus receptors depends on sight, hearing, smell, touch, and taste senses.

Guidance and counseling service program presence in a school play a very important in order to help provide a guidance and counseling service that students develop in accordance potential and stage of development optimally and meaningful to student life hereafter as human beings. As expressed by Prayitno (2013) can be stated that humans with a variety of potential allowed humans to fulfill selfhood development and to realize high morals.

Human perception or in this case the stakeholders are primarily students who have errors view guidance and counseling program so that greatly affects the image of guidance and counseling services program that accountable occurring either of the guidance and counseling or among those who are outside Guidance Counseling often performed. As expressed by Prayitno, there were 15 misconception of Guidance and Counseling service program (in Wardati and Jauhar, 2011) they were: (a) Guidance and Counseling equated with education (b) equqlize guidance and counseling to the Doctors and Psychiatrists work (c) Guidance and counseling is limited to the incidental issue (d) Guidance and Counseling only for certain students (e) Guidance and Counseling serving the sick or abnormal (f) Guidance and Counseling centers to first complaint (g) Guidance and counseling served easy problems (h) School police (i) advice provision (j) work alone (k) active counselors (l) can be done by anyone (m) generalize in counselee handling (n) instrumentation using (p) result should nearly visible.

Fallacy of stakeholders (students) will lead to imaging certain quality and competitiveness guidance and counseling services program, as can be seen in the image below:
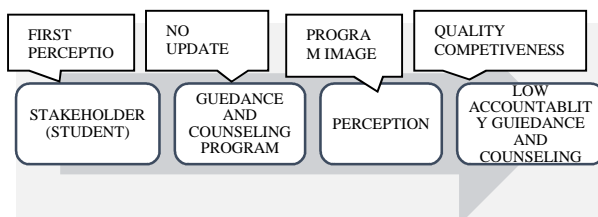
Figure 2.1 Stakeholder Perception

2.2. Accountable Guidance and Counseling Program

Guidance and Counseling program is set of systematically component activity order to provide guidance and counseling service to students in various forms of guidance and counseling service for all activities and guidance and counseling service activities to be effective, innovative and productive as well as the outcome and stakeholders be satisfied withneeds and acceptance fulfillment through anexcellence guidance and counseling service program. Guidance and Counseling program by Gibson and Mitchell (2011) can be explained by having a guidance and counseling program will provide something that is appropriate to the place and

the condition,the right man and the right place, time will be efficient and focused on the activity and have administrative and archival accountable to stakeholders, as it also targets guidance and counseling services into effective and productive. With guidance and counseling program will be managed all the resources guidance and counseling as expressed Gibson and Mitchell (2011); (a) personnel (b) budget (c) facilities (d) activity. Accountable Guidance and Counseling services program will getpublic trust as a logical and rational for the creation of the eyes of stakeholders as customer of guidance and counseling services.

Wardati and Mohammad (2011) explained that there are several types of of Guidance and Counseling service program: (a) annual (b) Semi (c) monthly (d) weekly (e) daily/agenda program. Besides guidance and counseling service program in terms of time, also the service program for evaluation guidance and counseling services programbe more controlled and guaranteethe accountabilityof guidance and counseling service program. Arikunto (2011) evaluationmust be asserts in the guidance and Counseling service program include: (a) physical (b) furniture and fittings GC (c) GC activities. Badrujaman (2014) also explained guidance and counseling service program evaluation can function as a guidance and Counseling service program repair fore and immediately get the attention. As can be seen in the image below:
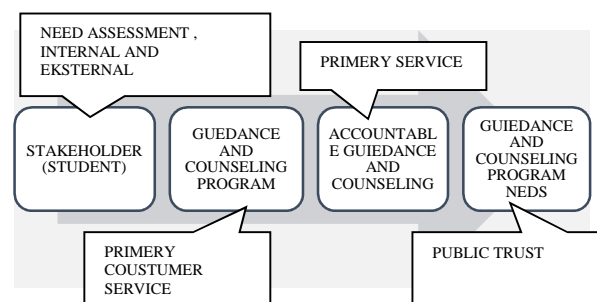
Figure 2.2. Accountable GC Program

3. Certain quality and competiveness guidance and counseling program

Guidance and Counseling Teacher planning guidance and counseling program will do anything for a guidance and counseling services program certain qualitythat can distinguish between good and bad, so the certain quality is accountable or not the guidance and counseling services program. Certain quality is an initiative, creative and a philosophical outlook and methodology for a change, and media to compete era of competition and globalized. As Sallis (2011) described can be interpreted that the certain quality is a philosophical and methodological to help program for planning change and manage strategy to face the external forces be more powerful and complex.

As impossible application of guidance and counseling services in education units or schools may

be qualified if the program guidance and counseling services are not qualified. As can be interpreted by Sukmadinata, Jami'at and Ahman (2003) that the certain quality of graduates is a result of the learning process certain quality.

Guidance and counseling certain quality is done by means of guidance and counseling service program and Guidance and Counseling services systems well as to the contents of Guidance and Counseling good (good governance system) and presented by the guidance and counseling professionals teacher (good guidance and counseling professional teacher), Guidance and Counseling grade emerging from guidance and counseling program certain quality. Guidance and counseling program and course certain quality of guidance and counseling teacher certain quality as expressed Mulyasana (2011) of qualified teachers will master the learning material and will give birth to the certain quality of education (Guidance and Counseling). Guidance and Counseling Program is an implementation management of guidance and counseling services with principles as stated by Mulyasana (2011) can be understood that a comprehensive, interconnected ness, and continuous between components in a guidance and counseling program.

In empower Guidance and Counseling service through Guidance and Counseling service programs grade should do an effective, creative, innovative, productive and outcomes activity to conduct need assessment and analysis of internal and external factors to achieve Counseling goals service. Rahayu (in Alma, 2008) can be stated that in reaching a higher purpose area must be integrate internal and external factors of the organization.

By standards, Guidance and Counseling service surely in line with Government Regulation Number 19 of 2005 on National Education Standards (NES) which includes: (a) the standard of competence (b) content standards (c) process standard (d) standard of teachers and (e) infrastructure standard (f) with the management standards (g) financing standard (h) the assessment standards.

Guidance and Counseling service program certain quality will not necessarily have good competitiveness and reliable, because the guidance and counseling program is only means to be compete. Winning the competition or createnew competition world is certainly have spirit for change by creating a new world that has value to stakeholders as disclosed by Kim and Mauborgne (2015) can be expressed through a creation of space for the new to create something new profitable. Competition with the world and pass the new space program guidance and counseling services are positioned to make changes continuously with high creative thinking for Guidance and Counseling teachers.

Fore teacher guidance and counseling should kriatif in creating quality sbegaiama stated Mulyasana (2011), namely: the material services must benefit the students, memandirikan students for life-value, comprehensive, relevance to the real world of students, scalable, sustainable, controlled methodologies and evaluation systems, personal integrity. So that the steps taken by the teacher is doing the analysis

Table preparatory analysis

N o	Fiel d	adventag e	Tendencie s	weaknes s	solutio n

Then make an assessment

No	field	standar	excellence	weakness	Value

Doing category tereatment

No	Katagori	skore	Treatment
1	Threatened	0-20	Rescue Strategy
2	Weak	21-40	Survival Strategy
3	Medium	41-60	Recoveri strategy
4	Good	61-80	Empowering strategy
5	Winning	80-100	Competitive strategy

To create value for the future guidance and counseling teacher must plan the program. as stated Mulyasana (2011), namely: berkometmen for the quality, the principles of honesty, professional, visionary, meticulous, orentasi kindness, sensitive to the aspirations, careful, democratic, reliable, resilient, managing time, objective and friendly to face. The strategies formulated to becoming worth should: Identify a plan, setting standards, environmental identification, analysis of weaknesses and gaps, future research.

Certain quality competiveness
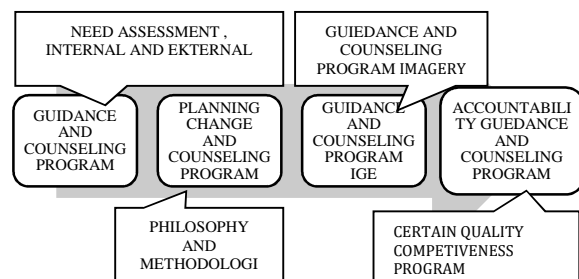
Figure 2.3.Certain Quality and Competiveness

4. Blue Ocean Strategy Counseling Program: An Approach Concept

Strategy is a noun *strategos* which is combination of word *stratos* and *ago*. The word *strattego* can be defined asplan. So strategy can be described is a pattern or model that is planned and determined by various calculations and considerations of rational and logical so it can be set as a benchmark and guidance in doing an activity included in the service activities of Guidance and Counseling with plan and establish what, who, where, when, how to perform guidance and counseling service activities in order to achieve the set goals of the guidance and counseling service program as described Nurihsan

(2005) can be stated that strategy is a pattern that is planned and determined purpose to conduct actions

This time to develop an approach to planning guidance and counseling services program through Blue Ocean approaches sothat guidance and counseling services program are always have significant and sustainable changes answering challenge globalization present problem and the complexity of the lives of a diverse student and appear suddenly without warning, as the blue ocean full of waves and storms should be timely and appropriate responses to be addressed in order to surf into goals effectively, creative, innovative, productive and outcomes as a principle in the business and has been explained in Alma and Hurriyati (2008) that the concept of business and marketing brought into the world of education with the explanation that the concept of deploying is not solely pursue profit and commercial nature but business principles that emphasize efficiency, creative and productivity and keepingcertain quality with an emphasis on consumer satisfaction and not considers the student as an empty bottle without regard to the potential of the students.

Blue Ocean strategy approach as its foundation is value innovation of the material structure of Guidance and Counseling services and value for students as customer service. Material selection of guidance and counseling services are latest and updates related to the current and future needs in facing globalization and increasing value for students in the meaningfulness of personal, social life, learning, and career. On his way about era of globalization with the material guidance and counseling services are far jump in anticipatingwaves of life problems and complexity as well as chaos life continues to increase, even students have found a new way to cope through guidance and counseling services are being conducted change and sustained. As explained Kim and Mauborgne (2015) Innovation value as a stepping stone of blue ocean strategy with the following expression:
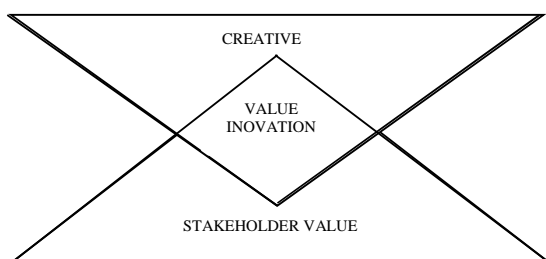
Figure 3.1. Innovation Value

Blue ocean Strategy as business concept that is offered and that meant business principle to be effective, creative, innovative, productive and outcomes are (a) to formulate strategies guidance and counseling service program by selecting the material be presented through Guidance and Counseling services updates according to students' needs and analysis of internal and external factors (b) Implement strategy guidance and counseling services program

has been established to anticipate changes in lives of students as impact of globalization with the complexity and students life chaos can inhibit the development and its significance for next life in community. In formulating the strategy Blue Ocean there are some principles set Kim and Mauborgne (2015), such as: (a) reconstruct the amount (b) focus on quantity rather than on numbers (c) extend beyond limit (d) do theright strategy (e) overcome problems (f) integrate execution into strategy.

Figure 3.2. Principles of Blue Ocean Strategy

From what has been said W. Chan Kim and Renee Mauborgne can be interpreted into guidance and counseling services program with (a) reconstruct various needs of students and internal and external factor (b) focuses on urgent issues to be dealt with far-reaching (c) include all of the students and all service areas of Guidance and Counseling (d) executeGuidance and Counseling services strategy programs accurately and quickly (e) provide services to students with problems at hand (f) integrate all material services and field services into guidance and counseling service program

Step in Blue Ocean strategy as framework as disclosed Kim and Mauborgne (2015) as follows:
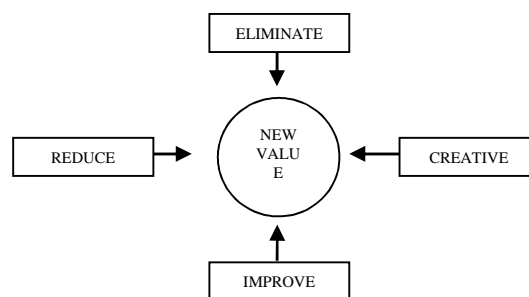
Figure 3.3. Scheme Framework

In the development of guidance and counseling service program there are things that need to be done through the steps of: (a) eliminate old contents of Guidance and Counseling and replacedit with new suit students' needs and analysis of internal and external factors Guidance material services, (b) Present to the contents of Guidance and Counseling is the latest in line with the change of life and the complexity and chaos lives of students and the community as result of globalization (c) improve certain quality of material and grain in Guidance and Counseling service untill beyond the limits of the standard, in this case is the national standard of education that is graduates standard, content standards, process standard, with the

standards of workforce, infrastructure standards, management standards, the standard cost and standard of evaluation. (d) Creating guidance and counseling services model with innovative development based on empowering the students' potential and developmental stage.

, The Guidance and Counseling services program strategy planned and implemented from basic of need assessment and internal and external factors analysis to strategy Blue Oceanapproach through guidance and counseling teacher creativity and increase value for our stakeholders as Primary customer service in creating accountability guidance and counseling service program towards public trusts into service of Guidance and Counseling program certain quality and competitiveness in the globalization era as illustrated below:
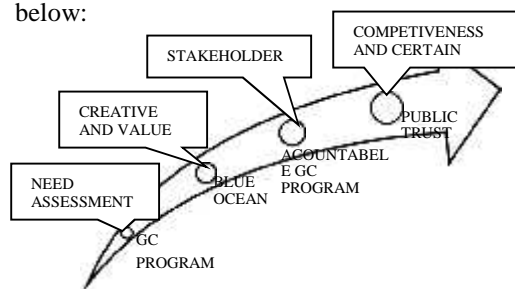
Figure 3.4 Guidance and Counseling Program Strategy

5. Conclusions

Guidance and counseling programs accountability throughPublic Trust needs to be built and cultivated for stakeholders benefits, at regard students as Primary customer service reducing and eliminating false perception the guidance and counseling services program. Teacher guidance and counseling commitment for Guidance and Counseling program service certain quality and competitiveness in order to be cultivated and sustained in anticipating the globalization movement in the deep blue sea life challenge. Imaging guidance and counseling service program by concept of Blue OceanStrategy approach Counseling services program to cope with complexity of students lives which increasingly complicated and unpredictable chaosfor Guidance and Counseling teachers in present and future globalization era by creating a new space for development Guidance and counseling services program

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Guidance and Counseling Role and Service Strategy in Dealing LGBT Phenomenon in Indonesia

Rudi Haryadi[1], Husnul Madihah[2]
Guidance and Counseling Post-Graduate Program, State University of Semarang (UNNES)[1]
Guidance and Counseling Department Teacher and Education Faculty Kalimantan Islamic University Muhammad Arsyad Al-Banjari (UNISKA MAB)[2]
riddark@ymail.com

Abstract

LGBT (Lesbian, Gay, Bisexual and Transgender) is a phenomenon that has long been a controversial issue that is debated. For Indonesian culture whose have very strong hold values of divinity and religious, LGBT presence is a scourge for social life. Numerous studies reveal that individuals who have a LGBT's tendency often have problems in terms of acceptance of self and interaction with the family and social environment. In addition, these individuals also have difficulty in selecting and throughout his career. Guidance and counseling as a helping profession has a role of its own for dealing with this phenomenon. Some guidance and counseling services are included in the basic service, responsive service, individual planning and support systems can be optimized to realize the functions of the understanding, prevention, adaptation and alleviation. On a socio-cultural, guidance and counseling role is to provide an understanding and where possible prevent the spread of the LGBT phenomenon. While the individual scale, the challenges that must be answered by counselors is about how it can help people who have a LGBT's tendency with a positive regards but still does not conflict with the values and norms prevailing in society, so that people can adapt to it. By identifying the role of guidance and counseling services as well as strategies that can be used, then the counselor can face the LGBT phenomenon in Indonesia properly and optimized.

Keywords: Guidance and Counseling Services, LGBT, Indonesian Guidance and Counseling.

1. Introduction

Today in Indonesia, discussion about the existence of the Lesbian, Gay, Bisexual and Transgender or often abbreviated as LGBT are being a hot-issues. Although it is not completely new, issue about LGBT is re-warmed due to the emergence of various cases of homosexuality acts which associated with several public figures. Mention it like case of the artist with initials SJ has been rumored to perform obscene acts on a teenage boy with the initials TR (SINDOnews, February 18, 2016) as well as cases of obscene invitation made by IB to an actor FTV (Liputan6, January 28, 2016). The emergence of these cases would electrify the public and in an instant into something viral both in social life, media-print and electronic media.

Both example cases are basically just the tip of an iceberg. Usually, publicized cases were just major cases or cases that involving certain public figure's life. However, if we examined survey results from some independent survey institutions, Indonesia has 3% population of LGBT. In other words, in 250 million population of Indonesia, by about 7.5 million of them are LGBT. It means in 100 people who gathered somewhere, three of them probably are LGBT (Beritapenajam, January 25, 2016). This fact becomes something astonishing. It must be realized that LGBT people had been there around the community. Some of them can be easily identified, but most of the rest is unknown.

These issues certainly caused public opinion from the upper and lower classes. There are those who are pros and there are cons to the existence of LGBT in Indonesia. The pro one assume that the status and existence of being LGBT are part human rights that ought to protection and equality within the scope of social status (Oetomo & Suvianita, 2013). While the counter parties assume that LGBT social behavior is a deviation should not be developed in the life of Indonesian society because it doesn't match with the religious value and norms. Both argument then split-off Indonesian society into two conflicting groups. As a result, in determining a firm stance on the existence of LGBT people in Indonesia have become a thing of bias.

As a counselor, LGBT polemic in Indonesia needs attention as a social issues form. Counselors in Indonesia are part of the guidance and counseling field based on the foundation of historical, philosophical, social, cultural, religious and psychological (Yusuf & Nurihsan, 2011). Viewed from a psychological foundation, the existence of LGBT has been removed from the DSM designed by the *American Psychological Association* (APA). This means LGBT is no longer classified as a *mental disorder* by APA. *World Health Organization* (WHO) also in the ICD-11 has stated that LGBT is not a disease and any form of therapy provision to change someone's sexual

orientation can't be justified (Cochran, 2014). However, LGBT behavior is something that is contrary to the socio-cultural and religious foundation which should also be adopted by the counselor. Both foundations are related because of Indonesian have a society that upholds religious values as part of the culture. Gladding (2012) suggested that some cultures, representing professional counselors have a negative outlook for the non-heterosexual orientation. This condition raises a question about how should counselor take an attitude when dealing with LGBT identified counselees.

Guidance and counseling recognize principle of normative which states that every guidance and counseling effort must not conflict with the applied norms, in terms of religious norms, customs, legal/state, science and daily habits (Prayitno, & Amti 2009). In the other hands, Indonesian counselor has environment demands to help an LGBT change their behavior which incompatible with the norms. But this will be difficult because of the guidance and counseling also adheres to the principle of volunteerism, where all the service process must take place on a voluntary basis by both of counselee and counselor. Especially for homosexuals who feel comfortable and don't want to change their sexual orientation, counseling certainly won't work. Furthermore, if an LGBT knew that homosexuality is not classified as a disease, then they will hope counseling do not change their sexual orientation (Gladding, 2012). Counseling that intend to change their orientation will only hurt themselves.

So this is important for Indonesian counselors to understand their role in addressing and helping LGBT population. Then it can be formulated relevant services strategy to be given for LGBT population in Indonesia.

2. Theoretical Review

The purpose of this article is to understand about existed LGBT phenomenon and how guidance and counseling in Indonesia can find appropriate dealing with that. This review can presenting theoretical frame for any further research directing to LGBT phenomenon or counselor role and service strategy to deal with those issues related. The understanding is facilitated by literature study of many theory and research about LGBT phenomenon, and problems that happens to this population and their link to one another.

2.1. LGBT

LGBT is an initial that stands for lesbian, gay, bisexual, and transgender. The LGBT initial is intended to emphasize a diversity of sexuality and gender identity-based cultures and is sometimes used to refer to anyone who is non-heterosexual instead of exclusively to people who are lesbian, gay, bisexual, or transgender. To recognize this inclusion, a popular variant adds the letter Q for those who identify as queer and/or are questioning their sexual identity as LGBTQ, recorded since 1996. Whether or not LGBT people openly identify themselves may depend on whether they live in a discriminatory environment, as well as the status of LGBT rights where one lives. Before the sexual revolution of the 1960s, there was no common non-derogatory vocabulary for non heterosexuality; the closest such term, "third gender", traces back to the 1860s but never gained wide acceptance in the United States. The first widely used term, homosexual, was thought to carry negative connotations and tended to be replaced by homophile in the 1950s and 1960s, and subsequently gay in the 1970s. As lesbians forged more public identities, the phrase "gay and lesbian" became more common. Lesbians who held a more essentialist view that they had been born homosexual and used the descriptor "lesbian" to define sexual attraction, often considered the separatist, angry opinions of lesbian feminists to be detrimental to the cause of gay rights. This was soon followed by bisexual and transgender people also seeking recognition as legitimate categories within the larger community. After the initial euphoria of the Stonewall Riots 1wore off, starting in the late 1970s and the early 1980s, there was a change in perception; some gays and lesbians became less accepting of bisexual or transgender people. It was thought that transgender people were acting out stereotypes and bisexuals were simply gay men or lesbian women who were afraid to come out and be honest about their identity. Each community that is collectively included has struggled to develop its own identity including whether, and how, to align with other gender and sexuality-based communities at times excluding other subgroups; these conflicts continue to this day (Subhrajit, 2014).

Lesbian, gay, bisexual, transgender (LGBT) people face tremendous difficulties growing up in a society where heterosexuality is often presented as the only acceptable orientation and homosexuality is regarded as deviant. They continue to face discrimination and exclusion across the world in all spheres of life. Homophobic violence and abuse targeting LGBT people occur on a regular basis. In most EU Member States, same-sex couples do not enjoy the same rights and protections as opposite sex couples, and consequently suffer from discrimination and disadvantage in access to social protection schemes, such as health care and pensions. In the labour market, a majority of LGBT people continue to hide their sexual orientation or to endure harassment out of fear of losing their job. Particularly vulnerable are young LGBT people who experience estrangement

from family and friendship networks, harassment at school and invisibility, which can lead in some cases to underachievement at school, school drop-out, mental ill-health and homelessness.

2.2. Guidance and Counseling in Indonesia

In Indonesia, counseling profession is embodied as guidance and counseling and it is under education field. So, counselor in Indonesia generally present as a guidance and counseling teacher. However, implication of the profession is likely similar with another country counselors. The difference is counseling profession in Indonesia is more focused on school counseling.

Prayitno & Amti (2009) described some function of guidance and counseling in Indonesia such as:

a. Understanding function, namely the function of guidance and counseling to help the counselee to have an understanding of himself (his potential) and the environment (education, occupation, and religious norms). Based on this understanding, the counselee expected to develop their own potentials optimally, and adapt itself to the environment in a dynamic and constructive.

b. Preventive functions, i.e. functions related to the counselor attempts to continually anticipate problems that might occur and try to block it, so that is not experienced by the counselee. Through this function, counselors provide guidance to the counselee about how to refrain from actions or activities that harm him.

c. Healing function, namely the function of guidance and counseling for curative. This function is closely related to the relief effort to the counselee who has experienced problems, either concerning aspects of personal, social, learning, and career. The technique can be used is counseling, and remedial teaching.

d. Maintenance function, namely the function of guidance and counseling to help the counselee in order to keep themselves and maintain conducive situation that has been created in him. This function facilitates the counselee to avoid conditions that would lead to a decrease in productivity alone. Implementation of this functionality is realized through programs of interest, recreational and facultative (optional) in accordance with the interests of the counselee.

e. Development function, namely the function of guidance and counseling that is more proactive than other functions. Counselors constantly strive to create a conducive learning environment, which facilitates the development of the counselee. Counselors and school personnel in synergy as teamwork collaboration or work together to plan and implement guidance program systematically and continuously in an effort to help counselees achieve development tasks. Counseling techniques that can be used herein are service information, tutorials, group discussions or brainstorming, home room, and field trips.

Beside the function, guidance and counseling in Indonesia also have some principle to uphold by guidance and counseling teacher:

a. Confidentiality, is the principle that demands all the data and information kept secret learners (clients) who were targeted services, i.e. data or information that should not be and is not worthy of unknown others. In this case, the guidance counselor is obliged to preserve and maintain all data and information so that confidential absolutely guaranteed.

b. Voluntary; is the principle that calls for joy and willingness of students (clients) follow/lead services/activities that are intended to be. Counselor is obliged to foster and develop volunteerism as such.

c. Openness; is the principle which requires that learners (client) targeted services / activities are open and do not pretend, either to provide information about themselves and to receive information and material from outside that are useful for the development itself. Tutor (counselor) shall develop openness learners (client). So that learners (clients) want to open, counselor (counselor) in advance to be open and not pretend. The principle of openness is closely related to confidentiality and voluntary.

d. Activities; is the principle which requires that learners (clients) to whom the service can participate actively in the implementation or guidance activities. Supervising teachers (counselors) need to encourage and motivate students to be active in each service/activity is given to him.

e. Self-reliance; is the principle that indicates the general purposes of guidance and counseling; namely learners (client) as the target services / guidance and counseling activities are expected to be independent individuals, with discrete know themselves and their environment, capable of taking decisions, directing, and manifests itself. Counselor should be able to direct all guidance and counseling services for the development of learner autonomy.

f. Recency; is the principle which requires that the target object guidance and counseling services that the problems faced by learners / clients in its present condition. Conditions of the past and the future is seen as the impact and has been linked to

what exists and done learners (client) at the present time.

g. Dynamic; is the principle which requires that the contents of the service to the target service (clients) should always be moving forward, not monotonous, and continues to grow as well as sustainable according to the needs and stages of development over time.

h. Integrative; is the principle that calls for a wide range of services and guidance and counseling activities, whether conducted by the supervising teacher or the other, support each other, and the combined harmoniously. In this respect, cooperation and coordination with various parties related to guidance and counseling becomes very important and should be implemented as well as possible.

i. Normative; is the principle which requires that all services and activities of guidance and counseling based on the norms, both religious norms, laws, regulations, customs, knowledge, and habits - habits that apply. Even further, with all services / guidance and counseling activities must be able to improve the ability of learners (clients) to understand, appreciate and practice these norms.

j. Expertise; namely the principle that calls for the services and activities implied by guidance and counseling on the basis of professional rules. In this case, the executive service and other activities of guidance and counseling should force truly experts in guidance and counseling.

k. Referral; is the principle which requires that the parties are not able to organize guidance and counseling services appropriately and thoroughly to a problem learners (clients) would be able to transfer my-handed over to the more advanced. Tutor (counselor) can receive a hand over the case of parents, other teachers, or other expert. Similarly, on the contrary counselor (counselor), can transfer my-handed over the case to the more competent, both inside and outside the school institution of school.

l. Tut Wuri Handayani; is the principle that calls for guidance and counseling services as a whole can create a nurturing atmosphere (to provide security), to develop exemplary, and provide stimulation and encouragement, and opportunities to the widest students (clients) to advance.

2.3. Guidance and Counseling Services

As Permendikbud number 111 years 2014 about Guidance and Counseling in Elementary and Middle School (Indonesian constitution act) described there are 4 components of services:

a. Basic service, defined as the process of providing assistance to all students through the preparation of structured experience in classical or groups that presented systematically in order to develop long-term behavior in accordance with the stages and developmental tasks required in the development of the ability to choose and make a decision to live a life.

b. Responsive service, defined as the provision of assistance to students who face the needs and problems that need help immediately, because otherwise it may cause interference promptly assisted in the process of achieving the developmental tasks. Responsive service aim is to help students meet their needs and solve his problems or help students who experience barriers, failure in achieving development tasks. Focus responsive service depends on the problems or needs of the student. Problems and needs of students associated with the desire to understand something as deemed important for their development positively.

c. Individual planning, defined as the assistance to students to be able to formulate and carry out activities related to the planning of the future based on an understanding of the advantages and disadvantages itself, and the understanding of the opportunities and the opportunities available in the environment. Individual planning services can be interpreted as support services to the students to be able to make and implement its future plans, based on an understanding of the strengths and weaknesses himself. Individual planning includes education plans, career, social and personal so that the plan is expected to be implemented by the concerned students according to ability.

d. System support, defined as program provides support to guidance and counseling teachers in expediting the provision of services that mentioned above. While for other education personnel is to facilitate education programs at schools. This system support is including networking, management and research and developmental.

Completing those components, Prayitno and Amti (2009) proposed nine kinds of services which can be used by guidance and counseling teachers in Indonesia such as:

a. Orientation Service, is a counseling service that allows clients to understand the new environment he enters to simplify and expedite the involvement of the client in a new environment.

b. Information Service, is a counseling services that allow clients to receive and understand a variety

of information that can be used as a material consideration and decision making for the benefit of clients.

c. Placement and Distribution Services, is a counseling services that enable clients obtain appropriate placement and distribution of the talents and abilities of each.

d. Content Mastery Service, is a counseling services that enable clients to develop self-respect to attitudes and good study habits, learning materials that match the speed and learning difficulties, as well as various aspects of the destination and other learning activities.

e. Individual Counseling Service, is the process of learning through special relationships personally in an interview between a counselor and a counselee/client. Counselee/clients experience personal hardship that cannot be solved alone, then he asked for the help of a counselor as a professional officer in the office with the knowledge and skills of psychology. Counseling aimed at normal people, who face difficulty in experiencing the problems of education, social work and where he cannot choose and decide for yourself. It can be concluded that counseling is only aimed at individuals who are already aware of his personal life.

f. Group Guidance Service, is intended to prevent the development of problems or difficulties in self counselee/client. The contents of group guidance activities consist of the delivery of information relating to education, work, personal, and social problems that are not presented in the form of lessons.

g. Group Counseling Service, is an effort to aid the students in order to provide ease of development and growth. In addition to preventative counseling group can also be healing.

h. Mediation Service, is a counseling services that allow problems or disputes experienced by clients and other parties can solved with the counselor as a mediator.

i. Consulting Services, definition of consultation in the GC program is as a process of providing technical assistance for the counselors, parents, administrators and other counselors in identifying and fixing problems that limit the effectiveness of students or school. Counseling or psychotherapy because consulting is a service that is not addressed directly to the client, but indirectly serves clients through the help given to others.

3. Discussion

The complexity of research findings about the LGBT population is often contradictory and biased. It often makes counselors confused with the general guidelines could be agreed when they wanted to provide effective counseling (Gibson and Mitchell, 2011). In this case the counselor in Indonesia should be able to facilitate each individual to achieve happiness without neglecting the values and norms in society, so the ideal is taking the middle way. In other words, in dealing LGBT issues in Indonesia, counselor should try positive acceptance, respect and not discriminate them. According to Rogers (in Corey, 2013), unconditional positive regards, congruence and empathy are important in relationship counseling. These three things will make counselee feel comfortable and release all their 'masks' during the counseling process. Counselee will be more likely to feel valuable and open about everything he thought and felt. Surely it would be very useful in the counseling process. This fact is in line with the opinion of West & Turner (2004) which states that openness requires the *acceptance* (acceptance) and *support* (support). The lack of acceptance and support will not make a relationship becomes more intimate, but quite the contrary.

Moreover, the majority of homosexual individuals usually have problem with self-disclosure. This is because when they do, it would be risking themselves to person who supplied the information. So they tend to be only willing to reveal their self to his close friend or family member (Veritasia., 2015). To this issue, counselor must uphold the principle of confidentiality. Every discussion between counselee and counselor should not be communicated to another one (Prayitno & Amti, 2009).

3.1. LGBT Phenomenon

If we look back to United States history, first resistance from pro-LGBT activists is formed due to the discrimination and violence against LGBT persons in the event of the Stonewall Riots in 1969. Since then, the US homosexuals recognize the importance of gaining strength through an organization to fight for their rights. Stonewall Riots was the forerunner of the gay movement in the US (Iswardhani, February 19, 2016). It is ironic that the attitudes of homophobia society at that time was even more raising LGBT movement until today. This movement also ultimately led APA to enlisted homosexuality issued from mental disorders in DSM-IV. Of course, such an event should not be allowed to happen in Indonesia. If counselors have different norms and values with the counselee or when counselor feels less willing to accept the counselee from LGBT groups, it would be better if the counselor doesn't 'reckless' to do counseling to him/her. Counselee better handed over to the counselor or other professional who is able to accept counselee conditions (Matthews, 2005). It is important to do so that the running counseling process is doesn't cause a

discomfort feeling between the counselor and counselee either.

3.2. LGBT People's Problem and Indonesian Counselor's Role

About problem of social discrimination, a study conducted by Subhrajit (2014) suggested various forms of problems that are often experienced by LGBT people, such as: (1) social exclusion that impact on ignorance and limitations of individual access to an area, place, work, or education, (2) conflict and rejection in the family, (3) violence and sexual harassment, and (4) psychological depression. Those problems almost experienced by LGBT who has revealed himself all the time. Even for those who do not present themselves, they often experience psychological depression due to the many demands of the environment that they can't be done. These conditions often lead to other greater problems for them, such as dependence on drugs, suicidal tendencies or criminality acts as a fulfillment for the sexual instinct towards other people and even children. Counselors have a role to help them through all of it through undifferentiated counseling treatment as counseling on heterosexual (Wormer & McKinney, 2003). Everything should be done so that the bigger problem does not occur.

The many forms of discrimination on LGBT make them become more exclusive among themselves and are reluctant to open-up to others outside them. This makes any approach to their group increasingly difficult and sensitive. Quite often they introvert themselves immediately when tried to be approached by outsiders. Then, because they feel more comfortable when together with their own group, LGBT behaviors attached to them longer and become stronger. Bandura (in Feist & Feist, 2014) said that individuals learn through direct observation of the environment, so that these individuals will tend to imitate what he observed as a behavior. He mentioned this phenomenon as a social *modeling*. *Modeling* which kept a positive appreciation of the environment and be a positive experience for the individual then gradually will form self-efficacy. Self-efficacy interpreted as a form of beliefs in a person's ability to perform some form of control over the functioning of the individual itself and events in the environment (Bandura, 2001). The theory explains how a behavior begins and ultimately will survive because of the influence of the environment which become a *role model* for individual. It became one of the factors why an LGBT people have pride on their identity as a homosexual and difficult to change.

How to approach LGBT individuals is to provide what they do not get in the community. In the Maslow's needs hierarchy (in Feist & Feist, 2014), there are five levels of basic needs that must be fulfilled by individual. Needs at a lower level must be satisfied before higher needs become motivated. The order of these needs from the lowest are: (1) physiological, (2) security, (3) Love and belongings, (4) self-regard and (5) self-actualization. Comparing with the conditions of Indonesian LGBT, they still not get a need for security. For that, counselors need to provide this to their needs so that at least they would undergo counseling process and helped to reach self-actualization. The need of a sense of security can be provided by building counseling relationship as mentioned before. It's important to give appreciation, acceptance and mental support to them at this point. But of course, the expected self-actualization must be in accordance with the values and norms prevailing in society.

3.3. School Counselor Service Strategy

Furthermore, the counselor should be aware if in some situations, for example in school there is a possibility of some students or even among the staff of the school is a part of this population (Gibson and Mitchell, 2011). Considering school students are growing candidates for the next generation, counselors need to take this and make it part of the guidance and counseling program. There are many things that can be done by a counselor on this matter, given that developmental guidance and counseling services is for all students without exception (Myrick, 2011). This implies in dealing of the LGBT phenomenon, school counselors mustn't only focus on the LGBT identified students, but all students also. Focus on all students can be integrated into the four forms of program components proposed by Permendikbud number 111 year 2014 about Guidance and Counseling in Primary and Secondary Schools, which includes basic services, responsive service, individual planning and support system.

The basic service in dealing LGBT phenomenon may include provision of information services on gender education. Winkel and Hastuti (2012) argue that the information service aims to equip students with the knowledge of the data and facts about various aspects of the environment, life and development of individual. Gender and sexuality education is important to be given to students early so they can understand the concepts of gender and everything associated with it properly (Beigi Ghajarieh & Mozaheb, 2012). This service can be done in the classical style, as well as using the media in its delivery. This is one of preventive action form that can be implemented by school counselors so that students are not easily trapped in sexual misconduct. According to Cameron (in Ojeda, 2004), the cause of someone being homosexual is social dysfunction influenced and

not due to genetic factors. This is made an assumption if a homosexual student might be able to make the other students become homosexual too through the influence of everyday social interaction. In addition, these precautions so that students do not feel confuse over gender identity or sexual orientation in the development stages of his search for identity.

Beigi Ghajarieh & Mozaheb (2012) suggested that counselors do not hesitate to ask the students about issues concerning LGBT. Students need to be stimulated to express their thoughts and feelings about the concept of LGBT. To facilitate it, group guidance service maybe can help build a good atmosphere. Wibowo (2005) states that group guidance is a group activity which a group leader provide information and guide the discussion so that members of the group become more socially or to help the members of the group to achieve a common goal. With the counselor as a leader and facilitator of the group, each student who joined in the group will gain an understanding about LGBT phenomenon more accordance with the applicable normative.

Then responsive services can be facilitated through individual counseling and group counseling. Of course, the implementation of responsive service just can be done when there are students who have expressed or identified themselves as LGBT and ask for counseling. Since not easy to make them express openly about his LGBT tendency (Gladding, 2012), by demonstrating a positive regards in a private carriage, counselor may help make it happen.

Several integrative counseling approaches can be used to help an LGBT overcome his problems and adapt to prevailing norms. The integrated approach as Wibowo (2016) said is a blend of skills from a number of different approaches with the aim of determining the counseling process to maximize the benefit for the counselee factor. For example, using of counseling approach can be integrated with religious values embraced by the Indonesian people. The counselor can make a positive reception in the early counseling sessions as the Person-centered Therapy by stating that the condition of one's feelings that tend to be attracted to the same sex is not a problem if just stored in heart. Then counselor should granted exception by asserting any unhealthy sexual behavior arising from homosexual orientation cannot be justified. With this understanding counselor will show the impression that he treated counselee without discrimination. Furthermore, counseling may be followed by other approaches such as Gestalt technique which also effective in helping to develop their awareness of how ambivalent and ambiguous their existence as a homosexual. Especially for group counseling, counselee helped to be able to perform self-disclosure with a feeling of safety to the members

of the other group. The other group members will then respond positively to the counselee to help solve the problem (Corey, 2012).

Individual planning carried out by counselor to LGBT counselee particularly in terms of planning further studies or careers. A study suggests that an LGBT tend to be difficult to choose a career appropriate for their community stereotypes about the work that suits a particular gender. In addition, LGBT is often considered irrelevant by some type of work (Pope, M., Barrett, B., Szymanski, DM, Chung, YB, Singaravelu, H., McLean, R., et al, 2004). Sexual orientation cannot be ignored as an important variable in career counseling, if the process is expected to be constructive (Degges-White & Shoffner, 2002). Counselors need to help them to identify the kind of work that suits them to assess the existing stereotypes about LGBT. Counselor must be careful to use language that does not seem to discriminate. Some approaches to career counseling as TWA theory, Gottfredson and SCCT can be used in this case (Brown & Lent, 2013).

The equally important thing further is support system. In his work, counselor should be able to cooperate with any existing stakeholders (Sugiyo, 2014). For example, to help find LGBT students, counselors need to collaborate with class teachers, subject teachers, and students as well. Buskirk-Cohen (2012) reveals that adolescents are more likely to openly among his closest friends. This opinion could be a basic assumption for counselors in an effort to find LGBT students through peer. Counselor might also be able to form a group of peer counselors. For according Suwarjo (2008), peer counseling is considered important because it is based mostly adolescents more often discuss their problems with peers than with parents, counselors, or teachers at school, even for issues that are considered very serious.

Besides, family systems approach is also important in helping students and their families to adjust to each other (Gibson and Mitchell, 2011). Family awareness, interaction and moral support to the conditions of LGBT students are often become one thing that can support effective therapeutic process. To avoid a potential LGBT suicide, drugs and other threats, family support is very important. If the family can foster non-judgmental attitude, students will be more foster closeness and positive relationships in the family. The proximity climate may help the therapeutic process for the sake of growth in the positive behavior of students.

4. Conclusion

LGBT issue is full of contradictions. Between demands of society prevailing norms and the profession demands, Indonesian counselor must assert

a role for dealing it. Role that can be taken by Indonesia counselor may be still providing services to LGBT counselee without discrimination. With positive regards and acceptance, counselors can begin building relationships to help resolve problems experienced by LGBT.

Related to the issue of sexual orientation, counselor doesn't need to justify an LGBT but also should not be rejected them. Counselor can give due consideration about reality and risks that would be faced by LGBT counselee in Indonesia, although the decision completely lies in counselee. Even so counselor should still be emphasized that the counselee LGBT avoid unhealthy sexual behavior because it completely cannot be justified normatively.

To anticipate LGBT phenomenon spread among school students, counselors can provide basic services as a form of prevention. The basic services include information services on gender education and group counseling services to peel understanding of LGBT. To LGBT identified students, can be implemented responsive service in the form of individual and group counseling, individual planning to determine the career accordingly and strengthen support systems where a counselor can collaborate with the parents, school stakeholders, and peers in helping to provide support to that student to change without coercion.

By understanding guidance and counseling role and strategy services that can be used in dealing with LGBT phenomenon, the counselor can determine the best attitude to deal with LGBT counselee in Indonesia without having conflict of profession demands and normative demands. Although cannot realize very ideal effort to help LGBT population, at least it can reduce discrimination burden that will impact worse problems risk. Therefore, more research certainly needed on the effective role of counselor in dealing with LGBT phenomenon in Indonesia so that the Indonesian counselor will have strict guidelines as to how should they helped LGBT population.

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The Role of Career Information Through The Book Needs of Career Media to Improve The Student's Understanding of Career Choice

Septiani Zaroh
Universitas Pendidikan Indonesia, Bandung
email : Septiani037@gmail.com

Abstract

Adolescent period is a period which sues the adolescent finish the task progress to prepare the economic career in the future. Most of the adolescents have the obstacle to finish their task progress in career selection. Career guidance is served in guidance and counseling framework can facilitate the students to choose their career selection for their career planning process. The meeting at class between students and counselor has minimum scale make the students need career media which independent access. This way can make the students get the description of career selections better. Development of career need book media from Hoppock need theory is created because career is the effort of the students to fulfill their requirement for physical side, psychological side and even social side. So, it means that career need book media can make the students easier to prepare their career.

Keywords: Adolescent, Career, The Book Needs of Career Media

1. Introduction

Adolescences are the age at which individuals integrate into adult society. During the development of adolescents, individuals no longer feel under the level of those who are older but they are in the same level, at least in the matter of rights (Piaget, in Hurlock, 1980) [1, p. 206]. In the adolescent phase, form of developmental tasks will be fulfilled are reaching emotional independence from parents and other adults and prepare the economy for future careers that will come. A part from being one of the indicators of development tasks, selection and career preparation is an absolute performed by adolescences from a range of grade VIII to grade XII (Nyun & Kim, 2013) [2.] This process begins with identifying career options in terms of employment by choosing levels and departments of education or training appropriate to the job options that have been determined. The process of career choice is also a form of self-actualization do adolescences to get recognition (Hirschi, 2013) [3.]

Career is a crucial factor that will affect all aspects of life. Career is synonymous with the concept of development, employment, position, and the decision-making process. Surya (1988) [4] confirms that a career is closely related to the work, but it has a broader meaning than on the job. Career planning is done early in order to prepare for the working world competition which will be growing along with the times.

Each adolescences has a progress for their process of fulfilling the developmental tasks associated with the preparation of economic career for the foreseeable future. Some adolescence can finish well but others cannot do it well. The problem begins with difficulty making career choices, both in identifying further study and an employment. This is because the style of an individual's career choice influenced by complex and multidimensional factors and even the usually irrational (Bimrose & Barners, 2007)[5]. Each individual will bring different motivations to make career choices (Dik, Sargen & Steger, 2008)[6].

The reality of the difficulties in making career choices in adolescents is reinforced by research conducted Muhtar (2013)[7] in SMPN 1 Kendal Ngawi in East Java in the selection field of further studies. Based on the study data showed that 80.01% of students have not been able to determine the choice of studies. 80.01% of respondents who experienced a number of such inabilities are divided into two reasons namely 43.83% expressed confusion and 36.18% do not understand about career information. Whereas in the selection of work, this statement is reinforced by a survey research conducted Hayadin (2006)[8] in the class XII students in SMA, MA and SMK level in Jakarta regarding choice of profession and work. The result shows that only 35.75% of students who already have a large selection of jobs and professions while others are still confused to make their choice.

Concerned about his own career did not stop with the determination of career choices but also the maturity level of the individual career. Where the results of research conducted by Ida Nurlaelasari (2009)[9] which shows that the achievement of development tasks in terms of career maturity in SMA Plus Assalam Bandung 2008/2009 only about 12% are in the category of mature, while the remaining 74.6% in the category is mature enough and 13.3% is less mature. This also happens in Canada, where Chen (2005) [10] found that nearly 600-700 students in a school district is also in need of assistance in determining their career choices. It can be concluded that most adolescents have difficulty in determining the choices in the career planning process both fields of study and professions that will further practiced.

Besides the statistical data of the research, the importance of learning about careers also emphasized theoretically. Sunardi (2008)[11] revealed that the development of the current era of globalization demands a lot of impact on the early preparation in terms of both information and qualifications as well as the individual competition in order to avoid the threat of unemployment. Munandir (1996)[12] states that a career is closely related to employment and career decided it was not momentary event, but rather a long process and is part of the process of individual development. Super (in Sunardi, 2008)[11] confirms that the development of the career of someone as the developmental aspects of personal totality will start early in life for life. Career development is built by very complex factors that heredity, physical, personal-social, sociological, educational, economic, and cultural influences. So requires planning with very mature especially in the hiring process.

Hoppock (1976)[13, p.1-3] argues that there are five important reasons to learn and obtain information on the positions (jobs). First, the choice would determine the position of the individual positions as workers or unemployed. Second, the choice of positions would determine critical to the success and failure of individuals. Third, the choice of positions to determine a person would enjoy or do not work. Fourth, the choice of positions will affect every aspect of life and finally determine how a democratic society will take advantage of the field work.

Research on the career, especially in the process of assistance given to the students to be able to select and define career plans early is pretty much done. The pattern of research that develops many refer towards career maturity both in terms of family (Kill & Hyun, 2009)[14] or social (Nyun & Kim, 2013)[2] as well as the application of some form of strategy for the development of individual career (Douglas Gibson, 2000)[15]. Existing research also focuses on the development of other inventory in the form of a short form (Patton, Creed & Lane, 2005)[16] as an effort to develop the capability and maturity of the career choice of the individual self.

The implementations of the results of these studies have not been optimally done in school. Given the timing of the implementation of the direct services of a counselor is limited, even in some school guidance and counseling do not have to enter the portion in the classroom. Research attention is directed to the process of making a career media applied in groups and classical and able to be accessed freely and provide students with the proper description of the various career options is still minimal. This is emphasized because the students will be more interested in paying attention to something that has a real shape is not just instruction. So that students can access independently either through the media or multi-media graphics.

The provision of career information through a media guide that is based on the career needs Hoppock theoretical concept based on the phenomenon of career choice which varies depending on individual needs. Neither needs in terms of physical, such as the quality and quantity of work (Earl & Bright, 2004)[17] as well as psychological needs either side of the family (Kill & Hyun, 2009) [14] or social (Chritsmas & Schmitt, 2001; Hughes, 2011)[18], [19]. The concept of individual career choice multifactor good intelligence, personality and interest (Ackerman & Margaret, 2003)[20] to make, a theoretical basis used must be able to cover possible factors that dominate an individual's career choice. So the choice of position based on individual needs was stressed. The needs of the dynamic and contingent upon a variety of factors make career information based on the individual needs required as a facilitator of individuals in determining their career plans to be selected.

The book needs of career media are given to setting career needs school in grade VIII because in this age people enter the early teens which is the earliest stage to begin to have an overview of her career. At the grade VIII, career information relating to the further study is one element of the need for each individual. It is as an effort to raise awareness among successful learning with job options in the future. So it needs to be career guidance for the provision of information as an initial stock of individuals to be able to make career choices early on. The notion of career information through books career needs to improve the understanding of career options grade VIII is a component of service to be provided. Rationalization of guidance and counseling is the facilitator for the completion of tasks to optimize the potential and development of students. So that in case of problems can be addressed early and did not hamper the process of development of the individual.

Based on the description of the background, the problem in this paper are (i) the meaning concept of adolescences (ii) how the understanding of the concept of elections as well as career planning and (iii) how the role of the media guide career needs to improve the understanding of career options.

This paper is expected to be useful for students and school counselors. Benefits for students that receive career information related to the continuation of study that can be selected after junior high school level. So that students are able to customize the options chosen career later with personal needs and goals to be achieved in the future. In addition, students can independently obtain such information. Benefits for school counselors are increase understanding of the importance of career planning process for students, especially in the areas of career selection. So as to provide guidance and counseling services counselor constantly monitor the progress of students' career planning skills. In addition,

counselors can use this form of service in providing career information directly both groups and classical as well as through the use of media to facilitate students can access independently.

2. Literature Review

2.1 Adolescent

Growth and development are the two things that cannot be separated from the self of each individual. Growth is defined as the change in height and weight of the individual physically. So it is very easy to measure and assess directly the growth process. While the development of a series of progressive changes that occur as a result of the process of maturity and experience. The development is a process that is systematic, progressive and continuous within the individual from birth to end of life (Syamsu, 2014)[21, pp. 15-16]. The development of the self each individual will follow a certain pattern and direction in which each pattern is the basis for the beginning of the next pattern.

Each individual experiencing developmental process is divided into three main phases namely at the stage of child development, adolescence and adult stages. At each stages of individual development will has the new experience and change process both physical and non-physical as well as a series of developmental tasks that must be completed. At the stage of adolescent developmental tasks must be accomplished according to Havighurst in Hurlock (1980)[1, pp. 10], among others

1. Achieve a new, more mature relationships with peers both men and women
2. Achieving social roles of men and women
3. Receiving physical condition and uses his body effectively
4. Expect and achieve socially responsible behavior
5. Achieve emotional independence of the parents and the other adults
6. Prepare a career economy
7. Preparing for marriage and family
8. Obtain a set of values and ethical systems as handles to behave develop an ideology.

While the characteristics of adolescence by Hurlock (1980)[1, pp. 207-209], among others:

1. Adolescence is a period that is important in this period all aspects of adolescents undergo significant changes so physically and mentally will attempt to adapt to various forms of changes.
2. Adolescence is a transition period means the status of individuals experiencing a psychic obscurity which still carried a distinctive feature of the end of childhood, while emerging demands for a role as an adult.

3. The period of adolescence as a period of change, in this period, there are four major changes in the form of a heightened emotional intensity depending on the level of physical and psychological changes that occur, the body changes, the interest and the role expected by the social group to do, changing values prevailing among teenagers as well as the emergence of an ambivalent attitude in adolescents
4. Adolescence as a troubled age means in this period is no longer a problem solved by many other adults and their resistance is getting help from other adults.
5. Adolescence as the search for identity means in this period adolescents attempting to explain who he is and its role in society
6. Adolescence as age raises fears means in adolescence is often considered a stage filled with negative self-image so that raises fear in adolescents.
7. Adolescence as a time that is not realistic means teens often view others as well as a variety of things in around them with they want it not in accordance with what is actually happening.
8. Adolescence as the threshold of adulthood means that during this time people will try to bring behavioral patterns that are often owned by adults so as to form the image of an adult on him.

At school age, especially in secondary schools are in the individual stages of adolescent development. Where adolescences are derived from the Latin word meaning *adolescere* grow into adulthood. The growth process includes the development of the physical aspects, intelligence, emotion, languages, social, moral, and spiritual personality. Developments in various things in the adolescent self prosecute individuals in this stage able to orient oneself in at least six of the following:

1. Receiving and integrating the growing body of his personality
2. Determine the role and function of high sexually (qualified) in cultures where it is located
3. Reaching adulthood with independence, confidence, and ability to cope with life
4. Achieve received position by the community
5. Develop a conscience, responsibility, morality and values in accordance with the environment and culture
6. Solve real problems in their own experience and in relation to the environment (Carballo, 1978, pp 250 in Sarlito, 2013)[22 pp. 19]

According to WHO (in Sarlito, 2013)[22 pp. 19] adolescences are divided into two categories of 10-14 years in early adolescence and 15-20 years in the late adolescence. The age range is usually the individual

is at the end of the primary school level and secondary school level. According to Piaget, 1921 (in Hurlock, 1980)[1, pp. 206] is psychologically adolescence is the age at which individuals integrate into adult society, the age when the child no longer feels under the level of those who are older but are in the same level, with at the lack of rights issues. This means that during this time people do not want to be treated like a child in the past but cannot be given full responsibility as an adult.

Adolescence is traditionally regarded as a period of "storm and stress", a period in which the emotional tension rising as a result of physical changes and glands. Besides, in the period of adolescence is also a golden era in which the age of the individual to be able to exploit themselves knows the talents, interests and potential. During this period, the desire to have an existence and self-actualization is increasing so that he is recognized by the environment.

2.2 Career

Career is a crucial factor that will affect all aspects of life. Identify career is an important component for young people to prepare themselves to recognize the characteristics of work that will continue to change due to the effects of technological development, the distribution of employment and family structure (Lankard, 1991 in Rojewwski, 2002)[23]. The concept and definition of career is spacious enough, it regard to lifestyle chosen by the individual. But more generally known career positions closely related to either a position in the field of education (continuing studies) as well as work. This is emphasized by Mathis & Jackson (2006)[24, pp.342] career is a series of work-related position occupied by a person for life. People pursue careers to meet individual needs in depth. In these definitions appear explicitly that a career is an option positions in various areas of life.

According to Gibson and Mitchell (1995)[25] there were at least five career development theory, they are the theory of the process, the theory of development, personality theory, sociological theory, economic theory, and other theories as the theoretical basis of the development of career guidance programs for students. The cornerstone of theoretical studies of many career guidance based on the concept of Super affirming the individual's development as a reference for his development process (Mahdalena, et al, 2013)[26]. Holland emphasis on employment options based on individual personality (RIASEC) that emphasize the identification of personality first before determining the choice of work. As well Hoppock have 10 postulates that emphasize the needs of individuals in determining career options. These theories explain the opinions of how individuals choose a career or a certain position on the basis of development, the level of need both physically and psychologically as well as discuss the properties and

characteristics of private students in terms of suitability and whether or not the career or position he entered. Emphasis on the importance of careers that are directly or indirectly bound with respect to all aspects of an individual's life, we need a proper career planning process. Rival (2004)[27] states that career planning is the process by which individuals select career goals and career paths towards these goals. That is in the process of career planning a process of goal setting, career options to how to achieve the goals set.

The styles of individual career choices are influenced by very complexes and multidimensional factors and even the usually irrational (Bimrose & Barners, 2007)[5]. Each individual will bring different motivations to make career choices (Dik, Sargen & Steger, 2008)[6]. Winkel (1997)[28] suggested several factors that affect the individual in making career planning namely:

1. The values of life, of idealism or way of life that affects the whole lifestyle of the individual. The value of life is often used as a basis for understanding the individual to self and career choice to be taken

2. The state of the body, namely the physical characteristics of a person. Physical states are often tailored to the knowledge of the requirements of the career qualifications to be entered.

3. The socio-cultural environment and their communities where people thrive. Community environment often affect the family in instilling a mindset of career and parenting style in children. Research conducted by Koumoundourou, et al (2011)[29] identified that a survey of 289 adolescences show that career choice influenced by upbringing and suppression of parents, though with different levels in male and female adolescents. This is consistent with the role of men and women against the types of careers that will be selected.

4. The socio-economic situation the country or region, the rate of economic growth slow or rapid, stratification of society in socioeconomic groups, as well as the diversification of the community for groups those are open or closed to members of other groups.

5. The position of children in families, meaning children is born in the second and so on will have a more diverse career resources both from parents and brother earlier compared with the first child.

6. The family views on the role and obligations of boys and girls who have psychological impact and socio-cultural. Based on society's view that there are certain positions and education that gave birth to a certain

self-image and coloring people's views of the role of men and women in public life.

7. Other people who are around people, especially in the environment of the house. Any activities by individuals are always influenced by extrinsic motivation of those around the individual. So when the career choice is taken received positive support, individuals tend to be able to plan subsequent career well, and another so.

8. The level of socio-economic life of the family, the education level of parents, high and low income parents, occupation of parents, area of residence and ethnicity. Children participating in the socioeconomic status of the family.

9. Relationships with peers, the variation range of views and expectations about the future are revealed in daily life. Adolescences have the height curiosity and desire to be accepted in among peer environment, will make individuals tend to follow what was done by their peers. Including in terms of career planning

10. School of Education, the views and attitudes that are communicated to the students by the teachers' guidance and counseling and teaching staff of the values contained in the work, high or low social status, occupation, and the suitability of certain positions for boys and girls.

11. Lifestyle and family atmosphere, as well as the marital status of parents, which the family circumstances of how the child is raised. Whether to support or not support, it wills influence child in planning and making decisions about further from the education and jobs in the future.

Career planning process should be done early, especially if associated with the concept of duty their rapidly developing in adolescence is associated with career readiness economy. Based on data from several studies in the process of career preparation, parts of adolescence are still having trouble and need some help from counselors in school settings (Chen, 2005)[10]. In addition, Kelly Arrington (2000)[30], students at the middle school years tend to answer the career choice that want achieved only limited on what profession he wanted. However it is not accompanied by awareness and in-depth information about the career options. And based introduction to content standard academic, career and personal social content (state of Connecticut state board of education, 2008)[31, pp.14-15] explains that students must already have an awareness of the relationship between school and work to be retrieved later in one of their parts. It is emphasized that the junior high school level, students have to be aware that school and work are two things that are closely interwoven. So choosing the right continuation of studies after junior high

school is a sound basis for determining career direction after they pass the higher level.

The diversity of factors that influence individual career choices often lead to confusion on the individual to make choices in the process of career planning. So people needs a career planning assistance implemented by a school counselor made through career guidance based on the concept of individual needs. The concept of career guidance is not only refer to the guidance office or guidance task, but also referring to the role of career guidance in situations where a person enters life, system life and events in life. According to Winkel (2004)[32, pp. 114] career guidance is guidance in preparing for the world of work, in choosing employment or occupation (profession) given as well to prepare themselves to be ready took up his post, and in adapting to the demands of jobs entered. Career guidance can also be used as a means of meeting the developmental needs of learners should be seen as integral to this part of the educational program that is integrated in every field of study learning experience.

2.3 Role of The Book Need of Career Media To Improve The Understanding Career Choices of Students

The process of giving career guidance assistance given in the framework of guidance and counseling can help facilitate students in determining their career choice. Even in the early development of the concept of guidance and counseling initiated by Frank Person early twentieth century in the United States focuses on matters relating to vocational. These relief process carried begin early in adolescence setting given the task of development that must be completed. As well as the demands of planning and elections had to be prepared early.

One form of career guidance can be given by a counselor at the student information services in the form of a variety of career options that can be taken in accordance with his age level. Hikmawati (2010)[33, pp.45] states information service is the provision of an understanding to individuals who are concerned about what is needed to determine the direction of a desired goal or plan. This is in line with the concept of service information identified in the Prayitno & Amti (2004)[34, pp. 259-260] the granting of understanding to individuals concerned is needed to determine the direction of a desired goal or plan. So it can be said that any form of information service is an activity of guidance and counseling which aims to provide insight to the students to be able to determine the direction of a plan or the desired destination.

In more detail information services by Nursalim and Suradi (2002)[35, pp.22] has the goals of which (i) as a provision for individuals with various knowledge and understanding of the various things that are useful to know ourselves, to plan and develop a pattern of life as student, family and community

members and (ii) as a reference in improving activity and learning achievement, develop goals, organize everyday life and make decisions.

Service information can be held directly and openly by tutors or counselors to students in schools. Various techniques and media that are both varied and flexible can be used via the classical format and groups that are tailored to the type of information and guidance participant characteristics. According Tohirin (2007)[36, pp. 149] some of the techniques commonly used for information services, among others, (i) lecture, question-answer and discussion where this technique is most commonly used to deliver information in a variety of activities including guidance and counseling services Through this technique, the participants listened to or receive lectures from mentors (counselors) followed by a question and answer (ii) certain media such as props. written media, media images, posters, and electronic media (iii) specific ways in which the service information this way made with regard to special events at school example "Day Without Smoke", "Day of Hygiene Environment," and so forth in the event, presented various information related to these days followed by partial or by all students in the school in which the activities were conducted and (iv) information services through a third party by inviting resource persons.

Career guidance can be given by the career information which served by a media, so the students can access it independently. It can be solution for the minimal of teacher meeting in class in some school. It can optimize the service for the students.

According to Winkel and Hastuti (2006)[37, pp. 324]. criteria information material provided to students namely (i) accurate and neat, which describes the state of the real and concrete when the material was compiled, (ii) clear in its content and how to render, so that the wearer easily catch it, (iii) relevant to students at the level of education, considering the needs of the development phase of the particular, (iv) are presented in an interesting, giving rise to the interest of students to learn and manage it, (v) served by an individual must be free of any subjective factors that obscure the accuracy and correctness of the information as well as useful and beneficial to the students in secondary education. Upshot : The information will be presented at the student must be in accordance with the needs and concerns of students as well as the accurate and clear so that students easily understand the information, but it also presented interesting information, so as to increase the interest in managing such information to the fullest.

According AECT (Nursalim and Mustaji 2010)[38, pp.6] suggested that the media is as all forms and channels used for the distribution of messages. Media guidance and counseling is anything that can be used to deliver messages or information using tools such as hardware or software used in the provision of guidance and counseling services from the sender to the receiver so that it can stimulate the mind, feelings, concerns and the willingness of students / counselees when the service is rendered.

Books career needs is a form of graphic media outlining career selection based on the realization that such a career can meet the needs of both physical and psychological. Career choice begins with the realization that occupational and next level studies can't be divorce for their purpose to fulfill their need so it has been reinforced by the knowledge of career information since in early adolescence . Hoppock career selection aims to cause the satisfaction of the requirement on career choices made. Hoppock (in Ketut Sukardi, 1993)[39] suggests 10 subject matter of career choice, among others:

1. Work is selected in accordance with the requirements or to meet the needs. The need is not only focused on matters relating to the physical but also psychological. Each individual has the level and kinds of different needs, so that will determine the direction of his career choice.
2. Employment, job title or chosen career is a post office believed that it was best to meet their needs. Individuals will tend to choose careers that are considered capable of meeting the needs of their self though sometimes other people view different from their self.
3. Employment, job title or particular career has been a person when for the first time he realized that the post can help meet their needs. Given the aforementioned points, the provision of career information is very important to make children aware of whether a continuation of studies available choice according to their need.
4. The need is arising, may be accepted intellectually directed for the special purpose
5. Election of office / career would be better if someone is able to estimate how best positions that will come it will meet its needs
6. Information on the positions / careers will assist in the selection of the position / desired career
7. Information on the positions / careers will assist in selecting the positions / careers because the information help in determining whether the work was able to meet his needs
8. satisfaction in work accomplished depends on whether or not the fulfillment of a person
9. Job satisfaction can be gained from a job that meets the needs of present / future
10. Election of the job can always be changed if one is sure that these changes are better for the fulfillment of their needs.

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Development of a the books need career media begins with a needs analysis to make products that are developed on target and according to the needs of students. This book media as a bridge of individual career needs to obtain information related to the continuation of the study was also developed with the assumption that the level of junior high school students most will choose a school that is located in the district where they reside. This assumption is based on the observation raised toward resuming studies in five junior high schools in the Bojonegoro. They are SMPN 1 Bojonegoro, 1Kalitidu SMP, SMPN 2 Kalitidu, SMPN 1 and SMPN 1 Padangan. The result of this observation show that the majority of students choose a school further still within the scope of Bojonegoro. So that further information study selection is also still revolves around high schools in Bojonegoro.

After analyzing the material needs of information guidance and counseling services, than the analysis of what materials are required of students. Analysis of material needs information service guidance and counseling tailored to the implementation of information services according to Norris, Hatch, Engelkes & Winborn (in Prayitno and Erman Amti, 2004)[34]. They say that the educational information includes data and information valid and useful about the opportunities and requirements about various types of education that exist now and in the future.

Book design career needs to assist students in choosing a career planning further study is divided into several sections which presented the main points namely:

1. The description of the concept diamond career. This is one way to elaborate of individual career choice decision. In a career diamond shows how the process of career choice that experienced by an individual to produce a career decision. Diamond career has two basic aspects of the movement that directs people toward a choice (Andersen & Vandehey, 2012)[40, pp. 20]. The first basic aspect is the self (self-knowledge) which is an expression of a person to determine the direction of career options. Dimensions himself placed along a line on the diamond that represents an individual's understanding of the choices, interests and values on her. In the book the student will be given on the process of self-exploration field includes interest, talent and ability. The second basic is aspect of the knowledge of the world of work. The external factors into consideration alternative individuals. The external factors play a role similar to the client's self awareness. In the context of the continuation of the world of work study section contains questions about students' knowledge about differences in SMA, SMK and MAN as well

as an outline of the majors available at each institution. Career Diamond is intended to illustrate the needs of students through every grain answers given.

2. The second part is the main target of material information services as long as the students need. The continuation study are about :
   a. The types of further study after junior level
   b. SMA along with department-department and educational purposes in high schools
   c. SMK-department along with majors in vocational and educational purposes
   d. MAN-department along with the majors and educational purposes in MAN
   e. Basic competence needed in SMA, SMK and MAN
   f. Prospects for the future after SMA, SMK and MAN
   g. Location SMA, SMK and MAN in Bojonegoro

3. Evaluate the level of students' career planning by providing end diamond career direction that indicates the student's choice with answers openly why students make choices studies. In addition, the evaluation part, pupils were also asked to outline the picture needs that individual as the ultimate purpose of their further study options.

In general, the book described the career needs of the ten key concepts Hoppock designed in outlining some of the continuation of studies that can be chosen by students according to the level deemed most essential needs. Each department can have comes with how the qualifications required for admission, or SKL learning process that must be met during the study as well as the possibility of further career prospects. Knowledge of career information, especially in the selection of majors in high school students is an important step in the process of individual career development (Brown & Rachel, 2015)[41]. Choice of majors and direction of the study is the initial capital in individual career planning and understanding in the future.

3. Conclusions

Adolescences are the early stages of a person learn to find their identity, self-reliance in various fields of their life career planning for the future. This stage is in range 13-18 years old in which one of the aspects that must be fulfilled developmental task is to prepare the economy career for the future careers. Although the concept of a meaningful career is widely associated with the overall lifestyle of the individual, but more specifically career is associated with the

work or decision-making process on the continuation of the process or steps that have been done before.

Each individual will bring different motivations in determining career choice for an individual style of career choice influenced by factors that multidimensional and highly complex. This causes many adolescences are confused if raised questions regarding the continuation of the process of study and choice of work to be taken.

Career guidance use the information of next level studies by the book needs of career media is an alternative to help adolescences especially when they are in the early adolescence stages to understand their career choice. Early adolescence stage who average sits at Junior High School is the earliest stage to understand more about the career choice will be taken later. While the use of media that provide clear information as the adolescences need is given well with the rational that people tend to make a selection based on factors dimensional positions which refers to the concept of the each adolescences need. So adolescences will gain satisfaction when able to determine what career choices according to their needs. As well, if it appears the problem can be tackled early and did not hinder the process of further development of the individual.

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The Introduction of Profession Using Interactive Media to Develop Career Information at Elementary School

Widya Multisari
Postgraduate Indonesia University of Education
widyamultisari14@gmail.com

Abstract

The issues and career problems develop along with the times. Demand and requirement of the field work related competencies and skills are competitive impact on the fulfillment of the quality of human resources competent. If not, the unemployment rate will increase. As a preventive measure to reduce the unemployment rate, career guidance are needed as early as possible since at the elementary school level. One of them is introduce the profession as a career information for elementary students. The information is part of the career guidance and counseling services being developed to provide insight, knowledge and career related information to students or learners. In elementary school level, career information is expected to provide knowledge and experience to the students about field work-career. The provision of career information services that require the interactive media support. The goal of career information provided acceptable maximum and become meaningful knowledge for life.

Keyword: introduce the profession, interactive media, career information

1. INTRODUCTION

Career development in children is one of the aspects contained in *Standar Kompetensi Peserta Didik* in Book of Structuring Professional Counselor and Guidance and Counselling Service in Formal Education Line (2009)[1]. In SKKPD explained and described aspects of the careers that need to be developed in the child. There are aspects of insight and career readiness for students of Elementary School level / internalization of career recognition in the form of interest to know diverse job / profession and activity of people and the environment of life. This means that since elementary school, students are entitled to know the various types of work / profession with a variety of resources. Introduction of various types of work can provide insight into the learner about the various jobs that need the education requirements, skills and special vocation.

Some of the results of research conducted at elementary school in West Java related to career development by Rika (2010)[2] about the career awareness of elementary school students showed that over all aspects of career awareness, the percentage of aspects of career information is low with percentages 37.6%. Further research by the Ashar (2015)[3] about the career awareness of elementary school students of SD Laboratorium Percontohan UPI academic year 2014/2015 showed that the level of awareness of career low 13.64%, 75.76% medium, and 10.61% higher. While the results of research conducted by Nisa (2016)[4] concerning the competence of elementary school students' career Cirateun the academic year 2015/2016 show that the results are the average student has a sufficient level of competence career. Specifically level of achievement indicators career information is reaching an average 58% in the category that is quite competent. Results of research have shown the need for career guidance at the elementary school level as a support for career development of students.

In line with these findings, a shocking report presented by UNICEF (2012)[5] about 2.3 million children aged 7-15 years who are not attending school. Province of Central Java, East Java and West Java, where there is a majority of the Indonesian population, 42% of children drop out of school. It is a record to be considered as being the phenomenon that the understanding of education as a means of individual career development does not run optimally. In line with the UNICEF report (2012)[5], the Central Statistics Agency reported by antarajawabarat.com (2015)[6] that the dropout rate is the average nationwide aged 7-12 years stood at 0.67 or around 182 773 children , aged 13-15 years 2.21% or about 209.976 children. Meanwhile, more specifically, the province of West Java has a calculation of the number of school children 7-12 years amounted to 32 432 and 42 198 13-15 year olds numbered.

At this stage of childhood dropout becomes a scourge that could affect the future life. Since the view of the future needs to be instilled since childhood. Career information into one service that needs to obtain the children to help them have a view of the future that is more extensive and better. As presented by Hoppock (1976)[7,p.254] the purpose of the job information one of which aims to make children have a broader view about the future.

Referring to the data presented by the Central Statistics Agency (2013)[8] which issues the data on unemployment in Indonesia which reached 6.25 percent, and the labor force in Indonesia when it reached 118.2 million people, with more than 360

thousand the unemployed graduates. Especially towards the implementation of the ASEAN Economic Community in 2015 the explosion of educated unemployment will increasingly become a reality. Unemployment is not only derived from the basic education level, but equally to the higher education.

As if an "alarm", the number of unemployed explosion that occurred in the community need to be considered and anticipated earlier. How the child looked at their future by recognizing the work interests from an early age, job description and job requirements as demanded by the world of work needs to be understood since early childhood. Insight and broad knowledge of career information to develop the child's interest to a job or profession. Nikols & Banducci (Hurlock)[9,p.166] gives the statement that children's knowledge about the various jobs and view the jobs based only on knowledge of children about the good and the less good, then a conclusion that the child's views on a wide range of jobs is the basis of whether or not the child's interest to work proficiency level. The interest in the job can also develop based on understanding and career information from the family and social environment (Watson, et al, (2010)[10]).

Knowledge and insight into the profession from an early age students are expected to motivate themselves to spur him to be able to meet the qualifications of academic and non-academic required in every profession. There in lies where the role of guidance and counseling teacher or counselor to be able to provide career information services in the elementary students to the maximum extent possible. Super (Sharf, (1992)[11,p.188]) gives statement that the main task of the counselor in the career guidance program is organizing occupational information for children and Zunker (2006)[12,p.402] gives statement that the counselor is an expert on career information. This means that counselors have professional skills to be able to convey information on the student's career.

However, the field has been no media which facilitate the provision of career information. Thus the need for the development of media interkatif introduction of a profession that was developed to provide: 1) facility information services for elementary school students as recognition and career planning earlier, and 2) a media for guidance and counseling teachers in implementing career guidance services for elementary students.

1. DISCUSSION
2.1 Career Development at Elementary School

Career is a range of work activities that interrelates individuals to advance their lives that involve a variety of behavioral, motivational strengths, abilities, attitudes, needs, aspirations, ideals as a range of her own life. In childhood, career became a part of the developmental tasks that can not be ignored. Some research related to the career development of children has been studied and researched by: Watson and McMahon (2004)[17] of metatheorical perpective career development of children, Nazli (2007)[18] examined the level of career development of the child, Care et al (2007)[19] who studied the career aspirations, Schaefer (2009)[20] career development through collaboration program, and Kimberly & Mary (2011)[21] describes the concept of a career in children and Patton & McMahon (2015)[22] examines the theoretical system framework for career development of children. Results of research on the career development of the child be the answer to the needs of task completion in the career field of child development.

Santrock (2007)[23,p.41] describe that at elementary school, children are at level middle and late childhood starting from age six to eleven years old . Children begin create skills of reading, writing, and counting . Achievements of the main theme of the child's life and they are increasingly able to control theirself .In this period the child interacts with the wider social world outside the family. It can understand that they need many informations to their early life. A Lots of information required learners to develop itself in line with the cognitive growing in this period. As Papalia & Feldman (2012)[24,p.8] describe cognitive development in children that children begin to think logically but concretely, memory and increase of languange skills, cognitive gains permit children to benefit from formal school, some children show special education needs and strenght . Egocentric is the inability to distinguish between the perspective of a person with another person's perspective, at this stage of egocentric child's age decreases. Children begin to think logically, but concrete, memory and language ability, increased cognitive increases at this age for a child in elementary school stage and get a lot of information and new knowledge from formal schooling. At this age a few children showed the need to obtain a special school, because they may have learning difficulties or have special needs because of physical and psychological conditions that do not allow them to attend regular school.

Career in children explained in Standard Competence of Students or *Standar Kompetensi Peserta Didik (SKKPD)* (2009)[1] .

Table. 1.1 Standard Competence of Students

Develop-ment aspect	Level / Internaliza-tion of Interest Introduct-Ion	Accommodati on	Action

Insights and career readiness	Getting to know the variety of work and activities of people in life	Appreciate the variety of work and activities as being interdependent	Express-ing variety of work and activities of people in the environ-ment of life

It can be inform that career is a part of development aspect that cann't be ignored by educational institution especially by counselor or guidance and counseling at elementary school. By that standart competence, career at elementary school hopefully can be as a preventive life skill to create a good future and also make children more understanding the work in their social activies.

Assosiation School Counselor America also describes the every levels competency that must be the goal for developing student's skill. Especially to The student acquires the skills to investigate the world of work in relation to knowledge of self and to make career choices.

Grade 1:
C4.1.17 – recognize that all careers are acceptable to any gender.
C4.1.18 – take turns helping with simple tasks and discuss feelings associated with this exercise.
C4.1.19 – identify likes and dislikes.
Grade 2:
C4.2.13 – recognize that people differ in likes, interests, and talents.
C4.2.14 – display an awareness of the dignity in all careers.
C4.2.15 – demonstrate understanding of why work is divided among many people.
Grade 3:
C4.3.11 – recognize that everyone can contribute something to others
C4.3.12 – explore the value of talents and interests in performing important tasks.
C4.3.13 – identify school and community resources for career information.
Grade 4:
C4.4.11 – identify three jobs of a student.
C4.4.12 – describe how the role of student is like that of adult workers.
C4.4.13 – participate in a discussion of the relationship between interests and career satisfaction.
Grade 5:
C4.5.11 – explore the concept of clustering careers and learn about jobs within those clusters.

C4.5.12 – identify jobs within career clusters based on a number of attributes including educational requirements.
C4.5.13 – describe how career development is a continuous process within a series of choices.
Grade 6:
C4.6.21 – list three jobs he/she thinks would be interesting to do as an adult.
C4.6.22 – describe skills related to specific occupations
C4.6.23 – demonstrate an awareness of one or more career clusters.

Based on that competency from ASCA, we can know that student at elementary school must know relationship with educational requirement and world of work. Furthermore, they also be familiar with career information and have career awarness to develop their skill earlier.

Career development at elementary school also described by State of Connecticut (2008)[24,p.24] for every level grade. School counseling curriculum for developing investigate career have a goal that student can learn about what skill to make career choices in relation to knowledge of self and knowledge of the world of work.

Table 1.2 School Counseling Curriculum (investigate career)

By grade 2	By grade 4	By grade 6
C4. K-2.1 identify personal likes and dislike	C4.3-4-1 Recognize that people differ inlikes, interests, and talents	C4. 5-6.1 Explore the concept of career clusters and learn about jobs i the those clusters
C4. K-2.2 Define work and recognize that all people work	C4.3-4-2 Demonstrate an awarness of the dignity in all forms of work.	C4. 5-6.2 Assess academic strength and weakness, interest and aptitudes.
C4.K-2.3 Demonstrate awarness of jobs found in school and in the home	C4.3-4-3 Describe how the role of an adult worker	C4. 5-6.3 Study three jobs within a career cluster to determine needed skills, aptitudes and education background
C4. K-2.4 Recognize that all careers are acceptable to any gender	C4.3-4-4 Identify the job of a student	C4. 5-6.4 List three jobs they would be interested in doing as an adult and indicate why

C4.K-2.5 Describe why work is important	C4.3-4-5 Explain what a career cluster is about	C4. 5-6.5 Describe skills for specific occupational groups
C4.K-2.6 List reason why people work	C4.3-4-6 Identify personal career choice within career cluster	C4. 5-6.6 Research one career of choice
C4.K-2.7 Identify the work of student	C4.3-4-7 Demonstrate the relaitonship of interests and personal qualities and job satisfaction.	C4. 5-6.7 Learn about traditional and non traditional careers
C4. K-2.8 Identify the skills and personal characteristic needed to be a succesfull student	C4.3-4-8 Explore skills, talents and education needed for jobs/career	C4. 5-6.8 Be aware of personal abilities, skills, interests, and motivations.
C4.K-2.9 Analyze relationship between school and work		

Based on three competence standart, it could take the conclusion that career understanding are needed at elementary school. Career development at elementary school can be developing based on that competence standart.

Career development that discussed from theoritical career in individuals during its life span by Super (Sharf, (1992)[11,P.124]) consists of five developmental stages: stage (1) growth, (2) exploration, (3) determination, (4) maintenance, and (5) the stage of decline. In childhood developmentally Super career, is at the stage of growth. The growth stage careers between the ages of 0 to 14 annual decomposed into sub-stages of career development. This stage consists of four sub stages of development, namely the sub-stages of the development of curiosity, fantasy, interests , and development of capabilities career.

Sub stage children's curiosity at the age of 0-4 year against these kinds of career is the early development of individual careers. Curiosity is child's interest in science is something, and when new or unusual. Sub stage fantasy occurs at 4-7 years of age when children begin to develop a fantasy career. The third sub stage marked by the emergence of the interests of children to a particular career, which

occurs between the ages of 7-11 years. But at this stage they do not consider the factors inhibiting the career they're interested in it. Sub stage fourth is the development of capabilities which became the basis of the formation of proficiency in a particular career. Generally, this substage occurs between the ages of 11-14 years. While those aged 14-18 years is a period of transition from the stage to the growth stage of career exploration. Career development age children are also influenced by their parents and social environment of children (Carlson & Derr (2003)[26]; Savitri, et al (2012) [27], Cichy & et al (2013)[28]; Ghosh & Fouad (2015)[29]).

The exploratory phase career between the ages of 18 to 25 years. This stage includes the efforts of individuals in obtaining a better idea of the job information, select alternatives career, career decision making, and start working (Super in Sharf, (1992)[11,p.180]). This phase consists of three sub stage, namely crystallization , specification, and implementation career. Crystallization career which generally occurs at the age of 18-20 years is the process of clarifying the individual's career wish lived. Therefore, people began to learn a job-worker which may correspond with him and to learn skills that are becoming work at a job requirement. To that end, the crystallization process is constantly tested individual interests, abilities, and values it has.

Phase determination careers between the ages of 30 to 45 years. Determining which mean that the conditions obtaining in a field of work with the commencement of work in certain occupations. Behavior career appeared to be on the stage of determining career sub stage consists of three substage, namely the stabilizating, consolidation and advacing career. Stability is the start of a career individual adjustment to the demands of work since starting work. In this substage individuals are required to be able to meet minimum job requirements so that it is stable in its position. Consolidation is the process to further strengthen and secure a certain position and seeks to gain a higher position in his work. Stabilization is the movement of individual career career to a higher level, and honorable in their work environment.

The maintenance phase career between the ages of 45 to 65 years. This phase consists of three substage, namely substage holding, updating, and innovating. Having a career that mean that the activities of individuals in learning new things to adapt to changes that occur in a fixed position. Behavior that appears, for example, to continue studies in accordance with the demands of work. Fixing a career is an attempt to renew the work in accordance with the demands of the field. For example, following a seminar which leads to the profession being cultivated or visiting customers to see new developments in the field. Innovation is an effort to advance a career in a profession. This is more

directed to the development of new contributions to the field.

Stage decrease generally occurs career began aged 65 years and over. This phase consists of three sub-phases, namely decelerating, retirement planning and resignation. A slowdown is the decline in the job responsibilities of a person or the discovery process easier ways of working with fewer working hours. Planning resignation refers to the reoccurrence of adjustment efforts work with interest, mental and physical abilities, and values.

At this stage of career development in childhood by Super (Sharf (1992) [11,p.191]) states that career information obtained in childhood will affect the individual's development and success during adolescence and adulthood. Personal experiences in childhood also influence on his personal career development (Triplett et al (2013)[30], Lucassen (2007)[31]). National career development guidelines in the elementary school (Zunker 2006[12,p.394]) put three areas, among others:

1. Knowledge of self
   a. Knowledge of the importance of the self concept
   b. Skills to interact with others.
   c. Awareness about the importance of growth and change
2. Education and exploration work
   a. Awareness about the benefits of education achievement.
   b. Awareness of the relationship between an education and occupational.
   c. Skills to understand and use career information.
   d. Awareness about the importance of personal responsibility and good work habits.
   e. Awareness of how the work relates to the needs and social functions.
3. Career planning
   a. Understand how to make decisions
   b. Awareness about the interrelationships of the roles of life.
   c. Awareness of the differences in employment and changes in regulatory male / female.
   d. Awareness about the career planning process.

Career information is a valid occupational information and the data that can be used in positions and job functions including the obligations or duties, requirements entering and working conditions and rewards offered, the terms of progress in the promotion and also supply and demand can be unpredictable against workers and resources for more information (Prayitno, (2004)[32,p.112]). According to Prayitno (2004)[32,58] career information is one of the tools to help students understand the world of work, guidance officers, school counselor/ education or teachers require adequate information in order to prepare and implement a program of career counseling.

Hoppock (1976)[7,p.252] states that through the employment information of children more aware of the wide range of jobs that have not previously known. They studied the effect of job performance shown people in its work on what people do at work, compensation is found, what kind of attitude required in hiring, and social acceptance.

2.2 Career Information

The purpose of the occupational information (Hoppock) [7,p.253-254]) are:
1. Increase the sense of security in the child against the new world outside himself with increased habituation to something new (career).
2. Encourage curiosity more so that makes him become more comfortable to learn.
3. Encourage a helpful attitude is needed in the world of work.
4. Provide what they need as a real model of work-related.
5. Develop a desire to prepare for a career.
6. Help children who are excluded from school and work.
7. Help choose the advanced studies program.
8. Demonstrate to the child how to make money and not to steal.

According to Kidd (2006) [33,p.115-116]) describe the type of career information that is used in the UK consists of: a) work construct, b) construct work owners, c) the classification of an individual characteristic for opportunities, d) the skills, competence and qualification. The construct is used to describe job duties, job title, job sector and the model contract. Constructs owners work organization distinguishes between tasks. Qualification linking individual characteristics with opportunities, such as ketertarkan, values, attitudes and skills. Furthermore, the skills, competencies and qualifications are used to describe the job requirements.

In the educational setting, career information services can be provided through the programs of career guidance services provided by counselors or guidance and counseling teacher. Zunker (2006) [12,p.402] states that the counselor is an expert on career information. Based on that statement, the counselor is a person who has the academic qualifications to deliver services with optimal career information. In line with Zunker's statement, Super (Sharf)[11,p.188]) the main tasks in career guidance counselor is to organize information programs work for children. Organizing job information needs to be delivered to the children need to be prepared carefully in order to avoid bias in the delivery of information. Some programs of career guidance services in schools, especially elementary school (SD) have been studied and researched. Activity field trip to develop career information is also investigated by Beale (2000) [34], career counseling (Schedin & Aemelius

(2008) [35], Kerr & Sodano (2003) [36]), career day (Beale & William (2000) [37]), and the development of media (Jannah (2015) [16]).

McMahon & Watson (2005) [39] conducted a study of 511 South African children and 372 Australian children. The purpose of research is to find out what are the desired children of career-related information. Measurements were made with instruments Awarness Revised Career Survey which analyzed using statistical analysis. Based on this research, the information required of children associated with the implication of a career or life with task management to understand the life or career interests and personal characteristics and nature of work. The implication of this research is used to develop next career counseling service.

Development lawyer-size or measuring instruments developed in the career development of elementary school students conducted by Fadale (1974) [40], which has developed instruments to access the Career Awareness Inventory. This instrument is also used to measure the knowledge information work in occupational groups. Hall and Tarrier (1976) [41] developed the Hall Occupational Orientation Inventory, which can be used on elementary school students in grades 3 through 6 are developed based on the theory of Maslow's needs and the selection of work from Roe's theory, the character of workers, the content of job characteristics such as employment information. Furthermore Swartz (2000)[42] developed the instrument Occupational Awareness Inventory (OAI) for 6th grade students that is based on the theory of career development of Super. Stead & Schultheiss (2003)[43] developed the Childhood Career Development Scale is used to measure the scale of the career development of the child.

2.3 Using Interactive Media

The information is part of the career guidance and counseling services being developed to provide insight, knowledge and career related information to students or learners. Education in elementary school, career information is expected to provide knowledge and experience to the students about the career world. The provision of career information services meaningful to students require for media support. The goal of the career information provided acceptable maximum and become meaningful knowledge for life. Zunker (2006)[12,P.16], describes the development effectiveness of the use of information three decades include the use of colored books, audio-visual sources and computer-based programs to use the internet. This means that using interactive media developed on the basis of the computer is possible for developing career information service.

The development of career information media has been carried out by several studies with a variety of media and methods used. Studies that have been conducted generally in the form of the development of the media to provide information services to students in various levels of education. as practiced by Robbert, et al (2000)[13] which uses the internet as a means to provide career information services and educational information. The development of internet media, through career exploration link is described in detail a case study on the organization of career and education information.

As presented by Zunker that one way the provision of career information to display media also carried by Cahyono (2013)[14] who developed the encyclopedia career as a media display of career information. The study was conducted at the junior high student at SMPN 2 Malang. Based on the results of testing the product, the development of an excellent career encyclopedia used to provide career services at the junior high school students.

Nurhayati (2013) [15] developed a career information service media to the topic of interactive multimedia-based entrepreneurship for high school students. The results of the research conducted in the form of media is an interactive multimedia product has met the criteria of usability, accuracy, convenience and attractiveness.

Media development to provide career information services in the education level of Elementary School conducted by Jannah (2015)[16] who developed a career information for elementary school students in the form of a monopoly. Media games selected as the media are more familiar with elementary school students who are in childhood.

Based on an expert translation and research that has been done, it can be concluded that the development of the media in the provision of career information has been studied and researched. According Zunker's statement that media development in the form of colored books, audio-visual, computer database and the Internet are a variety of ways to provide career information. In research to be conducted interactive media by using computer-based program has not been used to develop career information on the education level of Elementary School.

3. CONCLUSION

Career information is an effort that needs to be given to students at the elementary level as one insight to prepare him achieve optimal future. Development of career information given is based according to the level of age , and stage of life of the individual . Career information provided not only provide insight into the different types of jobs and professions, but also the requirements that must be met in a job but also as a service that can help students have an awareness of the importance of education and the relationship between education and the world of work. The provision of career information preventively administered as early as possible, so that individuals can plan their career carefully. Provision of information by introducing a professional career to

children of elementary level up will provide an overview to the children about the world of work that requires certain skills to be able to fulfill the requirements of the working world. Also included with the prerequisites of education and knowledge that needs to be owned.

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Peer Counseling With Solution-Focused Brief Therapy Approach For High School Students

Hani' Rosyidah[1], Rudi Haryadi [2]
Guidance and Counseling Post-Graduate Program, State University of Semarang (UNNES)
hanirosyidah25@gmail.com

Abstract

Peer Counseling is a counseling method that optimize the role of peers in helping to solve individual problems. It can be used for students at the high school level which is generally an individual who enters adolescence. At this time the students is likely to be closer to their peers rather than parents or teachers. Peer counseling will create a triadic relationship between professional counselor, peer counselor and peer counselee. To make it happen, the counselor will need to select the students to be peer counselors and equip them with basic skills counseling. One of that basic skills is knowledge of counseling approaches. In this issue, Solution-Focused Brief Therapy approach rated simple enough to be mastered by peer counselors as it more oriented to solution-finding for problem solving and more practical. This approach will be useful for peer counselors to collaborate and help their peers to be more effective in solving the problem. Especially for minor problems which do not require direct handling of a professional counselor. Therefore this approach can be considered by counselors who work at the high school level for the candidates trained peer counselors.

Keywords: Peer Counseling, Solution-focused Brief Therapy, High School Students

Introduction

Developmentally, high school student is at the stage of adolescent development. Adolescence is a period of transition from childhood into adulthood. Teen age is starting from 12th to 21st years old. Desmita (2008) distinguishes the span of adolescence into three, which is early adolescence at 12-15th years old, middle adolescence at 15-18th years old, and late adolescence 18-21st years old. Viewed from this age classification, it means high school students are in the middle adolescence. At this time teenager's life can be regarded as identity search life. Teens feel adrift to discover who they are, in this time teenager influenced by other people's judgments used as a mirror to assess themselves. Those others are the closest people to teenagers such as parents and peers. Santrock (2003) suggests that adolescents are less frequently along with peers, so it is understandable that peers influence can be seen from their attitude, conversation, interests, appearance, and behavior. Social interaction with peers of the same age plays a unique and different role from one individual to another. Often can be found peer groups (gang) formation within their association scope (Izzaty, 2007).

Shetzer & Stone (in Wahid, 2013) says that most students often speak of their serious problems with peers, compared with parents and counselor. Even for very serious problem, they talk with friends and not with their parents or school counselor. If there are some students who tell their complex problems to parent or tutor, usually they are forced by deadlocked on their problems experienced. So sometimes it is not easy for school counselors to obtain information or encourage students to be assertive in addressing their problems. While we know that adolescence is a period that has many problems. Adolescents often confronted by problems of both mild, such as self-confidence problems and friendship problems, to severe problems such as promiscuity, drug abuse, unwanted pregnancies which could lead to early marriage or abortion. Not only about that, teens are also vulnerable to HIV and AIDS and problem of dating and sex (Arintoko, 2011).

In this era of globalization is also very easy to access information, so without a good filter teens will increasingly fall on false information. These filters can be developed if teen has a positive self-concept. Aihie and Egbochuku (2009) research explains that positive peer groups proved to be effective in influencing adolescent self-concept development. Guidance and counseling as a service provider unit in school to help student independence by himself to grow optimally should not miss this fact. Counselor should be able to take advantage of peer role in self-development of high school students. Hence the use of peer counseling is appropriate for this purpose.

According Suwarjo (2008) Peer counseling is counseling between counselor and counselee using intermediary experts with peers from counselee (counseling through peers). Peer counselors not a professional counselor or therapist. Peer counselors are students who provide assistance to other students under expert counselor guidance. Presence of peer counselors is not intended to replace role and function of expert counselors. Therefore, in the implementation needed special training for candidates of peer counselors.

Peer counselors candidates need to be trained to be able to listen well (without judging) so as to

encourage others to express and explore thoughts and their attention, restlessness, anxiety, and frustrations. Cowie and Wallace (2000) stating that the prospective peer counselors also need to have skills in communication, have the basic skills to listen actively, capable of showing empathy to a friend who experienced difficulties of social or emotional, as well as a desire to provide support to other friends. Besides peer counselors can also be equipped with some simple counseling approach to help resolve some peer counselee light problems. One of the approaches is Solution-Focused Brief Therapy.

Solution-Focused Brief Counseling approach is one of new approach in counseling. This approach focuses on problem-solving (solution), which outlines of counselee resources, competence and powers, instead of focusing on the cause or problem (Corey, 2013). Solution-Focused Brief Therapy Approach is shorter in the counseling process, i.e. for 4-5 sessions so this approach is applicative enough to Indonesian people who prefer a brief technique but have significant impact. Solution-Focused Brief Therapy seems easy enough to be used by peer counselors in high school because it is not oriented to the understanding of human nature as well as construct a theory of personality.

2. Discussion

As developing individuals in adolescence, high school students often experience various problems to be solved. However, due to the tendency of adolescent development where they are closer to their peers than family or teachers, high school students more often discuss their problems with their peers (Wahid, 2013). Peers are considered as people who want to understand and most concerned about their faced problems without patronizing or scold. Peers also considered as the most secure companions to vent, they have common language to communicate so as to convey the problem more easily without having to learn how to speak politely, formal as if to speak with teacher (Elmansyah, 2015).

Laursen (2005) also pointed out that the peer is a factor who affects teenage lives. Presence of peers was able to provide psychological support to a teenager in all conditions. Peers lead to closeness, openness and a sense of common fate. Gladding (2012) revealed that peer interaction allows process of identification, cooperation, and collaboration. That process will color forming a typical behavior in adolescent process. So usually teenager behavior would look identical to their peer behavior. Identification of such behavior indicates that peers became a teen role model shape. Modeling occurs because of individual direct observation to environment continuously and repeatedly (Bandura,

2001). This means peers can be said as a significant person who frequently present in the social interaction of a teenager.

Peers role as a significant person who has a personal connection to a teenager, raises basic assumptions for implementation of Peer Counseling. Suwarjo (2008) asserts that peer counselors here is not a professional counselor. But they only help professional counselors in approaching their peers so that the emerging relationship is a triadic relationship between professional counselors, peer counselors and peer counselee. Professional counselors provide direction, guidance and training for peer counselors, peer counselors then use all the skills to approach and provide assistance to peer counselee. The provision of such assistance will be evaluated by professional counselors to ensure that peer counselors have used their skills appropriately. In addition, if peer counselors feel his skills have not been able to solve a problem that is beyond their means, then he can suggest to peer counselee in order to refered directly to the professional counselor. In other words, peer counselor here has a role as an arm of professional counselor.

As stated by Regulation of Education and Cultural Ministry number 81A of 2013 on the implementation of Curriculum 2013, one guidance and counseling school teacher required support of at least 150 students in foster care. Plus statement by Gysbers & Henderson (2011) told on a comprehensive guidance and counseling program which states that school counselor service should be addressed to all students without exception. Delivery service will certainly be heavy to be carried out alone. Hence the use of peer counseling can be an alternative method for school counselors in providing excellent service to all students.

Before it is full-implemented, of course, counselor must choose candidates for peer counselors. Suwarjo (2008) suggests that the selection of candidates for peer counselors need to be based on the characteristics of warm, have an interest in granting aid, it is acceptable to others, tolerant of differences in value systems, and energetic. Those criteria needed for peer counselor candidates to be more easily absorb the skills that will be trained later. Furthermore, Tindall and Gray (in Suwajo 2008) formulated eight forms of vocational training that can be given to prospective peer counselors. These skills include: (1) attending; (2) empathy; (3) summarizing; (4) asking; (5) genuineness; (6) assertiveness; (7) confrontation; and (8) problem-solving.

Related to that, changes in socio-technology growing rapidly in the world of education are in demand for all things fast paced and precise. This change also affects counseling profession. The main

SFBT Counseling Phase	Peer Counseling Skills
Identify the problem to be solved	Acceptance, Empathy, Summarizing, Asking
Setting goals and continue the counseling process	Genuineness, Assertiveness, Asking
Intervention	Asking, Confrontation
Assignment strategy	Problem-solving
Identify new behavior and emphasize the positive changes	Asking, Assertiveness
Stabilization	Empathy, Summarizing, Asking
terminations	Asking, Assertiveness, Problem-solving

Table 1. Peer Counseling Skills in SFBT Counseling Phases

difference between the conventional approach to the postmodern counseling is postmodern counseling more likely to focus on problem-solving (solution), which outlines counselee resources or competence and powers, instead of focusing on the cause or problem (Corey, 2013). Counselee got an idea what will be done later by making a solution rather than analyzing the causes that will take a long time. So this approach is often referred to as a solution-focused oriented approach.

Solution-Focused Brief Therapy (SFBT) viewed healthy human being as a person who has the ability, strengths, potential and resources that can be used to construct solutions and create new stories within the framework of the increased standard of living. SBFT is a non-pathology counseling approach that emphasizes importance of human competence of incapacity, and strength rather than weakness (Corey, 2013). This approach places great emphasis on cost-effectiveness and time (Erford, 2016). In principle, SFBT is a brief approach focused on the future and lead to a goal (goal-directed). In contrast to the approach practiced by traditional technique of counseling centered counselor (directive) or counselor to be authoritarian to counselees (authoritarian), hierarchy between the counselor and counselee in SFBT more likely in situations egalitarian and democratic (de Shazer, Dolan, Korman, Trepper, McCollum & Berg, 2007). The more collaborative counselor' role in helping find a solution to the counselee problem become relevant things to be done by peer counselors. Because after all peer counselors are not professional counselors or GC teachers notch above role counselee peer or student. Then directive approach nature may actually be causing the impression of patronizing-like. This will reduce credibility of peer counselors whose primary role is to be a friend of the same age counselee in alleviating the problem.

Several studies have shown that the use of SFBT effectively used to solve various problems in various levels of education. At the college level, SFBT used in improving the self-esteem of students (Rusandi & Rachman, 2014), and the psychological power of students (Dahlan, 2009). Then at the high school level, SFBT also been used to improve self-esteem (Pertiwi & Nuryono, 2014; Mulawarman, 2014), self-disclosure (Fadilah & Setiawati, 2015), and students assertive behavior (Gani & Alrefi, 2016). This revealed that the use of SFBT is pretty much in demand and has often proved effective to address various problems. Some issues such as self-esteem, self-disclosure, and assertiveness capable of being upgraded through this approach. Those issues became evident that SFBT is suitable for use in peer counseling. Because in line with the purpose of peer counseling where professional counselors use to encourage teenagers openness and assertiveness.

De Shazer (in Corey, 2013) suggested several stages in counseling based SFBT, such as: (1) identify the problem to be solved; (2) set goals and continue the counseling process; (3) intervention; (4) assignment strategy; (5) identify new behaviors and emphasizing positive change; (6) stabilization; (7) termination. If construct training in peer counseling is implemented in stages SFBT counseling, it will be as follows table 1.

Asking skills to be the most dominant in every phase of counseling because SFBT approach always assumes that the counselee was leading expert about what works for him/her, and the role of the counselor is to help the counselee realized what had worked for him/her (Erford, 2016). This is in line with Slameto (2016) statement which states that the SFBT counselor more recently adopted the position of 'do not know' so it shows that the counselor and the counselee is personal equivalent in counseling relationship.

Later in SFBT also recognize their specific techniques that can be applied in stages counseling. Brasher (2009) divide into two main categories, which are questions, and complement techniques. Questions technique divided into:

1. Coping Question, Birdsall & Miller (2002) explains that this technique is a question that helps counselee to focus on what they've done to survive in difficult situations. For example, "what makes you survived this long?"
2. Miracle Questions, is a question that oriented toward the future and make counselee to think about all the possibilities that will happen. For example: "Imagine when you fall asleep tonight and resolved the problem you experienced at the time. When you woke up, how do you understand the miracle happened and the problem resolved? "(Sklare, 2005).
3. Exception Question, asked about where counselors feel better or when the problems encountered are found to be a severe problem. For example: "is there a time when the issue is not become as severe problems for you?" (Birdsall & Miller, 2002).
4. Scaling Questions, is a technique that helps to make complex issues into concrete that include questions about a 1-10 scale that indicates the position of counselee problem

(Murphy, 2008). For example: "on a scale of 1-10, where 1 is the worst and 10 being the best, which one is your position today?".

Next is a complementary technique. Campbell (in Brasher, 2009) divided it into:

1. Normalizing Statement, used to normalize the counselee situation to provide reinforcement statement that it doesn't matter if the counselee feel panicked or worried about the problem because it is normal.
2. Restructuring Statement, are statements that help counselee to change the way he/she thinks. For example, when the counselee feels he/she has no other options in life, the counselor can give a statement about no options without risk. Take the road at risk, too, is part of the choice.
3. Affirmation, counselors use a statement that utilized counselee personal and social resources themselves to change their beliefs. For example, when the counselee felt he was not confident when he was interacted with his/her environment, the counselor can make

SFBT Counseling Phase	Peer Counseling Skills	SFBT Counseling Techniques
Identify the problem to be solved	Attending	Problem-Free Talk
	Empathy	Normalizing Statement, Affirmation
	Summarizing	bridging Statement
	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
Setting goals and continue the counseling process	Genuineness	Restructuring Statement
	Assertiveness	Affirmation, Restructuring Statement
	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
Intervention	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
	Confrontation	Restructuring Statement
Assignment strategy	Problem-solving	bridging Statement
Identify new behavior and emphasize positive changes	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
	Assertiveness	Affirmation, Restructuring Statement
Stabilization	Empathy	Normalizing Statement
	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
Terminations	Assertiveness	Affirmation, Restructuring Statement
	Asking	Coping Question, Miracle Question, Exception Question, Scaling Question
	Problem-solving	Flagging the Minefield

Table 2. Implementation of SFBT Techniques to Peer Counseling Skills

a statement like: "I think your parents would be proud of if you can be confident".

4. Bridging Statement, is the bridge between statements of something that has been discussed with logical next step to be taken. For example, "one thing we know that your parents expect you to be a confident, do you have any plans for that?"

In addition to all techniques mentioned above, Erford (2016) add 2 pieces of other techniques in SFBT, it is:

1. Problem-Free Talk, is a technique that is meant to evoke conversation reveals the strengths and resources. This technique realized that their various abilities, interests, resources, and strength are as important in the absence of a complaint, disease, stress and symptoms. This technique is often used at the beginning of the counseling process that is useful for building rapport with the counselee. Questions are often used include: "tell me what your life before all this happened. Who are you as a person?".

2. Flagging the Minefield, is a technique that is commonly applied during termination that facilitate counselee thought about situations where results and positive strategies learned during counseling may not work, and make the counselee to think ahead about what should be done in such circumstances in order to remain survive and be successful.

Those described SFBT approach techniques can be quite applicable and not too complicated. If constructed on SFBT counseling stages and forms of peer counseling skills needed by peer counselors will be as follows table 2.

3. Conclusion

Guidance and counseling is a service provider in the school to assist student's independence to be able to grow optimally. Counselor can take advantage of the peer role in high school students self-development. In relation, so peer counseling role is important in helping students. Peer counselor is not a professional counselor or therapist. Peer counselor is students (teens), which provide assistance to other students under expert counselor guidance. Professional counselor provided direction, guidance and training for peer counselors, and peer counselors use all of their skills to approach and provide assistance to the peer counselee.

Solution-focused Brief Therapy approach focused on solving the problem (solution), which outlines counselee resources or competence and powers, instead of focusing on the cause or problem. Asking

ability to be the most dominant in every phase of counseling, because SFBT approach always assumes that counselee is a leading expert about what works for him/her, and counselor role is to help the counselee. Peer counselor can apply solution-focused brief counseling for high school students, because this technique is more focused on solutions for the counselor to focus on the action.

Understanding about approaches techniques in Solution-Focused Brief Therapy helps peer counselors in helping high school students. Peer counseling can use questioning technique in Solution-Focused Brief Therapy but through oversight by professionals counselors in the practice of peer counseling is thus not abused in practice the impact on the emergence of new problems in the stage of development of high school students. This theoretical review is needed further research and associated with the use of reference Solution-Focused Brief Therapy on peer counseling.

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Career Counselling With Reality Approach to Help High School Student's Career Exploration Process

Laelatul Anisah[1], Rudi Haryadi[2]
Guidance and Counseling Department, Teacher and Education Faculty, Kalimantan Islamic University Muhammad Arsyad al-Banjari (UNISKA MAB)
Guidance and Counseling Post-Graduate Program Pascasajana Semarang State University (UNNES)
***Corresponding author email: laelatulanisah89@gmail.com**

Abstract

Career is the total amount of a person's work experience in the timeframe since the non-productive to productive time later. Even so a person's career should have started nurtured early on. The process of career development is one of the focus fields in guidance and counseling. High school students in theory has been in career exploration period in which they are still trying to identify what kind of work they were supposed to go and what career would be suitable for them. They usually have an idea of some work but still hesitant in deciding career direction they want to go. This is where the role of counselors to assist students in expediting the process of career exploration. Career counseling proved to be useful in this regard. There are several approaches that can be used in the implementation of career counseling. One of them is reality approach. Reality approach emphasizes a focus on four main counseling process which is want, doing/direction, evaluation and planning. The fourth major process can be used to assist students in exploring career desire to plan the actions that are relevant to these desires. Hopefully by using this approach, the counselor will have a practical framework for career counseling in helping the career exploration process at high school students. The purpose of this article is to make a practical frame for counselor to integrating reality approach in career counseling to help student career exploration.

Keywords: Reality Approach Counseling, Career Exploration, Career Counseling

1. Introduction

According to Gibson and Mitchell (2011), career is the total amount of a person's work experience in category of public works such as teaching, accounting, medicine or sale. From that explanation, it can be interpreted that a career is actually an accumulation of all work experiences undertaken by an individual since the beginning of starting a job until the end of his life. The type of work undertaken can be only one job or consisting of different types of jobs undertaken during life of an individual. During life of an individual means an individual's career lasts from an early age, to the elderly.

One of expert who pays attention to the development of individual's career was Donald Super. Super theorized about the development of individual careers divided into five stages, which is phase of growth (0-14 years), exploration (15-24), formation (25-44), maintenance (45-64 years), and the setback (65 years and above). These five stages are considered as a reference for the attitudes and behavior emergence concerning involvement in a work, which appears in career planning tasks (Brown, 2002).

If we examined the stages of career development, high school students are at the career exploratory stage. This stage starts when individual realizes that job is an important aspect of human life. At the beginning of this period or fantasy period, individual often states not realistic employment options. Hence high school students are often found problems related to the exploration stage of this career. Some of it is the lack of career options understanding (Khoiriyah & Nursalim, 2013); low levels of students career maturity (Athiyah, 2014); and the inability to determine direction of career options in the future (Fasha, Sinring, & Aryani, 2015). Such problems if left unchecked will cause persists problem for further developments. So we can say that the exploratory stage of career is something urgent especially for high school students to become the foundation for establishment of a realistic career at a later stage.

This career problems in high school is one of the concerning work areas of guidance and counseling (GC) teachers. So, it is an obligation for GC teachers to attend student career development through services. According to the Permendikbud number 111 year 2014 point 3, Guidance and Counseling Services aim to help counselee achieve optimum development and independence in their entirety in the personal, learning, social and career aspects.

Many services can be utilized to facilitate student career development. One of them is career counseling service. Kidd (2006) suggests the definition of career counseling as an interaction between counselor and counselee directly involving the application of psychological theory and a set of communication skills. The main focus is to help the counselee make career-related decisions and deal with

issues relating to career. Associated with psychological theory, there are a lot of theories that can be applied in career counseling to help high school students explore career. One of them is the Reality approach of William Glasser's.

Reality therapy is a method of counseling and cognitive behavioral psychotherapy highly focused and interactive, and it is one that has been applied successfully in a wide range of scope. Because it is focus on perceived today counselee problems of life (latest counselee realities) and the use of filed questioning techniques by the reality therapist, reality therapy proved very effective in short term, although not only limited to that (Palmer, 2011). In this approach, focus of the technique is often used to explore the counselee desire and what to do to achieve that desire. All planned action should be right, realistic, and responsible (Corey, 2013). Then this approach seems relevant enough to be implemented in career counseling to help high school student career exploration process. Given that in career exploration process is highly influenced by internal and external factors. Internal factors derived from the personality and desires of the individual, while external factors derived from environmental demands (Greenhaus & Callanan, 2006). So the this reality approach career counseling will help students in evaluating wishes in process of career exploration to synchronize with environment demands.

2. High School Students Career Exploration

According to Donald Super's theory of career development, the average age of high school students, 15-18th years old are at career exploratory stage. At this stage individual has been aware of the need for career and began searching for an understanding of various types of occupation (Brown, 2002). Career exploration itself meaningless as all activities aimed at increasing knowledge and awareness about themselves and his career environment so that individuals may spur development of his career (Taveira and Moreno, 2003). Complete and sufficient career exploration will assist students in process of career selection intelligently, both cognitively and emotionally. Luzzo and McGregor (in Taveira and Moreno, 2003) states that career exploration is a process that happens all the time. From those definitions, can be stated that the career exploration activities have particular purpose, are directed in an effort to improve the knowledge of each individual as well as the surrounding

environment with hope that people can boost career development.

In addition Purwanta (2012) also suggested that career exploration is a complex psychology process, which attempts to locate and examine information on the personal characteristics associated with weakness and strength and examine environmental information related careers with the opportunity and threats in order to achieve career goals. The process involves cognitive and affective activity to sort and select information, interpret and create experiences past and present as well as driven by self-motivation for future success.

Career exploration purpose is to develop a widespread understanding of self and available environmental careers, characteristics of workers variations, subjects relevance with the working world , and self-evaluation (Studer, 2005). So basically students need to get help in finding this understanding. This is because as a teenager, student's knowledge and insight are still inadequate. So often found students are confused in determining career direction who wish lived in the future. It would also have an impact on performance in doing the learning in school. They cannot find the meaning of the lessons they follow and tend to only be considered as a formality, does not estimate its relevance to a career that will be pursued.

Besides GC teacher in high school also need to understand that students' career exploration process is influenced by internal and external factors (Greenhaus & Callanan, 2006). Internal factors caused by characteristics of students personality (Nauta, 2007), academic achievement (Ohcs and Roessler, 2004), and students interests (Wu Tien-Wu, 2000). While the external factors is the family demands for change, other factors related to career life, and social and cultural demands in the individual place live in (Greenhaus & Callanan, 2006). Among these two factors must be established synchronization so that students do not experience confusion in exploration of his career. This is where the GC teacher has a role to help students explore career that is not hampered and cause problems confusion is prolonged. Because the delay process of career exploration will be a bad result in the next career formation stage. After graduating high school, there is a possibility that students would have trouble finding a job that matches their interests, talents and demands of the environment or being unsatisfied in undergoing work.

3. Career Counseling

Figure 1. Pyramid Capabilities

One assistance form which can be sought by GC teachers is the implementation of career counseling. Kidd (2006) argues in this career counseling counselors work with counselees to help individuals with a wide range of issues relating to career. In addition, problem of counselee in the early stages of career counseling can mask deeper emotional problems that will not become apparent until later in counseling process. Therefore, career counseling can be seen as a process that helps individuals not only make decisions relating to careers, but also effectively manage their careers throughout life and develop emotional resilience to overcome the challenges that arise as the progress of their working life. This means in this career counseling will fnot only help students in making career choices during their exploration. But also will reveal a variety of problems associated with the process. For example there is a gap between students' career desires with parental choice, or financial problems that might occur with the student's career choice.

Before implementing career counseling, the counselor/GC teacher should have some basic skills need to be mastered first. Ali & Graham (in Kidd, 2006) suggests three basic skills need to be mastered by counselor. Three skills are translated in the form of a pyramid below:

The first skill is **active listening skill,** which means the ability to actively listen about what was said, how its delivery, the possibility of meaning behind what is communicated and feelings expressed. The second skill is **understanding skill,** it includes the ability to paraphrase, repeat the statement, made a preliminary conclusion and the use of open-ended questions. The role of empathy here is necessary to stimulate counselee to be able to express his thoughts and feelings. Then the third skill is **interpretative skill,** including the challenging irrational thoughts, focus the discussion on what is happening here and now, as well as self-disclosure. Here counselor suggested interpretations of previous conversations.

Moreover, in career counseling is also has some stages in its implementation. Usually it depends on the counseling approach is used. However, Kidd

(2006) formulated four stages in the implementation of career counseling in general, it is:
1. Building a relationship, this process is important to help counselee understand that career counseling is a collaborative effort, they must actively participate in the whole process. Agreement "contract" in career counseling at an early stage is considered important, and this is quite confirmed. The contract can include confidentiality issue; the number, length, and frequency of meetings; and a more general nature, of the Counseling-career itself, and it may need to re-punctuated in time.
2. Enabling counselee's self-understanding, help counselees gain a deeper understanding of their situation and the issues that concern them. Many counselees gain critical insights through the counseling process itself, but more structured assessment techniques and instruments are often used at this stage.
3. Exploring new perspective, this stage is divided into two important points, such as: (a) challenging counselee irrational thoughts and accurate beliefs about a job or career prospects; and (b) provision of up-to-date information about careers with regard to opportunities, travel lane, limitations of the job, and support education.
4. Establishment of strategies and plans, this stage is divided into: (a) reviewing the counseling process before, and (b) set objectives and determine the steps that need to be taken to achieve these objectives.

As has been disclosed, basically the implementation of career counseling is also determined by the approach used by counselor. Several studies have used a different approach in career counseling as research conducted by Lee and Johnston (2001), using the approach of Person Centered Therapy as a theoretical basis for the implementation of career counseling that promotes the development of interpersonal relationships and the ease in making decisions. Then there is also using of bibliotherapy in terms of helping facilitate provision of career information to counselee and increase the motivation of his career (Eliasa & Iswanti, 2014). In

each of these approaches will necessarily be different outlook on career issues that are unique to each. Yet still there is a common thread of all these approaches in the case of implementation process of career counseling. Similarly, if a counselor/GC teacher tend to use other approaches, such as the approach to reality.

4. Reality Approach

Reality approach is a combination of psychotherapy and counseling approach. Developed by William Glasser in 1960, reality therapy is considered a variation of Cognitive Behavioral Therapy (Selligman, 2006). Glasser reveals that reality approach leads all patient to reality, which is striving towards success with all aspects of their real world. Reality therapy have two functions: to help counselees receive real world and meet their needs in the real world so that later counselee does not have a tendency to deny reality.

Reality approach based on the concept of choice theory. Choice theory explains that everything humans do is basically a choice. A person can choose an action, but cannot choose the consequences will be (Wubbolding, 2011). Reality therapy system provides services that help people to realize the control they have in their lives. This therapy teaches individual to make effective choices in order to facilitate their lives needs (Corey, 2013). Related to career counseling purposes, this reality therapy can help individuals to make career choices and actions that can be done, accept happening reality in the surrounding environment and meet their needs.

Speaking about the need, reality approaches recognize their five basic needs that must be met by humans. It is the need to survive, need to love and belonging, need for power, need for freedom and the need for fun (Corey, 2013). If deemed career exploration approach based on this reality, the five basic needs is also a matter that must be fulfilled by the individual. On a scale of counseling, GC teacher can facilitate the fulfillment of these needs through

the implementation of career counseling. The fifth fulfillment needs can be integrated into the general stages of career counseling as follows:

In a broader scale, GC teachers who use this approach must realize that in helping the career exploration, students should be given directives so their career choice can meet their needs in the future and appropriate with their powers and pleasures. As well as in the choice, students should be given the freedom to choose. The goal of course is when he underwent his chosen career, he did not feel forced and achieve career satisfaction. GC teacher therefore cannot act alone, but also must build relationships with each stakeholder school and parents to provide an understanding on this matter.

Beside, in reality approach is also known for his counseling process that uses a WDEP model (Wubbolding, 2011). This model is an acronym of want, doing / direction, evaluation and planning. Here are the explanations:

1. Want, explore wants, needs, and perceptions. "What do you want?" is the reality counselor main question submitted to counselee. The therapist helps counselee to check their 'Quality World' and how their behavior intended to move into perception they are about the outside world which more open to their inner desire (Corey, 2013).

2. Doing/Direction, reality approach emphasizes current behavior and therefore counselors often ask questions such as: "What are you doing now?"; "What did you do during the past week?"; "What would you want to do now which different from last week?". Even if most of problems are rooted in the past, the past is only covered if it helps to plan better tomorrow.

3. Evaluation, is the essence of reality therapy requesting counselee to make an evaluation as: "Is your present behavior have a decent chance to get what you want now, and it will take you to the destination where you want to go?". The evaluation process is considered important to the success of therapy (Corey, 20 13).

Table 1. Needs Fulfillment Reality-Approach Based Career Counseling

Stages of Career Counseling	Counselors Action	Needs Fulfilled
Building relationships	Empathy, active listening	Love and belonging
Enabling counselee's self-understanding	Assessment interests, talents, abilities test and nontes	Power, Fun
Exploring new perspectives	Challenging irrational thoughts, provide information about career	Survive
Develop strategies and plans	Collaborate set objectives and measures that can be taken	Freedom

Table 2. Implications of Reality Approach in Career Counseling

Stages of Career Counseling	WDEP Model Approach Reality	Counselors action
Building relationships		• Building warm, empathetic and collaborative relationships with counselee. • Creating a counseling contract
Enabling counselee self-understanding	Want, Doing/Direction	• Assess counselee interests, talents, and abilities • Ask what kind of career desired by counselee • Asking what action has been carried out by the counselee to achieve his wish.
Exploring new perspectives	Evaluation	• Challenging counselee's irrational thoughts associated with career desire and irrational actions taken by the counselee • Provides information on career prospects in accordance with the counseling needs • Encourage counselees to rethink his career options to fit with reality
Develop strategies and plans	Planning	• Collaborate with counselees to plan actions that could lead to the achievement of the objectives desired career • Ensuring counselee able to implement any plan and strategy has been formulated.

4. Planning, First whether the counselee has identification what he wants to change, there is a need to develop into some kind of action plan. If the plan is not running, it can be replaced with another. Wubbolding use SAMIC3 abbreviations to describe the characteristics of a good plan: Simple (easy to understand), Attainable (counselee should be able to do what is prescribed) Measurable, Immediately (must be done as soon as possible), Involving (involves the counselee), controlled (controlled by the planner) committed (commitment to do) and continuously practiced (Corey, 2013).

This WDEP model fourth stage looks similar to the fourth phase of the general career counseling. First, want and doing/direction model very representative process to activate the self-understanding of the counselee. Questions commonly used in models want and doing/direction can be useful to help counselees express wishes of his career, and able to facilitate assessment of how far counselee understand about themselves and the actions associated with the career choice. It can be said that reality approach is one of the effective assessment for the counselee to find the source of their problems and determine how far to choice they can take choices (Perkins, 2015). Furthermore, reality approaches evaluation have also represented process to explore counselee new perspectives about careers. In this phase counselor collaborate with counselee to think about possible consequences that will occur in the future. As part of the evaluation, counselor can also provide information about career opportunities, limitations and advantages to other things that support career who want hailed by counselee. This will make counselee think more about career prospects of interest. Then after counselee made his choice, then just develop a strategy and plan to do during the process of achieving that goal. This is also the essence of planning on the approach reality. Also keep in mind that the strategic action plann taken must meet the criteria as a simple plan, attainable, measurable, direct involved counselee, controlled, commitment, and continues to be practiced. To simplify matters, this following is an implementation of reality approach in career counseling:

5. Conclusions

In high school, career exploration is one of the important focus that need to be considered by the GC teacher. In this period of high school students have realized an idea of career in the environment where they live but still has not found sufficient information about it. So often their career choice is still tentative. The exploration process is influenced by various factors both internal and external. The influence of various sources were especially frequent friction and a concern for students. For example, the differences between students' career desires with his parents. Things like this supposed to be one of the obstacles in students career development.

GC teacher as a professional school counselors have a role in helping students overcome this problem. One of service that can be used is a career counseling. Career counseling is one of services that facilitate understanding and help to

alleviate problems experienced by students in cognitive, affective and psychomotor. In implementing career counseling, a counselor must have active listening competence, understand the content of the conversation and make interpretations. Although the procedures for the implementation of career counseling is highly dependent on the type of approach used, but can be drawn several stages which can generally be used by counselors. These stages consist of building relationships, enable counselee self-understanding, explore new perspectives and develop strategies and plans.

Reality counseling is based on choice theory which asserts that every individual can choose their actions to meet basic needs. Reality counseling approach has similarities with the implementation of career counseling model. The model is a WDEP model (want, doing/direction, evaluation and planning) which its application is very similar to career counseling. It agreed in both models was the assessment process regarding a desire counselee, evaluation of new perspectives, as well as strategy and planning. Because of these similarities, reality approaches may be quite relevant to be integrated in career counseling to help high school student career exploration process.

6. Implication

Understanding the concept of career counseling with reality approach to helping high school students career exploration process will be beneficial especially for GC teachers who work in high school. This will open up the horizons about there are many ways through to help students in their career exploration process. Besides, GC teachers can also understand that counseling approaches which they have learned can be applied in various forms and guidance field. One of them is in career field.

Even so the implementation of career counseling with reality approach to helping high school student career exploration process is necessary to get more research. Remains to be seen whether the application actually proved to be effective or not. For academics and researchers, this study may be able to be the basic terms of reference for research, especially in the field of guidance and counseling.

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Maintain The Altruistic Motivation With The Method of Narative Key Messages

Paulus Teguh Kusbiantoro, Prof. Dr. Punaji Setyosari M.Ed,
Prof. Dr. Marthen Pali, M. Psi, Dr. Dany M. Handarini M.
Program Pascasarjana Jurusan Bimbingan dan Konseling, Universitas Negeri Malang,
Jl. Surabaya 6 – Malang, 65145, Indonesia
Email: teguhpaulus@gmail.com

Abstract

Altruistic motivation could be damaged because the pattern of education in the family. Altruistic-motivation is the attitude of self-giving for the welfare of others, without expecting anything in return. Altruistic-Motivation is believed to be part of human nature. This has been proven by variety of modern experiments. The student needs to develop this motivation, so that later will be able to share capabilities for the welfare of others .

One way to keep growing this altruistic motivation is the Method of Narrative Key Messages, which is an integration of the Key Method and Psychodrama. I used the "Narrative Key Messages" - Method on 9 (candidates) students of philosophy in Malang; 2 candidates from West Java, 4 students frm East Java, 3 students from North Sumatra. After running treatment with the above method, proved that they are more capable of growing more altruistic motivation in itself.

The basic process of using this method are (1) Tells about the history of life: began prenatal until around the age of 17 years (2) Reflection upon "history of life" to find the pattern of education in the family, that have a negative impact on the person (child) (3) Dramatize key events to test negative impacts of the education in the family (4) Change the negative into a positive doctrines(5) Determine the exercises to be done in the future. **T**he birth of students, that have altruistic-motivation, who will be able to share the results of their study

Keywords: altruistic-motivation, psychodrama, key method

1. Introduction

1.1. Altruism description

What is Altruism? Five counselor of Senior High School in Malang, give the answer spontaneously via SMS (short massage service). They said: Altruis is: "An action, to help others, yet, ignoring ourselves; "The act of selfless help"; "Help willingly"; "A will, to care about other wellness by giving himself"; "The main point is, altruismis the contrary of egoism. In my understanding : as an example , I willing to lend my money to friends, although the fact that I need them for my self . The point is the carakter of putting others ahead of themselves. "

From those answers, it is clear, that all counselors know the description of altruism. Compare to the theories, the explanations are quite the same:

> "*People who tend to have positive moods, high self-esteem and positive sense of well-being maybe less preoccupied with themselves, have a greater sense of potency or strength, and perhaps feel more benevolent towards others than individuals characterized by more negative moods, low self-esteem, and a poor sense of well-being. Consequently, the former may tend to be more helpful, on the whole, than latter* (DRIVER, 2001).

Batson-definition (2008):

> *By altruism I mean a motivational state with the ultimate goal of increasing another's welfare. Altruism is juxtaposed to egoism, a motivational state with the ultimate goal of increasing one's own welfare.*

As a result, the real Altruism is a motivation which aimed for other goodness and wellness. So an altruism action always become a profit for other. This action is done in purpose, this make, the will to get own profit or uncomforted feeling of self, become the result of helping others, not the main goal. Later, attention from the environment or popularity will come as result. There is no need for the actor to look for own profit. (Annual Review of Sociology, Vol. 16, 1990). This, a real story about Sadiman, from Wonogiri, could make the description of altruism clearer.

> *Since 1996, until now, Sadiman planted a hundreds hectares land, own by the Forestry Department, by himself. In the Kick-Andy show, he said that he did it willingly, after experienced a big flood that caused a huge damages in1964. Based on that experience, he wanted to inherit a beautiful nature for his grandchildren. Sadiman sowed seeds, to plants a 100 hectares land, by himself. Sometimes he had to sell his*

goat to buy seeds. When he started, there always other who hated his effort. They, then, cut or broken the small trees. But, Sadiman is sincerely for what happenedand kept on planting. This year, he is awarded as a "Kick-Andy Hero" because the lands he planted now become a dense forest. This forest make the water source flow again, so that it can irrigate the fields and become the source for drink water. The fresh air and the beauty of the forest can be enjoy now. He hopes, there will be no moreillegal logging for the salvation of the world and posterity. (https://www.youtube.com/watch?v=n hvHAZHwSXA)

From this story, we can conclude that an altruist person has high self esteem, competence in specific field, is able to control himself, not an emotional person and very independent. With this description, an altruist person is rarely depend on others opinion.

I.2. Real Situation of Mental altruist in Life

On September/Oktober/November 2015 the researcher did an observation to the counselors in five Senior High Schools (SMA) in Malang to know the real condition of counselors' altruism at school. The results are: (a) Some counselors understand the meaning of altruism, this can be seen by their answers via SMS and their ability in explaining it. They were also able to apply it in their daily life. (b) While the others, know the meaning of altruism, yet, were not altruist in their daily life. (they are not friendly, hard to keep secret, unwillingly improve their ability, so that seem they are not able to do or say companion). Based on that story, it is proved that there is a gap between cognitive comprehension and the application in daily life. (c) Found a problem, that altruistic behavior is not only depend entirely on the cognitive comprehension. This can be proved that those who has finish with Conselor or Psychology – programm cannot afford to act altruist. Then a matter of altruistic acts not only depend on the cognitive abilities, but rather involves feelings. As a matter of altruist is determined by factors in the feeling, it is necessary to explore the issue of "UNCONSCIOUS", which is able to pattern one's actions. For that theory C.G Jung will be put forward. To solve the problem, a "treatment", need to be applied, so that the state of one's feelings are explained, to enable them to act altruist. For that we will try to deal with the "Methods of Narrative Key Messages "

2. Methods

Know the Unconscious and the Method of Narrative Key Message

2.1. Theory of Unconscious

There are a reality like these:

- A counselor suddenly become surly, when looking at a particular student, but the student was not guilty of anything.
- An official who used to swearing, anytime his men did not do the jobs, yet, he regret it later.
- There is an intention to act kindly and gently, but suddenly the emotions is overflow when people say a particular phrase.
- Suddenly anger arises when colleagues were praised by superiors. "Why not me?"declares the protest from within.
- Suddenly felt alienated when colleagues did not greet. Why "I " upset and feel alienated when people seemed to ignore?

These phenomena appear out of nowhere, not controlled by the power of reason. What was it caused? What forces the irritating and angry feeling comes up all of a sudden? Inside human being there is the so-called power of the **unconscious**, so according to Freud.

> *Der Kern des Unbewusstes besteht aus Triebrepräsentanzen, die ihre Besetzung abfuehren wollen, also aus Wünschregungen. (Sigmund Freud, Psychologie des Unbewusten, Bd. III, Frankfurt am Main, 1975, hal 145)*

> *The essence of the "unconscious" is the presence of various impulse of passion, who wants to be released by their owners (individuals), to meet the "desire"*

From the description we can answer thephenomenon, why people suddenly want to be angry, or want to escape from a certain figure, which he is uncomfortable with? According to psychoanalysis, there is a force in which encouraging people to be angry, or to escape from a certain figure. We will explain more on the theory of Jung below.

2.2. C.G. Jung theory: Personality Structure Scheme
2.2.1. Jung's Personality Structure:

Psyche (life force in man) is a complex system, because of the various forces intertwined, that move dynamically to establish harmony in the personality. Starting from the various conflicts between powers,

born of energy (life-process energy), as a psychic power (life force), but in Jung psychic powers is not only sexual power and aggressiveforce, but urges that conflicting from various aspects. Ego / Ich / I'm aware includes a power conscious perception. This is made up of memories, thoughts and feelings; the center of consciousness become the channel of the deepest feeling of personality. Inside, there is also a Self who are not aware, contains a variety of complexes, dreams and "Schatten" ("I" as a shadow), which is all that should not appear in consciousness because it is considered inappropriate. Finally, the deepest part is the collective unconsciousness or archetypes, which contains the ancestral experience from generation to generation, mythology, animus-anima and various dreams.

2.2.2. Archetypes:

Carl Gustav Jung argued, that in humans there are *Archetypes, namely the type (character) derived from the legacy of the past*. In the archetypes contained different values of the collective unconscious. Stored in the collective subconscious positive values, for example, the view that the Javanese should be friendly and courteous. The hospitality and courtesy, although not fully realized, but became a positivepart. Or is negative, a sort of "collective inferiority", which can be seen from the way of bending the body while walking; or when in a public invitation was always afraid to sit in the front. In connection with the mental altruist, adult studies have shown that mental altruist can be learned and passed not only in the form of genes, but in the form of "imitating model" from generation to generation, because culture can be characterized by the presence of people who can be imitated (model). This happens, because people tend to imitate their civil status or who is considered "successful" in life. When the inheritance of this goodness going on for centuries, then the value could be part of archetypes brought by generation after generation. Likewise, mental altruist, could become a part of the archetypes which are inherited, learned and passed on from generation to generation, from one individual to the next offspring.

> There is sample evidence in the social psychological literature that altruistic behavior can be learned from models (Rushton 1980). Elsewhere (Allison 1992) I have considered mechanisms by which altruism can be transmitted by the imitation of directly observed behaviors. (Allisson, 1992)

But, this mental can not be expressed (not showed in the behavior) because of a variety of past bitter story that inhibit the showing of altruistic attitude.

2.3. The story of children in the family

These true story may explain subconscious that experienced many children:

A. I come from a poor family: my father find grass and breeding for the results. While mother is a housewife and helped father. I am not educated to accept poverty, because I used to be entrusted to the rich neighbor. So, I prefer to be with my rich neighbors. Mother is a person who simply lament the family's poverty, not to hang out and insecure. Father is a quiet person, only diligent search for grass. It seems the economic burden made him down, although he had only two children. We had no warm communication in the family. Now, in my social life, I always feel insecure, fear to express my feeling, wanted to have a lot of stuff and often self-absorbed. At senior high school, I used to be, the rich snobs, patronizing, often pretending.

B. Our family is not harmonious. Dad was always busy in the field with my mother. Since I was 9 years old, I have to take care of my younger brothers, cook for them. Dad acts as ruler in the family. His level of education was only up to grade two junior high schools, and my mother only graduated from elementary school. Their low levels of education, making them unable to guide us properly. Two of my sister handed over to the family uncle (father's sister), because my parents were not able to send them to school. Poverty and low levels of education, made my father being tough, emotional and confused in supporting the family life. While my mother is always in regret, she has tried to give warmth to the family, but often fail, for fear of father. Mother always succumb to him. Story before bed, good talk and warm atmosphere never experienced at home. Study time, always become a terrifying moment for me, because father often become rude and hit us.

Inside the children from family A and B, stored power of the unconscious. A family: the children are

insecure, hungry for goods, confining themselves and perform unoriginal. B family: violence is everyday language, the warmth is not met. Could be, when this children grown up, they tend to use violent to solve problems, because that was the only pattern studied. Moreover, due to lack of affection, they then search for popularity, as the soul of life, for they get any warmth in their childhood. So without awareness and training, individuals of the family type A and B, is difficult to implement the altruist-action, because in childhood they are lack of it. Being smart and master the theory of altruistic is very possible, through school and college. But knowledge alone does not ensure people to be able to perform altruistic acts, because since the childhood,the feeling area, has been shortage of love.

Frielingsdorf (1993) states that people should get to know his subconscious in order to re-shape the direction of his life. Without recognition and self-knowledge, there will be a repetition mechanism, where fear, anger and dissatisfaction with the past appears in the present. Then based on this theory there is a possibility that people can suddenly angry with a certain figure that reminded him of the figure of the past which he hated. In the context of altruist, people may not share and give if in their childhood never felt given. Unconscious forces would be "me the shadow" that could arise in daily life, he drove and dictate person so there was what is called by Mardi Prasetya (1993) as "psychological consistency".This a state where a person can be an official, but the behavior is not in accordance with the position. So, although that officials have learned about the different social sciences to become an altruistic figure, but he remained irritable, unfriendly, easily jealous and can not stand the pressure.

Jung, believe that the subconscious does not just come from the environment, education and culture (in contrast to Freud), but the individual itself already carries the potential range subconscious whether it is positive or negative. In this paper we focus on the deal, that in humans there unconscious agencies, which is so strong, so thatit can pattern human action. From this born a hypothesis: relating to mental altruist. Mental altruist can be inherited, can be learned, can be stored as a potential subconscious, can unfold consciously in behavior. Because mental altruist is not "life" itself in man, but it live with other forces which are opposing just like Jung said. But it can also occur on the contrary, in spite of mental altruist is part of human nature, but it can not be revealed in the act, because there are other power, the thirst for attention, warmth, and love which is stronger than the mental altruist.

To deal with the problems above, the researchers tried using the Narrative Key Messagesmethod. This method is a combination of two methods, called Key Methods and Psychodrama. The Key Method created by Prof. Karl Frielingsdorf of the School of Philosophy and Theology Frankfurt.

While, Psychodrama Method created by J.L. Moreno from the University of Vienna and emigrated to the USA. To deepen, we will describe in broad outline, for each method.

3. Narrative Key Messages Method
3.1. Key Method: Key doctrines

- An university student, who suddenly afraid of his professor. This symptoms appear in behavior, as the lecturers pass by, he, then moved quickly away, even if the professor does not do anything
- A person who always hide his feeling, with no dare to express his opinions.
- A person who always wants to be the center of attention, so wherever he is, he tries to attract the attention of those around him in any way.
- A person who suddenly like a woman or a man with a certain type, easily.

What happens above often seen in everyday life. Whether it is our own experience or others. Four people above are driven by specific program, which taught him to act particularly. The action is, for example, suddenly wants to stay away from powerful figures such as lecturer, hide feelings, wants to always be the center of attention, and look for a certain figure. The program has been included in the history of his life, which is stored within the subconscious, and, then patterned the behavior. The following examples will clarify:

A child who often left by his mother in childhood. He was not satisfied and want to angry to his mother when she backs home. But, when the mother backs home, she brings his favorite food. Then, he will not angry, yet, his anger is buried alone. This atmosphere makes the little boy curious and troubled. There is a sense of longing for the mother and hate her at the same time. This atmosphere continues to flare inside him. The closeness with the mother has not truly fulfiled, so there is a strong desire for closeness with her. At the same time, there are doubts, because he often left the mother. When the atmosphere is not yet settled, his first little brother was born, and then followed the second. When growing up, he felt that in his life, he is easily attracted to a mother figure, but at the same time doubt about what the figure. He is afraid to be hurt again. That is all what we call typical messages or doctrines, so-called key

doctrine, which is patterned the actions today.

Experience above the so-called "key experiences" because leaving a specific message and became a kind of doctrines. Humans have a core experience, such as born in a family, situation of culture, society and certain economic state. All of this is peculiar to the subject, so-called key experience. Key experience delivered a certain doctrineswhich is intercepted or absorbed by the subject. Doctrines can be formal doctrine taught by large families, parents or culture; and informal doctrines through certain situations and conditions. The doctrinesare typical for the subject, so-called key doctrine.

3.1.1. Negative Key Doctrines

These doctrines can be described in two major categories, negative key doctrines and positive key doctrines. Usually negative key doctrines, which goes into the subconscious, hinder the development of the subject, because the doctrines negative keyword is "bad". Especially if the negative thoughts and negative doctrines of this occurs in childhood, it will be very easy to become a part of the subconscious. For, in childhood, children's reflection ability is limited, so, all experience is "swallowed" the way it is. This unconscious elements will affect the subject how to interpret, to think and act.

This negative keywords doctrines can be crystallized or compressed into "negative key sentences", which affects the subject. For example, "life is a work", "Always be friendly and keep smile", "never refuse, always say YES", "Do not bring up your mind", "do not create conflicts and differences", "shun-leading figures". All the key phrase become the negative keywords doctrinesthat can drive the subject's behavior unconsciously. Called negative, because it will hinder the spontaneity of the subject. For example, every time I see a strong figure subject I will feel depressed, keep on smiling all the time, not in particular time; always feel guilty, every time want to relax and slow down, because the negative key doctrines, life is work. To find the most concrete forms of doctrines and receiving negative experience of parents' education, this key sentence can be compressed again into a negative keyword. For example, compression of various negative sentence above is "silent" or "dumb", or "chained". All these negative keywords could be expressed in a "key position". So that the subject can find your own key position that could represent all the key doctrines and negative keywords at the top. Therefore, to say the expression (position lock) is one way to recognize the negative key doctrine visually.The observer then, is able to feel the various forms of the key doctrines of the subconscious that driving counselee.

3.1.2. Positive Key Doctrines

Positive key doctrines was found after negative doctrineswere found. Technical way to find a positive key doctrines is to re-adjustnegative key doctrine into a positive by affimation. Example: "I can live if there is no strong figure" (the doctrines of negative keywords). Adjust into positive, "I can live if avoiding strong figures. **No**, the strong figures should not cared me, so I have to learn to get along with him ".

I could live if run from trouble. (Negative doctrines). Adjust into positive: "I can live if run from trouble. **No**, the difficulty will always be around me, then I have to learn to deal with it, so I can live a healthy life. "

With the description, people can find out the reasons of designation key method. This needs to be entered, experienced more, described, recognize, so that people can free themselves from the teachings of the key, especially the teachings of negative keywords, which normally inhibit the development of personality. Here is an explanation of why one wants to be brave, but suddenly scared and did not complain when faced with certain powerful figures. This is the explanation why suddenly people hate certain types, which turned out to be reminiscent of the type of the past that hurt him in his childhood. From this it can be explained, why people can not perform altruistic acts, since there is a childhood trauma, which is bitter and unresolved until today.

3.2. Psychodrama
3.2.1. The term psychodrama

Creator of psychodrama is JL.Moreno. According to him, psychodrama is a method to explore the truth of the soul through actions or characterization (Moreno, J.L., 1997[5], 77). That is, the role and characterization of scenes, this psychodramaeffect is so high, then people is able to recognize the truth of his soul. The effects of this recognition, beyond the form of treatment which rely solely on words. "Drama" is a Greek word meaning "Handlung / Role". Petzold and Zeintlinger set: "psychodrama is a method of clinical psychology, and pedagogical sosioterapi that have been tested." (Petzold, H., Paderbon, 1985, 111). Through this method, the human situation as various conflicts, dreams and fantasies, can be dealt with much more than just a way to say, because it is processed through acting out the story or replay through the drama. In acting out the entire group played together spontaneously and creatively, leaders task is to intensify the emotional experience of the major players (the protagonist), reflecting rationally and replay of events, to include new corrections on discovery through the characterization. This experience allows the change in attitude and action. Psychodrama brings together elements of drama

games, group dynamics and teamwork in psychoanalysis. (Zeintlinger-Hochreiter, Köln 5. Aufl., 1999, 11).

3.2.2. The phases of psychodrama:

If psychodrama is a method, to achieve a goal, then in practice there must be phases and frameworks cultivated (Petzold, H., Paderborn, 1985, 157).

1. Warming-Up Phase

The ideal purpose of warming-up is that every member becomes clear, what will be achieved through the gathering, determining the themes, issues and what conflict will be discussed. Also to enable members of the group, in terms of encouraging them to spontaneously ready to play the role requested in order to help the protagonist and other members. Also to encourage the formation of relation between thoughts, actions and acceptance among members, also involves emotional atmosphere when one member or the other tells the story of his life.

2. Games phase

The goal is to play drama (dramatization of problem or conflict) to obtain some or the total solution, for example, the discovery of a conflict of childhood through free association about a certain situation which is processed by dramatization, where the major players will be returned to the past through the characterization of the situation at this time. Until the protagonist reaches a release / clearance (katharsis) of all past events, especially those that had been buried. In this activity, it is expected that all members are involved to help. In this case as far as possible be avoided relationships "transfers", but kept alive the emotional involvement of all members.

3. Phase integration

In this phase activities undertaken is a joint reflection, both at the level of rational and emotional, on the passage of the drama that is played together, the discovery of a way out, in part or in whole. Integrating the experience and new knowledge through experience and activities has just done. In this phase all members should be involved. This way will form the closeness of relationships between members by SHARING feeling. The introduction of the "transfer", the similarity of events or attitudes (identification) and experience the feeling relation to one another (*telischen Beziehungen*), the emotional burden suffered by protagonist and a wide range of support for him.

3.2.3. Frame work

Having put forward various phases above, there are several frameworks that need to be raised to animate the process of psychodrama, namely:

1. Spontaneity: Spontaneity is a liberating force that encourages a process of biological and human social action. Spontaneity is the entrance of human in life, even the birth is affected by child spontaneity. Spontaneity is the most creative events start. Spontaneity can even become energy in the baby's body, which allows entry of the new situation and go beyond his limits. The ability to be spontaneous become one of the psychodrama goals. It is a marker of someone's health.

2. "Hilfs-Ich" – "I - Helper": In this incident the "others", ie "you" can not be ignored. A mother is a "Hilfs-Ich" (I helper) for children who do not have "identity" itself (Selbst). Mother as Hilfs-Ich has two functions, namely as a figure who plays the mother in accordance with the wishes of the child and on the other to develop a clear picture of the needs and rhythms of children, so that the mother can stimulate (push) the child to act as needed. In the psychodrama, a friend will be selected as "I helper" by the major players. Selection of spontaneous friends which is usually coloured by proximity sense, the lead player with friends in the group. This sense relation is called "tele".

3. "Tele" and "Autotele"; Mother-Son Relationships are the basis of mutual regard which is a sign of human relationships, it is named by Moreno as Tele. Tele can happen, both between individuals, and between individuals and objects. " Tele-Process" in every relation react (effect) since the beginning of the meeting, and a process of understanding the nuances of interpersonal feelings happen. Tele therefore be understood as the foundation of any healthy relationship between humans. When a child scale up, Tele occurs not only in relation to other humans, but with yourself when it should play a variety of roles. When a relationship going on with yourself, then it is called "auto-tele". Through autotele develops a relationship with yourself and the birth of self-definition. In psychodrama role elections occur spontaneously. In the spontaneity,someone could have been elected to play as a mother, father or other figures. This election turned out to be driven unconsciously by the particular situation that became known later. For example, A chosen, it could happen because A had similar experiences with the major players (the protagonist). The similarity of the situation is what often happens in psychodrama is then called by the technical term "tele". According to Moreno humans were able to interact, because it has creativity and spontaneity. Through the implementation of the role of the "I" will act and evolve. I / identity that act allow to express, the situation is called "Aktionshunger" hungry for action, through spontaneity will be able to bring people move exceed their limitations. Donations spontaneity direct to the intensive behavior, which he calls the warming up process.

3.3. Integration Key Method to psychodrama (Narrative Key Messages)

The integration between keys method and psychodrama is done, so they become one and named "Narrative Key Messages". This is done to help the counselee recognize itself as deep as possible, because through the process of extracting themselves, the counselee is able to play back the events of the past, to express it in the form of drama which was preceded by a narrative (storytelling) about the history of life. This is called narrative, which aims to find a typical event, containing various teachings, to be played. Role play is richer than just communicating events verbally. The advantages and disadvantages of each method are as follows: (1) psychodrama has the power to replay live events past, present and future. With the game counselee is able to see himself that has been played, and then correct it for the sake of improved behavior in the future. The weakness of psychodrama, if associated with direction renovations in life, is the scenario-building is too sudden, because only rely on warming-up phase to find counselee problem in the group, making it less able to dig up buried events under conscious. (2) While one of the strengths of the key methods were able to explore past events with a clear structure (see chart below). The disadvantage, when important events are not played and just tell, or measured by observation of gesture protagonist, then reduce power to dig up past events. To overcome the disadvantages of each, then the two methods are integrated, in order to strengthen its work in helping the counselee. The name of integration is the Method of Narrative Key Messages

3.4. Method Execution

Last June, on 1-15, 2016 ago, there were 9 students of philosophy hold processing (treatment) with this method. Before treatment they have done sort of homework, in the form of self-exposure history, ranging from prenatal to age at this time. The method used is based on the phases of the development life according to Erikson. Before treatment, this class is known as a forces fragmentedby mentor. Each member form blocks of relationships. As a result, a lot of misunderstandings occur and activities could not take place properly, because there is a hidden competition. When they arrived at the place of treatment, they seemed a bit scared and awkward. It appears from the way they talk, keep on look down, with weak volume.

Warming-up Phase:
In the second day: Warming-up phase starts, with gentle exercise, Taichi breathing style with music. Free association through music and so on.
Phases of retelling and Characterization

The next day, begin the stage of the narrative, telling about theirself, to enter the phase of reflection and debriefing. Here, the negative key doctrine discovered. After this phase, all participants will have a turn.Then they enter the second stage, namely the discovery of negative key positions and workmanship. After days of storytelling completed, they attempted to find a certain position, which describe their feelings. It is called the discovery of negative key positions. After that, all the negative key positions respectively in the documentation, through photographs and stored. And in the next days, they explained their respective positions. Then replay certain events associated with key positions and key teachings negative.

Integration Phase:
After the game is sometimes filmed, the group were invited to look back, think and get into the events. That was where the re-unification begin with the training plan in the future and determinecontrollers friend that run drills.

Phase Aggression and the Atonement:
It starts with the writing of aggression on the figures that hurt them in the past. The letter was addressed to the parent figure is still entrenched in their feelings. This letter was not addressed to the parent at home or anywhere. Anger or aggression is then expressed. After that stage, they were invited to compose himself, entered in an atmosphere of gratitude, meditation in silence. Enjoy nature, listen to music, and to integrate them in making wall magazine about everything done, especially posisitif key doctrine, training in the future should be done after processing.

4. Result

After all, they are more confident, having determination to improve life. Able grateful, excited as a group. This is done, for example, at 10-13 June they walk together along the 80 km, and closed with recreation on the beach. As individuals, they have more confidence and as a group they become more compact and worked diligently. Thus the assessment of people around them**.**

5. Discussion

In this integration (the method **of Narative Key Messages**), in the early stages of the implementation of the standards we use key method. That means, after telling (narrative) then all

participants are invited to reflect. Then the participants were encouraged to dig deeper problems through a process of debriefing in order to deepen more counselee story (the main player / protagonist). Then the event is measured by what is called a constellation. Where the protagonist must choose the other members as "helper", to portray the nuclear family counselee, then mounted so that participants can observe the forms of relationships. After that, if there are things that it is important to play, then the psychodrama process begins. The next three phases of psychodrama (see above) could be implemented.

In this process takes the openness and the honesty of the counselee. If counselee is not open, then the measurement could be wrong, or not right. Then a counselor must make a dynamics in a group so good as possible, in order to occur an atmosphere of openness and mutual trust in the group. Could he make this? This is the challenge of the conselor.

6. Conclusions

Thus the theoretical grounding and the implemantation of the empowering and treatment counselor to grow his altruistmental. Then, where are the direction of processing or treatment? The aim is to introduce the counselee on the history of his life and doctrines he had received and until now continues to play, even though it is not actual anymore. Once the old self is understood, should emerge a new self. This new self could arise if the counselee experience many sense of welcome, affirmed, cared for, respected, loved. When will it be implemented? First, during processing or treatment. In those days the counselor should bring the atmosphere toward group cohesiveness, mutual concern, mutual open. Invites counselee in a beautiful atmosphere is also important, for example, watching a good movie, listening to music, meditating on the nature, feel the togetherness in a trip. After processing, training is made for the counselee so that in everyday life they are able to feel loved independently. Then the various exercises that will necessarily lead to the following matters:

a. Attention to the spiritual life or spirituality, because people who feel protection and warmth of the relationship will easily perform altruistic actions (Huber, MacDonald, 2012)

b. Forgive bitter times in life, either in relation to specific individuals which is painful in the past, as well as events. So counselee actually asked to remember all that in certain occasions, such as before bed and asked to forgive. Therefore, people who give forgiveness, will be healthier and easier to give altruistic action (Lakshmi, 2013).

c. Positive Self-talk: praise, recognition, joy to himself that there grew a sense of confidence and a sense of beloved (Weng, Helen Y. 2013).

d. Learning to feel the beauty, like going to the beach, enjoy nature, enjoy the art (Merikle, Philip M. 1998).

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The Effectiveness of Reality Group Counseling To Enhance Self-Dicipline of Junior High School Students

Lutfi Fauzan
Malang state University
email: lutfialfauzan@gmail.com

Abstract

Self-discipline is a personal character that is expected to well develop for any personal. School also concerned to develope self-discipline of students. For the porpuse, school counselor requires specific strategies to help students in improving their self-discipline. One promising strategy is the Reality of Group Counseling. But the problem is whether Reality Group Counseling is effective to improve student discipline? For that, quasi experimental study is designed to determine the effectiveness of Reality Counseling in a group setting to enhance the self-discipline of junior high school students. Experiment with control group design was executed in SMP 13 Malang. Sixty-two students (31 students were experimental group and 31 students were control group) who had low self-discipline were choosed as subjects of study, that identified by early study). Whereas manual to execute the Reality Counseling has also been developed in WDEP model, in previous research., so the manual used as material to coach counselors for executing experiment. Treatment for the experimental group was given for 2 months in 7 meeting. Data were analyzed by t-test. The results showed there were significant differences between the experimental group and the control group after treatment, with df = 30, F = 1,97 > F criticism = 1,84, p = 0,03. The experimental group had higher self-discipline than control group. Thus, the reality group counseling is effective to improve self-discipline of Junior High School students. Therefore it is recommended for school counselor to apply this model to enhance self-discipline of students?

Keywords: models of counseling, reality counseling, self-dicipline

1. Introduction

In the daily life can be observed some social problems, one of this is related to discipline behavior. Disciplinary as a member of society in many conditions look weak. Some undiscipline behavior are shown in the society, such as: violation of traffic rules, barging in line, littering, processing society's document bitely, using public facilities unwisely, forcing to do activities in forbidden area, and ignoring norms and rules in daily life. Low disciplinary can be found in students daily life such as: absent in school, not working the assignment, procrastination, cheating or given a cheat, playing on line game during school

hour, destroying school facilities, etc (Puspitaningtyas, 2009; Sudrajat, 2008).

Self-discipline (self-discipline) is ability to get realistic action in every emotion (Pavlina, 2005). Hereford (2008) formulated it more comprehensive as the ability to control impulses, emotions, desires and behavior. These limits indicate the ability to reject pleasure and instant gratification achieving a higher and more meaningful. While Sasson (2010) stated self-discipline is the inner power which is the synonym of self-control, which, according Gallozzi (2007) is also an important aspect in character education. Thus the self-discipline is the inner strength and the ability to perform personal activities in an order, regular and steady in order to achieve certain goals those are not affected by how the emotional state of self so as to delay self-gratification to obtain results that seem to be more meaningful.

In general, by earlier study, self-discipline of junior high school students in the city of Malang is good, but there are some behaviors that are often neglected by the students. There are some behaviors that violated school rules by the general students, but the behavior was included in the category of minor offenses. Problems of self-discipline most widely experienced it was joke when lessons (made 95.45 % students), cheating or giving a cheat to his friend (made 82.27 % students), and out of school equipment (carried 75.46 % students). In addition, there are some students who showed low self-discipline with the type of offense more (Fauzan & Bisri, 2013).

As a form of concern, the school would attempt to develop the ways that are considered effective for the enforcement of discipline for it's students, but the approach that is applied generally rely on external control. Instead of creating awareness, by promoting the implementation that tends repressive surveillance and punishment. It excesses and discipline the child only when someone is controlling, but when no one controls their behavioral discipline faded. It happened because their behavior has not departed from consciousness and internal forces that have surveillance systems inherent in each. This situation can be detrimental to students in the future. More-over to enter the era of globalization requires great skill and spirit of competition that is formed through a process of self-discipline that comes from internal forces.

To cultivate internal strength of students in the act of discipline, Reality counseling offers to it's development. In accordance with the results of a number of research reports in changing children's

behavior, Reality counseling can be an effective procedure to develop students self-discipline (Corey, 2009). Reality counseling, theoretically, when applied in a group setting, there is the added value that is efficiency, because it can reach a number of students in a counseling session and there is a support system in the group. Emperically, the efectivity is queatanable. The problem is whether reality group counseling is effective to improve student discipline?

As an effort to help students improve self-discipline through group counseling, Fauzan and Bisri (2013) have compiled a manual Reality Group Counseling to improve self-discipline junior high school students. The manual consists of two main parts. The first section outlines the concepts and basic principles of Choice Theory and Reality Counseling and profile of the problem of students self-discipline. Part two describes how procedurally Reality Counseling is applied in a group to enhance the junior high students self-discipline.

This manual has been compiled through research procedure up to the stage of development of expert validation. Results of the assessment both by theorists and user counseling (school counselor) shows the quality of moving between good to very good in aspects revealed : usability, accuracy and feasibility (Fauzan & Bisri, 2013).

Even if the manual had to have good quality and very good according to expert judgment, but he has not been tested on it's application in the field. It is necessary for the field test of the level of effectiveness of manual Reality Group Counseling to enhance self-descipline junior high school students.

2. Methods

2.1 Participants

To answer the problems that appear is designed quasi-experimental study. Quasi experimental study was intended to test the service model contained in the manual Reality Group Counseling to enhance student's self discipline. The type of quasi experiment used is the pretest-posttest nonequivalent control group design. Experiments conducted on three groups of students according to the number of counselors experimenters. This grouping adapted to the principle of the effectiveness of the implementation of counseling services group: each group magnitude ranged from 6 up to 10 people. The distribution of the experimental group were:

Distribution Table of Experiment's Subject

Counseling Group	Counselor	Group Members
Class A	P	10
Class B	Q	11
Class C	R	10
Experiment Group Members		31

The group members are mix of students in grade 8A to grade 8H.

The control group was assigned 31 people also come from a mix of students started class 8A to class 8H as well. Making members of the experimental group or a control group based on the initial measurement of their level of self-discipline. Of the 62 students who have the most value of self-discipline is low, drawn at random to be included in the experimental group and the control group.

2.2 Instrument

To measure the dependent variable was developed inventory scale of student's self-discipline spanned scale ranging from frequent to never. Measurement of self-discipline performed on pre treatment and after treatment. To measure adherence to treatment in accordance with the expected standards developed monitoring sheets of Reality Group Counseling carried out.

2.3 Procedures (or research design)

Experiments carried out by the school counselor who is assisted by a co-counselor (internship students) in all three groups were there for two months in seven meetings, namely every Saturday after schools hours. The timing is based on consideration every Saturday after school hours students are required to follow the scouts activities. Thus the control group followed the scouting activities, while the experimental group could carry out it's activities without being disturbed feelings for friends who were also not home yet.

Measuring the level of students self-discipline performed at the second meeting. This is done because the first meeting, according the principle of counseling at the beginning of the meeting need to prioritize development activities and norm relationship. Measurements carried out as a first step and part of the work stage in counseling. The post-test carried out at the meeting to 8. So real treatment executed during meeting 3 until 7.

3. Results

3.1 Statistical data

The results of pre-test measurements showed a mean of self-discipline is 41,77 students in the experimental group and 41,12 in the control group. The figure shows no significant difference between the two groups. It is shown from the results of t-test with df=30, F=1,11 (p=0,39 by F criticism of 1,84).

After giving treatment Reality Group Counseling in 7 sessions, score distribution of the experimental group and control group showed different results. Experimental group mean score of 51,16; and the control group mean score of 41,32.

3.2 Hypothesis testing

To test the research hypothesis (H1) which stated, "there are different in the self-discipline of significant between experimental group and the control group after treatment given by Reality Group Counseling to improve self-discipline" t-test performed statistical analysis.

The calculation result t-test for two independent samples obtained numerical value, ie F=1,97. If the value is compromised in the value of F criticism (table) for N= 31 is 1,84. Figures F> F criticism with p=0,03.

Therefore F count larger than F criticism (table), then H_0 is rejected anh H_1 is accepted. This means there is a significant difference between the average value of the experimental group and control group after treatment given Reality Group Counseling in the experimental group.

4. Discussion

Statistical hypothesis (Ho) which stated, "there are not different between experimental group and the control group in the self-discipline after treatment given by Reality Group Counseling" is rejected by t-test analysis for two independent sampleswhich t-test value, ie F=1,97 > F criticism with p=0,03; so H_1 that stated there are different between expereiment group and control group is accepted. This means there is a significant difference between the average value of the experimental group and control group after treatment. The result showed effectivity of Reality Group Counseling, because mean score of experimental group bigger than control group (51,16> 41,32).

Based on the result, Reality Group Counseling is usefull to enhance student's self-discipline. According earlier study, self-discipline that necessary to be improved are joking when learning takes place, cheating, and missed school equipment, no homework, littering, late to class after recess. late for school, using HP when learning takes place, lying to teachers/ parents, and do not wear uniforms/ attributes in accordance with the provisions of the school. The other self-discipline to be improve are defending the wrong friends, read comics when learning takes place, destroy infrastructure/school facilities and late in returning library books (fauzan & Bisri, 2013).

Student of junior high school in Malang, generally, have a good self-discipline, except in some behaviors still have the problem of the self-discipline. This fact shows that with regard to the problem of self-discipline among students in junior high school in Malang no big deal and not to the extent of the crisis management model. Still more disciplined behavior demonstrated by the student. Nevertheless most of their indiciline behavior also needs to be addressed through guidance and counseling support services order not grown worse.

Junior high school children who have not fully left the chilhood playing it will be difficult to avoid future activity joked. This is due to the human tendency to get bored when doing activities in the long term, have basic properties that are likely to want to obtain easement easily; and the activities undertaken is seen as a liability or expense (Prijosaksono & sanjaya, 2002).

Within the framework of Choice Theory, joked activity is an effort to fulfill the need for fun (Corey, 2012). Prevention, warning can be given to children, but usually only last a few moments, when there is a child who started normally that others will follow the bait. Either miss school equiment stationery, textbooks and sports uniforms prevalent when the children rush off to school and not be prepared in advance before setting off. Missed school supplies greater opportunities for control and concern when the frail elderly. Meanwhile if this behavior is allowed to become a habit can cause it's own difficulties when children are plunged in the community. As for cheating difficult to avoid bacause of social factors that influence achievement and demands on the emotional aspects. Making of children againts the principle of solidarity may make them give priority to share even if it is wrong. An uneasy feeling when her friend asked to a cheat encourage the children give a cheat although some feel forced. Being a child who cheat may be triggered by the unpreparedness of facing the test, on the other hand high achievement or good value is a demand. Parents are demanding better value to the children, teachers look down on children whose value is bad, people generally appreciate good value acquisition, the demands of work too. This situation affects a child's mind to get good value. Unfortunately only thought was often not followed the efforts of preparation and low capacity, so that there is a cheat to a friend or other means. This kind of behavior also need to be modified to prevent transfer to other behaviors, such as plagiarism.

Sequence problem that a lot of self-discipline to do most of the students are: no homework, littering and late to class after recess. These behaviors reflect the weakness of awareness and control of the child to the internal dynamics on him and lower their sensivity to the environment. Children do not do homework could be due to forgetfulness or unable to do. Forgot happen if the child does not have a regular study schedule and do not have a record of tasks to be completed. When it can not do and no help at home may expect a cheat sheet of his children, even though it can not always be obtained. Littering occurs because the daily habits in children less orderly home. Examples in the community about littering behavior also occurs on a daily basis. Consequently orderly behavior of littering may be seen as less valuable, so undicipline trash keeping. Being late to class after the break could occur because of the negligence of the child over time. This reinforces show that self-discipline is an important character that is difficult to form (Prijosaksono & sanjaya, 2002), it's formation requires empowering their inner power (Sasson, 2010).

The results also showed that most students have problems with self-discipline with regard to late to school, using HP during lessons, lie to teacher/ parents and do not wear uniforms/ attributes in accordance with the provisions of the school. Late for school and not use uniform or attribute in accordance with the school may be a related behaviors. Both are related to the discipline of time and schedule. Uniform provision and use of attributes associated with scheduling. Sign schools also regarding the schedule of activities. Without rigor to this scheduling will be easier for a child in violation, but the work culture and religious values taught about the importance of time. The use of HP generally provide restrictions and often conduct raids. But the child's interest to communicate, obtain information or just entertainment from HP persist. The chances of this behavior is even greater if the child has a learning boredom or burnout.

As for the self-discipline problem which is experienced by a small percentage of students are defending the wrong friends, reading comics when lessons, damaging infrastructure/ facilities of the school and overdue library books to return on schedule. Defending the wrong friends, read the comics during lessons and damaging school facilities could be an attempt to meet the needs of the child with power and freedom (Corey, 2012). Children want to explore his powers improperly to fight the norms and regulations are known. Besides defending friends can also be driven by the need for love and belonging. At the same time overdue library books to return on schedule could occur because of negligence will be time trials or in a power struggle. Children make their own rules to match the existing regulations.

Indiscipline conducted a number of behaviors that students can basically be altered. Emergent behavior based on how they perceive and how their skills to act effectivelly. Perception can be changed through the provision of information and rectification. The new information can alter the person's perception and can then change their behavior. But once the conversion efforts should be an ongoing effort (Pavlina, 2005).

Sometimes individuals are already doing right choice for certain behavior to be realized, but effective behavior is not generated because of the weakness of their skills. Most behavior emerged through the learning outcomes from parents, friends and people who are close (Bryant, 2011). A number of specific skills need to be sharpened and strengthened for effective behavior by observing the four pillars of self-discipline, that self-control, motivation, persistence and goals (Janke, 2008). All four can be learned through counseling. As for priority assistance needs to consider the severity of the breach value (points) and a lot of students who do the least.

A number of subjects who had a low level of self-discipline has been selected to be the subject of research both as an experimental group and control group. Between the experimental group and the control group had equality because there was no significant difference according to calculations by using t-test for two independent samples. After the treatment is given in the experimental group, through a t-test, they found significant differences between the experimental group and control group. This shows that the model of Reality Group Counseling effective to increase the student's self-discipline. In other words, the hypothesis that there are significant differences in self-discipline among the experimental group and the control group after treatment can be accepted.

The results of this study reinforce previous studies that have been done in terms of the effectiveness of Reality counseling to variable self-discipline as well as with other variables. Study the effectiveness of Reality Therapy to change certain behaviors that are consistent among them: Comiskey (2007) examine and obtain the effectiveness of training a group of Reality Therapy, which is used either alone or in collaboration with institutional interventions (schools) on participation in group sessions on the locus adolescent self-esteem, control orientation, academic achievement, attitude toward school, attendance and behavior in the classroom. The study compared three groups of 11 students in grade 9, some of whom received reality training group therapy. Related fulfillment, problem solving and class meeting also examined. Combined in a group counseling program, plus school property, proven effective in changing behaviors ad attitudes related to dropout. Kim (2005) found Reality Therapy effective to cure patients with schizophrenia. Mason and Duba (2009) found the potential effectiveness of Reality Therapy program to support the success of ASCA (American School Counseling association) guidance and counseling models. Reality Therapy intervention in the background at the high school group was also found to be effective against children behave at risk (Paone et al, 2008).

Based on the results of this study reinforce the positive view that the lack of discipline of the student's behavior can be corrected without education harsh discipline. Reality Counseling anti punishment has demonstrated it's effectivity in changing maladaptive behaviors of students, particularly low his self-discipline. Increased self-discipline the student is expected to improve the quality of their well linked to achievement and the quality of life and daily lifestyle effective in general.

As shown by Laitsch (2006) who conducted a study of student's in grade 8, gain self-discipline is a good predictor for student achievement. This finding is also consistent with the results of research Duckworth and Seligman (2005) on teenagers that show significant differences in their learning achievement among the group that received treatment and control group.

Widodo (2009) in his research found that the result of Reality Counseling deemed effective in improving self-discipline high school students. It is proven from declining undisciplined conduct research

on the subject has also become one of the indicators were tested in this study.

Even this research result in line with Astuti (2010) whose conducts research on junior high school students. A number of junior high school students who indicated having a low level of self-disciplin, Reality Counseling treated individually. The result showed undisciplined behavior of students has decreased, the students solved problems, developmental task and accomplished students can run better. However, Astuti in the same study said that by the time the counselor should address the undisciplined behavior of students, it is necessary to collaborate with the teacher or homeroom.

In addition to the results of previous studies, the result of this study also has the same essence with the characteristics of theoretical Reality Counseling that says that the general purpose of Reality Counseling is to help individuals meet five basic needs (survival, love and belongingness, power of achievement, freedom and fun). The counselor assigned to help the counselee to identify needs to be achieved by the counselee, as well as how to achieve in an effective way. Self-discipline is one of the needs of the individual in this case is junior high school students who need assistance using Reality Group Counseling achievements. Using the stages of Reality Group Counseling as conceived by William Glasser and Wubbolding an effective way to junior high school students meet one or several of it's basic needs (Sharf, 2012).

5. Conclusions

Several conclusions can be formulated from the study. (1) There is a significant difference between students who are getting treatment group counseling model of reality in improving self-discipline with students who do not get treatment. (2) Students who receive treatment group counseling model of reality in improving self-discipline have self-discipline level higher than students who did not receive treatment. (3) Reality Group Counseling effective for improving self-discipline junior high school students. Therefore, school counselors are expected to use the manual models of Reality Group Counseling to help the student improve their discipline. Further research also needs to be done using the same variable in different groups subject or in a group of other variables on the same subject or different.

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To Increase Self-Esteem Through Spiritual Counseling

Iip Istirahayu*, Dian Mayasari
STKIP Singkawang, Singkawang, Indonesia
STKIP Singkawang, Singkawang, Indonesia
*iip_istirahayu@yahoo.com
diansingkawang@gmail.com

Abstract

The aim of this research is to increase the self-esteem of students through spiritual counseling. The approach that used in this study was weak experimental with one group pretest-post test design.Treatment has given by research her four times in spiritual counseling sessions, that is first opening, second transition, third main, and 4th closes. Populations' are students on grade of university in Singkawang, West Borneo, Indonesia. The samples on this research are 10th students. Sampling technique used random sampling. Instrument employed to collect desired information is question naire self-esteem with Likert scale. Data analyzed used N-Gain formula. This technique has chose because to calculate increasing of self-esteem students. This results shown that the increasing of Spiritual Counseling trough is students self-esteem of 0.48 (Medium-g category). Counselor can make spiritual counseling as a technique to help students increase self-esteem.

Keywords: Spiritual Counseling**,** Self**-**Esteem, Increase

1. Introduction

Law No. 12 In 2012 explained that the Education in Higher Education aims to develop students' potential to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, skilled, competent, and cultured for the sake of the nation.

Studying in college has some characteristics different from learning in school. The main characteristics of study at the college level is the independence, both in the implementation of teaching and learning activities and the selection of the study program, as well as in the management of her as a student. A student has been deemed mature enough to pick and choose courses appropriate to their talents, interests, and ideals. Students are also required to learn more themselves, without much regulated, supervised and controlled by the teachers (Nurihsan, 2006).

Students' ability to manage themselves in harmony with development tasks. Student' were in late adolescence to adulthood early, the student should have the ability to: (1) received the quality of her physical and diversity; (2) accept and have confidence in the ability of self; (3) gain self-control on the basis of a scale of values, principles or philosophy of life; (4) to behave socially responsible; (5) develop intellectual skills and concepts necessary for citizens (Yusuf & Nurihsan, 2011).

Researchers conducted preliminary studies through an observation and interview the students. The result is there are some students who find it difficult to determine the course of study, and feel regret for having chosen the wrong courses. In addition, there are also students who do not come to school because they have not completed the task given faculty. Phenomena that exist indicating the low self-esteem.

Efforts are being made to improve the self-esteem of students, researchers chose a strategy of counseling in a group setting, the grounds to provide an opportunity for each member in order to give each other feedback and learning experience for the students to other students. Counseling used is spiritual counseling assuming that counseling is not enough to rely on the principles of psychology and socio-cultural usual, but must be able to grasp human existence as a creature of God (Kartadinata, 2011).

1.2   Spiritual Counseling

Lines (2006) said "whilst not elevating technique too higly, let us look at the broad range of interventions available for the spiritual counselor. The comprehensive study of Richard and Bergin (1997) precents a range of religious techniques and interventions which are advocated by most f the world religious traditions and these prayer, scripture reading, forgiveness and meditations whice is popular in transpersonal therapy".

Miller (2003) quotes an explanation of some of the following experts. "Prayer is a core part of religions practice and prayer has many different from due to individual differents and cukture differences (Wulff, 1997). As Mc Cullough and Larson (1999) state: prayer is madae up actions, thoughts, and attitudes that connect a person to the sacred realm. Prayer can be reviewed as talking and the act of praying may caouse the client to slow down his or her busy life and find that he oor she receive information about or answers to his or her life quation (beevar; 1997). Poloma and Pandelton (1989. 1991) describe four types or prayer that they label meditative, ritualistic, petitionary, and colloquial".

Spirituality involves the highestlevels of the developmental lines, the sum total of the developmental lines, it self a separate developmental lines, an attitude (such as oppennes or love) that yiu can have a whatever stage you are at basically involve peak experinces (Burke, 2005).

Spiritual counseling is a way of interacting between practitioners counseling in the therapeutic process to respond to its clients by providing a spiritual experience as the man himself individually.

1.1 Self Esteem

Self-esteem is the view of people in general that he was helpful, capable, virtuous. It was developed from the way people behave in ways that are consistent with sound values and experiences that make sense in themselves. Self-esteem is almost entirely unconscious and motivate people to get a good life and to protect themselves from challenges that are unnecessary and detrimental. People who have low self-esteem caused by past experience which teaches that he is not competent to make him feel ignored, unimportant, inadequate, unattractive and burdensome (Cavanagh, 1982).

In psychology, self-esteem reflects a person's overall evaluation or assessment of the feasibility of its own. Self-esteem includes three aspects, among them: beliefs (beliefs about themselves), emotions (picture of the emotions), behavior (behavior). Encyclopedia, (2009) states: Synonyms or near-synonyms of self-esteem include: self worth, self-regard, self-respect, self-love. Self-esteem is distinct from self-confidence and self-efficacy, which involve; beliefs about ability and future performance.

Explanation of encyclopedia could mean that when you want to understand the self-esteem necessary to understand also the conditions: (1) self-worth (the extent to which people feel themselves valuable/useful); (2) self-regard (the extent to which people feel respected/considered); (3) self-respect (the extent to which people feel honored/respected); (4) self-love (the extent to which people feel loved; (5) self-integrity (the extent to which people feel themselves acquire sincerity and treated honestly by others). Problems that may arise because of lack of self-esteem, among others: (1) perceiving themselves with no respect and love; (2) neglect ourselves though not hate yourself but often expect others to pay tribute to him; (3) shows the behavior in an attempt to fill the lost dignity with synthetic forms of behavior; (4) identifikation excess on certain roles; (5) not to let others psychologically intimate with her; (6) behavior that are always changing in choosing friends and business partners; (7) not be able to forgive yourself; and (8) finds himself in negative ways.

God has made each person unique and everyone is widely given the opportunity to create a unique work. People need to trust their own thoughts and put them into action very real, to hear and act on the will of God. People need to look for the silence to listen to his own thoughts. (Emerson & Hinkle: 1998).

2. Methods

2.1 Participants

Populations' are students on grade of university in Singkawang, West Borneo, Indonesia. The samples on this research are 10ᵗʰ students. Sampling technique used random sampling.

2.2 Instrument

Instrument employed to collect desired information is question naire self-esteem with Likert scale. Data analyzed used N-Gain formula. This technique has chose because to calculate increasing of self-esteem students.

2.3 Procedures

Below is the research a model of the weak experiment. The approach used in the research is quantitative with one group pretest-posttest design. The research was conducted by doing preliminary study, pretest, giving intervention of spiritual counseling in four times session, posttest, and analyzing the data.

Figure 1: Research Model

O ——————X ——————O
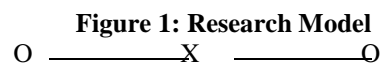
Creswell, (2012)

3. Results

Descriptive Statistics can be seen in the below

$$\langle g \rangle \quad \% \langle G \rangle / \% \langle G \rangle max = (\% \langle Sf \rangle - \% \langle Si \rangle)/(100 - \langle Si \rangle),\dots\dots\dots\dots\dots\dots(1)$$

"High-g" courses as those with $(\langle g \rangle) > 0.7$;
"Medium-g" courses as those with $0.7 > (\langle g \rangle) > 0.3$;
"Low-g" courses as those with $(\langle g \rangle) < 0.3$.

Hake (2012)

The description of analyzing shown on the Table.

Table 1 indicates that, on average students are quite capable of improving self-esteem through spiritual counseling that followed. That is, students are capable enough to (1) self-worth; (2) self-regard; (3) self-respect; (4) self-love; (5) self-integrity.

Table 1: N-Gain (Increasing)

Post Test <Sf>	Pre Test <Si>	Score Maximum <100>	Post-Pre %<G>	Score Maximum-Pre Test %<G>max	N-Gain	Category
18	13	20	5	7	0,71	High-g
15	14	20	1	6	0,16	Low-g
14	13	20	1	7	0,14	Low-g
16	14	20	2	6	0,33	Medium-g
14	17	20	-3	3	-1	Low-g
17	11	20	6	9	0,66	High-g
19	15	20	4	5	0,8	High-g
17	11	20	6	9	0,67	High-g
16	12	20	4	8	0,5	Medium-g
19	13	20	6	7	0,86	High-g
165	**133**	**200**	**32**	**67**	**0,48**	**Medium-g**

4. Discussion

Through spiritual counseling, self-esteem capabilities can be enhanced by medium students that g = 0.48 (48%). Of the ten people who have low self esteem, then given treatments through spiritual counseling, three people have slow improvement, so it stays in the low category. 2 others quite able to improve her self-esteem so that in the medium category. Furthermore, five other people were able to improve their self esteem so well that at the high category. Increase in natural everyone is different because each person has (1) self-worth; (2) self-regard; (3) self-respect; (4) self-love; (5) self-integrity are different, too. Thus, treatments that do spiritual counseling through think, act, and behave different effects.

Increased self esteem is different for every individual because when praying, each person has a level of concentration or a different focus. This is consistent with the assumption Miller (2003: 192) which says that prayer is talking, and people will reduce the busyness of life and find information about the answers to all the questions about life when praying.

5. Conclusion

Spiritual counseling can do increasing ability 48% self-esteem students (Medium-g). Increasing student third low-g, 2nd increasing medium-g, and 5th student have increasing high-g.

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Student Perception of Academic Advising: Awareness, Use, and Satisfaction

Titin Suprihatin & Inhastuti Sugiasih
Faculty of Psychology, Sultan Agung Islamic University, Semarang
titin@unissula.ac.id

Abstract

The purpose of this study is to find out the descriptions of Students' knowledge in academic advising services, including the services, the uses, the satisfaction, and the models as their preferences. This is a quantitative study. The data was collected by arranging scale based on the models of academic advising. The models were developmental and prescriptive. Descriptive analysis was used to find out the description of their existed knowledge and the frequency of academic advising services. Test for equality was used to test satisfaction differences towards academic advising services based on students' preferences of models used. The subjects involved in this study were 373 university students (n=373). The result of descriptive analysis showed that 62,7% (n=234) of them perceived themselves to get developmental academic advising model, while 37,3% of them perceived themselves to get prescriptive academic advising model. 102 students (27,3%) utilized academic advising services once in a year and 98 of them (26,3%) utilized twice. Considering the advising duration in each session, the majority of the respondents assumed that 43,4% of them had 15-30 minutes and 42,9% of them had less than 15 minutes. The result of test for equality showed the score of t=5.411 with significance =0.000 (p<0,001). It means that different satisfaction between developmental academic advising and prescriptive academic advising was proved in this study. The students preferred developmental advising model which emphasized their positive capacity, ability, and skill not focused on their limitation and mistakes.

Keywords: Academic Advising, Developmental Advising, Prescriptive Advising

Introduction

The purpose of higher education is to prepare students to become members of community who have academic and professional ability which can apply, develop and create science, technology and art. They also must develop and disseminate their knowledge. To achieve those objectives, university is demanded to implement many things including learning activities, creating healthy environment, completing good facilities and infrastructure, and implementing an integrated advising. According to (Christian & Sprinkle, 2013) university must have responsibility to advise their students besides teaching, research, administration services, etc.

Education has various functions. Some of them are development, adjustment, and integration. As a developmental function, education must be responsible for developing potencies and uniqueness of each student including intelectual, emotional, social, and moral spiritual aspects. To achieve this function, education institution needs media to give assistance services to students to improve their capacity optimally (Yusuf & Nurihsan, 2005). Nurihsan and Sudianto have similar opinion. They claimed that to achieve competences and life skills, students are not only taught courses. School must provide advising and counseling that can direct to students' competences on personality, social life, and career (Nurihsan & Sudianto, 2004).

Many factors affect students' academic success. The factors are time management (goal setting), academic advice and guidance, stress, and institution integration (Thompson, Orr, Thompson, & Grover, 2007). For Hollis, an academic advisor holds a key for progress of each student through general education option, course selection, and minor course selection (Hollis, 2009). Graunke & Woosley found out that commitment between academic with satisfaction and faculty interaction significantly becomes a predictor towards academic achievement (Graunke & Woosley, 2005).

Academic supervising is one of the important aspects of student educational experience in university. To improve effective teaching and learning, university should accommodate the uniqueness and priority needs of their students.

Ideal roles for an academic advisor are as an organizer, facilitator, innovator, finder, example, evaluator, director, creator, social service conductor, and counselor. Individual advising during study period is suitable with advisor duty to support and facilitate in order to improve their professionalism and self-development (Kalen, Stenfors-Hayes, Hylin, Larm, Hindbeck, & Ponzer, 2010).

A mistake made in advising can cause negative impact for them such as choosing wrong courses and losing some money caused by course failure. The higher impacts for student development are the appearances of feeling guilty, hesitation, incapability, the possibility for lacking money, and insecure feeling of their status. Students might not understand why they get obstacles, but they are aware of their problems. On the right time, their academic

advisor provides a process that depends on the power of advisor relationship. An academic advisor can help them feel comfortable and improve their academic development and professionalism. (Hollis, 2009)

The problem appears that many students do not know about this academic advising service, so they do not use the service especially during their first year. As what Addus, Chen, Khan (2007) found out from their study on academic achievement and the efforts for finding helps relating to academic stuffs of the students in North Carolina State University. The result showed that many students had the decrease on academic experience. They also did not look for any help when they got a problem. 60% of 206 students consulted to their academic advisor. 30% of them consulted to their instructor (lecturer of the course) and 4% got help to University Center for Success (Addus, Chen, & Khan, 2007).

The important thing of an academic advisor role is how students perceive the role of an advisor. Addus, Chen, Khan (2007) uttered that many students do not get effective service when looking for assistance. The result of student evaluation on the effectiveness of giving assistance showed that 154 students felt that the service was effective in improving achievement, confidence, changing better major, while 28% of them got ineffective help. Based on the preference on advising and monitoring service among 206 students, 71% preference was for using monitoring and counseling service, and 92% would find help more often if the service was conducted in campus.

The study of Hale, Graham, Johnson (2009) on 429 undergraduate students focusing on satisfaction toward academic advising found that 79,8% of student majority identify that their advisor implements developmental model. 95,5% of them have preference for developmental advisor. Students with developmental academic advising and preference on developmental advising significantly feel more pleased than those with prescriptive academic advising and preference on development model. Students with appropriate experiences between academic advising model and its preference on advising model have higher satisfaction than those who have inappropriate experience (Hale, Graham, & Johnson, 2009).

Some studies above show that the awareness of academic advising service makes student utilize the service. However, provided service model will affect students' satisfaction on the service. The study of Filson & Whittington (2013) proved that the more pleasant academic advising service, the more often consultation by students.

Varied student perceptions of service, their preferences on academic advising service, and lack of optimal academic advising service become foundations for this study to find out how students perceive towards academic advising service, including how their knowledge toward the service is,

how often they utilize it, and how their satisfaction toward academic advising is.

The Objectives of Advising

Building connection between institutions and students will improve retention, diligence, and success for students. University finds that academic advising can be a service tool that controls and gives needed help for them during their study period (Willianson, Goosen, Gonzales, 2014). As what Fowler & Boylan found in their study that the improvement of student achievement and retention can be reached if their educator discusses non-academic and personal factors that relate to their achievement (Fowler & Boylan, 2010).

Advising and counseling are supposed to help them in order to have competence for developing self-potency optimally, or to manifest values of development duty well. Potential development comprises three steps. The steps are awareness, accommodation, and action (Depdiknas, 2008).

According to Nurihsan & Yusuf (2005), the objectives of counselor for giving advising service are able to: (1) plan activity for finishing study, develop career with its future life; (2) develop all potentials and capacity optimally; (3) adapt with education environment, social environment and career environment; (4) overcome obstacles and difficulties during study period, adaptation of education environment, society, and career experience.

Advising Models

Crookstone, 1972, Jordan, 2000 (Hale, dkk, 2009) elaborate academic advising into two models; developmental and prescriptive. Developmental advising is based on personal relationship between the students and advisors, including academic, career, and personal problems. It emphasizes on positive strengths, capability, and skill of students. This advising model makes students have realistic objectives and become responsible for their choices. Because this advising model focuses on personality, it will be more effective to solve their academic and social problems.

Winston, et al, 1984 (Grites, 2013) defines that developmental academic advising is a systematic process based on close relationship between students and advisors. It is supposed to facilitate students for achieving career education and personal objectives through utilizing varied institutions and human resources. Then, it is also to stimulate and support students to enrich their life quality. Developmental academic advising focuses on identifying and achieving life objectives, skill and attitude that promote intellectual and personal growth, and varied sympathy for academic society. Developmental academic advising reflects total mission of institutions for student development.

It is also known as a collaborative advising (Christian & Sprinkle, 2013) which sees students as motivated individuals to grow and develop. Henning's study (Henning, 2009) showed that students with high motivation in all situations utilize academic advisor service more often than those with low motivation.

This model (Hollis, 2009) includes: persuading students that they are not alone, providing support not penalty, being detail in analyzing academic capability of students, advise them to be strong, being friendly but distinct to push them passing obstacles or problems, and making systemic relationship in campus. Winston & Sandor (2002) stated that prescriptive advising is a relation which is based on authority. The advisors have a role as an expert. They diagnose students' problems, determine what they must do, and give detail instruction, while the developmental advising refers to a relation which is based on warmth, care, and friendship. Advisors and students share each other about their duty based on care of students' education. The advisors will provide all efforts to help them (Winston & Sandor, 2002).

Prescriptive advising model is based on impersonal relationship and authority. Advisors only answer specific questions and they do not let students get involved to make consideration (Jordan, 2000 dalam Hale, 2009; Christian & Sprinkle, 2013). It may be efficient to determine course subject but it is not effective to develop integrated academic and social problems of students in institution (Hale, 2009).

A study conducted by Anderson, Motto, and Bordeaux (2013) showed that students' satisfaction on advising is related to harmonization between their hopes and advisors' feeling. The approach of advising is classified as prescriptive. The advisors facilitate them only with choices and other logistic stuff, or development. Here, advisors take holistic approach for giving advice towards academic, career, and personal objectives.

Knowledge and the Use of Advising Service

According to Scruggs (Gallant & Zhao, 2011), knowledge on advising service is important to know more advising components and other provided services. Gallant & Zhao, (2011) express similar idea. They stated that knowledge on the service refers to respondent knowledge of provided advising service. The term "use" refers to frequency of counselor visitation to utilize the service, while service satisfaction refers to respondents' satisfaction towards the provided service.

Zao & Galland conducted study to the grade 9-12 students of secondary school in the USA. The result shows that some of them were highly aware of school counseling service. They also utilized counseling service and they were pleased with provided service. The result also showed that less than 50% of them came to school counselor at least once to utilize academic service, career, personality, social life, and emotional management (Gallant & Zhao, 2011).

Satisfaction on advising

Low (Hale, Graham, & Johnson, 2009) stated that satisfaction of advising is about how effective campus facilitates students' hopes, needs, and expectations. It can be indicated that their satisfaction on academic advising is important for their success. As what Anderson, Motto, & Bordeaux found in their study, the finding showed that students' satisfaction of advising will be improved if their advisor attitudes are suitable with their hopes (Anderson, Motto, & Bourdeaux, 2013).

Students' satisfaction on academic advising is related to the whole of their satisfaction and retention. Considering the important role of academic advising towards the retention, a serious effort to improve retention must be based on their evaluation on perception, willingness, and satisfaction with academic consultation (Hale, Graham, & Johnson, 2009)

Methods

The population of this study consisted of 13046 (n=13046) students of Sultan Agung Islamic University, Semarang. Based on the population number, the sample of 340 students with standard deviation 5% (Sugiyono, 2013) was involved in this study. The sampling technique used was simple random sampling. The sample of population was taken randomly without seeing the degree of the population (Sugiyono, 2013). The sample of this study consisted of 373 students from faculties of economics, engineering, psychology, and medicine (midwifery study program).

Instrument of data collection

This study measured variables of students' knowledge towards academic advising service, student utilization towards academic advising service, and students' satisfaction towards the service.

The technique of data collection was conducted by using questionnaire or scale of academic advising inventory which was adopted from Winston & Sador (2002). The scale consisted of 3 parts; the first part was a scale of students' perceptions of provided academic advising for students (developmental or prescriptive) consisting of 14 items. The low score was between the scores ranging from 14 to 56 indicating prescriptive advising model were accepted by students, while high score (57-112) indicated developmental advising model. Reliability test on scale 1 resulted *alpha Cronbach* = 0,684.The second scale consisted of 30 items that contains varied activities of academic

advising including policy exploration of institution, registration and class schedule, personal skill, and main academic problems. Reliability test on scale 2 resulted *alpha Cronbach* = 0,913. The third scale was satisfaction of academic advising that consisted of 5 items. Reliability test on scale 3 resulted *alpha Cronbach* = 0,742. All in all, the fourth scale consisted of demography data.

Data Analysis

The technique of data analysis was conducted through descriptive statistical analysis to know the description of students' knowledge on academic advising service and the frequency of the service utilization. The objective for using descriptive statistic is to give description as data resume of collected data. Test of equality (*T-test*) was used to test the different satisfaction on academic advising service based on students' preference towards the employed service model.

Findings

Demography

Based on the scale collected from 373 respondents (n=373), it resulted that most of them were females 78,3%, while only 21,7% of them were males.

Table 1: Data of Gender Demography

	Frequency	Percentage
Males	81	21.7
Females	292	78.3
Total	373	100.0

Based on the length of semester passed by the students, it resulted that most of the respondents were from second semester (45,8%), while some were in their forth semester (29,2%), sixth semester (22,0%), and above (2,9%).

Table 2: Student Semester

	Frequency	Percentage
2nd semester	171	45.8
4th semester	109	29.2
6th semester	82	22.0
Others	11	2.9
Total	373	100.0

Knowledge on Academic Advising

Based on the scale filled by the respondents, the academic advising accepted by the students can be classified into two models; developmental advising and prescriptive advising. Table 3 shows that advising model perceived by the students has been accepted by them since a year ago.

Table 3: Students' Knowledge on Academic Advising

Advising Model	Mean	N	% Total N
Developmental Advising	69.23	234	62.7%
Prescriptive Advising	48.39	139	37.3%
Total	61.46	373	100.0%

234 respondents (62,7%) perceived themselves to get developmental academic advising, an advising model based on personal relationship between students and their advisor, covering some matters of academic, career and personal, not only focusing on academic pourposes. While 37,3% of them perceived themselves to get prescriptive advising model; an advising model based on impersonal and authorized relationship, only answering specific questions, and not involving students in making consideration.

Most of the respondents perceived that the ways conducted by the academic advisors in giving their services were by these following approaches: individual (60,3%) and group (31,4%).

Table 4: Advising Ways

Advising Ways	Frequency	Percentage
Advised by advisors available in service center	1	.3
Advised by academic advisor individually	225	60.3
Advised in group	117	31.4
Advised by student (colleague)	21	5.6
Advised by others	2	.5
Advised unexpectedly	7	1.9
Total	373	100.0

The Use of Academic Advising

Based on the frequency and duration of use in a year, the result showed that 102 respondents (27,3%) used advising service once in a year, 98 respondents (26,3%) used the service two times, while based on the duration of advising received in each session, most of them perceived that it was conducted for approximately 15-30 minutes (43,4%) and less than 15 minutes (42,9%).

Table 5: The Duration of Using Academic Advising Service

	Frequency	Percentage
Less then 15 minutes	160	42.9
15-30 minutes	162	43.4
31-45 minutes	32	8.6
46-60 minutes	9	2.4
More than an hour	10	2.7
Total	373	100.0

Most of the activities conducted during the advising session were discussing SKS (Credits), asking for signature and selecting lectures for next semester.

Satisfaction on Academic Advising

Based on the scale of satisfaction on academic advising, it resulted that the average of satisfaction on developmental advising model reached 13,82, while the average of satisfaction on prescriptive advising model was 12,45.

Table 6: Satisfaction on Academic Advising

Advising model	N	Mean	SD
developmental advising	234	13.82	2.314
prescriptive advising	139	12.45	2.453

The result of test for equality using *t-test* obtained t=5.411 with the significance =0.000 (p<0,001) showing that there was difference of satisfaction on academic advising between developmental and prescriptive models.

Discussion

The finding showed that there was different satisfaction between students who recieved developmental model of academic advising and those who received prescriptive advising model, where the developmental model could satisfy them more (M=13,82). The finding of this study is in line with the study conducted by Hale, Graham, Johnson (2009) claiming that students with developmental model of academic advising and its preference are significantly more satisfied than those using prescriptive model. Students having experience where the academic advising model fits its preference have satisfaction higher than those who do not have the fitting experience (Hale, Graham, & Johnson, 2009). The result of the study conducted by Anderson, Motto, Bordeaux (2013) showed that students' satisfaction towards advising is increased when they feel that the advisor behavior is in line with their hope. As the result of the study conducted by Anderson, Motto, & Bordeaux (2013), the finding showed that students' satisfaction towards advising is increased when they feel that advisor behavior fits their hope.

Developmental model of academic advising made students feel comfortable and accept as it was, because advisors showed their comfort, care, and friendly relationship. Advisors and students shared their hopes, responsibilty, and task clearly. The advice given was based on thoughtfulness and care towards students' education and willingness to help them utilizing all available resources in university environment.

The model, in fact, also became their preference because of its approach which was emphasized on students' positive capacity, ability, and skill, not focusing on their limitation and mistakes. This model made them have realistic goal and responsible to the decision they decided. Filson & Whittington (2013) proved that the more students satisfied with academic advising service, the more the intensity of their contact to their academic advisor.

Based on the finding, it is also known that the use of advising service was aimed more on academic purposes; such as discussing SKS (Credits) and policies, asking signature on form and plan for lecture; with the time duration of advice about 15-30 menit (43,4%); using advising service once (27,3%) and twice in a year (26,3%). The findings showed that time utilization and problems discussed during the advising were still lack. Meanwhile, many services which could be given during academic advising; such as non-academic consultation. This condition could be caused that students did not know kinds of academic advising service which could be given by their academic advisor so that they did not utilize the service. The lack of utilizing these services might be caused by lacking of socialization about academic advising to the students. The possibility might happen, at least, that the time which could be used for guidance of them to the limited opportunity to discuss various issues. Various academic advising services needed to be socialized to them, such as consultation or discussion about personal problem, social, career, learning skill, institutional policies, etc. By providing sufficient time dan utilizing those kinds of facilities, they could achieve both academic and non-academic success.

However, developmental advising may not fit for all students; so that advisors must try to meet their expectation, whether it is prescriptive or developmental advising (Anderson, Motto, & Bourdeaux, 2013).

Conclusions

Students perceived that academic advising they received referred to developmental academic advising, an advising model which emphasizes on their positive capacity, ability and skill, not focusing

on their limitation and mistakes. This advising model made them have realistic purposes and responsible of what they decided. There was a significant difference of satisfaction towards academic advising between the students receiving developmental model and those receiving the prescriptive one. They felt more satisfied with developmental advising.

The use of advising services tended to refer to academic purposes; such as SKS consultation, asking for signature and planning lectures for next semester. The frequency of the utilization of advising service was about once or twice in a year for 15-30 minutes in each session, so that, socialization about the kinds of academic advising service is needed in order that students will know and utilize the service maximally where then it will assist them in achieving both academic and non-academic success.

However, further studies are still needed to find out some factors affecting satisfaction towards academic advising service, such as institutional policies, situational factors, and personality factors, either from academic advisors or students. This study also has made no distinction of knowledge, use and satisfaction with academic advising based on the length of semester passed by the students.

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SCHOOL COUNSELOR PROFESSIONAL EDUCATION
Learning from Counseling Program and Previous Research in Developed Countries

I Wayan Dharmayana
Guidance and Counseling Study Program
FKIP University of Bengkulu, Bengkulu, Indonesia
*Corresponding author email: iwayand386@gmail.com

Abstract

Academic preparation is essential for the sustainability and growth of the counseling profession. Accreditation of academic programs is essential to ensure proper education for the preparation of counselors in the future. How academic preparation for accreditation of study programs in developed countries? The study of counseling programs in developed countries and from several previous studies worthy to learn as a basis for decision-making before propose and developed of guidance and counseling study program in Indonesia. This article is intended to describe and compared of the counselor education program in the UK and the US, to add the literature review that describes the academic preparation counselor education in developed countries. Analysis the similar and differences in academic preparation in counselor education in the institutions is discussed comprehensively.

Keyword: Counselor Education, Academic Preparation, Accreditation**.**

1. Introduction

Currently, several professional matters regarding counseling are taking place in Indonesia, one being the status of counseling as an independent profession. The Indonesian Guidance and Counseling Associations (ABKIN) always introduce the quality academic preparation proposal concerning professional counseling practice in counselor professional education. Indonesian counselor have their practice law granting counselor'independent profesional base on research, knowledge, specified training, and educational requirements (see Law 14 year 2005, Permendiknas No.27 year 2008, and Permendikbud 111 Year 2014).

Acoording to Permendikbud Number 111 Year 2014, Guidance and counseling as a professional services on the unit of education conducted by professional educators, counselors or Teacher in Guidance and Counseling. The counselor is someone who qualified academic minimal Bachelor of Education (S-1) in the field of guidance and counseling and has passed the Professional Education and Training of the counselor.

Guidance and Counseling teachers (counselor) who served in the educational unit but do not have the academic qualifications and competence determined, gradually improved in academic qualifications and competence so as to achieve the prescribed standard as regulated in Permendiknas Number 27 Year 2008 regarding Standard Academic Qualifications and Competencies of Counsellors is Bachelor of Education (S-1) in the field of guidance and counseling and has passed Professional Education in Guidance and Counseling. Professional Teacher Education Program especially in Guidance and Counseling (PPGBK/K) produces professional educators in the field guidance and counseling / counselor. Education curriculum teaching profession guidance and counseling together with professional education curriculum counselor, thereby graduate program PPGBK/K produce professional educators in the field of guidance and counseling called counselor or teacher guidance and counseling were awarded the title Gr.Kons (Permendikbud 111, 2014). How professional of the Indonesian counselor? Especialy to execute the comprehenship guidance and counseling program, included basic services, individual planning, responsive services, and system support. That is the main point or question about the quality of professional school counselor in Indonesia now.

The fact remains that there are still many school counselors in Indonesia has not shown professionalism in serving as a counselor at the school. There are still many problems of students in schools that arose as a result of less professionalism of a school counselor, many - cases that arise both related to personal, social , academic , career possessed by students is very poor.

The main causes of the low quality of services of school counselors is (1) not met in academic qualifications as determined by the government; still a lot of guidance and counseling services are handled by teachers who do not have the educational background of academic linearly with the field of guidance and counseling , (2) counselors who have met the academic qualification has not shown the performance required by the government in excuting

comprehensive guidance and counseling programs. Then the question that arises is why the school counselor who has qualifications S1 Guidance and Counseling and have certification has not demonstrated professionalism? Is there anything wrong in the professional education of our school counselor ?

This paper presented is intended to mirror and reflect on how a professional counselor is generated in developed countries are prepared , licensed and supervised so it really became a professional counselor .

The following will be described on presevice education training, certification and licensing, Hiring and oversight, In-service Training, Professional Organism; and professional identity development as an effective school counselor

2. Preservice Training

In US, Counselor preservice training occurs at the graduate level, and typically includes both academic course work and an internship or practicum experience with supervised clinical work. Programs are designed to comply with counselor certification and licensing requirements, which are set by each state and lead to some national variation in course and practicum requirements. Typically, course work in counselor training programs includes: counseling techniques, counseling theories, human growth and development; group counseling, career development, crisis intervention, coordination of services, legal and ethical issues and advocacy. Also, research, appraisal, multicultural counseling and specialty courses in school counseling are the standard for programs. The competency areas of the 2009 CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards (school counseling foundations, leadership, academic development, diversity and advocacy, counseling, prevention and intervention [1], assessment, research and evaluation and collaboration) may also shed some light on the required knowledge, skills and practice even if a course is not named in that way as the competency must be included in the course. Programs that are not CACREP approved often work to follow those standards. The practicum and internship allow counseling students to practice under the supervision and guidance of a counselor already serving in the field, and can range from 200 to 700 hours of fieldwork.[2]

However, despite significant revisions in the school counseling standards to include leadership, academic development, diversity and advocacy, there continues to be counselor education programs that remain focused on clinical counseling with minimal direct connections to the school

environment, and often fall short of an integrative and collaborative experience that exposes counselors-in-training to relevant, school-based work.[3] Counselor training programs aspire to equip counselors with practical and analytic skills through a balance of academic training and internships. Internships are required to be in the school setting under CACREP guidelines, and internships last a full year.

The research itself is minimal on where these programs excel or fall short, yet there is broad agreement in the literature that many counselor training programs are poorly aligned to current and 21st-century projections for the counseling field. Current site-based internship programs suggest several specific areas that require further development within the counseling field. The shortcomings of existing programs suggest that counselor training programs must revamp their practices to focus on criteria for selection and recruitment of candidates, curricular content, structure and sequence of courses, methods of instruction, field experiences and practices, induction process into the profession, working relationship with community partners, professional development for counselors educators, university/ school district partnerships and university/state department partnerships, [4] as well as training for on-site supervisors especially if new counselors are expected to affect systemic change on schools and the counseling profession.[5]

A focus on systemic action dominates perceptions of the future of counseling, with notable movement away from individual and small-group counseling. As part of this philosophical shift in counseling practice, leaders in the field note that, "transformed school counselors, unlike their predecessors who were schooled in individual and small-group interventions on behalf of selected students, will necessarily understand persons, groups, and organizations as complex systems that are embedded in a sociocultural context."[6] Counseling asa field must, in effect, prepare its professionals to be more efficient and effective agents for change.

When counselors have been asked directly about the efficacy of school counselor training through field surveys, responses have generally suggested that preservice programs do not adequately develop the skills counselors need when they begin working. For example, counselors were asked in 2005 to rank graduate course work by its importance to their current work as a school counselor.[7]

College counseling was not even listed among the graduate courses for counselors to rank, and currently fewer than five states require course work in college advising for certification. A 2010 survey of 304 counselors from one Southern and

one Southwestern state found overall dissatisfaction with the quality of experiential learning experiences in group counseling.[8] In 2009, a similar survey of 228 doctoral student members of the American Counseling Association found that these students generally felt confident in their ability to provide leadership in the counseling field, but that this was based on prior education and leadership experiences [9] Counselors have also cited a general desire for more leadership training in the counseling field, as well as increased focus on classroom management, presentation skills, student engagement and basic instructional technology skills.[10] In the data available, however, counselors give little indication that they are wholly pleased with their preparation.

Another issue that has emerged in counselor education and training is determining how a school system can ensure it is hiring a qualified professional. A 2009 report found that there is a shortage of highly qualified counselors to address the needs of today's students, and upcoming turnover in the counseling profession is expected to be high.[11] Part of this shortage of qualified counselors stems from early-entrant hiring, which is when schools hire counselors prior to the completion of their degree program. Often, the combination of a high demand for counselors and a low supply of unemployed, fully trained counselors can lead to early-entrant hiring. As one early-entrant counselor contended, "No one else was qualified or (available) that they (the school district) could find to fill the position."[12] While the experience of working as a school counselor before degree completion can certainly be advantageous for the counselor in question as a means of training and experience, the prevalence of underqualified counselors who are active in the field is likely to affect the quality of counseling that their students receive.

3. Certification, Licensing and Accreditation

Accreditation" was used to mean both course of study approval by an outside body as well as approval of an individual's educational work (i.e., certification).

3.1 Certification, Licensing in US

In US, each of the nation's states has established standards for school counselors through either the state legislature or a governmental agency such as the State Department of Education.[13] These standards are intended to ensure that counselors obtain an adequate minimum level of preparation and training before working in the state's public schools. Entry-level standards may be referred to as certification, licensure or endorsement and may require anything from postbaccalaureate education,

experience, examinations and/or background checks. States may develop and administer their own examination of counselor skills and proficiencies, or use the common Praxis exams on counseling. In addition to meeting these entry requirements, many states require counselors to complete continuing education requirements to renew their certifications or licenses. These requirements may include completing additional graduate-level course work, attending endorsed professional development activities or workshops, or participating in other recognized training programs.[14]

Counselors in private or independent schools are not required to obtain the same certifications as public school counselors, though preparation for the counseling profession, including graduate programs, is largely guided by the requirements set by each state. No facet of counselor certification and licensure dominates the literature as heavily as the issue of mandatory teaching experience for school counselors. For years, a majority of states required all school counselors to have previous classroom experience. Although the number of states that still require counselors to have teaching experience has declined, many states still include teaching experience among the requirements for counselor certification. When counselors are asked about this issue, many state that prior teaching experience may be helpful, but it is not necessary for a counselor to be effective.[15] However, teachers may perceive school counselors with prior teaching experience to be more effective than their non-teaching peers.[16] A comparison of principals' ratings of school counselors with and without prior teaching experience found no significant difference exists at the elementary and high school levels, though principals did comment on the need for counselors to have previous teaching experience.[17]

A separate study from 2010 notes that counselors without teaching experience are comparable to their teaching counterparts with respect to earning the respect of teachers, administrators and parents; grasping school culture and policies and working with school procedures and legal issues.[18] Overall, research on the issue does not support the belief that teaching experience produces more effective counselors, and states maintaining these requirements may ultimately be shrinking their counselor pool without effective gains in counselor performance.[19]

In regard to the development of school counseling in England, Shertzer and Jackson noted that four counselor training facilities existed in the country at that time, producing about 100 counselors per year. In discussing various differential factors between the two countries, they pointed out that school counseling in the U.S. had benefited from

federal government support, while in England the national government had taken a more neutral stance.[20] Not long thereafter, Hague (1976) indicated that British professionals viewed the development of the profession as lagging behind that of the U.S. It also was during this decade that counselors from the U.S. had a "profound influence" on developments in the UK [21,p.10]. Awareness of counseling grew during the 1980s, a period in which counselors worked in the voluntary and private sectors as well as most universities and even larger companies.

3.2 Certification, Licensing in UK

Various accreditation bodies exist in this region. Among the UK programs, two foremost organizations are the British Association for Counselling and Psychotherapy (BACP), and the United Kingdom and European Association for Psychotherapeutic Counselling (UKEAPC). BACP accredits individual practitioners, counseling services,and training courses. Nearly 9000 counselors and psychotherapists are accredited by BACP.[22]

To become accredited, individuals must meet eight criteria, which include the completion of a BACP-accredited training course and a minimum of three years of practice prior to the application. Candidates must have had 450 supervised hours within the past 3–6 years, 150 of which came after their academic training, along with a minimum of 1.5 hours of supervision/month during this period. (An alternative route is provided and included in the BACP *Standard for Accreditation.*) Other criteria address continuing professional development; self-awareness; and knowledge and understanding of theories along with practice and supervision. Courses must include a mix of elements that include knowledge-based learning; competencies in therapy; selfawareness; professional development; skills work; and placements regarding practice.[23]

BACP's most recent framework in ethics, the *Ethical Framework for Good Practice in Counselling & Psychotherapy* replaced earlier ethical codes. Aimed at guiding practice in counseling and psychotherapy for BACP members, the Framework also was produced to "inform the practice of closely related roles that are delivered in association with counselling and psychotherapy or as part of the infrastructure to deliver these services" ([24, p. 02]. The Framework features sections on values and ethical principles in counseling and psychotherapy. It also is highlighted by a section related to the personal moral qualities of counselors, who are encouraged to possess such characteristics as resilience, humility, wisdom, empathy, and courage.

UKEAPC defines psychotherapeutic counseling as a "form of counselling in depth which adopts a relational developmental focus with the goal of fostering the client's personal growth and development, in the context of their life and current circumstances"[25]. It also involves the counselor's use of self; competence in interventions, assessment, and diagnosis; an understanding of efficacy within the psychotherapeutic relationship; competence in abilities to guide clients toward their existential potential; ability to work with other healthcare professionals; and a commitment to ongoing professional development.

Trainees in psychotherapeutic counseling programs must meet certain criteria to be considered for acceptance into UKEAPC. In addition to possessing a personality that can maintain stability in a psychotherapeutic relationship, candidates also should be living a life consistent with personal ethics; possess experience in responsible roles in working with people; and have an educational background to enable her/him to cope with academic demands at the postgraduate/ graduate level.[26]

Graduate training programs meeting UKEAPC standards are a minimum of three years in duration along with 450 hours devoted to skills and theory and 300 hours dedicated to supervised work with clients. Four components are deemed to be necessary: personal therapy; clinical practice; supervised practice; and a comprehension of theories. A trainee must have at least 40 hours/year of personal therapy, equating to 120 hours by the conclusion of the program. A final evaluation that assesses theoretical comprehension and clinical competence must also be given. Training programs are responsible for publishing the code of ethics/professional practice to which it adheres; this code must be consistent with the corresponding codes of UKEAPC.[26]

Programs also must include the following curricular items: theory, practice, and range of approaches of psychotherapeutic counseling; relevant studies in human development, sexuality, ethics, research, and human sciences; social and cultural influences in psychotherapeutic counseling; the provision of a placement in mental health; supervised psychotherapeutic counseling practice; identification/ management of the trainee's involvement in personal psychotherapeutic counseling; the ability to refer to other professionals when deemed necessary; legal issues; research skills; and a written product that displays a trainee's ability to communicate professionally. Full member organizations also must have a professional development policy consistent with UKEAPC.[26]

The National Centre for Guidance and Education (NCGE), an agency of the Irish Department of

Education and Science, aims to "support and develop guidance practice in all areas of education and to inform the policy of the Standards. The Centre provides support for guidance professionals in the school setting, such as guidance counselors and practitioners in second and third level schools and in adult education. It fosters such support through an array of activities, including though not limited to the development of guidance resources, the dissemination of information on good guidance practice, and offering support for innovative projects in guidance. Training in Whole School Guidance Planning also is administered through professional development workshops.[27]

4. Hiring and Oversight

The hiring of school counselors, along with the supervision and oversight of counselors and counseling programs has historically received little attention by researchers and writers, and has been nearly untouched in the last decade. Despite significant attention paid to the recruitment, selection and hiring of teachers, issues of equity around the placement of highly qualified teachers, and increasing attention given to the leadership, executive training and placement of principal and superintendent candidates, there remains minimal interest in the identification and placement of talented and qualified school counselors. Nationally, school principals exercise most decision making for the hiring of school counselors, yet research shows that principals overall do not understand the role of the school counselor and therefore do not have a firm understanding of how to develop selection criteria for hiring effective school counselors.[28]

Research shows that effective hiring practice requires that principals and counselors have open and clear communication regarding the scope and content of the counselor's work within the school and that the principal ensures that the training and experience of the counselor aligns with the counseling work that occurs within the school.[29]

Similar problems underlie issues surrounding the supervision and oversight of counselors after they are hired. Research on this subject consistently notes the lack of implemented supervisory systems available for study, and most research points to a lack of counselor supervision and a desire among counselors for additional oversight structures, as well.

In US a national survey of school counselors in 1992 found that one-third of counselors reported having no supervision, another one-third reported supervision that occurred less than once a month, and most counselors reported that non-counseling professionals generally conducted the supervision. Additionally, two-thirds of respondents wanted at least monthly supervision and preferred that a credentialed counselor with supervisory training conduct this oversight. Counselors explained their desire for supervision as a need for professional support and growth opportunities, and research supports a link between counseling supervision and the skills growth of school counselors. Counselors repeatedly reported being frustrated by inconsistencies that arose when supervision was conducted by a non-counselor and displayed strong preferences for clinical and peer-supervision models that have been shown to raise counselor effectiveness, confidence, skills and professional satisfaction. Historically, the most successful counselor supervisors have embodied the characteristics that they expect from counselors, demonstrated competence in a wide range of activities and possessed confident, professional leadership skills.[30] These issues concerning supervision are also central to accountability: What are counselors being asked to do, and to whom are they accountable for showing results? For now, however, minimal research is available on the topics of hiring and oversight, so their implications for student academic achievement remain unclear.

5. In-Service Training

Research and surveys about counselor in-service training are limited in number and scope, but trends indicate an increased emphasis on equipping counselors with the skills to support students' college readiness. For example, the 2008 NACAC *Counseling Trends Survey* indicated that only 39.9 percent of secondary schools required counselors to participate in professional development, though every state has set requirements for certification renewal.[31]

A report in 2010 noted that 31 percent of high schools required counselors responsible for college counseling to participate in professional development related to college counseling. While NACAC's annual *State of College Admission* publications report professional development requirements by school demographics, they do not track counselor satisfaction with professional development. [32]

Further, a brief review of counselor professional development offerings and resources suggests that many programs are designed to cover areas left out of preservice training, including financial aid preparation, student loans, college applications and admission, and career guidance. These findings are not surprising — the national *Counseling Trends Survey* indicates that counselors spend a substantial amount of time on college and career counseling activities, and yet these subjects are largely left out of counselor preservice training. In addition, there

is a lack of research and attention given to professional mentoring that occurs after the preservice practicum, and there is similarly scant research on career pathways, counselor development and professional growth. A 2009 report claims that in-service training is particularly important for counselors in order for them to develop relationships and better define their role in the school. The report reads, "although school counselors are knowledgeable and skillful in many areas, their role in staff development should involve the organization and planning of such in-services with other leaders both within and outside the school in order to gain optimal advantage from the diverse skill and knowledge sets in the broader school community."[33]

6. Professional Organizations

These organizations serving school counselors in US include: the American School Counselor Association (ASCA), the American Counseling Association (ACA), the Center for School Counseling Outcome Research and evaluation (CSCORE), the National Association for College Admission Counseling (NACAC), the College Board's National Office for School Counselor Advocacy (NOSCA), the Education Trust's National Center for Transforming School Counseling, and the Pathways to College Network. Together, these organizations largely define the counseling agenda and new directions for the field, with a movement toward systemic roles for counselors that moves away from individual counseling. These organizations additionally provide professional support and development to school counselors; produce research on the counseling field; engage in advocacy on behalf of counselors and the counseling field; and create national standards for school counselors, counselor training programs, and school counseling programs. This last role, the creation of national models for school counseling programs, has been largely assumed by ASCA, which utilizes research on comprehensive and integrated counseling programs to develop a standardized program for the delivery and management of school counseling services.

The ASCA National Model presents a framework for developing a school counseling program that aims to develop all students in three defined domains: academic, career, and personal/social. It is designed to be preventative, targeted to student developmental stages, collaborative, and delivered through curriculum components, individual student planning and responsive services. Under the model, a counselor's work is focused under the themes of leadership, advocacy, collaboration and teaming, and systemic change. ASCA acknowledges that the successful implementation of the model is dependent on the leadership skills of counselors, and the ability of counseling staff to retrieve, analyze and use student data. The model includes foundational goals, management and delivery systems, and accountability measures. Both the reach of ASCA and the alignment of the model with contemporary research on comprehensive counseling programs have helped define it as a nationally common base for school counseling programs.[34]

The College Board's NOSCA also contributes to the discussion of counselor role definition. This office has published several reports related to effective counseling practices, important relationships within schools and recommended strategic planning tools for counselors.

7. Counselor Education Accountability

The current environment in which professional school counselors are practicing is shaped by calls for accountability, which can be defined as demonstrating to others the effectiveness of the program in measurable terms. The charge for accountability by demonstrating effectiveness as a counselor is reflected in the ethical standards for school counselors, in counselor education accreditation, in the scientist-practitioner training model and in the school counseling literature. The ASCA National Model places accountability in the top quadrant of the model framework and challenges school counselors to answer the question, "How are students different as a result of the school counseling program?" [35,p. 59]. The standards that guide our professional training and practice intimately link effectiveness with accountability. This periodic evaluation of program effectiveness and the use of findings to improve school counseling effectiveness are means of operationally defining accountability for professional school counselors. School counselors should embrace accountability as a professional al obligation and as a reflection of one's professional identity by reporting the effectiveness of the services and of the program.

Developing one's professional identity as an effective school counselor begins during the training program. The mission of the counselor education program can be grounded in "training effective school counselors"; faculty members can collaborate to imbue courses with the values, ways of knowing, and tools for counseling effectiveness. This parallel process between the courses in the training program and the practice of school counseling provides an opportunity for counselor educators to be accountability gatekeepers for the profession and to model program accountability by planning, analyzing, and improving the training

program. A pragmatic, "learn by doing" approach throughout the training program will provide counselors-in-training with the necessary knowledge, skills, and application for demonstrating the effectiveness (i.e., account-ability) of the school counseling program.

The *ACA Code of Ethics* specifies that counselors should continually monitor their effectiveness as professionals and seek out supervision to evaluate their efficacy as counselors. As stated in *Ethical Standards for School Counselors*, professional school counselors should use accountability measures to assess the effectiveness of their programs in having impact on students' academic, career, and personal/social development. Further, the professional school counselor develops a systematic program evaluation process and is guided by evaluation data in planning programs and In a review of the literature related to training professional counselors, a historical perspective and a variety of themes related to counseling effectiveness emerge. These themes include counselor self-efficacy, practitioner-scholar model, constructivist training and practice, counseling outcomes, and, recently, training evidence based practitioners. Clearly, as counselors and educators, we recognize the importance of professional accountability as reflected in our ethical standards, training standards, and the literature. However, little has been written on how to teach accountability in our counselor education programs. There is a need to focus counselor education on not only training effective school counselors but also providing counselors-in-training with a practical application of accountability for demonstrating their effectiveness. Therefore, the training program becomes a critical aspect for developing one's self-conceptualization as a professional school counselor.

CACREP's *2001 Standards* can be used as a framework from which to identify components for training the effective professional school counselor, namely Program Objectives and Curriculum, Clinical Instruction, and Standards for School Counseling Programs. The CACREP components include the following: Helping Relationships (theories of counseling), Assessment (appraisal in counseling), School Counseling (school counseling), and Clinical Instruction (practicum in counseling, internship in counseling). Each highlight includes a brief description of the course objectives and learning activities specific to training the effective professional school counselor; the clinical capstone experience focuses on accountability as the interns demonstrate the effectiveness of their counseling services and the school counseling program. These learning experiences are provided so that students retrieve

and test information numerous times and learn the same information in a variety of ways.

The capstone activity for the course is for students to write a personal model of counseling as a formal paper that is based on principles of human behavior and integrates two or three core theories from which the counselor-in-training envisions the counseling process. The paper includes the following sections: introduction, thoughts on human behavior, the change process, counseling goals, counselor role, counselor-student relationship, and counseling techniques. Evaluation of the paper is based on a logical selection of counseling theories that reflects the student's view of human behavior, appropriate application of the theories, consistent theoretical themes across the sections, and following the writing style based on the *Publication Manual of the American Psychological Association* (2001). The personal model of counseling is then revisited in other courses and revised as needed. For instance, during practicum and internship, each counselor-in-training implements the personal model of counseling and determines his or her effectiveness.

8. Conclusions

Six points emerged from the description above, each point is set in comparison to the structure and academic delivery of counseling programs in the U.S. and in the UK. This comparison were communicated as merely contrasts in approach and in design.

8.1 The master's degree wasn't the focal point.

To become a professional counselor in the U.S., one must initially obtain both a baccalaureate degree and a graduate degree, the latter of which is in counseling.[36] However, the degree system is different in these programs in that the master's degree was generally not a critical prerequisite for entry into the profession. Rather the course of study had a different name and came prior to the master's degree. As seen in both programs in UK, the creation of the master's degree studies in regard to counseling is a more recent development.

8.2 Research is required.

A significant research project was a capstone requirement in some of the courses studied in this project, as course members were required to design and implement a lengthy research project in the final year of their studies. Students themselves often decided the topic of the study within certain parameters. Given the depth of the project, it appeared to be the equivalent of a master's degree

thesis.A similar, though perhaps not as extensive, learning experience is expected of trainees of CACREP-accredited programs in the U.S. In the CACREP framework, accredited programs must offer a component on "Research and Program Evaluation." In this core curriculum area, trainees are to be offered "studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation" [1,p.15]. Elements of this curricular area include the importance of research in the counseling profession; various research methods; statistical methods; principles of needs assessment and program evaluation; using research in regard to practice; and strategies regarding cultures and ethics in interpretation and reports of research and program evaluation.

8.3. Personal therapy is strongly encouraged and sometimes required.'

In his discussion of factors of an effective helper, Neukrug cited seven studies, summarizing that a majority of therapists have sought their own personal therapy. They added, "It is heartening to see that therapists seem to want to work on their own issues" (37,p. 20). Several textbooks by U.S. authors espouse the same message to trainees: Personal counseling aids the training process and the development, personal and professional, of the student. Kottler and Shepard addressed one possible benefit of the process: working though conflicts and problems that can impede one's ability to be therapeutic. They maintained, "In the process of challenging yourself, there is no vehicle more appropriate than experiencing counseling as a client" (38, p. 473). The degree to which personal counseling is encouraged for trainees varies in graduate counseling programs in the U.S. However, among some of the six courses of studies, it was clear that personal counseling was viewed as paramount in the training process. In requiring personal counseling, the respective courses of study were making a strong statement in the importance of knowing oneself and of self-reflection. Furthermore, trainees were sometimes expected to participate in what would be considered to be longer-term therapy at their own expense. The two critical factors—the duration of the counseling and the cost involved—are noteworthy, as they reflect the deep level of commitment and benefits seen in the mandate. A possible future study on this realm could investigate the perceived impact of the counseling on the trainees' development.

8.4 A Certification, Licensing and accreditation is very important not only in US, but also in UK

The standards for certification, licensing and accreditation are intended to ensure that counselors obtain an adequate minimum level of preparation and training before working in the state's public schools. To become accredited, individuals must meet eight criteria, which include the completion of a BACP-accredited training course and a minimum of three years of practice prior to the application, with criteria address continuing professional development; *self-awareness*; and *knowledge and understanding of theories along with practice* and *supervision*. Courses must include a mix of elements that include knowledge-based learning; competencies in therapy; selfawareness; professional development; skills work; and placements regarding practice.

8.5 The hiring of school counselor with intensive supervision.

Effective hiring practice requires that principals and counselors have open and clear communication regarding the scope and content of the counselor's work within the school and that the principal ensures that the training and experience of the counselor aligns with the counseling work that occurs within the school. Research on this subject consistently notes the lack of implemented supervisory systems available for study, and most research points to a lack of counselor supervision and a desire among counselors for additional oversight structures, as well. In US a national survey of school counselors found that one-third of counselors reported having no supervision, another one-third reported supervision that occurred less than once a month, and most counselors reported that non-counseling professionals generally conducted the supervision.

8.6 Counselor Education Accountability

Specific recommendations to the counselor educators with an interest in training professional school counselors for accountability are (a) determine what is meant by being an effective school counselor, (b) identify specific teaching and learning strategies to be implemented in the counselor education curriculum, (c) model for the counselors-in-training how to be an effective practitioner by being an effective counselor educator, and (d) engage in action research as ongoing improvement in training the effective professional school counselor.

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THE EFFECTIVITY OF SCAFFOLDING METHOD IN IMPROVING STUDENTS' COUNSELING CAPABILITY BY EMPLOYING INTEGRATED SHARING MEDIA IN LEARNING PARTNERSHIP MODEL

Henny Indreswari[1)]and Henry Praherdhiono[2)]
[1)]Study Program of Guidance and Counseling
State University of Malang, Malang Indonesia
[2)]Study Program of Instructional Technology
State University of Malang, Malang Indonesia
henny_indreswari@yahoo.com
henry@fip.um.ac.id

Abstract

This research aims to identify the effectivity of scaffolding method in improving students' counseling capability, in the form of learning partnership model. The counselors' capability in taking care of counselees in epistemology counseling is the basic capability that the counselors must have. This research is a quantitative research that focuses on 1) the capability of integrated media sharing technology that contains asynchronous videos which are combined with counseling contents and face-to-face counseling; 2) the teaching and learning methods by using asynchronous technologies which are used as a scaffolding method to improve, maintain, and transfer the knowledge massively; 3) the accuracy of scaffolding method in the sharing capability among students who happen to be counselors in the future, to strengthen their counseling capabilities in the context of learning partnership model. The data is obtained through the conditions that are felt by the students who will also be counselors in the future, and the lecturers, which are seen through the counselees' teaching and learning activities, and the indicators of their learning results. The result of this action research is the effectivity of the scaffolding capability by employing cohesive media sharing technology.

Keywords: scaffolding, counseling capability, integrated media sharing, learning partnership model

1. Introduction

The improvement of student counselors' capability has the implication to the change in teaching and learning implementation. The education process of student counselors nowadays still focuses on the aspects of knowledge and counseling skills, yet less on the training on basic characters (the affective aspect), which can be implemented directly in day-to-day basis, such as empathy, genuineness, congruence, and unconditional positive regard [7](Indreswari, 2015).

Students of future education counselor are potential learners that require the support of technology in the curriculum. Learning is every human's basic necessity. The flexibility of teaching and learning system needs to be built in the learning environment in order to fulfil learning needs. As the learning content of higher education is not only accessed by academics, each university employs learning resources storage in the form of cloud computing-based broadcasting system that allows students, lecturers, managers, and outside users to be learning entity of the learning era in the learning environment. The most evident aspect is the absence of dichotomy between teachers and learners. Everyone shares with and learns from each other with their own tools.

Future counselors' competence in both pedagogy and professional regards has been prepared through curriculum design, in which the actual application in the field is spread through several courses (depending on each LPTK specialty), throughout the semester in accordance with the courses' characteristics and objectives. Student counselors are expected to have prepared competence with high standard of skills, as they will be tested in a particular way before entering the professional field practice [7](Indreswari, 2015). Students are assisted with scaffolding method that utilizes integrated teaching and learning management system with materials supplementation through cloud computing. Students can access learning management system from the available web browser. Scaffolding method, which employs such service, is considered to be cheaper and in fact, very affordable for education. With the utilization of asynchronous video technology in various aspects, it is possibly higher and better than universities that only provide classrooms.

Scaffolding with technology gives an advantage of capabilities improvement for student counselors, as counseling service implementations are very much needed. Scaffolding is applied for that purpose, in order to reinforce the four competencies that student counselors must master in order to do well in their profession, namely 1) pedagogical competency, 2) personality competency, 3) social competency, and 4) professional competency.

The teaching and learning activities of student counselors have been putting the emphasis on the knowledge aspect and counseling skills, yet less on the basic charateristics training (affective aspect) that may directly be implemented in day-to-day basis, such as empathy, genuineness, congruence, unconditional positive regard. In other words, the main attention is aimed on the cognitive aspect, while the affective aspect that includes attitudes and characters receives less attention; consequently, the affective aspect is poorer in general, and simply rather ignored [7](Indreswari, 2015).

Counselors' personality competency fundamentally involves certain aspects that refer to counselors' attitude and character aspects, which becomes the foundation of the everyday work of a counselor. It seems that this condition triggers counselors' 'rigidness' whenever they have to implement their capabilites [7](Indreswari, 2015). In order to be a competent counselor, the implementation of basic characters is very much needed, as they need to be able to show genuineness, unconditional positive regard, and empathy. These fundamental characters are imperative for counselors when they enter 'counselees world', or when they need to face counselees in the process of providing assistance. The effort to obtain such skills is attempted through the application of learning partnership model (LPM).

In a personal learning environment, scaffolding needs particular attention. Personal learning environment is an individual online learning space that is based on the personalization and openness of the Web 2.0 application. Implementation may take form in tools, social media, and workspace designed, built, and controlled by student counselors to be a lifelong learning space in their efforts to be independent and connected.

In addition to the emphasis on personalization, independency, and learner-oriented approach, [9]Kitsantas & Dabbagh (2010) note that personal learning environment should be mediated by knowledge and learning platform with supportive network basis that can help students share learning results and participate in creating collective knowledge, as well as manage meaning of the their own construction results.

Personal learning environment is able to assist the field of guidance and counseling. Scientifically, it refers to individual behavior development that must be learned by counselors in general. Student counselors are expected to have the capability to help counselees in facing the their problems and developing arrangement of their futures, particularly relating education, careers, as well as both personal and social life based on the data provided in the personal learning environment.

LPM is selected based on the rationale of how "learning partnership model is a partnership-based learning designed to guide learners to acknowledge the problem, identify various ideas on the problem, and learn together to comprehend the information, ideas and skills which simultaneously aims to develop social skills" [8](Joyce & Weil, 2000).

LPM requires the support of a quick and easy educational technology. The technology on learning resources has evolved to be a hybrid information from the existing formats, such as text, images, video, and audio. However, the delivery and usage patterns, teaching and learning model and even the the main technology used are all adjusted to educational student counselors' characteristics.

The need of learning resources in LPM lies on three key assumptions and three key principles in each environment that supports the establishment of self-authorship in order to improve empathic capability. The assumptions challenge learners to move toward their self capabilities in each development stage. Meanwhile, the principles provide the necessary support to implement it [10](Magolda & King, 2004).

2. Methods

The ability of integrated media sharing technology with asynchronous video is combined with counseling content, as well as face-to-face activity using class meeting system, in addition to activities in the web media e-learning.um.ac.id.

Image of online media e-learning.um.ac.id

Teaching and learning method through asynchronous video technology is employed as a scaffolding tool to build, reserve, and transfer knowledge in a massive way. The method used in this activity is by presenting asynchronous video as a part of scaffolding in one of the stages of LPM. Therefore, students encounter learning environment personally.

In the counseling teaching and learning implementation, LPM is made to be flexible by adding a communication lane in the form of asynchronous video. The videos that are included are sorted and selected based on inspirational content in dramatic format.

3. Results

The technology applied has given an advantage for student sounselors in the learning partnership model (LPM). Students get meeting time allocation in the class and have the chance to study through the website. The implication shows that

students feel that the gap of roles between their peers or lecturers or other people in their environment starts to close. Scaffolding is not only limited to the website, but also may be used in direct classroom meeting.

In summary, based on the research result, the use of scaffolding 1) secures the students' communication interest between their peers; 2) makes students feel supported as they receive the learning materials not only in face-to-face meetings, but also through asynchronous video; 3) keeps students focused, as for each item in the face-to-face meeting, they will also receive more affirmation in asynchronous video; 4) makes subject reiteration more effective, as students can clearly see what content is important or should be prioritized; 5) makes students feel clear and no longer mistook the learning content; and 6) shows that students have the most ideal strategy with whenever and wherever discussions.

Students feel that their presence is recognized socially through integrated sharing media such as the web, in addition to asynchronous video as communication tool. They also feel more free as they do not have to meet their partners face-to-face, or make a meeting appointment.

The result of students' perception shows their reaction to the limitations of learning management system, such as access speed, etc. Nevertheless, students agree that the interactive feature, which revolves around students in regards to their role as future counselors, works quite well. In this activity, the technology involved is Web 2.0 and social media.

Image of asynchronous video implementation as a form of *scaffolding*

Students regard personal learning environment as a student-oriented space that can build effective pedagogy environment to discuss personalization issues. Their interactions with their partners provide a flexible learning framework that can be adjusted to simplify learning problems and learning process for the student couselors. Students communicate the result of pedagogy reinforcement not only as a technical action of delivering content and customization, but also as a social construct, an active process and oriented investigation, that moves in a social, emotional, and cultural context, as well as profound intrapersonal experience. From the pedagogical point of view, student counselors also argue that there needs to be an effort to build a strong and multifunctional relation between formal and informal learning spaces through media that can be shown over and over again.

The appropriateness of the scaffolding method in improving sharing capability among the students to strengthen their counseling capability in LPM context, is highly appreciated by both student counselors and lecturers. LPM is thought to be the most suitable learning framework as it can be used to improve students' self capabilities in their efforts to develop self capabilities. Scaffolding, in the form of asynchronous video is able to build students' self-authorship capacity. The gap between what students can do and what they are expected to do is handled well through LPM, by adding more asynchronous video material.

Asynchronous video as a learning resource is regarded as one of learning infrastructures that can speed up scientific construction more efficiently. The condition in the class reveals the need for improving lecturers' implementation in partnership, in order to incorporate learning media with email, web, and multimedia technology into the integrated learning program, as well as teaching and learning practices.

The finding shows the need to develop the knowledge and new skill in technical terms, such as how to determine proper learning resources in cloud, or how to upload and edit asynchronous video so that it suits learners' needs. The partnership capability between student counselors and lecturers needs to be strengthened, as well. Resistence toward media needs to be decreased as the paradigm shift in the use of learning media is context, role, delivery, and education and learning funding pattern.

Although learning media scaffolding in the form of asynchronous video has been on target, it still needs proper management. Students suggest a special institution-owned Instructional Broadcasting System that does not comprise outside content. Such implementation will allow change in education and pedagogical practices with what is often described as 'flexible communication', 'flexible learning', and 'learning mediation' approaches. The learning resources in Instructional Broadcasting System offer a suitable teaching and learning model. The general argument used by the students for flexibility foundation is that 'flexible' means that wherever and whenever, teaching and learning activity must be provided with institutions which offer education and learning services, with no limitation, in order to keep the roles of educator and learner.

4. Discussion

Scaffolding is needed in LPM for student counselors to increase their capabilities. Wood, Bruner, and Ross [14](1976) argue that scaffolding for adults is used to control the task aspects so that the construction result of learners may exceed learners'

capacity. The idea of scaffolding for LPM implementation is supported by [13]Vygotsky (1978) who states that first-time learning happens in a social level or between individuals, and emphasizes on the role social interaction as a crucial part for cognitive development. The application of scaffolding can help student counselors to find solutions for their learning problems. Scaffolding in learning partnership model is intended to activate student counselors in facilitating the gap between the actual condition of problems waiting to be solved, and the students' potentials. In this context, students' capabilities depend on scaffolding in the form of resources or certain learning supports. [12]Stone (1998) argues that learners need scaffolding in various media or technology that enables them to solve their problems in finishing the tasks, or achieving goals that they may not be able to achieve by themselves.

[4]Greenfield (1999) states that scaffolding, as known in building construction, has five characteristics: 1) provides support; 2) acts as a tool; 3) expands learners' scope; 4) enables learners to finish the impossible task; and 5) is used to independently construct through a selection of required learning resources. This analogy would expose two crucial elements of instructional scaffolding as implemented in the learning partnership model, i.e. allowing students to solve problems with the help of their peers' experience in conducting the task, or achieving their goals by selecting other students' records of their experiences to solve the problem that they fail to do on their own.

Scaffolding in the form of records of experience or other circumstances could increase student counselors' cognitive capability. Recording media is useful to implement two important aspects of scaffolding in teaching and learning context. Scaffolding in learning partnership model may support students in either considering actual phenomena that they may never encounter before, so that they may solve problems through previous learning experience by watching videos; or they may learn about how a problem is solved, although they never experience it themselves.

In this case, there is a need for media that can act as a scaffolding tool [14](Wood et al, 1976) that can be adjusted to learners' needs and removed when no longer required. In the appropriate teaching and learning analogy theory, it can be a debate. However, the important part of scaffolding is the support of the peers, as well as others' actual experiences that can give student counselors the capability to do their learning activity autonomously.

The notion of scaffolding is to provide help that can be implemented, so that the students and their peers, as well as outside agents may help students in the form of supports that they much need to improve ([1]Bruner, 1975; [14]Wood et al., 1976). From the statement, it can be understood that one of the most important aspects of scaffolding in learning

partnership model (LPM) is how the role of the student counselors and the lecturers or other related agents in their lives can improve the students' capability.

Scaffolding takes form not only in direct face-to-face meeting, but also in recording media or other forms around students' teaching and learning process. It can be 1) identifying students' interests; 2) reducing the difficulty level by simplifying the task; 3) keep the direction of learning; 4) giving more "enlightenment" on more important tasks; 5) controlling students' frustration level; and 6) showing the preferable way as solution.

The role of lecturers in this case refers to their position as facilitators who possess the knowledge, skill, strategy, and the process required for more effective teaching and learning process. Teaching staffs not only helps motivating the students, but also providing the support in the form of other media, thus allowing students to achieve their learning goals. Moreover, they also provide support in the forms of problem modelling records, putting the emphasis on the important part of the task, and giving clues and questions that may help students. Scaffolding from the peers, lecturers, and utilized media include perception, cognitive, and affective components [12](Stone, 1998).

Building social presence through integrated media sharing using asynchronous video is a form of visual communication for student counselors. The presence of students' partners needs no prerequisite, as it is only direct face-to-face visual conversation. Direct face-to-face meeting, if conditioned, will make building condition of social presence as partners more complicated [5](Garrison et al., 2000).

In various teaching and learning implementations, learning partnership model is conditioned to have high flexibility; however, frequently rich communication is still maintained, in addition to supplementing asynchronous video in the teaching and learning model. Asynchronous video will build a dramatized situation, so that students will be able to express their emotions.

[6]Hakkinen and Hamalainen (2012) argue that lecturers in the university should support their students in developing a meaningful teaching and learning process in relevant environment. Personal learning environment can give them the ability to fulfil their learning needs and improve them. [3]Drexler (2010) suggests that based on lecturers' understanding in the university, the challenge of facing the students in employing Web 2.0, which is a learning tool, is that they have to support the students in building their own personal learning environment. However, [9] Kitsantas & Dabbagh (2010), as well as Miliband (2006) report that in reality, the university's teaching staff competency to be familiar with the pedagogical personal learning environment, has not reached a sufficient level to do the task. The main reason is the lack of awareness of lecturers' role in

implementing the technology to build a personal learning environment ([11]Shaikh & Khoja, 2012; [2]Downes, 2011).

The application of personal learning environment has become a top priority in research. At the moment, there are only a few studies, in which the lecturers explore personal learning environment in the pedagogical field, such as [11]Shaikh & Khoja (2012); [2]Downes, (2011); [9]Kitsantas & Dabbagh, (2010). Therefore, it is only appropriate that more resarchers do development studies to validate the result of previous studies, with more relevant research topics, and keep improving and exploring new areas of knowledge about the field of study.

The general idea of the development of scaffolding through asynchronous video learning is as follows.

1. The introduction of personal learning environment concept, in this case student counselors' learning environment, results in the change in learning process, learning style, and pedagogy that focus more on the students.
2. Lecturers take the place of facilitators so that the teaching and learning process continues to work well in accordance with learners' needs.

The application of personal learning environment shows that web-based personal learning environment in learning partnership model using asynchronous video has the ability to reach higher and more complex issues that suits the higher education context. Teaching staffs in the university play a role in building personal learning environment in pedagogical context.

5. Conclusions

The scaffolding method is the main characteristic in constructivism paradigm. In the paradigm implementation, theoretically, scaffolding gives contribution of effectivity in teaching and learning. Through the asynchronous video media, scaffolding method increases student counselors' empathy. The implementation of teaching and learning strategy with learning partnership model shows student counselors' improved capability, namely epistemology counseling aspect, which is a fundamental skill for the counselor profession. This study reaffirms that there is an increased capability through the power of media sharing technology integrated with asynchronous video content with counseling content, and face-to-face interaction. Learning partnership model becomes an effective method to increase affective capability or attitude through asynchronous video technology used as a form of scaffolding to build, reserve, and transfer knowledge in a massive way. Students and teaching staffs feel that the scaffolding method is appropriate in constructing sharing capability among student counselors, and can be used in reinforcing their counseling capability through learning partnership model. Both students and lecturers feel the same way,

as proven through integrated sharing media in the teaching and learning web in Universitas Negeri Malang.

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Causative Factors of Early Marriage: The Challenge and Opportunity for the Development of Family Guidance and Counseling

Nindiya Eka Safitri[1], Muhammad Afdau[2], and Yenieria Verra Perbawati[3]
Guidance and Counseling, Ahmad Dahlan University, Yogyakarta, Indonesia
*Corresponding author email: nindiya1315001306@webmail.uad.ac.id, muhammad1415001171@webmail.uad.ac.id,
yenieria1400001064@webmail.uad.ac.id

Abstract

Lately, the issue of early marriages become a trend in the world, include in Indonesia. The Demographic and Health Surveys of International Coach Federation/DHS ICF (2012) reported that from 6.927 women aged 15-19 years, 12.6% of them are married and from 6.305 women aged 20-24 years, 58.8% of whom are married. DHS ICF Macro (2011) have launch that early marriage in Indonesia is ranked 37 in the world, and second in ASEAN. The causative factor of early marriage is very diverse, such as low education, cultural influences, premarital pregnancy, divorce, physical attractiveness, teenage promiscuity and family economic status. Teenage promiscuity is the significant factor which affected by model of parenting and family environment. A conducive and harmonious family environment will build a good promiscuity and personality for the teenagers. The development of a family environment can be done with the family guidance and counseling services. Family guidance and counseling is one of guidance and counseling services that focus on the development family's potency and harmonious family climate and solve the family problems. The purposes of the family guidance and counseling are: a) to develop the family's potency; and b) to solve the family's problems to build a harmonious family and the good quality children. Therefore, family guidance and counseling services is urgent to be developed. In this context, family guidance and counseling have challenges, how to reduce cases of early marriage through the development of parenting and family environments. Then, family guidance and counseling have opportunity to develop the variety of materials and services strategy to solve the problem of early marriage in Indonesia.

Keywords: early marriages, guidance and counseling, family

1. Introduction

According the Law of Marriage in Indonesia, No. 1 of 1974 Article 1, marriage is a bond physically and mentally between a man and a woman as husband and wife with the intention of forming a family or household that is happy and eternally based on God. Marriage is generally done by adults irrespective of religion, race, ethnicity, profession, social or economic status. In a theoretical concept, adults who are old enough are ready physically, psychologically and economically to perform marriages. However, the current trend in society is early marriage. Early marriage is a bond or a form of marriage in which one or both partners are under 18 years of age or are studying school and still included in the category of adolescence.

In some developing countries such as Indonesia, there are many phenomena of early marriage. Facts globally sourced from DHS, ICF Macro (2011) showed that Indonesia is among countries with the percentage of young marriage age in the world, which is ranked 37 (the second highest in ASEAN after Cambodia). In 2010, there were 158 countries with a minimum legal age of marriage is 18 years and over, and Indonesia are still outside it. Indonesia Demographic and Health Survey (IDHS) in 2012 reported that of 6927 women aged 15-19 years, 12.6% of them are married and from 6305 women aged 20-24 years, 58.8% of whom are married. Yet according to Law No. 1 of 1974 the minimum legal age for marriage is 16 years for women and 19 years for men. This shows that the Indonesian teenagers married at ages younger than the minimum standards imposed.

Early marriage cause various serious impact in the life of the Indonesian people, especially related to the population problem. Population Census of 2010 showed that the population of Indonesia reached 237.6 million. IDHS (2012) reported that the number of births by age *(*Age Specific Fertility Rate/ASFR) is approximately 48 per 1000 women aged 15-19 years. If not addressed, it will cause a population explosion. Huge population explosion that would raise various issues in all aspects of human life, whether economic, social, and education.

The main character in the phenomenon of early marriage is actually a teenager. In 1974, WHO (World Health Organization) one defines adolescents as individuals who thrive where she shows signs of secondary sexual until she reaches sexual maturity. According to Papalia and Olds (in John, 2012), adolescence is a time of transition development between childhood and adulthood, which generally begins at age 12 or 13 years and ended at the age of late teens or early twenties. Meanwhile, according to BKKBN (Badan Kependudukan dan Keluarga Berencana Nasional) teenagers are in the age range 10-21 years. This means that the teenager is a component of the productive age group with the main traits

characteristic of the transition from the age of the children towards adulthood early. Various studies on this age group concluded their values and cultural shifts that lead to premarital sexual behavior. Research conducted in the range of 1993-2002 indicates that about 5-10 percent and 18-38 percent of the age group 16-24 years had premarital sex with a partner of their age (Antono et al, 2006).

Results of the study also revealed that sexual activity committed by teenagers is not accompanied by an increase in adequate knowledge about sexual health and reproductive health of adolescents. Sex behavior occurs among teenagers cause a major impact both on the health aspects, especially for young girls. Pregnancy in adolescence is an event of unwanted pregnancies which are generally not planned as a result of premarital sex behavior. Productive age are healthy and safe for pregnant and giving birth is in the range of 20-35 years, while the age less than 20 years old and over 35 years are at high risk of reproductive age. Pregnancy and childbirth at age less than 20 years are at risk of 2-4 times higher than pregnancy and childbirth at the age of 20-35 years (www.depkes.go.id).

The problems mentioned above stems from the promiscuity among teens today. Intensity of peer interaction by teenagers is greater than their interaction with parents. The house is no longer a teenager palace. Teens always wanted to travel to various places. In this case, the family becomes an important key in the education of adolescents, so the teenagers not to fall into promiscuity. Communication

between parents and teenagers need to be intensified. Communication is the process of delivering the thoughts and feelings through language, hearing, speech, gestures and expression of feelings. With the creation of communication between parents and teens are expected to make teenagers want to open up and talk to a parent when facing a variety of problems as well as creating a harmonious relationship with teenagers (BKKBN, 2012).

In adolescence, they generally experience changes in personality, which that indirectly affect relationships with family members. The differences in values and standards of conduct adopted parents with teenagers, make parents sometimes considered "old fashioned" and do not understand the desire of teenagers. If parents do not have the ability to communicate is good then the interaction gap between parents with teens getting bigger. Communication is very important because in adolescence contradiction between the desire of adolescents with parental frequent. If parents can address this by getting teenagers to communicate then gradually contention can be reduced and the relationship becomes more fun and full of compassion. (BKKBN, 2012). Therefore, right now need for a guidance and assistance for families who have teenagers about how attitudes and actions are appropriate in providing education to children.

To be able to provide education to parents, need for a specialized service that is guidingly and directingly. In this regard, namely through guidance

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Percentage of women aged 20-24 in 2000-2010 who had married by age 18 in countries where the minimum legal age at marriage without parental consent is 18 years or over

Percentage aged 20-24 who married by age 15 and 18

Percentage married by age 15 ☐ Percentage married by age 18
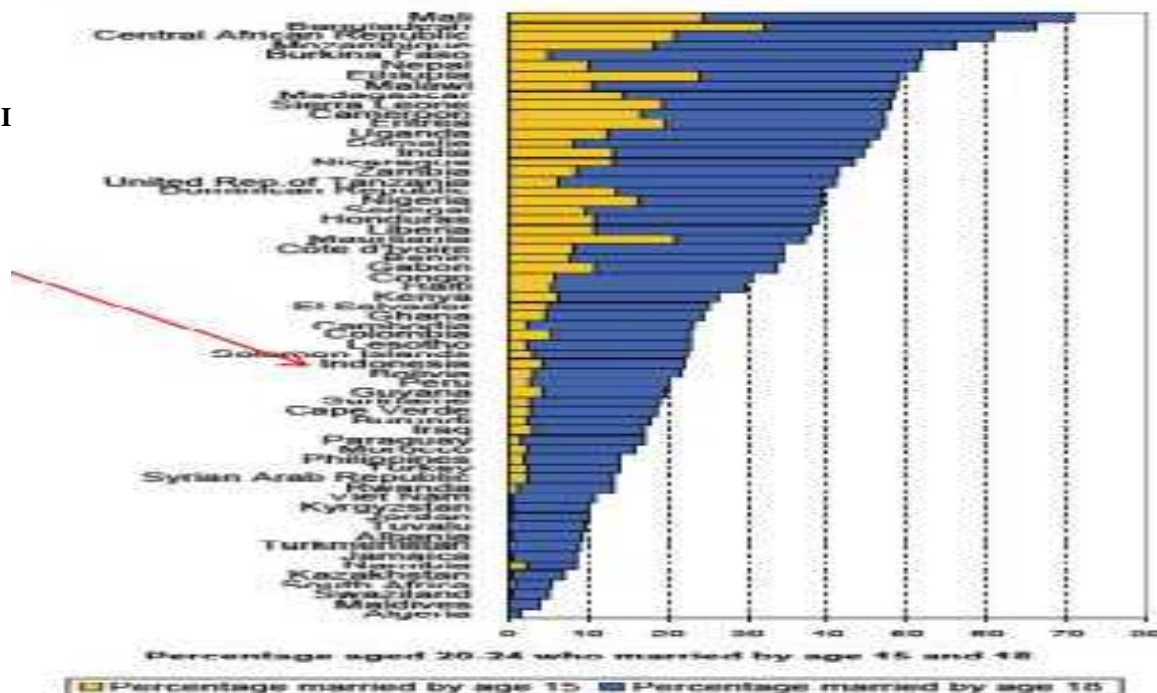
Source: MEASURE DHS, ICF Macro (2011). DHS Reports, accessed from http://www.measuredhs.com/publications on 20 December 2011; UNICEF (2011). Multiple Indicator Cluster Surveys - Available reports/ datasets by country, accessed from http://www.childinfo.org/mics_available.html on 20 December 2011; United Nations, Department of Economic and Social Affairs, Population Division (2011), *World Fertility Policies 2011* (United Nations publication, Sales No. E.11.XIII.5).

and counseling services family. Guidance and family counseling is a service of assistance by a counselor to a family to develop a family function and alleviate the family problems. This relates to the development of a harmonious family environment and communicative parents as efforts to prevent promiscuity which will lead to early marriage. Thus, the problem of early marriage is a crusial topic, so family guidance and counseling services into something urgent and should be developed intensively. In this context, family guidance and counseling have challenges and opportunities to be developed as a preventative or curative measure, to the phenomenon of early marriage.

2. Discussion

2.1 The Problems of Early Marriage in Indonesia and the World

The problems of marriage being a crusial issue in several countries MEASURE DHS, ICF Macro (2011) has revealed that in 2010, there were 158 countries with a minimum legal age of marriage is 18 years and over, and Indonesia are still outside it. Indonesia is among countries with the highest percentage of early marriage in the world (rank 37). In the ASEAN region, Indonesia is the second highest after Cambodia. Young women in Indonesia at the age of 10-14 years who are married is as much as 0.2% or more than 22,000 young women aged 10-24 years in Indonesia. The number of young women aged 15-19 who are married is greater when compared with young men aged 15-19 years (11.7% P: 1.6% L. Among the womens age group 20-24 years of age, more than 56.2% were married (RISKESDAS, 2010).

The fact of early marriage in Indonesia itself can be determined by view the data on each province. In Indonesia, the province with the highest percentage of early marriages (<15 years) is the South Kalimantan (9%), West Java (7.5%), and East Kalimantan (7%), Center Kalimantan (7%) and Banten (6.5%). While, the provinces with the highest percentage of early marriages (15-19 years) is Center Kalimantan (52.1%), West Java (50.2%), and South Kalimantan (48%), Bangka Belitung (47.9%) and Center Sulawesi (46.3%). The problem of early marriage include some aspects, both aspects of health, social and even economic. Women who marry at a younger age often suffer violence, children who face domestic violence tend not to take the fight, as a result they did not get the fulfillment of a sense of security in social and financial. Moreover, marriage with a partner far adrift of age can increases the risk of broken home, or widowhood because the couple died. In the context of marriage, about 14% of babies born to teenage mothers under 17 a tender is premature. Pelvic anatomy are still in the growth of labor risky for the establishment of long thus increasing infant mortality

and death neurotus. Depression that occurs when the pregnancy resulted in a miscarriage and increased blood pressure thus increasing the risk of eclampsia which harm the fetus or the mother (Fadlyana, 2009).

Various facts and problems of early marriage in above caused by various things from various aspects which called as factors of early marriage. The factors of early marriage, described by Surbekti (2008) as followed.

2.1.1 Low Education
Low education is one of the factors of early marriage. Generally, they are less aware of the dangers arising from early marriage. Many teens who drop out of school or only completed primary school get married because they have no activity or job.

2.1.2 The Rules of Culture
The rules of cultures may be one of the factors ofearly marriage. Age worthy to marry according to the rules of culture often associated with menstruation or first menstruation for women. Thus, many teens have not actually been decent married is forced to marry because of the insistence of their culture in their location.

2.1.3 "Accident"
Many early marriage due to "accidents" unintentional consequence caused of uncontrolled association. "Accident" refers to premarital pregnancy. The impact of this factors is they must be accountable for actions to marry early. To cover the family disgrace, there is no other way except to marry them off early. Marriage's model usually will not last long because the foundation is not strong.

2.1.4 *Broken Home*
Many childerns in broken home are forced to marry early because some reasons, for example, economic pressure, to ease the burden on single parents, help increase their family's income, find jobs, improve the standard of their life, and so forth.

2.1.5 Physical Attractiveness
Another factor of early marriage is physical attractiveness. Many teens who fall into a early marriage because of physical attraction. Because physical attractiveness is very limited, a lot of marriage is usually not long-lived.

2.2 Family Guidance and Counseling
The family is the basic unit of life's most fundamental community life. In a family, every citizen start their life and in family, each individual is prepared to become citizens of the community. When dealing with counseling, a counselor should be aware that he should not be viewed client as an simply individual because the client not live in a static environment. Family is one part of the client's life that gives enormous influence, even can be said to be the greatest. The influence of the family may be positive but it may be negative. Of the many cases of counseling, evidently family problems turned is the most powerful factor that cause other problems. Furthermore, the quality of community's and

society's life are determined by the quality of families in those community life. In this context, the needs and happiness of family absolutely needs attention for all the partisipants that concerned to develop of public welfare. The life and development contain some risks, which it can disturb the family members, because they are not immune for various problems that occured. Palmo, Lowry, Weldon, and Scioscia (1984) identify the signififikan changes that affect the family structure and condition. The changes are increasing divorce, both parents are working, adoption, emancipation of men and women, and freedom of sexual intercourse. In addition, the increasement of awareness about disable's children, depression and suicide, difficulty to find a job and inability of the economy which can affect the family's lives. Generally, family can not solve their problems and require a helper, namely counselors. The problems are: first, events or situations that create stress, secondly, sources of the family power, and the third, way of family members when look at situations occured (Luddin, 2012).

Related to early marriage, hmentioned that family has an important role to coaching young people in the association. Youth as part of a family is primary target of education in family. Adolescence is a period of transition from childhood into adulthood. In this period, we know as storms and hurricanes period. In such conditions, many changes occured in adolescents, both in terms of fisiologically-biologically and psychologically. Considering his age still in transition, and still unstable, so adolescence want to know many things, including build interaction with opposite sex and sexual activity (Early & Ellya, 2015). In this context, family should active in monitor the course of adolescence or transitional period. The most important adolescense developmental task is determine the adolescent identity. If that is resolved, so they can rise to the adult stage. Here, the role of family is very important. Hedonism or consumptive lifestyles, the demands of economic, neighborhood, and socially are contributing factors that determined to a prostitute in adolescents. However, according to Takwin, family is first and foremost environment for children's education.If the family failed to instill values to their children and do not facilitate the develop of good character, then the child will search the values from outside and their character will depend on model in social environment (Magdalena, 2010).

Harmonious and attentive family is needed for adolescence right now. The right parenting for adolescence is a democratic pattern, which the parents give freedom but also requires responsibility. In daily life, should be created a harmony, or often referred to as a state of homeostasis (balanced, comfortable). As revealed by Capuzzi & Stauffer (2015), that homeostasis is an important concept to understand the trigger of teenagers that drug addicts and their

families. Family need a balance in order to remain stable, if family has dysfunctional or not conducive. In here, family members sometimes commit acts with a level of discomfort to avoid upheaval, distress and chaos. Adolescents often make the problem more deep, more personal issues between family members. The negative adolescence behavior as well as teenagers who fall into promiscuity. Teenagers who have such tendencies can not be educated or counseled rude manner. It needs a democratic parenting with harmonis condition or homeostasis. The effort to build a homeostasis and resistant family is not easy. However, families can learn to adapt with the help of therapy and family counseling. The challenge, however, is to obtain the consent of family members, where all family members agree to make the changes necessary to achieve a satisfactory level, and all family members can functioned well for continued success their adolescence.

2.3 The Challenge and Opportunity of Family Guidance and Counseling in Early Marriage Cases

Based on the above, that the effort to build a homeostasis and resistant family is not easy. To realize this, the family can learn to adapt with the help of therapy and family counseling. The challenge, however, is to obtain the consent of family members, where all family members must agree to make the changes necessary to achieve a satisfactory level, and all family members can functioned well for continued success their youth. Thus, guidance and counseling family being a something crucial to be developed in Indonesia. Not only in Indonesia, but also in countries which there are cases of early marriage.

Kale & Landreth in Miller & Ellisa (2001), "counseling and education for parents and their children can alleviate stress, improve self-concept, and reduce social/behavioral problems". Parenting is stressful. When a child experiences more difficulties than other children, the parenting tasks and stressors are exacerbated. Gerald Patterson in Forgatch & Patterson (1998) in Miller & Ellisaa (2001), a leading authority of parent training as well as childhood emotional and behavioral disturbances, claims that conduct problems "in children and adolescents [are] a behavioral problem, not a mental health problem. The causes lie in the social environment, not in the minds of the youngsters". While many parents shake their heads in confusion about their child and ask, "What in the world is wrong with this kid?" perhaps the more reasonable question should be, "What in the world is affecting my child so profoundly that he [she] is acting this way?" Systems theory hypothesizes that the child is often reacting to the environment and (inadvertently or unknowingly) bearing or manifesting the "symptom" of this stress or dysfunction for the family. As the child's behavior escalates, the circular

nature of family systems theory can be easily understood as the family, in turn, experiences the stress of the child's increasingly problematic behavior. This spiraling negative energy continues to fuel both the child's response and the family's stress until something dramatichappens. When families are treated in their entirety, limited success may be claimed.

In this case, the family needs to run some roles to instill positive values in their young lives, especially in relationships and future planning (marriage or family). The most crucial is the role of family in understanding the youth developmental and solve the problems. In his research, "Marriage Case Study Habits Early On Subdistrict Community Sanggalangi Tana Toraja", Landung (2009) suggested that the level of ability of parents in the face of teen issues who are low, that become a intervening factor of early marriage. It is associated with the level of communication between parents and their children. The lack of effective communication between parents and teenage children, can improve the free sex behavior that will can cause to early marriage. Therefore, in order to improve the teenagers live, the relationship between parent and child must be well maintained, especially parent must give more attentions. The love of parents to children can eliminate the sadness and the fear, and can be fun the childs when they was hurt. Parents are obliged to provide moral lessons and good model to his children, include the topic of sexuality and adolescent reproduction health.

In family counseling, there are many types or strategies. The most frequently cited types of family counseling are conjoint and group counseling. Other types include multifamily group counseling, structured modalities, marital therapy, home based counseling, premarital counseling, and sex therapy. *Conjoint Counseling Family* means that all members of the nuclear family who live together are seen in the same session. As stated earlier, this emphasis on the entire family as the unit of treatment is what differentiates family counseling from individual counseling. *Family Group Counseling* may consist of one or both parents, children, sibling or parent/child subsystems. This type of counseling deals with family problem but provide support and feedback from other families with similar concerns. *Multifamily Group Counseling* consist of two or more whole families. In this type, either mothers and fathers tended to dominate with interfamily mode. When dominant, mothers talked more to other mothers, while fathers talked mostly to children or fathers. *Structured Modalities* - these model consisting of sequenced program learning, were all reported by the client couples to produce satisfactory change, but replicated research is necessary before any particulary model can be considered to be more effective than another.

Marital Therapy - the major facl orf marriage counseling are cognitive self-disclousure, behavioral contracts, modeling, cognitive restructuring, problem solving and communication skills. Marital therapy use the rating scales and feedback to bulit the commitment of the couple and attention to the couple and their issues. And *Home Based Family Counseling* described as a project designed to reach low-income, multi problem families. This project utilized couples therapy in the home and found that it provided needed services to a population that is greatly underserved. *Premarital Counseling* described as a counseling that focuses on general education about marriage, spesific problems for a particular couple or instruction in communications and problem solving skills. And the last, *Sex Therapy* - can treat a sexually dysfunctional couple and that this treatment can significantly facilitate the overall marital and family progress (Okun, 1984).

Family guidance and counseling has been developed in several countries, such as in Canada. In Canada, indigenous people's lives are shaped by relationships are defined by traditional indigenous conceptions of connectedness with the earth, communities, and the many relations that occur within these contexts and are based on what is termed indigenous ways of knowing. These relationship are also described through a concept Western Social constructivism. Social constructivism is an ideal mate for indigenous ways of knowing in the practice of family counseling because it recognizes the importance of culture and context in understanding what occurs in human interactions when constructing knowledge based on this understanding. Family service providers who work in a western social service or health care setting have an interest in exploring forms of sociocultural theory and practice, such as indigenous ways of knowing, in order to address and further the practitioner-family interaction and to benefit both individuals and communities in a responsible and sustainable manner (Stewart, 2009).

Moreover, family counseling also developed in Malaysia. In Malaysia, family counselling in community counseling is needed in order to boost personal development and harmony of all individuals and community (Ahmad in Noor, 2014). Family counselling in Malaysia is offered by government agencies like Ministry of Women, Family and Community Development, state religious agencies and NGOs. Meanwhile in school, family counselling is stated being offered but there is no record or document on how it is actually being implemented. Like in the West or other Asian countries, the need for family counselling is high in Malaysia and demanding by the community in handling all sorts of issues and challenges in a family (Rozman et al. in Noor, 2014). Therefore, the increase of services for family counselling, prefessional counsellors in family counselling and community centres for family

counselling is not something that can be taken lightly. Services that are family based like family counselling are much needed and to be offered widely. Nowadays the Malaysian community is open to the approach of counselling in handling social problems thus it is possible that family counselling can be a primer need for the society in Malaysia especially in handling varieties of social issues and mental health (Noor, 2014).

Then, this is discussion about family counseling or therapy in India. The roots of family therapy in India can be traced back at least half a century. For example, the Department of Psychiatry at the Christian Medical College in Vellore (Tamil Nadu) initiated a residential family participation program in 1957 that is still in existence today, and is one that has served as an example throughout India and beyond of the necessity and benefits of including family members in the treatment of patients who have mental illness. The formation of the India Association for Family Therapy (IAFT) in 1991 (Rastogi et al. 2005), the Mumbai Family Therapy Study Group in 2003 (Juvva et al. 2006), and the holding of the National Conference on Couple and Family Systems at NIMHANS (Bhatti 2003) provide more recent evidence that interest in family therapy as a profession and mode of practice has taken root in the Indian subcontinent. Still, the Mumbai Study Group remains small and is a non-registered body, and membership in the IAFT has peaked at about 200 members and is largely comprised of people in Delhi, Mumbai, and Chennai (Nath and Craig 1999; Rastogi et al. 2005) (Carson, et al, 2009).

The development of family guidance and counseling in various countries should also irritate Indonesia. It is due to the number of cases of marriage in Indonesia quite a lot and must get any treatment immediately. Treatments may require contributions from expert guidance and counseling through family guidance and counseling services. Family guidance and counseling services has a great chance. This means that these services have the opportunity to be able to achieve existence in the world of guidance and counseling for prevention or reduction of early marriage cases involving the role of parents. These opportunities can be developed in a way to develop a comprehensive science, develop a professional family counselor system, and develop an obligation which can support the developmental of family guidance and counseling. Meanwhile, family guidance and counseling services also got a big challenge. This means that these services should be able to accommodate as far as possible the prevention of early marriage to be successful or completed. In this case, the challenge is how to package family guidance and counseling services into the easly and prospective impact services in counseling. In here, the power and existence need to be developed again amid the current globalization is rapidly increasing. Where the child is getting free association, and the parents will be overwhelmed in monitoring. This is the 'homework' how to keep families are able to supervise for continued success in the future.

2.4 The Implications of Family Guidance and Counseling Services to Reduce The Early Maariage Cases

In the context of early marriage, family has a big role, especially in give education for teenagers when outside of school. In give education, parents should have a special strategy or tricks to attract the attention of their children. Teens who are still in unstable condition, require a lot of guidance, direction and advice from their parents. Family as the first and foremost an educational environment for youth must be conditioned, so can to provide a sense of comfort and security. Parents need to be and act in accordance with the development and characteristics of young people. BKKBN (2012) has formulated several properties desired parent teens, which should be developed by the parents who have teenage children.

2.4.1 Parental attention and support
In general, teenagers needs a pay attention for their parent, spend time together, to accompany or assist if they get any difficulty. With the positive support from parents, it will build a good relations and also gives awards into adolescent. Support from parents also able to make teenagers feel confident and strong to face and solve their problem. Instead, the teens will feel disappointed if they do not get positive reinforcement and regard.

2.4.2 Attending and Listening with Emphaty
Empathy means the ability to understand thoughts, attitudes and feelings of others, willing to share thoughts or emotions with others. Teens want a lot of understanding and empathy, they needs someone who is attentive. Communication is the key to the good relationship between parents and teenagers. Parents should have the time to talk and listen to the needs or the desires of teenagers.

2.4.3 Affection and Positive Feeling
Emotions or feelings that exist in someone can be either positive or negative. Positive if there is affection so become a warm relationship. Negative if there is rejection, hostility, so the relationship became cold and unloving. Teens need affection and positive feelings from their parents, such as hugs, hug greeting affection and attention and gentle treatment.

2.4.4 Acceptance and Respest

If adolescence can receive all the advantages and disadvantages, so they feel more appreciated, accepted and cherished by their parents.

2.4.5 Give confidence to teens

Teens need to have a feel that their parents trust them entirely, either the actions or behavior, so teenagers can feel more secure and protected.

In the context of communications in family, BKKBN (2012) also explained that parents sometimes have a limited time. Even they have free time, but their communication is not intensive. In a communication, parents want to help resolve the problem of teenager immediately, but often tend to do things such as: (a) more talk than listen, (b) find out a lot more than teenagers, (c) tends to give direction and advice, (d) is not trying to hear out what actually happened and experienced by their adolescents, (e) does not allow teens to express opinions, (f) does not try to receive the first reality experienced by adolescents and understand it, and (g) feel desperate and angry because they do not know what must to do for their teenagers. The way to speak or communicate that should be between parents and teens include: (a) hear that teens want to talk, (b) accept the feelings of teenagers, (c) talking with children, and (d) prudent and wise in making decisions.

Based on the research results by Surbekti (2008), as has been explained in the previous section, there are five basic factors of early marriage. The fifth of these factors include: (a) a low education; (b) local cultural factors; (c) 'accident'; (d) broken home; and (e) physical attractiveness. Factors associated with early marriage, then several things can be done and who should be the family of a teenager is as follows.

a. Families provide opportunities and facilitate their children in order to attend school up to high levels, minimum is to meet the 12-year compulsory. The perception that girls do not need a high school should be eliminated. On the contrary, today the right of women and men in education is same. It is intended that children acquire knowledge about reproduction health, marriage, promiscuity up to the plan a wedding that was given by the school and other parties that cooperate with the school. Parents also participate in provide an understand about marriage preparation for a better future.

b. Families understand and examine the local cultural rules that relating to the law of marriage, does it need to be followed or not. Parents also need to have a future orientation for their teenage children. However, if the culture is growing very pure and must to do

(as a result of teenagers make mistakes), so the parents should have a strategy for their child not to commit the error. Parents enforce some rules for the child firmly but also responsible.

c. The family became the main supervisor for children in their interaction with opposite sex. When parents know their children had been dating, the informed about the dangers and negative impacts of dateing needs to be invested clearly. Do not let children freely flirt, which causes 'accidents' or marital pregnancy. Invite your child to be open about his relationship by provide comfort condition and always maintain good communication with children. Parents also provide an understanding about the limitations in courtship and monitor their children secretly.

d. An intact family is a convenient place for teenagers, so it should always be maintained. As much as possible, between father and mother always maintain the harmonis relationship, there is not conflict that lead to broken home. If a divorce has occurred, then as much as possible, between father and mother always maintain the relationship, and give moral and material support, so as not to cause stress for children. Parents also provide motivation to the children contiuosly, so they are not too concerned about the divorce and just focus on their study and future.

e. Families generally know that in some marriage are only based on physical attraction alone. In here, parents should provide an understanding that physical performance does not guarantee the life of courtship or harmonist family. In an marriage, needs a lot of preparation, from the preparation of physical, psychological up to social-economic. In choosing a future husband and/or wife needs an carefully consideration.

3. Conclusions

The root of early marriage problem is the occurrence of promiscuity among teens today. Intensity teenagers in peer interaction is greater than their interaction with parents. Teens have a big desire to try new things and seek their identity. In this case, the family becomes an important key in the education of adolescents, so they do not fall into promiscuity. An harmony and resistant family is needed by adolescence right now. Which, the relationship between parent and children must be well maintained, especially parent must give a lot of attention to childrens. Parents are obliged to provide moral lessons and good model to their children, including the matters of sexuality and reproduction health.

Efforts to build an homeostasis and resistant family is not easy. To realize this, the family can learn to adapt with the help of therapy and family counseling.

In some countries with high cases of early marriage need to develop family guidance and counseling. Some countries such as Canada, Malaysia and India have developed it. In there, family counseling or therapy services have been developed as a preventive or curative efforts for the phenomenon of early marriage. The scope of family counseling there include: the development of social relations within the family, solve the social problems in a family, develop a family counselor and professional intensively. In Indonesia should also develope the family guidance and counseling services to address the high cases of early marriage among young people through the optimization of family function and development of harmonious family.

Family guidance and counseling services has great opportunities and challenges. This means that these services have a lot of opportunity to achieve existence in the world of guidance and counseling for the effort to prevent and/or reduce the early marriage cases. These opportunities can be developed by develop a comprehensive science, shape a professional family counselor, and develop an supportive regulation about family guidance and counseling services. Meanwhile, family guidance and counseling services also have a big challenge. This means that these services should be able to accommodate as far as possible the prevention of early marriage up to successful or completed. In this case, the challenge is how to package the family guidance and counseling services become an service that it is easy to do and produce an prospective impact. In here, the power and existence of family guidance and counseling needs to be developed again in era globalization.

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The Strategy of Funds of Knowledge to Solve Learning Difficulties (An Ethnographically Informed Study of Children from Lower Socio-Economic Class)

Rahma Ainun Nisa[1]
Universitas Pendidikan Indonesia, Bandung, Indonesia.
*Corresponding author email: rahma.ainun.nisa@gmail.com

Abstract

Learning difficulties which were experienced by children from lower socio-economic class urgently required a proper solution. Most of the solutions to this problem have been focused only on the individual level. Meanwhile, in fact, learning difficulties experienced by children from lower socio-economic class should also be concerned with the environment. The teaching and learning strategies to solve this problem are expected to be based on the knowledge and skills previously acquired by children in their daily life which called Funds of Knowledge. The research aims to find the Funds of Knowledge that already acquired by children from lower social class in order to be managed and organized into learning strategies. It adopted qualitative method with an ethnographically informed study design. Data were collected using observation and interview which were conducted for three months. The participants consisted of children residing at RT 04 RW 04, Husein Village Administrative, Cicendo District, Bandung City, who study in Rumah Belajar Kereta Mimpi, teachers of the local elementary schools, and volunteers of the house of learning. The data were analyzed with grounded theory. The findings showed that although children encounter obstacles during teaching and learning, at the same time they obtain knowledge and skills from their daily activities. The children attain the knowledge by observing their parents' jobs; from conversation with their parents, friends, and the neighborhoods; and through reading magazines or watching films, and even surfing the internet.

Keywords: Learning difficulties, Funds of Knowledge, ethnographically informed

1. Introduction

A review about the children whose living in low socioeconomic environments showed that children generally experience a conflict in the family, violence, separated from family, lack of social support, until so much time for watching Television program. Children in this neighborhood is also often associated with a lack of intellectual stimulation of the family and the environment and attend inferior schools. Parents also often considered to be less willing to engage in their activities at school (Evans & English, 2002; Evans & Kim, 2007). Difficulty learning that afflicts children among families with low socioeconomic status is an issue that requires the right solution.

According to Wooley et al. (in Kazmi & Pervez 2010), children in the age range of 4-9 years are in a sensitive period in the development of learning difficulties. Learning difficulties if left untreated can create an impact on behavior problems that will arise in the future. Children are also very risky to get out of school. Moreover, children can also be involved violence, become street children to join in the community that have a negative influence (Diakakis in Kazmi & Pervez 2010; Cardinal, 2011).

An innovation in learning is developed by Gonzalez et al (2005) based on the knowledge and skills previously owned by the child in everyday life. According to them, by utilizing the resources and the knowledge and skills possessed, a lesson to be more qualified than the learning by rote were encountered lately. Research Moll & Greenberg (1990) in Gonzalez et al. (2005) also revealed that there is a learning motivated by self-interest and the question of children who are usually based on experience in the neighborhood.

The term used by Gonzalez et al. (2005) is *Funds of Knowledge. Funds of Knowledge* refers to the accumulation of history and culture that evolved into the knowledge and skills of the individual until it has an important role and function of the high regard for his welfare. In addition, the *Funds of Knowledge* held by individuals can also be used to deal with change in his life, the face of learning that takes place in schools, to improve people's ability to survive and thrive.

Funds of Knowledge Concept directs educators to utilize the knowledge and background of their students to improve learning. An understanding of the background of the students is invaluable for determining the appropriate learning even up in making the curriculum. Experience for home learners interact with family, friends, neighbors, will be given its own color. Children experience during interact in the environment can also be used by teachers in the classroom's instruction (Moll and Gonzalez, 2004).

The emergence of the concept of *Funds of Knowledge,* based on an assumption that the educational process can be improved when teachers want to learn about the context of the daily life of students. Unfortunately, the practice of teaching in public schools does not yet support. To achieve this, teachers need to make a visit to the home of the student *(home visit). Home Visit* is not something new, but, *Home Visit* conducted in order to study the daily life of students have differences. The visit did not just come and go, but has the purpose to identify existing knowledge in the students' home environment. (Velez-Ibanez and Greenberg, 1992; Gonzalez et al, 1995).

Some things that affect the *Funds of Knowledge* besides environmental conditions is the economic climate. The economic climate will encourage the expertise of the people who live in that environment. It does not only affect the *Funds of Knowledge* owned by the children, but also affects the strategy shift that children use. Children's ability to change the *Funds of Knowledge* that has become the strategy can be delivered become successful and productive citizens in the future. Children are often aware that survival requires scarce resources and make children adapt to create situations that are innovative and resourceful (Moll, 2004; Gonzalez, 2005).

Knowing that children have basic knowledge will help in determining appropriate teaching strategies. The knowledge they have captured are used as the basis to promote effective learning. Alexander (2010) says that the family and the home affects children's development and learning. This then must be developed to find a knowledge base which is owned by the child.

To understand *Funds of Knowledge* as a whole thing, it is important for teachers and educators to participate directly and appreciate children's *Funds of Knowledge*. In addition, children and parents must be respected as individuals who have the knowledge. They will feel empowered if their knowledge can be used in learning. The comfort level of parents and children to school should be built to achieve this goal. Such support will be able to open the road that much brighter for the children's learning (Hensley, 1992).

In general, this study aimed to determine the *Funds of Knowledge* strategies owned by children in lower socioeconomic status in overcoming learning difficulties. The research that is in the neighborhood of Dusun Industri Barat, RT 04 RW 04, kelurahan Husein, Kecamatan Cicendo Kota Bandung. This village is located not far from Bandung's downtown.

2. Methods

This research has an aim to understand *Funds of Knowledge* owned by the children in the lower socioeconomic status. Qualitative approach used in this research to achieve these objectives by acquiring a fundamental understanding through individual experiences so that we can understand how participants take on meanings that affect their lives and behaviors (Denzin & Lincoln, 2009).

The design used in this study is one of the modification of etnografi design called *Informed Ethnographically.* According to Kunzmann and Schmidt's (2011), *Ethnographically Informed* is a modified form of ethnography design to shorten the time of the study. The author did not find the right meaning of *Ethnographically Informed* in Indonesian. Therefore, the naming will remain in use. *Informed Ethnographically* design has the same principle with ethnography design, just the span of time in its implementation become shorter.

The instrument used in a study using a qualitative approach puts researchers themselves or with the help of another person as the primary data collectors. Data collection techniques in qualitative research can be done by observation, interviews and document research, narrative, publications, texts (Creswell, 2012). In this research, primary data obtained through observation and secondary data obtained through interviews. Data is collected using more than one technique to improve the quality and reliability of data, in addition, the observation and interview remains prepared to assist researchers in collecting data.

The participants in this research were children who live in RT 04 RW 04, kelurahan Husein, Kecamatan Cicendo, Bandung and became a students of Rumah Belajar Kereta Mimpi, Teacher and Volunteer. There were 20 children, 10 teachers from the two schools and 8 volunteer teachers in Rumah Belajar. Data collection techniques in this research obtained through observation for primary data and secondary data obtained through interviews. Data collecting use more than one technique to improve the quality and reliability data.

This research used *Grounded Theory* analysis. Charmaz (2006) explaining this kind of analysis as a tool that can help researcher in starting, engaging, and completing the research. By using *Grounded Theory* analysis methods, researchers can directly regulate, manage and sort the data set. In addition, it can help initiate or establish original analyzes of research data.

The process of data analysis through grounded theory method according Charmaz (2006) covers the following points. The first is, writing an outline at the beginning to do research. In this stage, if required, researcher do sampling theory in more depth. The second phase is collecting rich data

information. Researchers can perform more than one strategy approach to obtain the required data.

The third stage is coding the data. In this stage the researchers gave the code and label to the data. There are two main types of coding in grounded theory, namely *initial line-by-line* and *Focus coding*. In the *Initial line-by-line,* encoding used per line to form an idea of the concept. On *Focus coding,* researcher need to do sorting to separate and then reunite the large amounts of data (Charmaz, 2006).

Furthermore, Charmaz (2006) wrote about the fourth stage, writing memos / notes. These records can assist researchers in comparing the data obtained. Researchers can integrate small notes and make diagrams so as to explore the concept of the idea of the data obtained. The next stage are sampling theory, checking the saturation levels, and sorting. The sixth stage is, reconstructing the theory through research that has been done, and the last stage is writing the outline for reporting research results.

To avoid bias that often occurs in the analysis of qualitative data, researchers conducted reflexivity. Creswell (2009) states that reflexivity is a process of self-reflection on the possibility of the appearance of bias in the studies conducted. Reflexivity is done by writing an open and honest narrative that contains what is perceived researchers for the study. Researchers often write field notes accompanied with emotion. By writing reflexivity, the expected appearance of bias in research can be avoided (Coffey, 1999).

3. Results

Research found that children in the study had a good desire to learn. The kind of desire to learn is the research is visible from the kids in the neighborhood, among others, the children had a desire to learn, children also can determine what they want to learn. While studying at Rumah Belajar, children often request some of test, over that, most children are reluctant to return after learning. It is showing some children's will to learn. It can be nurtured and grow. Lessons are based on a sense of love can help to achieve effective learning.

Gonzalez (2005) introduced the concept of *Funds of Knowledge* as a way to explain the source of their knowledge of a group. *Funds of Knowledge* is a concept of learning model that makes the knowledge owned by subjet as a primary source. *Funds of knowledge* not only observed at home, but also in the neighborhood. Instructions regarding the *Funds of Knowledge* can be found in the surrounding wall, gardens, landfills, common toilet and so on.

The search of *Funds of Knowledge* focuses on practice or activity performed by the subject, which in this case are the children. In observations, researchers found that children have a variety of potential even if they live in low socio-economic environment. Children in research environments have the ability collaboration with peers. Interaction between children and their peers that appear in research has shown that the experience of learners for the home interact with family, friends, neighbors, will be given its own color, it also is a form of Funds of Knowledge.

The next results of this research showed that children in this place had the capability to do classification. The ability appears when children help their parents to separate some garbage according to its kind. Children imitate adults in their environment when making garbage separation. Classification capability is included in the concrete operational stage. These stages is one of the stages of intellectual development.

Children in the research are often considered to have never read a book. In fact, the current study, the researcher noticed that children have the literacy skills acquired through the media and Internet. Children have access to the Internet. The rise of *Warung* Internet today also give a positive impact on the environment. In addition, children also have information from reading a magazine, although they very rarely to read it. Other information also they get from the movies they see. Because searching from the Internet, reading and watching movies is a rare thing to do here, children can be given the information they get while doing so.

Another thing that seems trivial but after doing research is a good modal is the use of Sundanese language by children in their everyday environments. Children use Sundanese language when interacting with parents, siblings or friends. From here, the researchers saw that the Sundanese as Funds of Knowledge

From some points about children's *Funds of Knowledge* above, it was revealed that the environment provides an important role in the formation of children's knowledge. This is similar to cognitive development expressed by Vigotsky (in Woolfolk, 2008) which states that the environmental or social level is an influential factor in cognitive development. The child's environment to provide information which is then absorbed by the child. Knowledge is absorbed well and become good funds that can be developed by the teachers.

4. Discussions

While doing the observations, researcher found that in children's daily life, their interaction with their peers can be an important thing. It shows that children can work together as a team, they also can consider the options they have, and gladly, they have willing to share to others. The interaction

between children and their peers proved that experience for home learners interact with family, friends, neighbors, will be given its own color. Transfer of information with friends in this form is a manifestation of the formation of *Funds of Knowledge* Gonzalez et al (2005).

Besides having the ability to work as a team with their peers, other findings in the research environment shows that the children have the capability of classification. According to Moll et al (2004), one of the things that affect the *Funds of Knowledge* someone is economic climate. Most of jobs owned by the residents who live in the area are from informal sector. They works as laborers, hawkers, garbage collectors, collector trashy, pedicab people and several others. The parent's job affect the *Funds of Knowledge* children. A child can figure out how to separate types of waste and understand the reason for the separation of seeing firsthand what do workers in landfills.

The classification or grouping is a kind of cognitive behavior in the concrete operational stage which was introduced by Jean Piaget. Classification in the concrete operational stage is the children's ability to identify a set of objects according to the appearance, size or other characteristics. These stages is one of the stages of intellectual development. Each stage has an influence on cognitive development of children. Piaget asserts that stimulus is needed to form children's way to think (Salkind, 2008).

Hsin (2010) in his study revealed that families and communities contribute to the formation of children's *Funds of Knowledge*. The stimulus that obtained by children within the classification of garbage gathered is coming from seeing or interacting with adults in their environment. That things is in line with what has revealed by Moll et al (2004) which says that knowledge that children's gained from seeing and interacting is an excellent fund. That fund must be managed properly in order to be a strategy that can be used to deliver the children become successful and productive citizens in the future. The foregoing is in line with the results of the study Hedges et al (2011), they assert that the evidence shows stimulation can be obtained through regular participation in family and experience in the community or the so-called *Funds of Knowledge.*

Another potential seen by the researchers that children's ability to access the Internet. Low socio-economic environmental conditions does not require the Internet to always be there. Children learn how to use the Internet to try it directly in Internet Café (Warung Internet). Most children visit that place to play *online games.* However, the teacher said that the flare of Internet café has some negative impact to children. The children often play *Online Game* until overtime. Media also considered to give a bad example for children. In the interview, the teacher said that students often get the task from Internet source. Unfortunately, most of teacher disallow it and ask the child to make their task with own knowledge.

On the other hand, children was able to operate a computer that has Internet access. Children not just playing *online games.* The children can take an advantage of the Internet access to search for information such as finding a poetry assignment. That kind of capabilities should be used as a fund that can be utilized for effective learning. Based on this, the teacher has a great and glorious role in the learning process. Gonzalez et al (2005) assessed that the teacher who wants to see and find the strength and resources owned by the children's family and the immediate environment of their students will be able to support the exchange of knowledge and skills among teachers, students and families. It is also to counter the negative views on the children's family. The education process will be improved when teachers has a will to understand their students' daily live.

Equally important, the results showed how the Sundanese as a regional language in the research environment can be a potential things to be developed in learning. According Martono (2015), language is a cultural product. Language is used as a form of intermediary in communication in the classroom. The use of regional language by the children should be managed and directed in order to be used as capital for learning. In addition, their use when children learn should not be an obstacle to achieve effective learning.

5. Conclusions

Various *Funds of Knowledge* owned by the children in the research area, among others, acquired through seeing his parents are working, interacting with the environment, and the view of the media they encounter. Children who are often considered to have less ability is proved to have potential, information and knowledge of day-to-day activities. Children also have the desire to learn to say directly what they want to learn. *Funds of Knowledge* who owned subsidiaries in the research environment include children's ability to cooperate with their peers, classification capability, literacy skills, and the use of Sundanese language. The ability possessed by these children if viewed through some theories suggest its influence on the cognitive development of children.

Another result of the research showed that both in school and home, the management of Children's *Funds of Knowledge* has not optimally done by teachers and volunteer teachers. Teachers and volunteer teachers have not been up to gather information or knowledge that is brought by the child, so that the difficulties experienced is not

resolved properly. In addition, the teacher also considers the children's parents have no concern for their children's education, but it is actually a parent has potential to work together with the teacher. Volunteers also have the view that children in the neighborhood minimal exemplary figure. The prejudice shown can lead teachers to behavior based on alleged or so-called *self-fulfilling prophecy.*

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The Development of Evaluation Instrument
of Process Based Guidance and Counseling Program
in The Secondary School

Sugiyo[1], Muslikah[2], Abdul Kholiq[3]
Guidance and Counseling department Program, Faculty of education, Universitas Negeri Semarang
sgy11@yahoo.com[1], muslikah@mail.unnes.ac.id[2], abdulkholiq11@gmail.com[3]

Abstract:
Guidance and counseling management is done in the phase of program arrangement, program implementation, and evaluation. Evaluation done to compare the yield of service achieved with the program planned. Meanwhile the school counselors in the field have not accomplished their evaluation yet because there was no any easy and practical instrument. The implication of that will be there must guidance and counseling evaluation instrument which enable the counselor to obtain the information about the process of service that being accomplished and the impacts arose by the service. This research is specifically directed to develop the instrument of guidance and counseling evaluation in school which is based process. This is a *research and development* research. This research is focused to identify the needs of school counselor leader in terms of the evaluation instrument of guidance and counseling service and to formulate prototype of evaluation instrument of guidance and counseling service in the secondary school. In addition, to test the evaluation instrument effectiveness of guidance and counseling service based process with a larger scale. To collect data used questionnaire and focused group discussion (FGD) techniques. The questionnaire technique was used to collect the scoring data of content validity of guidance and counseling service evaluation instrument based process. The focused group discussion technique was used for both affairs, the first is to obtain the complement data of expert's judgment concerning the content validity and the second is to obtain the visibility data of instrument accomplishment in field. The FGD involved supervisor and leader of school counselor in senior high school in Semarang city. The result of this research based to the expert of guidance and counseling indeed the instrument research developed was appropriate, accurate and operational even there was revision in the service component. The practitioner validation through FGD involved supervisor and leader of school counselor in Semarang city. So, obtained the valid instrument development and was ready to be tested broadly. Based on the instrument trial to school counselor in MGBK in Semarang city, gained the data indeed the evaluation instrument development of guidance and counseling based process is effective to evaluate the process of guidance and counseling service in the secondary school.

Keyword: Evaluation, Guidance and Counseling, Process, Service

Introduction

The success of guidance and counseling is not only affected by the good planning because some unpredictably variables can also hamper the success of guidance program. Therefore the guidance program evaluation in process aspect is importance to be done. The program evaluation in process aspect is the evaluation which is oriented on the diagnoses of excessiveness and weakness of the program [1]. Through the process evaluation then being expected the weakness of the program accomplishment can be fixed soon.

However in field, the instrument used to evaluate the process of guidance and counseling program is still limited and hard to be applied. Because of that needed the standardized and applicable evaluation instrument in school. Based on the research did by Sugiyo and Sunawan (2012) as the guidance and counseling service evaluation model, should choose some characteristics like: there is instrument of guidance and counseling service accomplishment evaluation (54,55%), suitable with the existing guidance and counseling curriculum (31,82%), there is supporting software (27,27%), and serves many supporting format of guidance and counseling service accomplishment evaluation (22,73%).

The implication of those reality is the need of counselors' evaluation instrument which enable them to obtain the information about the emerged impact of the given service. This research was specially directed to develop the evaluation instrument of guidance and counseling in school based process. Through this evaluation instrument, expected counselors are assisted in evaluating their guidance and counseling

program which had been done, so finally it can give contribution in increasing counselors' performance.

This research seems to be very important because until this time there is still less of research which strive developing the evaluation instrument that facilitate counselors uphold their accountability. Only a few expert who are designing their research to appraise the effectiveness of guidance and counseling program comprehensively (Wishton & Sexton cites in Brown & Trusty, 2005). The research concerning the guidance and counseling service impact mostly used the experiment strategy so that the understanding toward the service impact is only focused on one service. Whereas the need of guidance and counseling service practice in school is an evaluation instrument which is able to give information about guidance and counseling service impact entirely. This condition is also happens in Indonesia, where there are still less of research which guided to develop evaluation instrument for guidance and counseling program.

Explicate this research is very important to be accomplished and is suitable with the superior strategic plan of Semarang State University in resulting the innovation in education which has quality and character formed the development of guidance and counseling program evaluation instrument. The result of this research is expected able to be solver of school counselors' problem while accomplishing guidance and counseling service evaluation. The evaluation instrument that has been developed in this research is hoped can stimulate counselor to able to uphold the accountability of guidance and counseling service. Thus counselor can show the stakeholder their performance and their benefit for student and school. Problem in this research is how the counselors' need, the instrument development, and the effectiveness level of instrument development of guidance and counseling service evaluation based process in secondary school. According to Stufflebeam and Shinkfield (in Fitzpatrick, Sanders & Worthen, 2004); Stafflebeam (1999, 2003) can be defined the approach of evaluation as follow: the process evaluation done to identify or predict the processes resisting the procedure design or its implementation, record and appraise the accomplishment of procedure activity and serve the information materials to program arrangement in future.

Method

The used technique in collecting data in this research and development of instruments were questionnaire and centered focused group discussion (FGD). Questionnaire technique used to collect initial data and data of content validity scoring of guidance

and counseling program evaluation in secondary school based process even from expert validation or practitioner. FGD involved the leader and supervisor of guidance and counseling in senior high school in Semarang city. Data analyzed with descriptive statistic technique used percentage analysis.

Result

The overview about the school counselors' need assessment in guidance and counseling service evaluation is first, there was several forms of instrument which were supporting the accomplishment of guidance and counseling service process evaluation (54,55%). Second, the simple, easy to understood, accomplished, and analyzed instrument (45,45%). Third, served many format needed to accomplish the guidance and counseling service evaluation (31,82%). Last, giving the satisfying technological facility for the evaluation accomplishment (9,01%).

1. **The result of development and validation of evaluation instrument guidance and counseling service based process**

In this step after collecting data which was according to theory, the previous research, and objective fact then the next step is to make design of instrument development of guidance and counseling service evaluation based process. Therefore this instrument consists of some instruments which have been implemented in guidance and counseling service as follow: (a) classical service, (b) group guidance and counseling, (c) individual counseling, (d) placement, (e) mediation and consultation, (f) home visit, (g) case conference, and referral, and (h) collecting and saving data.

Design validation is a process to appraise whether product design can be used and produce some effective, efficient, and rational stuffs. In the design validation of hipotetic model researcher did judgment expert with 2 experts of guidance and counseling and 3 professional practitioners and also 1 guidance and counseling supervisor. The appraisal result from validator to general instrument development that was proper instrument development to be used with good category. After the process of model validation the researcher did revision which suitabled with notes presented.

The first expert as validator was Prof. Dr. DYP Sugiharto, M.Pd, Kons., professor and guidance and counseling expert. Result from first expert obtained good criteria evenly. These criteria showed that the arranged instrument was already representative and proper to be implemented.

The second expert as validator was Prof. Dr.

Mungin Eddy Wibowo, M.Pd, Kons., professor and guidance and counseling expert. Result from him was obtained the good criteria too. According to his appraisal, this model was ready enough to be used but there were some revisions: (1) instrument would be better to be made scale on its range (2) items should be matched with the latticework of research, (3) recheck some diction to be more understandable, and (4) the description of guidance and counseling supporting program to be more proportional.

After attain input from experts, researcher revised instrument immediately so it was ready to be validated by professional practitioner and guidance and counseling supervisor. The supervisor validation and guidance and counseling supervisor did before instrument try out, so the instrument readability and appropriateness can be measured and implemented.

The supervisor of guidance and counseling in Semarang city (Miss Endang PT) as instrument validator said that based on appropriateness test, the developed instrument was obtained very good criteria, already appropriate, efficient, and operational. Only a few items needed to be revised in order to be more understandable. Whereas the 3 professional practitioners as validator, they were Miss Priti Uning W (SMA N 1 Semarang guidance and counseling teacher), Miss Galuh Wijayanti, M.Pd. (SMA M 12 Semarang guidance and counseling teacher), and Miss Sri Murtini (SMA Kesatrian 1 Semarang guidance and counseling teacher). Generally based on the professional practitioners validation, the developed instrument obtained very good criteria and already completed the guidance and counseling service standard in school. Input and suggestion to instrument development were about the word usage consistency, classical guidance completeness and diction to be more understandable.

The difference of instrument development before and after validation from expert and practitioner specifically can be seen on table 1.

Table 1 The difference of instrument development before and after validation from expert and practitioner

No	Aspect	Model before revision	Model after revision
1.	**Intermediary and theory of guidance and counseling evaluation service evaluation**	Only intermediary from instrument developer team	Adding theory of guidance and counseling service evaluation in general and also based process
2	**The way of answer item selection from respondent**	Use checklist (yes) and (no)	Made psychological scale range: Very suitable (SS), Suitable (S), Unsuitable (TS), Very unsuitable (STS)
3.	**Instrument on orientation and information service**	On title and content of instrument written evaluation instrument of guidance and counseling service based process (information and orientation service)	Changed to be classical guidance so become more general suitable with comprehensive guidance and counseling. The title is evaluation instrument of guidance and counseling service based process (classical service)
4.	**Writing order and diction**	Many writing order and diction which still ambiguous	Revision in all component of instrument to be more understandable and simpler

After expert validation test of professional practitioner and supervisor of guidance and counseling so instrument did limited try out immediately which held in SMA N 4 Semarang on MGBK meeting of SMA, MA, SMK (equivalent with senior high school) in Semarang city on Tuesday November 10th 2015which attended 25 teachers of guidance and counseling in Semarang city.

First,the researcher team explained about guidance and counseling service evaluation based process, then respondent asked to fill the item of instrument. After it, respondent fill the questionnaire of guidance and counseling teachers' respond toward evaluation instrument development of guidance and counseling service based process. Specifically can be observed on table 2.

Table 2 The respond of guidance and counseling teacher to the development of instrument evaluation

NO	Variable	Indicator	%	Criteria
1.	The respond to	Perception	85.12	ST
2.	development of	Acceptance stance	89.02	ST
3.	evaluation instrument of	Agreement stance	83.90	T
4.	guidance counseling	Suitability stance	84.20	T
5.	service based process	Interest	86.88	ST
6.		Motivation	81.46	T

According to table 2 can be understood that respondents' perception to development of evaluation instrument of guidance counseling service based process in very high category that is 85,12%, so the acceptance stance too in very high category that is 89,02% and that is very high categorized in 86,88% respondents' interest on evaluating guidance counseling service processed instrument development. Whereas in high category are aspects such as agreement (83,90%), suitability (84,20%0, and motivation (81,46%).

So that based on try out test of evaluation instrument development of guidance counseling service based process and data analysis can be concluded that these instrument development is effective in evaluating guidance counseling service process in secondary school.

Discussion

The result of this research serves the attractive portrait regarding the accomplishment of evaluation process of guidance and counseling service in school. The awareness of the importance of evaluation is basically possessed by all counselor, but this awareness has not been balanced with their real action. In order to be able to evaluate correctly needed the good understanding of evaluation procedure and technique, proponent instrument, and the similar equipment (Cobia & Handerson, 2007). Unfortunately those equipment's and the counselors' competency are not supporting enough for the implementation of evaluation. Counselor does not has evaluation instrument like instrument of performance appraisal process. This condition is getting worse with the condition that counselor does not has adequate competency to develop those instruments proper with his own condition.

Synchronous with the condition above counselor is hoping that there is training and he can obtain much instrument equipment's which are supporting the evaluation of guidance and counseling. This finding indicates that evaluation model of guidance and counseling process is very needed by counselor. Counselors' awareness about the importance of guidance and counseling evaluation is an acceptance potency of process evaluation instrument development of guidance and counseling service.

The result of the research serves the interesting instrument development regarding the implementation of guidance and counseling evaluation based process in school. Some experts and practitioners said that instrument was appropriate, clear, efficient, but less operational on few diction and appraisal indicator so must be made scaled range on its instrument so that the guidance counselor teacher would be easier to implement it. Due to the good evaluation needs understanding comprehensively regarding technique, evaluation procedure, supporting instrument, and similar equipment's (Cobia & Handerson, 2007). Therefore being developed those instruments on service and supporting function which are suitable with the service done.

Suitable with condition above, practitioners or school counselors are very hoping can get training of guidance and counseling evaluation based process including instruments which support guidance and counseling evaluation. Because of it researcher team give socialization and training of development of guidance and counseling evaluation based process

which is very needed by counselor in society. Counselor's awareness about the importance of guidance and counseling evaluation is kind of acceptance potency of evaluation instrument development of guidance and counseling evaluation based process.

This research becomes very importance because until this time still less research which try to develop evaluation instrument which facilitate counselors to uphold their accountability. Still little experts who try to design research to appraise guidance and counseling program effectiveness comprehensively (Wishton & Sexton in Brown & Trusty, 2005). This research is regarding the impact of guidance and counseling service mostly use the experiment strategy so the understanding toward service impact is only focusing on one service. However the needs in practice of guidance and counseling in school is an evaluation instrument which can give information about the impact of guidance and counseling service entirely. This condition is also happens in Indonesia where there is still little research which is specifically directed to develop evaluation instrument of guidance and counseling program.

Based on what Stufflebeam and Shinkfield said (in Fitzpatrick, Sanders & Worthen, 2004); Stafflebeam (1999, 2003) can be explained that approach of process evaluation as follow: process evaluation done to identify or predict which process that hamper procedure design or its implementation, recording and appraise the implemented program procedure and serving information materials to arrange program in future. The method can be used to evaluate program such as observe the hampering resistor the procedure implementation, anticipate the unpredictably situation, describe process of program implementation and observation. The decision that can be taken from process evaluation such as the reparation and implementation of program design including procedure; log program implementation to interpreted the program success.

Based on the limited try out known that respond of guidance and counseling teacher and supervisor in MGBK in Semarang city told us if the developed instrument was effective in increasing the counselor ability to evaluate guidance and counseling service based process in secondary school. Process evaluation approach gives the information about all component from a system periodically. This stuff enable counselor to know the updated status regarding management of guidance and counseling service that they did.

If the effectiveness of evaluation being associated with accountability, so can be understood that evaluation result which is very supporting the accountability enhancement. When the evaluation result is very accurate so counselor can uphold accountability in guidance and counseling service by showing his performance and the impact of guidance and counseling program had been given (Sink, 2009). Because of it so counselor can state accurately how important the existence of guidance and counseling in society is. Therefore the follow up result from this guidance and counseling evaluation based process can make counselor able to implement his performance optimally. Counselor can take decision accurately about the alteration which must be done in order to repair the quality of guidance and counseling service in school.

Conclusion

According to the result of research can be concluded as:

1. Initial result study shows that guidance and counseling service models which are being wanted by guidance and counseling teacher are: first, there are some form of instrument which support the implementation of guidance and counseling process evaluation (54,55%). Second, the simple instrument, easy to be understood, implemented, and analyzed (45,45%). Third, serve several formats which are being needed to implement guidance and counseling evaluation (31,82%). Last, the facilitation of an enough technology to do evaluation (9,01%).

2. The development of evaluation instrument of guidance and counseling service based process which had been validated by expert and practitioner consists of implemented instrument on guidance and counseling service such as: (a) classical service, (b) group guidance and counseling, (c) individual counseling, (d) placement, (e) mediation and consultation, (f) home visit, (g) case conference, and referral, and (h) collecting and saving data.

3. Based on try out result of evaluation instrument of guidance and counseling service based process and data analysis done can be concluded that evaluation instrument development of guidance and counseling service based process is effective in evaluating the process of guidance and counseling service in secondary school.

According to the conclusions above, some suggestions might be conveyed are:
1. For the following research, would be better if model being tested in larger area so that can be used by guidance and counseling teacher in national scope.

2. For guidance and counseling teachers, supposed able to use instrument and develop it as appropriate as the needs of service and school so in the evaluation of guidance and counseling service be more optimal.

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STKIP Singkawang Students' Learning Burnout Level

Dian Mayasari*, Iip Istirahayu
STKIP Singkawang, Singkawang, Indonesia
STKIP Singkawang, Singkawang, Indonesia
*Corresponding author email: diansingkawang@gmail.com, iip_istirahayu.yaho.com

Abstract

This study aims to describe the level of STKIP Singkawang students' learning burnout and to determine the differences in students' learning burnout based on age. This type of research is quantitative descriptive method. The sample in this research is 103 students that was taken with stratified random sampling technique. The results showed the level of students' learning burnout at high category is 0.97%, the average middle category is 76.70%, 22.33% less category and low category 0% and there is no significantly difference in the level of student learning burnout based on age. Students' burnout learning at average middle category needs to be reduced so that the impact does not affect students' academic.

Keywords: Student's Learning Burnout, Age

1. Introduction

Learning is an activity that is conducted throughout the lifetime. Realized or not humans certainly do learning activities. Slameto (2010:3) argued that learning is a process of work done to a person to obtain a change in the behavior of the new overall as a result of his own experience in interaction with the environment. The changes that occur are not only related to the addition of the science but also shaped proficiency skills, attitude, understanding, self-esteem, interest, character and adaptability.

Students as learners who are in the campus also have an obligation to learn. Students are the ones who learn in college and enrolled as a student, either at University, College, Institute or Academy. Be in age between 19 years up to 26 years, experiencing the transition from the late teens to the development stages of adult development times next start. In the learning process of students, not rarely found constraints in learning. One of the most frequently encountered is the saturation of learning or commonly known as burnout learn.

Pines & Aronson (Sutjipto, 2001) explains that the burnout learn is a condition when a person is emotionally exhausted and physically or mentally saturated as a result of the demands of the job-related learning. Burnout student learning is an emotional state, in which a student feels tired and bored mentally and physically as a result of the increasing demands of academic work. The concept of burnout learning first appeared and developed by Skovholt (2003), Jacobs et al (2003), Lightsey & Hulsey Noushad (2002), (2008), and Brunk (2006) which found that the propensity of saturation with all factors and factor cause not just happen on the job but Burnout can occur in a learning activity.

Students are often faced with assignments both individual and group assignments. Not only is it a dense lecture schedule not to mention having to manage study time as effectively as possible. Especially when working on deadlines that make them have learned the hard way can be one of the causes of students experiencing saturation in learning. Feeling tired of the prolonged power drained when the task, feeling helpless, to feel trapped in a given task and dissatisfaction against the results of the work will result in a feeling of being tired and uncomfortable, thus leading to fatigue mentally, physically and emotionally.

Factors that affect burnout learn one of which is age. Maslach (2001), said burnout most often found in younger individuals. Burnout learning can be the cause of the decline of student learning achievement. A burnout of experienced students also led the effort of learning being done will be in vain. In addition, suppose that plagued burnout will inhibit the liveliness in the process of subject lectures, impeding the smooth running of the subject in completing a given task or subject professors, become quickly surrendered when confronted to the various tasks, especially if it gets harder (Diaz & Zulakida, 2009:96-97).

2. Methods

This research is quantitative descriptive method. Researchers use descriptive methods in this study, because researchers wanted to describe the level of burnout and the difference in student learning burnout study based on age. The population of this research is students STKIP Singkawang. The sample in this study involved 103 STKIP Singkawang students with stratified random sampling technique.

Techniques and data collection instruments used is the psychological scale. The aspects measured in this study are students learning burnout levels, and then data collection instruments used is the scale of the burnout learning.

Data analysis techniques used in this research is descriptive quantitative. To answer questions about the extent of student learning burnout, calculated by percentage. As for proving the hypothesis of research

Graph 1 Levels of Student Learning Burnout STKIP Singkawang
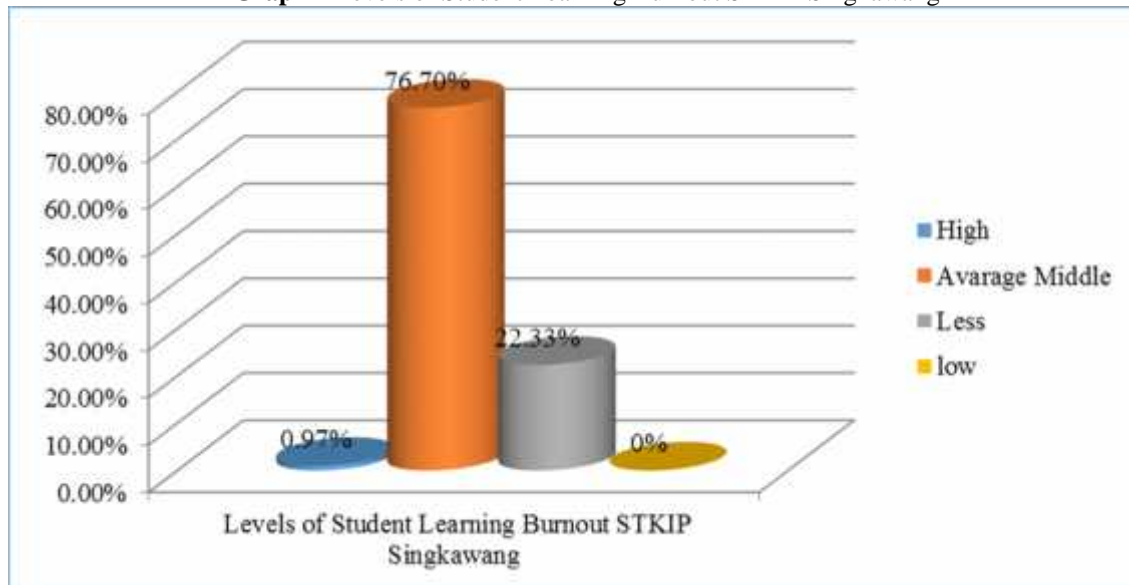
on student learning burnout level differences based on age using a t-test using SPSS version 21.

3. Results

Levels of student learning burnout STKIP Singkawang is derived from the results of students ' learning burnout scale deployment. The categories used to determine the level of students' learning burnout is high, average middle, less and low. The number or frequency of student learning STKIP burnout rate of Singkawang lies in the requirement of being with numbers of high category as much as 1 student (0,97%) categories were 79 students (76,70%), less requirement of 23 students (22,33%), and the low category 0 (0%) students. More details of the researchers describe in the form of a bar chart graph as follows.

The t-test results showed there were no significant differences based on age of student learning burnout. It can be seen from the significant p = ,119 p> ,05. Means that the hypothesis Ho is rejected and Ha accepted. The results of the t-test in more detail can be seen in Table 1 below.

4. Discussion

Burnout learning is a mental condition, emotional, someone in times of boredom and fatigue caused by work demands associated with increased

learning. The level of students' learning burnout STKIP Singkawang middle. This shows that the learning burnout experienced by students STKIP Singkawang. This is in line with research conducted by Mubiar Agustin (2009) showed that students of Universitas Pendidikan Indonesia the fifth semester / academic year 2008/2009 three levels of experiencing burnout studied in the high category and the rest are in the low category.

Burnout is not just happening in the world of work but also occur in the learning process. This is in line with the opinion of Skovholt (2003), Jacobs et al (2003), Lightsey and Hulsey (2002), Joseph (1999), and Brunk (2006) which found that the propensity of saturation with all factors and factor cause not just happen on the job but Burnout can occur in a learning activity. Students who have experienced burnout study would feel all the work that he did, becoming useless, so burnout give effect is bad for the development of the student. It is supported by Neils (2006) who explain the negative result of saturation (burnout) learning is the damage to academic performance, in the form of a bad habit in learning, cognition, low learning motivation of the irrational, obsessive and compulsive, self-esteem and low confidence. Burnout also result in such affection towards the emergence of depression and anxiety is high.

There were no significant differences based on age of learning burnout. The results of this research

Table 1 Student Learning Burnout STKIP Singkawang by Age

T	df	Sig. (2-tailed)	p>,05
-1,570	101	,119	There is no significantly difference

contrasts with the results of several studies that found significant differences between burnout studies based on age. This is because students who are in their late teens or early adulthood, has the support of the family to learn, have the emotional stability, not easily give up when experiencing difficulties, and be optimistic in the face of life.

This is in line with the opinion of the Jacqueline et al (in Syamsu Yusuf and Nani M. Sugandi, 2013) that States adolescents has five positive characteristics i.e. competence, teens have a positive perception of the social, academic, physical, career, and so forth; confidence, teens have the confidence and positive attitude; connection, adolescents have a positive relationship with others; character, teens have an attitude of respect for the social roles, understanding of right and wrong or good and bad and caring / compassion, adolescents show emotional concern for others, especially when they are in a state of grief.

Additionally, Syamsu Yusuf and Nani M. Sugandi (2013) describes the age of students who also were in the phase of early adulthood showed the role, duties and responsibilities of students are not only exposed to the achievement of academic success, it is able to demonstrate personal conduct and to explore lifestyle and values, ranging challenged intellectually, and start enjoying independence.

5. Conclusions

The results showed the students' learning burnout level STKIP Singkawang middle category and there was no significant difference in the level of student learning burnout by age.

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The Effect of of Attribution Effort Toward Students' Procrastination Behavior

Siti Aminah
Yogyakarta State University
sitiaminah@uny.ac.id

Abstract

This study aims to determine the effect of using attribution effort toward students' procrastination behavior. Individuals who putting off doing a task, they generally have low achievement motivation. One element in the achievement motivation is attribution. Attribution theory is concerned with how people interpret the success or failure and how it relates to their thought and behavior. In the attribution scheme, it is categorized within three dimensions: locus (internal or external for human), stability (stable or unstable over time), and control (it is primarily controlled or does not controlled by the individual). Attribution effort is located in the internal locus, unstable, and controllable, and it is attribution that can provide motivation for individuals. This study was quantitative research and conducted to 37 respondents by using attribution and procrastination scale and processed statistically by using SPSS version 20.0 for Windows. The hypotheses testing used in this research is simple regression test. The results of the study showed that the attribution effort have a negative effect toward procrastination behavior, t_{value} is 3.166 and significance level of less than 0.05. Contribution value ($R2$) of attribution effort variable toward procrastination is 22.3%. From the result, it can be concluded that students who use the attribution effort in defining academic success and failure less likely to do procrastination.

1. Introduction

Learning activities in university including in adult education where the learners already have experience and clearly understand what he/she did. Learning strategies thas is given in adult education is different from the previous level of education. The task given is one of method given by lecturer in the lecture. Assignment aims to stimulate students to understand the topic material being discussed.

By giving the task, students are expected to attempt to read the literature, searching for instructional materials, conduct observation or analysze case in order to explore the lecture material. Thus, the students are not only get knowledge from lecturers, but also they can find their own new knowledge by their activities outside the classroom. This is in accordance with constructivist approach that asks learners, in this case, the students, they construct knowledge acquired by assignments given by the lecturer.

In the implementation, students do not always respond to the task given as a means to learn, but they think that it is not more than a duty that must be completed at a certain time. The observation result and interviews show that the students tend to postpone doing the task and do it close to the task submission deadline. The condition is caused by several factors, as follows: difficulty in understanding the task instructions given by lecturers, waiting for the right moment to do the task, follow other activities that do not related to the the assignment and want a perfect task results. Students who putting off doing the task generally do not get optimal results. Some students also said because the submission time is near, they tend to collect the task carelessly or do not do properly.

Individuals who putting off a task generally have low achievement motivation. Achievement motivation is the encouragement to individuals to achieve targeted results. In achievement motivation, the individual act upon the things underlying or known as attribution. Attribution theory concerned with how individuals interpret events and how they relate to their thought and behavior. In attribution scheme, it is categorized within three dimensions: locus (internal or external to human), stability (stable or unstable over time), and control (is primarily controlled or does not controlled by the individual). Attribution effort is in internal locus, unstable, and control, which are quite beneficial in providing motivation.

The objective of the study is to determine the effect of attribution effort toward the students' academic procrastination behavior. By this study, lecturers are expected to anticipate the procrastination behavior by using attribution effort to train students in defining their academic success or failure. So that students are able to obtain optimal learning results.

2. Literature Review

Procrastination

Academic procrastination is defined as the intentional and needless deferral or delay of work that must be completed to the point of experiencing discomfort (Schraw, Watkins, & Olafson, 2007) [1] . Procrastination is often detrimental to academic achievement because it reduces both the quality and amount of work produced by a student. It leads to a number of other negative results, including stress, isolation, and poor perfomance (Zacharis, 2009)[2]. Students who procrastinate tend to express dissatisfaction with their courses and receive lower

grades than low-procrastinators (Tice and Baumister, 1997)[3]. In spite if these negative consequences, it is estimated that 80 to 95 percent of college student engage in this behavior (O'Brien, 2002)[4].

Solomon & Rothblum (1984)[5] state there are six academic areas, namely the task of composing (create paper), study for exams, reading support books, administrative tasks that support the learning process, attending meetings and overall academic performance.

Two major factors that affect procrastination namely internal and external factors. Internal factors are factors that come from individuals who also form procrastination behavior that includes physical and psychological factors. External factors are factors that come from outside the individual, it can be too many task (overloaded tasks) which requires the completion that almost at the same time. This will be made more severe, if the environment is conducive in supporting procrastination.

The conclusion that can be taken regarding academic procrastination is a behavioral tendency in delaying the execution or completion of tasks in six academic areas (Task in composing, studying for exams, reading, administrative performance, attend meetings and academic performance in general) are performed continuously either the short term postponement, a short delay close to the deadline or long-term postpone exceeding the specified time. So, it is an intrusive performance in a limited time range by replacing activities that are not so important.

Attribution Effort

Attributions for academic outcomes are assigned at the end of a self regulatory cycle in the self reflection phase of Zimmerman's model (1989)[6]. An essential assumption of attribution theory is that learners attempt to understand and explain the causes of their behaviors in such a way as to maintain a positive self-image. These explanations are focused on their internal (ability, effort) factors or external causes (luck, context). Internal and external factors may be viewed by an individual as either controllable or uncontrollable. Student' attributions for academic outcomes can determine a student's level of motivation and influence subsequent behavior based on whether the cause is viewed as changeable and within the individual's control (Weiner, 1986)[7].

Individual may attribute these perceived successes or failures to things such as ability, effort, context, luck or mood (Hamilton & Akhter, 2002)[8]. These perceived causal determinants of outcomes fall within three dimensions-locus, stability, and control. These types of attributions impact how individuals cognitively, affectively, and behaviorally respond in future situation (Weiner, 1994)[9].

Attribution effort is attribution that are locaed in internal locus, that is derived from the individual itself, unstable which can be changed (up and down) and can be controlled that individuals can enhance them for achieving success in the future. Attribution effort is rated as the most adaptive attribution which can increase the motivation of individuals in achieving academic success.

Students whose attributions are to made external, uncontrollable factors are more likely to be unsuccessful at academic tasks and, based on theory and research on traditional classrooms, more likely to procrastinate in the future.

3. Research Methodology

Objective of the Study

This study aims to determine the effect of attribution effort toward students' procrastination in the university. The lower the students' attribution efforts, the higher possibility the students doing procrastination. The study uses a quantitative-descriptive study.

Participants

To obtain objective of the study, the samples of the study were 37 students, they were 4 male students and 33 female students, they were the students of guidance and counselig department, Yogyakarta State University. The age were varied, ranged from 17 until 25 years old. The sampling technique was simple random sampling. All participants were asked to complete procrastination and attribution scale. The data were analyzed by using, mean, standard deviation, t-test, and regression analyses.

Instrument

Procrastination Assessment Scale Students (PASS) is a scale to measure the students' procrastination in doing academic assignments at university, this scale is divided into several aspects, they were, Frequency

Tabel 1. Causal determinants of outcomes		
Dimension		**Attributional Quality**
Locus	Internal	Factors that originate within the individual
	External	Factors that originate from the environment
Stability	Stable	Individual believes the outcome is likely to be identical if same behavior occurs in the future
	Unstable	Individual believes that the outcomes is likely to be different if same behavior occurs in the future
Controllabilty	Controllable	Individual believes the factor can be altered
	Uncontrollable	Individual does not believe the factor can be easily altered

Table.2 Percentage Descriptive Results of Students Procrastination

Number of Respondents	Percentage	Category
8	22%	Very High
11	30%	High
7	19%	Medium
4	11%	Low
7	19%	Very low

and Reasons for Procrastination. Meanwhile, to measure Attribution efforts, it uses attribution scale. Attribution scale contained 44 question items.

FINDINGS

Procrastination

Students' procrastination is measured by using Procrastination Assessment Scale Students (PASS). Below are the results of the descriptive analysis of the students' procrastination behavior: Table.2

Based on these results, it can be seen that there are 7 students with a percentage of 19% included in the very low category, four students with a percentage of 11% included in the low category, 7 students with a percentage of 19% included in the category of medium procrastination, 11 students with a percentage of 30% in the high category and 8 students with procrastination 22% included in the very high category.

In indicator of procrastination area which is divided into six areas, namely postpone at the time of writing a paper, study when there is an exam, read references, fill administrative tasks, make an appointment with the lecturer, and course work in general. Here are the results of descriptive analysis on the indicator area of procrastination: Table 3

On reason indicators do procrastination, it indicates the underlying reason that most students do procrastination with a percentage of 79%, it is due to laziness to do the task. This is related to the lack of students motivation to do the task given in university.

Attribution effort

Attribution effort is measured by using a attribution scale. Here are the results of descriptive analysis attribution of students' efforts: Table.4

Based on the above table, it can be obtained from the data that the attribution effort students is 1 student included in the criteria of very high percentage of 3%, 4 students with a percentage of 11% included in the high criteria, 2 students with the percentage of 5% included in the medium criteria, 12 students with percentage of 32% included in the low criteria ,and 18 students with a percentage of 49% included in the very low criteria. Table.5

Regression Analysis

The regression analysis used in this study is a simple regression analysis. Below are the results of the regression analysis of the influence of attribution effort toward procrastination behavior of guidance and counseling students:

a. Dependent Variable: Procrastinasi

Based on the results of data analysis, it showed that the variable of attribution effort gives negative impact on procrastination. It is proved by the tvalue is 3.166 and significance level below 0.05. Contribution value ($R2$) of attribution effort variable toward procrastination is 22.3%.

4. Discussion

The results showed that procrastination behavior of the students were in the percentage of 30% in the high category and 22% included in the very high.category. Procrastination refers to putting off

Table 3. Precentage Descriptive Result of Frequency Procrastination

Procrastination Type	Percentage	Category
Writing a paper	85%	High
Study when there is an exam	83%	High
Read references	85%	High
Fill administrative tasks,	68%	Medium
Make an appointment with the lecturer	37%	Low
Course work in general	64%	Medium

Table.4 Percentage Descriptive Results of Students' Attribution Effort

Number of Respondents	Percentage	Category
1	3%	Very High
4	11%	High
2	5%	Medium
12	32%	Low

Table.5 Percentage Descriptive Results of   Attribution effort Per-Indicators

Indicator	Result	
	Percentage	Criteris
Controllable	30%	Very Low
Unstable	49%	Low
Internal	46%	Low
Average	42%	Low

doing something important. In an academic context, it refers to delaying in doing assignments and preparing for examinations until the last period of examination time or submission date of assignments (Tamiru, 2008)[10].

Procrastination behavior done by the students in university takes several forms. On the indicator area of procrastination results showed 85% student do procrastination when get the task to write the paper and read references. The second area of procrastination is a general assignment given by lecturers in university, especially majoring in guidance and counseling. The task of writing a paper and read the references also have a relationship which is to produce a paper, students need to read a lot of relevant references.

In another indicator of procrastination area, it is found that 83% students do procrastination, for example, when they learned just before the exam started. Students accustomed to using overnight study of exam preparation that is done the night before the exam. Such conditions lead to students who are not ready to take the test and get the results that do not in accordance with their abilities. Other studies showed unreadiness before the exam raises cheating behavior. This is a problem that can lead to feeling of guilt,

inadequacy, depression, self doubt and frequent failure (Milgram, Sroloff and Rosenbaum, 1988) [11].

Procrastination when completing administrative tasks performed as much as 68% of the students. Forms of administrative tasks include filling Form of Study Plan (KRS), fill out an the initial and final course evaluation sheet, and so forth. This procrastination is harming for students administratively, for example when procrastination is done in filling Form of Study Plan, students can not obtain a class that suits his/her desire because he/she is late in filling Form of Study Plan, so that the class is already full. Others procrastination areas, such as making an appointment with the lecturer and course work generally, it is done by 37% and 64% students. Procrastination area done by the students in universitiy, if it is continued to be done, it will make students difficult and will cause other problems.

Students do the procrastination due to various reasons. On reason indicators do procrastination, it indicates the underlying reason that most students do procrastination with a percentage of 79%, it is due to laziness to do the task. This is related to the lack of students motivation to do the task given in university.

Based on table above, it can be concluded that students' attribution effort generally in low

ANOVAª

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2249,265	1	2249,265	10,026	,003ᵇ
	Residual	7851,924	35	224,341		
	Total	10101,189	36			

a. Dependent Variable: Procrastination
b. Predictors: (constant) atribusi

Coefficientsª

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	202,970	30,239		6,712	,000
	Atribusi	**-,425**	,134	-,472	**-3,166**	**,003**

criteria, students interpret the successes and failures of learning results that was obtained by them was based other factors. Attribution theory studies how people make causal explanations and about how they answer questions beginning with why. It also deals with the information people use in making causal references, and with what they do with this information to manage their life. (USF, 1998/1999)[12].

On the controlled indicator as much as 30% students are in the very low category. It shows students attribute academic success and failure in terms of causes that can not be controlled, that is, the ability and the difficulty of the task. Ability is difficult to increase or decrease that is the retarded person by any means and it is not a gifted person (Tamiru, 2008)[10]. Furthermore, the difficulty of the task is an attribution that can not be controlled because one can not control task given by the lecturers so that it will be difficult to increase or decrease the level of difficulty of the task.

The finding showed in the unstable indicator, it was obtain a percentage of 49% of the students in the low category. The data show students attribute the causes of success and failure of learning outcomes based on the stable cause, such as, abilities and difficulties. Ability and difficulty of the task is generally stable. A success, which is explained under the stable causes like ability and task characterictics, would produce relatively large increment in the anticipation of future success and a failure would strengthen the belief that there will be subsequent failures (Tamiru, 2008)[10].

Another indicator that is internal indicators, showed that 46% of students were in the low category. They attribute the failure and success is based on external causes that is difficulty of the task and luck. Student attribution for academic outcomes can determine a student's level of motivation and influence subsequent behavior based on whether the cause is viewed as changeable and within the individual's control (Weiner, 1986)[7].

Based on the results of data analysis showed that the variables of attribution effort have negative influence on procrastination. It is proved by the t_{value} is 3.166 and significance level is below 0.05. Contribution value (R2) of attribution effort variable towards procrastination is 22.3%. Those results illustrate the students who make procrastination use another attribution in defining success and failure in learning. Students use another attribution capabilities, task difficulty and luck have a tendency to interpret the success and the failure of learning on stable aspects, uncontrolled and external. So that individuals have low self-esteem and tend to get desperate for success in the future. As attribution to effort decreased, procrastination increased, a result similiar to that obtained by Brownlow and Reasinger (2000) [13]. Academic procrastination may protect self-image because failure to perform at an acceptable level can be blamed on lack of effort rather than a lack of ability (Ames, 1990)[14].

5. Conclusions

Students' procrastination is at the high category. Procrastination area that most widely performed by students is when the students is given the task to write a paper. The reason why students do procrastination because they are too lazy to do the task. It is related to achievement motivation. Academic procrastination is a pervasive and potentially maladaptive behavior for many universities and college students, it often results in feelings of psychological distress (Solomon & Rothblum, 1984)[5]. Academic procrastination seems to be prevalent in academic settings where students tend to delay their tasks without valid excuses and submit their assignments until the last minute before the deadlines.

Weiner (1986)[7] also argues that "the attribution theory is not specifically defined as a theory for individual motivation, but the concepts of attribution theory can be used in formulating a theory of motivation for the individual". The results showed students' attribution are in the very low category. Students interpret success and failure in terms of causes that come from external locus, stable and uncontrolled.

Attribution effort have negative effects for the behavior of students procrastination. Students who have a low effort attribution, tend to do procrastination. Attribution effort is attribution located on internal locus, controlled, and unstable. Attribution effort is considered able to be improved compared to attribution ability, luck and the difficulty of the task. When individuals interpret the failure based on a lack of effort, then he/she will be do better to achieve success. Research indicates that some types of attribution training focus on influencing effort and strategies rather than ability, it can motivate students to work harder and perform more successfully on academic tasks following training. Therefore, to reduce procrastination behavior, then the lecturers, parents, counselors and leaders in university can help students to change attribution that is used in order to obtain the best learning results.

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The Meaning of Gender Based on Culture in East Javanese

Ari Khusumadewi and EviWiningsih
Universitas Negeri Surabaya, Surabaya, Indonesia
(arikhusumadewi@unesa.ac.id; eviwiningsih@unesa.ac.id)

Abstract

Individual knowledge from the difference culture makes the meaning of gender. This research aims to understand the meaning of gender from some cultures.The sample of the research is some ethnics in east Java such Madura, and Javanese. The Javanese ethnicity will be divided into several areas ex: Trenggalek, Surabaya, Banyuwangi, and Bojonegoro. Javanese tribes separate on some area because of differences characteristics on the area. The difference is due to the characteristics of the native tribes that affect people's lives. Sample in this research some 100 people from two ethnic pre-determined. The selection of the samples is using random purposive sampling. One of sampling criteria is they must original inhabitants who hold fast to the original culture. This is ethnography study. The results is obtained in this research is the discovery of the meaning of gender differences in each culture internalized in all forms of their life. It will be easier for counselors to designing appropriate assistance for individuals with gender problems.

Key Words: meaning of gender, culture in East Javanese

Introduction

The impact of the civil rights movement and the women's movement in a few decades which has increased our awareness of manyinjustices. The Basically, men and women are equal. Both of them are equally God's creatures were created to complement each other in life. Although there are differences in physical terms, but this difference was not but as a differentiator in the physical aspects. Because of both the function and role in the social life in particular is the same. To the rights and obligations of men and women also should not different.However that occurs is a lot of things that differentiated based on differences in men and women, both in the private sphere as a role in the family until a political role in the life of the state. Then it began to appear theterms of gender and gender discrimination itself. The existence of injustice in the areas of education, politics, and law in the name of ethnic minorities, one of them is a woman. Interestingly, when seen from the percentage of the total population of women more than men, yet women are considered as a minority of all life aspects.Their freedom to actualize themselves in various aspects of life still cannot be achieved overall by woman. It is because they their oblique stigma about women and their abilities.

As quoted from Alison Scott (2004), a British sociologist, he saw various forms of discrimination against women in four forms:

1.The process of exclusion, women excluded from wage labor or type of specific work.

2.The process of moving women to the margins of the labor market, such as the tendency to work on the kind of work that has a life that is not stable, the wages are low, rated no or less skilled.

3.The feminization or segregation, concentration of women in certain types of work (feminization of work), or separation solely done by women only or men only.

4.The process of economic inequality started to increase which refer among others to wage differences.

The Other factors also arise from an assumption that is prevalent generally especially the traditional society is the assumption that a role performed by one sex is lower than the others. Also the assumption that women are irrational or emotional and paradigms of masculine and feminism making women could not appear as the leader of an organization or even a country. The presumption here is one real practice of discrimination stereotype that already author mentioned in the previous section. For example if there are women who smoke lane road it is a bad behavior that finally gave rise to the negative bias in women, whereas if you see a man who does that is natural and normal.

Men also have problem on gender role conflict. Gender role conflict can be defined as an internal conflict or violations of the rights of others that result from socialization messages that either unrealistic or contradictory. It is conceptualized has had six patterns: social control, power and competition issues; sexual behavior and affective limit; obsession with achievement and success; homophobia; Restrictions emotionality; and health care problems (O'Neil & Good, 1997). Men have validated their flavor through achievement-oriented behavior like winning in sports, fighting physical, intellectual debate, financial success, and achieve power over others. They are trained to goal-oriented and productive and as a result, a sense of basing themselves on external standards, particularly those accomplishments. Attempts have been made to combat discrimination against women. The government has made some commission to analyze

the conditions of the changing role of women and create a law on the role of women. Law aimed at reducing gender discrimination in college admissions, financial aid, physical facilities, curriculum, sports, counseling, and employment in educational institutions. Nevertheless, the economic status of women is not equal to men. More women are working two or more jobs increased 3.5 times and women are still reportedly earned a slightly more jobs than men in all job classifications are comparable. Although the difference between what you get women and what men earned gradually showed improvement, but women still receive only 75.5% of the amount received by men. People are still giving women the message that they should not be too smart to protect the man feelings. Knowledge and power frequent of evaluation for women. When adolescence, the traditional view of society towards women who are less competent, women much more at risk to lose self-esteem of boys. Fear of success is the term used to describe women's anxiety or avoidance of success due to the belief that a career that would jeopardize their relationships with men.

Cultural expectations encourage people to stay strong and do not encourage the expression of intimacy, tenderness, caring, weakness, or require help. The weakness is related to the loss of masculinity and the subsequent loss of self-esteem. The other feeling such aggression or anger was hidden. "The boy told that abig boy ' do not cry' or in sports, that they should learn to "play with pain", need counsel to train them to out of touch with their own feelings, especially the that feeling vulnerable end of the spectrum" (Levant , 1990, p 84). Research shows that although men and women alike express themselves (Wilcox & Forrest, 1992), men tend to mention their strengths and hide weaknesses.

Actuallythere should be a clear distinction as to gender as the natural and as a result of the construction of the human mind is evident in culture. It was included in the things that are natural and breast feeding women while men "no", and gender as a result of the construction of the mind, namely the claim that the woman task are cooking, babysitting and cleaning the house (living in the home), while men are regarded as breadwinners for their families or even free to come home anytime. The Gender distinction from the construction of the mind (culture) is what should be criticized sharply and continuously. Answering the question of gender discrimination, Iris Marion Young (1990) said that there are several solutions offer the reality of discrimination against women that we can apply in the context of our society. First, Young asserts that people need to fix the difference epistemic (knowledge). The reason isthere are certain people in the community who claim themselves as people who know to run a particular system. Secondly, the question of discrimination can be recognized or detected because it was structurally conditioned (Otto GustiMadung, 2011). That is the perspective of the majority that considers discrimination against minority groups in society as a matter of course has affected the perspective of minorities so that minority groups "silent" to face the reality of injustice. Often injustices considered by minorities as part of the existing structure, and there is a presumption that what is in the structure must be obeyed for the sake of the stability of the group. Answering this question, Young asserts that the issue of social discrimination and get rid of certain groups are not sufficiently addressed formally, for example through legal reform it needs a cultural revolution swooping up on the mechanisms of injustice and social prejudices. Therefore, the first of all people should prepare themselves to hear. Hearing can help people to find the root of the problem and view "misguided" in society, so people will decide on concrete steps to solve the reality of injustice. Third, Young insists that there should be recognition of the existence of differences. That is, that the victim or discriminated groups are not treated equally with the common standards, but more than that, people should pay attention to the peculiarities of each person or group. Therefore, that must be made is to recognize the differences and peculiarities of each group, and then treat them according to their difference and distinctiveness.

This study aims to determine the gender meanings in some cultures. As explained above that the cultural influence of gender significance due to the views of individuals from different cultures will pose a different meaning. So it can be taking a major conclusion about the meaning and the provision of appropriate assistance to individuals who experience gender discrimination.

Methods

This study is ethnographyresearch, especially brief ethnography and interview. The purpose of ethnography research is arrange or accuracy of terminology, developing of construct or proposition (Gerhardt, J., Sweetnam, A., and Borton, L., 2000: 5-42). Step of ethnography research is:

1.Need assessment and identification of gender problems in society.

2.Determining of problem in category based on first construction of data, discussion, understanding and problems focusing.

3.Using multi method to reconditioning and data reflection based on interviewing result and documentation.

4.The meaning of data by triangulation, recheck and data conclusion.

Studies conducted on eastern Java people. This study sampled are two ethnic groups in eastern Java, they are Madura and Javanese. Javaneseethnic will be divided into several areas, there are Surabaya, Banyuwangi, Bojonegoro andTrenggalek. Javanese ethnic divide in some areas because of differences in

the region characteristics. The difference is due to the characteristics of the native tribes that affect people's lives. Each ethnic taken 20 respondents at random, for a total of 100 respondents, they age ranging from 20-60 years and have variations on their level of education.

The Respondents were taken based on several criteria such the respondent is a native and no ancestry of other ethnic, respondents lived in the area more than 10 years and respondents still adhere to the customary rules. Data collection methods used was interviews and documentation. Interviews were conducted to collect data on how culture affects all aspects of life in the form of open questions. This is done to obtain an accurate and comprehensive data. A few points to questions include:

1.Personal data

2.Familytree

3.Knowledge of customs adopted in their activities, the feeling while doing cultural activities, what people think about the culture that was followed.

4.The extent how the culture internalized within the individual.

5.How is the condition ofrespondent neighborhood?

6.The response to related gender problems that occurred in the respondents.

7.Therespondents gender understanding.

8.Analysis and response of gender cases that occurred in the respondents.

Adjusted data from interviews with field documentation so that obtaining accurate data about the meaning of gender and how culture affects the meaning of gender. Documentation be recorded and photographs respondents activities of the daily living activities and cultural activities.

Data analyzed using triangulation that simulates data from interviews of respondents with supporting documentation data. Besides the accuracy of the data interview respondents also supported by information obtained from respondents environment.

Results

The result of this study shows that culture influences the mindset of society. So the meaning of gender is a highly variable among some ethnic. The level of education also has an influence on the meaning of gender. Individual results are highly variable and as a group have some similarities in ethnic one. It is show that culture influences the individual's understanding.

The related to the individual gender meanings, this study shows that contribution of cultural internalization. Meaning of gender based on ethnic, among others:

No.   ethnic   Gender Meanings

1.Java (Surabaya) People in these areas mean the gender lines is a duty and obligation that must be carried out by individuals. It means between men and women have various duties and obligations.Meaning of gender is still centered on the task of human nature.

2.Java (Bojonegoro)

3.Java (Banyuwangi)

4.Java (Trenggalek)

5.Madura Meaning of gender state on the duties and obligations of human natural with the symbol religious, that is appears from the meaning of gender based on the religionof Islam. The duties, obligations and rights of men and women set up in accordance with the prevailing religious norms.

The research has been described above classified into two broad categories they are Java (Surabaya, Bojonegoro, Banyuwangi, Trenggalek) and Madura. Java community is divided into four regions over basing that women and men are distinguished in terms of tasks based on the structure of biological communities in the region whereas basing Madura more gender meanings based on the context of religion and that is Islam.

First context of the gender meaning based on social roles and differences in biological structure. There is a distinction of tasks and responsibilities between men and women. In the first context is patriarchal system. This system is role of women are under control of men, it means that women are subordinate to men. The role of family members is determined by the power of paternal structure as head of the family. The hierarchy power base on age and sex of family member. Fulfillment clothing, food and house are the sole responsibility of men, while women are doing domestic tasks. In this context, some communities have acculturation also influence the mindset of the local community. The acculturation process brings about changes in the role of a woman who began to plunge into the public realm. For example there are women who have had a role like a man making a living and occupy governmental.

The second context is Madura. The role of women has been based on understanding of human role in religious terms. The role of the religious affiliation is a traditional understanding that the women come from the male rib is bent. In this case women need to get guidance from the men. Women must caring for and raising their children and being on male leadership. The role of women is not different from the patrilineal. The difference is on problem solving process, in Javanese context is the final decision maker is the elder of the father while in the context of the Madurese is the elders who are considered to have a better understanding of religion such as Kiai, or Usatd.

Discussion

This is an ethnographic study by taking the response of Respondents from several areas.There are have some interesting things, such as ethnic

Javanese in several regions with different characteristics have samegender meaning. The Javanese characteristics differences are due to the indigenous culture. The Javanese ethnicconsists of several indigenous ethnic tribes in it as Osing in Banyuwangi, Samin in bojonegoro tribe and other tribes. Culture underlying cultural life is also different as Mataraman (madiun; ngawi; Kediri; Terri), Arekcultural (Sidoarjo, Mojokerto and Surabaya) or acculturation of Madura with Java in the area of the TapalKuda (Bondowoso, Probolinggo, Situbondo). The difference in cultural characteristics should happendifferenceson gender meaning, but in this case not happens in Javanese ethnicity. This is due to cultural similarities in some aspects of life that is patrilineal culture.

But it different in Madura ethnic meaning of gender, there is affected by the strong role of religion in the life of society although there patrilineal culture therein.The meaning of gender in terms of religion can be divided into two aspects there are the traditionalists and modernists. The books of fiqh and classic tafsir said that the separate task between men and women are prepared by hierarchy, it views from perception of the Madurese. This will bring up the traditional Islamic understanding of the hegemony of men towards women. As a traditional thefeminine traits is acceptable even confirmed as a significant differentiation in line with the humanitarian nature. The consequence is separateoftask as sexual between men and women which is a natural through cultural construction.

The difference of meaning between men and women can be explained in a few theories as follows:

1.Psychoanalysis theory assumes that human behavior and personality both male and female is formed during sexuality development. The theory was first developed by Sigmund Freud and Karen Horney. The opinion on personality development between Freud and Horney based on differences in human biological structures. Freud argued that the human personality is formed sexuality factors and solely on biological factors, while Horney on the uterus and cultural factors.

2.Structural functionalist theory, stratification role men and women integrated into the role of humans in a society based on social roles. In this theory assumes that society is composed of various parts that affect each other. R. Dahrendolf summarize the principles of this theory are:

a. Society is the various parts of the unity.

b.The social system because it has always maintained the device control mechanism;

c.The part that which not working can be maintained by itself or it is institutionalized in a long time.

d.Changes occur gradually.

e.The value system is the most stable in the public system

3.The theory of conflict, this theory more emphasis on class divisions, it will divide into advantaged and disadvantaged groups. The basis of the unjust economic will trigger conflict and social change. This theory is based on economic factors, where women will be group who do not have economic power. Women just do on domestic jobs that do not make money. So that women become the subordinate.

4.Feminist theory, this theory assumes that the nature of women is seen not only in biological terms but on cultural factors. This theory assumes that the patriarchal approach needs to be reviewed. Worer and Remer (2003) saidthe traditional theory can be divided into:

a. Androcentric, that picture of humans including women and natural views of the construct of men (male-oriented). This approach is viewed men as perfect so that women considered as the subordinate.

b.Gendercentric, proposed two separate tracks based on the development of women and men. c. Heterosexist, the notion of heterosexual orientation as something normative and indispensable and devalue lesbian, gay male, bisexual.

c. Deterministic, assumes that personality and behavior formed in the early stages of human development.

d.Intrapsychic orientation, human behavior is caused by internal factors

Worell and Remer (2003) describe constructs gender feminist theory as a fair, flexible-multicultural, interactionism, and life-span orientation. The gender approach explains the differences in behavior of women and men in terms of the socialization process and not on the basis of our "innate" nature, thus avoiding the stereotypes of social roles and interpersonal behavior. Flexible-multicultural perspectives using concepts and strategies that applied to individuals and groups regardless of age, race, culture, gender, ability, class or sexual orientation. The views interactionism contain special concepts to think, feel, and behavior dimension contribute to human experience and contextual and environmental factors. The lifetime perspective assumes that human development is a lifelong process and patterns of personality and behavioral changes can occur at any time rather than remain in early childhood.

5.The socio-biological theory, a theory which combines biological and social factors cause men be superior to women. Female reproductive function is considered as an inhibiting factor for balancing powers and the role of men.

Culture hasaffected the individual's cognitive, as described in the theory of cognitive development. According to this theory the development of cognitive has four stages (sensorimotor, pre-operational, concrete operational and formal operational). Each stage has character that displays certain cognitive structures that cooperate with the

previous structure. While the order at this stage and quality changes in cognitive structure at any stage considered varied and universal, which includes the physical environment, and the transmission of social culture can change levels of psychological development. Some of the problems empirically related to cognition, among others, (a) the validity of the inferences that describes of cognitive behavior (manifestations on the data) on cognitive processes and their organizations, (b) the validity of the relationship between cognitive behavior and variations in culture, and (c) the validity generalization form of cognitive behavioral about the life of the wider cognitive representing a person's daily activities.

There are four positions of theory has been used to understand the relationship between culture and cognition (Berry, Poortinga, Segall, Dasen, 1992). The approaches include general abilities, genetic epistemology, the specific cognitive abilities and style. The general intelligence approach based on the idea of cognitive competencies that blend called "generalability" as evidenced by some of the positive relationship between the performance of some cognitive tasks such as verbal, spatial, numerical, and others. There is a belief in a state of cognitive process that focuses on the general responsible for various levels of intelligence for all in thepopulation. Context and culture (such as economic, cultural experiences and education) is consideringsetting up a large group. The large group are representing of strong environmental and the small groups are representing environmental needy. Someone who has a strong social culture, or background experience would probably have had more opportunities to build centralprocessor, it showed more intelligence. Culture able to affect our ability to receive information, and can also affect our ability to process information (genetic epistemology). Psychology experts use the term cognition to show on all the mental processes that we use to transfer the input senses into knowledge.

One of the mental process is the way in which the categorization. Conducting the process of categorization based on the similarities and then attach the labels are words to categorize things seem to have similarities. Thus, people create the category of things that have certain characteristics. And often also decide whether an object is entered into specific groups by comparing the term.

The cognitive approach was first presented by Ferguson (1956) which says that the culture factors setting what has been and what will be learned and at what age, and therefore the differences in culture environment directs the pattern of development of abilities (cognitive skills) cognitive approach will look for relationships relations (patterns) in cognitive views, and arguments difference patterns ability to thrive in cultural different background, depending on the demands of places and individuals.

Each group with different cultural environments has different languages with terms and pronunciation varies to an object. As a different terminology is sometimes has a role to assume that people from several different cultures have the cognitive part of the difference environment. As well as about the meaning gender.The meaning is a part of the cognitive activity of understanding of something. Each ethnic groups and cultures have variations on gender role expectations, but in this patriarchal society tend to be variations on the same theme. It is the underlying why in Java and Madura ethnic communities who have the same cultural meaning of gender patriarchal have almost same, the meaning of gender as a natural thing, so that the community of adherents perform the duties and obligations in accordance with nature. Cultural influences also make the meaning of gender different. The Javanese and Madurese are equally patriarchal have differences, the meaning of gender in ethnic Madurese also influenced by religion society. So it seemed acculturation two cultures that patriarchal and Islam.

The interaction between gender and ethnicity seems to be a dynamic and diverse, as seen in this study. Epstein (1973) highlights the importance of studying the aspects of the gender and "dominant status" which determines the individual identity. If we want to understand the people with whom we work, we have to understand how these two aspects. We have seen gender and status of individuals have a tendency to evolve so that the effect on the individual's identity, in addition to factors of gender and culture.

Conclusions

Lately, cultures have a acculturation. Immigration and transmigration society affect for habitually and construction of cognitive. Based on, result's research. Majority from society have a change their cognitive.

Culture has affected the individual's cognitive, as described in the theory of cognitive development. According to this theory the development of cognitive has four stages (sensorimotor, pre-operational, concrete operational and formal operational). Each stage has character that displays certain cognitive structures that cooperate with the previous structure. While the order at this stage and quality changes in cognitive structure at any stage considered varied and universal, which includes the physical environment, and the transmission of social culture can change levels of psychological development.

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ANALYSIS OF CONDUCT SCHOOLS AND IMPLICATIONS OF THE DEVELOPMENT OF MORAL STUDENTS

Giri Harto Wiratomo[1]*
[1]Semarang State University, Political Science and Civic Education Department,
Semarang, Indonesia
girihartowiratomo@mail.unnes.ac.id

Abstract

Conditions lately indicates there has been a moral degradation in the moral quality of Indonesia's young generation. One of them is a student. This study focuses on moral education by taking into account the theory of moral development. The problem studied is whether the school rules contain a charge of moral education and the implications of cognitive development of the discipline of students. Moral education is not only taught through curicullum but also including through the implementation of school rules. Implications for cognitive development of students in understanding the context of school discipline. Curative efforts in tackling the problem of violation of discipline of students is menganttisipasi for symptoms such violations. Development efforts that can be done by teachers Counseling is preventive and curative. Coaching is an attempt to restore the student who has committed an offense in order that they return to a normal human, such as mentoring psychological aspects as a basic requirement breach discipline, mental development and personality of religion, fostering personality reasonable, coaching science, the development of children's creativity, talent development special. Counseling techniques and cooperation with the student's family is required. Strategy monitoring and assistance to each student. The implication is that the intensity of the misbehavior of the student each time will be reduced. Forms of settlement conducted on violations of discipline in schools is to sanction firmly but didactic. Preventive Behavioral Counseling teacher is giving moral and ethical education that can form the soul of student discipline.

Keywords: school discipline, moral development, student

1. Introduction

Education is a conscious effort to mature human beings who have an identity as a real man. Education can be understood as the inheritance of traditional values and traditions of the Indonesian nation. According Tilaar one of the problems in the national education system is decreased morale of students.[1] The purpose of education is not only to develop the individual intelligent cognitive behavior is commendable akantetapi appropriate societal norms. Students free association would be dangerous for the development of their lives. Without realizing freedom less liable to be detrimental to themselves, their families, and society.

Itself values, morals and attitudes in human life. There are three concepts each meaning, effect, and consequences to the development of individual behavior, including juvenile behavior, namely the values, morals and attitudes. Environmental factors that influence the development of values, morals and attitudes of individuals include aspects of psychological, social, cultural, and physical material, both of which are within the family, school, and community. Modern life as a result of advances in science and technology to produce a variety of changes, choice, and opportunity, but it contains a variety of risks posed due to the complexity of life is the emergence of modern values that are not clear and confuse the child.

Efforts to develop values, morals and attitudes are also expected to be developed effectively in the school environment. The patterns of people's behavior, especially teenagers who will be our children later in order to become a personal example that will teach, educate and understand the conditions that we will face teenager. Lately enforcement of school rules against students made headlines in the media. Teachers conduct disciplinary action with the aim of students to obey school rules. Basically, the teacher wants the students are well behaved and polite. It's just the way the teachers and the application needs to be corrected back. Schools need to take appropriate steps to discipline the student. Abusive treatment of students can result in injury and emotional child. Physical treatment is associated with excessive physical punishment. The risk children become depressed, anxious, and cause various problems in school.

Adolescence is a time of tumultuous. Adolescence is a human process itself will start the selection of the maturation of childhood to adulthood. Characteristics of adolescents who are proceeding to seek self-identity sometimes cause problems in the adolescent self. Adolescence is the age of self-discovery is done through self impersonation or imitation. Supervision to teenagers is necessary so as not to lead to a negative association. Rampant social issues among young people such as drugs, fights, sex, pornography, and so has become a social problem that until now could not be completely resolved. The impact is quite serious and can not be regarded as a simple problem.

The rules are set rules yng made in writing and binding on members of the public. Generally made

school discipline has two key objectives for all citizens of the school to know what the duties, rights and obligations.[1] The rules of order in an order against the school rules covering liability, must, and prohibitions. The school rules is the benchmark or standard for certain things. Order means the dynamic conditions that lead to harmony, harmony, and balance in order to live with a creature of God Almighty. Order school can be poured in a school discipline. Rules skolah included in the administration of co-curriculum activities that are held at the school to support and enhance the power and efficiency of curriculum activities. Deviations norms religious and social life of society embodied in the form of a lack of respect for teachers and school officials, less disciplined with time and did not heed the order and regulations of the school, less maintain the beauty and cleanliness of the environment, fights between students, drug use, and other.[2]

Schools as an educational institution has the task of education such educate, teach, and train. School is the organization as a cooperative group of people to achieve a common goal. School as meaningful work organization institutions that have managerial and social functions. School as a place where cooperation is an educational process going on to achieve a goal of helping students reach adulthood. School is the site of the learning process because that interaction between teachers and students. Schools play an important role in instilling and cultivating aspects of moral education.

According to Dewey stated moral education as intellectual education have a basis in active thinking about moral issues and subsequent decisions are petumbuhan or moral and intellectual development. One component of moral education is the school rules. The function of the school rules are potentially suppress criminal acts committed by students. Discipline in schools need to be supported by a set of rules by a provision which binds the organization good each component school students, teachers and principals in order to achieve the goals set. Maintain discipline and order in the school day should start and elements of the school itself as the principal, teachers, and students as well as other formal elements. School as a place of socialization second after the family plays a major role in raising awareness of moral self-Child addition to the family and society. Internalization of moral values not only enforcement but accompanied by a moral rule. When children go to school was introduced and taught something new is not taught in the family.

Order and discipline in school is very important. Discipline and order needs to be regulated by an order called the school rules. Students assume the order restricting movement of freedom and creativity. Deviations student behavior reflects the gap between expectation and reality. Identification of the problems to be studied is the case or violation of school rules and school discipline content. Moral education can be summed up as a deliberate process in which the

young residents of the community aided orientation that evolved from a self-centered about their rights and obligations. The provisions of moral education as follows:[3]

1. Terms of religion based on revelation.
2. Provisions natures especially in human beings, including the provision of universal moral is moral should be.
3. The provision of manmade traditions including mora provisions in force at a time.
4. Provision of man-made laws, either in the form customs or laws of the country.

2. Methods

This study uses non-experimental studies are qualitative literature review. Researchers observe, record, and document the implementation of school rules and their implications. Research steps that begins with data collection, data reduction, data presentation, and conclusion or verification. The focus of this study is to observe the implementation of school rules and the implications for the moral development of students. Source of research data is split in two, namely primary and secondary data sources. The primary data source is a book of school discipline in some schools in Indonesia. Secondary data come from a study of research literature relevant to the scope of this study. Data collection tools such as observation, interviews, and documentation. Data was collected through direct observation, documentation, and literature study.

3. Results

Types of student adherence to school rules looked at four factors that are the basis of compliance someone to a certain value, namely: [4]

1. Normativist

Usually compliance with legal norms further said that compliance is found in three forms, namely, adherence to values or norms itself, adherence to the process without regard to their own norms, and adherence to the results or objectives expected from the regulation.

2. Integralist

Compliance is based on the realization by rational considerations.

3. Fenomenalist

Compliance is based on conscience or just lip service.

4. Hedonist

Compliance is based on self-interest.

Of the four factors on which the compliance of each individual course to consider is the nature Normativist, because this kind of obedience is the obedience based on the awareness of the value, regardless of whether the behavior is advantageous for him or not. Moral education in schools formulated in two programs extracurricular intrakulikuler. Intrakulikuler moral education in programs that fit into subjects such as Civics and History (PKNS), Religion, Arts, and Sports. On other subjects adapted to the

study of the discussion of each teacher. Moral education through a program of extracurricular activities are outside the program intracuriculum as OSIS, Scouts, and Sport. Moral values that the school expects at least as formulated in the Graduate Competency Standards (SKL). The value of respect for the natural environment of each student is required to maintain the cleanliness of the school environment, the beauty of the school environment, and preserving the integrity of the school's belongings. Fields in charge of supervising the running of the school rules is the field of the student. His duties regarding personnel, handling of sanctions, and logging-infringement violations. Task Guidance Counseling (BK) is a special file that contains a record of students being handled, consultation, call parents, students once a week to check order, and make the suspension letter.

The sanctions are punishment given to students or other school members who violate the order or discipline that has been organized by the school, which explicitly bans shaped. According to sanctions that are educational, non-physical punishment, and does not cause psychological trauma. Penalties may be given in stages from the most benign to the fullest extent. These penalties can include: [4]

1. Oral or written reprimand to those who commit minor offenses against school regulations were mild.

2. Penalties giving assignments that are educating, for example, makes a summary of certain books.

3. Reporting in writing to the parents about the offenses committed sons and daughters.

4. Call concerned with his parents so concerned not to repeat the violation done.

5. suspension to the student if such violations of school rules many times and quite heavy.

6. Remove the concerned school because concerned lodged a criminal case.

4. Discussion

According to Piaget, the stages of human moral development associated with mental and cognitive aspects. Piaget believes that there are two stages of moral development must be passed every individual that is first heternomous or moral realism. [5] At this stage, children tend to take for granted seal the document-rule given by people who are considered competent for it. Both are autonomous morality or moral independence. This stage the child already has thought of the necessity to modify the rules to be adapted to the circumstances that exist. According to Bull concluded four stages of moral development, namely: [6]

1. Without law, is the children do not have a sense of morality and yet there is a feeling to comply with existing regulations.

2. Law imposed by others, is the stage of morality formed due to outside influences. In heteronomy rules imposed by others with supervision, force or coercion.

3. Law driving from society, it is a fact the cooperation between individuals, be aware that he is a member of the group.

4. Law driving from sell, is the stage of development of the highest moral considerations. Moral formation of the individual comes to himself, including the supervision of the individual moral behavior.

Morale and discipline are the two ideas are inseparable. Moral discipline and progress related to the quality of feelings, emotions and human tendencies. Implementation rules are practical guide behavior that is subject to a number of considerations and other conversions. Morality is a whole-Noram norms, values and moral attitudes of a person or a community. Morality can be both intrinsic and extrinsic. Intrinsic morality comes from the man himself. Deeds good or bad depends on the man himself. Morality is extrinsic judgment based on the applicable legislation both shaped command or prohibition.

The role of the school rules are divided into two general purpose and special purpose. The general objective of the school rules are terlaksanaannya good curriculum that supports improved quality of education in schools. Special purpose school rules are:

1. In order that principals can create working atmosphere exciting for the whole school community.

2. In order for teachers to carry out the learning process as optimal as possible by utilizing all available resources in the school.

3. In order to create a close cooperation between the school and parents and the school community for the task of education.

4. In order for students to have a strong personality, discipline and independent and have respect for the school, teachers, and parents.

School is the main place to train and understand the importance of discipline in daily life. Attitudes and behavior of teachers has a direct impact on the formation and personal development of students. The attitude and behavior of students is a replication of what is received from the teachers and the existing system in the school. Principal leadership is responsible for managing the school as a whole. Enforcement of school rules consistently is the first and primary factor that can support the process of learning is good. Both the poor school environment is actually extremely determined by regulation or order is being implemented consistently. The rules are executed consistently able to improve the quality of student behavior and achievement.

Educational action is required before taking repressive measures. Punishment is no different with the award. Punishment and reward an individual's response to others because of his actions. Through the act of educating the students understand that the primary task is to gain knowledge and does not brawl

or bullying. Discipline is an important thing that must be inculcated in the students of the school as early as possible. School rules should be explained, exemplified and implemented continuously. Supervision of the parents is not enough to hand over her child to school for students. Problems can come in the family then brought children to school. According Clemes there are some signs that indicate when the punishment and school discipline may not be appropriate to apply, so that the child is difficult to comply with school discipline is caused by:

1. A child who has a very poor self-image and was strongly influenced by his own failure definitely need recognition.

2. A child who is afraid to try new things, afraid to accept tantanngan and difficult to perform activities that are exhausting probably be more excited if given the award.

3. A child who is very spoiled and are afraid to do its job alone need to be given the award if he was able to carry out their duties without the help of others.

4. A child who feels disappointed because it is always compared with his brother who is smarter, more diligent, more independent and more active, should be given an award that he feels able to succeed.

5. A child who is often by disclosing negative self-image or sense of fear that is excessive.

6. A child with a physical disorder, motor, or organic, and because of such difficulties offten failure than other children his age, should be given tasks that fit their needs typical and should be given an award for its success in carrying out their duties.

Implementation of school rules that are inconsistent normally would cause various problems greatly impede the learning process. Although each school has had its own rules does not mean the school did not find a wide range of offenses.

The student's behavior is dynamic and evolve with the environment and technology. Three engineering application of school discipline set out in the form of school rules can be:

1. Authoritarian Rule

Regulations made very strict and detailed. People who are in this school are required of an environmental discipline comply and follow the rules that have been developed and applied in that place. If that fails to obey and comply with applicable regulations, will receive severe sanctions or penalties. Conversely, if successfully meet regulations, less honored and regarded as a liability. So, no need to get the award again. Authoritarian school discipline means controlling the behavior is based on impulse, pressure and coercion from outside oneself.

2. Permissive Regulation

This regulation is a person allowed to act according to his wishes. Then freed to make their own decisions and act in accordance with the decisions taken. Someone who did seseuatu, and it brings due to violation of norms or rules, are not sanctioned or punished. The impact of this form of confusion permissive technique dn indecision. The cause is because they do not know which ones are not prohibited and which are prohibited or even be fear, anxiety, and can also be aggressive and wild out of control.

3. Democratic Rule

Democratic regulatory approaches do with lecturing, discussion, and reasoning to help students understand why are expected to adhere to and comply with existing regulations. This technique emphasizes the educational aspect is not the aspect of punishment. Sanctions or penalties could be given to the reject or violate regulations. Punishment intended as an attempt to realize, correcting, and educate. Democratic school discipline can develop self-reliance and responsibility. Students dutiful because based on the awareness itself. Follow the rules and not by necessity, but rather on the realization that it was good and there are benefits.

Education is a conscious effort to help students develop the knowledge, attitudes, skills as well personality intact. Something moral principle does it become a binding force if they can raise a person's willingness to accept it as a guide behavior. Moral situations are situations students will choose and determine its behavior based on a series of alternative behavior. Moral education in essence is to teach and train students to moral consciousness. Besides moral education is taught through formal shape in the subjects as well as through other forms.

Good school discipline is able to be implemented. Criteria directs and binds students overall. Students are not just forced or frightened by the rules, but also able mendyadari importance of school rules. Moral responsibility of each element of school education. Conditions conducive school will support the creation of good morals. Sanctions based on points numbers. Each violation of school rules will be given points or weighted number that indicates the mistake.

Points or weight of numbers will be totaled each end of the school year. Sanctions will be given according to the degree of fault that has been set up in the school rules. Penalty points contained in the Student Handbook Rules issued by the school. This book is a control device of personality development of students inside and outside of school. Basic taking penalty points is the student violates school rules which should be followed by students. All teachers are entitled to score points to students who violate, after the points reach the capacity specified, then the teacher or the school principal has the right to punish or sanction the student, then as a teacher or school principal gave punishment, the student is sent to counseling teacher to follow up, Figure points system has positive and negative sides. The plus side is:

1. Characteristically create an atmosphere of discipline and order.

2. Made with an agreement between the school and the students.

3. More firm and specific.

4. Teacher is watching every offense with a clear standardization.

The negative side is the use of points:

1. Characteristically top down.

2. Nature of the limit and force.

3. Tend to enforcement of the rules is not to the moral rule.

4. Students ignored awarding points.

Civilizing discipline is not enough simply through the rule of order that was announced verbally or in writing only. Exemplary encouragement and guidance in concrete forms are indispensable even direct participation of citizens in the school would be more appropriate and successful. Required full awareness, preparation, and concrete steps in the perpetration of all the citizens of the school. Other elements of responsible education that families and society needed cooperation, understanding, and equality need to upholding the notion of discipline and discipline in students.

Reward from teachers to students whose moral good is the assessment of different grades between students who often commit violations with obedient students. The assessment is prevalent as affective ratings of students who are not only based on the cognitive but leave evaluation of student behavior. Another award is to provide scholarships for underprivileged students with good morals. Among students of class X, XI, and XII was no difference in characteristics. Students of class X tend to obey and abide by the school rules. This is due to the tendency abiding fear and still adaptation to the new school environment. Class XI students have changed because we already know the school environment and not to think about the national exam so that an element of trial and error have a growing category.

School efforts in addressing violations of school rules have three stages, preventive, curative and repressive. Phase preventive measures that seek to prevention before the violation occurred. Teachers tried to recognize and know the general characteristics and typical of the students. Additionally, knowing the difficulties that are generally experienced by students. Constraints faced by schools in implementing school discipline is includes facilities owned by the school, the personnel to handle the needs of students, and implementation is sometimes less precise submitted by teachers. Consequences arising is distrust experienced by students through the stages of moral development.

Phase repressive form of taking action for violations despite repeated or severe violations of categories including discipline. Enterprises infringement action against the school rules when students already exceeded the tolerance of social norms or levels of the points that have been determined

by the school. One of the efforts that must be made to achieve student success in school learning is discipline and order, which can be implemented based on the character that is integrated in subjects such as religious education, civic education. Indonesian, physical education and local languages and other relevant subjects.

5. Conclusions

Moral education is essentially teach and train students to moral consciousness. Moral values should be institutionalized through the rules in school environments that are tailored to the community. School rules may be a means of moral education has the function of prevention (preventive) for student behavior in order not to violate or deviate from the moral community. Penalties for students who violate student didactic is primarily to inculcate moral education. Implementation of the school rules as a means of moral education system using credit points which any breach school rules get certain points. Factors that affect the internal and external factors. Internal factors of self-esteem is innate potential students themselves, such as the factor of intelligence, talent, and boost intrinsic. External factors of socio-cultural environment there are at least there will be a residential area, the condition of family socioeconomic status, peer environment, family unity, family harmony and interaction with the environment in general.

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Improving achievement motivation through
Achievement motivation training

Edwindhana Mareza Putra
Pascasarjana Universitas Negeri Malang, Indonesia
e-mail: edwindhana@gmail.com

Abstract

A student's academic success is influenced by two factors: cognitive and non-cognitive factors. Non-cognitive skills that affect a student's academic success are achievement motivation. In the personal-social-emotional aspect, counselors have roles and responsibilities in the development of students' achievement motivation. This article discusses the achievement motivation training in psychoeducational frame that provides opportunities for counselors to apply and to develop new methods to improve students' achievement motivation.

Keywords: Achievement Motivation, Achievement Motivation Training

1. Introduction

How can we get our students to stop sleeping in class? How can we get them to stop being rebellious, lazy, or disruptive? How can we make them eager to learn and pleased when they have learned? Those questions, of course, refer to the school counselor's role in developing the social and personal aspects to achieve the students' academic success.

The success rate of the education implementation is shown by the students' academic success. Curriculum is made in such a way that academic achievements in various subject areas can be achieved. Various material contents and teaching methods have also been designed as attractive as possible to be applied in schools. But it is inevitable that in every school it is always found a group of children labeled with problem students, underachievers, slow learners or potential dropouts. This happens because the students are not equipped with non-cognitive skills that really support the academic performance.

It began to realize that to be ready to go to college is not only about building the content of students' knowledge and academic skills, but also about developing a set of non-cognitive factors (behavior, skills, attitudes and strategies), which are very important for students' academic performance and persistence especially in secondary education (Nagaoka et al, 2013). Theoretically there are two classifications of factors that affect students' academic success. Which are cognitive and non-cognitive factors, one of non-cognitive skills that affects students' academic success is achievement motivation. Research conducted by Mufaridah (2016) at SMA Negeri in Malang shows that motivation is a predictor associated with student achievement. In addition, Hikmah's research (2016) also shows that achievement motivation is a predictor associated with student achievement of the high achievers in High School Level.

Motivation in an educational context, namely achievement motivation is the desire to complete successful academic activities (Rosen et al, 2010). It can be said that the motivation affects the students' behavior. Alschuller (1973) describes the criteria of high achievers including: (1) such individuals are interested in excellence for its own sake rather than for the reward it brings, (2) individual with high achievement motivation prefer situations in which they can take personal responsibility for the outcomes of their efforts, (3) they set their goals carefully after considering the probabilities of success of variety of alternatives, (4) they are more concerned with the medium to long range future.

In a survey research conducted by Berliana (2011) it is revealed that one of the factors affecting low achievement of Nine-Year compulsory education in various provinces in Indonesia is the low motivation of the students, for instance; a total of 17 students in Yogyakarta were caught for skipping school (Tribunjogja, February 24, 2016 edition). In addition, there are many negative academic behaviors that are affected by the low achievement motivation of student, one of which is cheating and doing the tasks assigned not seriously. Those various low academic performances will refer to low academic achievements that the students attained.

The counselor as a psychoeducator, who is responsible for the students' personal-social-emotional development, is also responsible for their performance and academic success (Handarini, 2016). School counselors should provide effective services that focus on improving students' achievement motivation in order to achieve good performance and academic success. Seeing this phenomenon, then this article will discuss the achievement motivation training (AMT) as a method that can be used to increase students' motivation.

2. Achievement Motivation Training

Achievement Motivation Training (AMT) is a program that consists of a series of eclectic method

in the form of groups to improve achievement motivation. Furthermore, Alschuler (1973) developed the AMT content into four components, namely (1) achievement syndrome, (2) self-study, (3) goal setting, and (4) emotional support. The four components are used as AMT procedures in the form of psychological education.

1. The Achievement Syndrome

Increasing achievement motivation in the most literal sense means: (1) clarifying and labeling the cluster of achievement thought by teaching the elements of achievement planning, (2) relating these thoughts to the appropriate expressive style (moderate risk taking, initiative, using concrete feedback, planning ahead carefully, etc) and (3) tying these thoughts and actions to appropriate life contexts (e.g. entrepreneurial type situations).

There are numerous specific procedures for accomplishing these course goals. The expressive style is taught through game simulations in which the actions are adaptive and valuable. Students learn, practice, and see the results of acting this way in situations where the real life consequences are not severe enough to prohibit experimentation. Group discussions help clarify how and why these actions are natural outgrowths of the achievement thought pattern. Through the analysis of case studies, lectures by successful men, and discussions of the student's own life situation, the ideas and actions are tied to real life contexts. Other methods are used as well: Video tapes, programmed text units, tape-slide units, movies, etc.

2. Self-Study

The mindset of people will change when faced with problems and conflicts. Adaptation to the increased achievement thinking and action will increase a person's view of the ideal self, values, and ethics. AMT realizes that people have to change their individual self-fulfillment and to integrate it within themselves. These issues can be raised in a variety of ways, but typically have included periods of meditation, group discussions about self images, ideals, values as expressed in cultural and folklore. The role of counselor during these discussions is that of an informed but impartial resource who is committed more to careful consideration than to convincing and persuading. In AMT participant are free to choose not to strengthen their achievement motivation. The aim is to promote a highly informed, well considered choice.

3. Goal Setting

The training courses encourage achievement goal setting in three major ways. Before the course proper begins, participants are told about achievement motivation, the impressive research findings, the results of previous courses, the experiences of successful entrepreneurs, and the convictions of prestigious academicians associated with well-known universities. Every attempt is made before the course begins to develop the belief in participants that they

can and will increase their concern with excellence. This effort is based on research which shows that expectations very often are self-fulfilling prophesies. To the degree that a man believes something is possible and desirable, he will make it happen. Thus from the beginning of the course, this belief in the value of achievement goal setting is fostered.

The culmination of the course also focuses on goal setting in two additional ways. Participants are encouraged to examine their life and to formulate an achievement goal to which they publicly commit themselves within the group. In this way, participants concretize their goals and obligate themselves to obtain regular, careful, specific measures of their progress. This record keeping provides concrete feedback, reinforcement, a way of locating blocks and solutions, and in general, an opportunity to engage in continued planning. The

precise goals always are chosen by the participants in order to keep the goals individually relevant. This goal setting strategy is reminiscent of coming forth and taking the pledge at the end of a revival meeting. Whether students "take the pledge" seriously depends primarily on what has happened in the course between the introductory "pitch" and the pledge to achievement goals. During this intervening time students are not swept off their feet in a wave of emotion. They carefully consider and analyze the implications of increasing their n-Ach. A carefully considered decision not to increase their n-Ach is equally acceptable.

4. Emotional Support

Achievement motivation is the excitement of challenge, the joy of working hard for a goal, often the frenzy of trying to meet a deadline, the pride in innovating, the fear of failure and disappointment at not succeeding. Through the game simulations, course participants have an opportunity to experience and consider their emotional responses to achievement situations. Yet in another way, achievement motivation courses provide an emotional climate which allows for change. One of the key functions of the counselor is to encourage this group formation, not as its leader, but as a catalyst. The counselor style is non-directive, open, warm and accepting, consistent with the posture of client-centered therapists. This, too, allows participants to face increasingly deeper emotional issues raised by the course.

3. Achievement Motivation Training in Various Researches

There are several studies conducted in various settings, such as; in school students, university students and groups of entrepreneurs, that prove that the AMT can increase achievement motivation.

1. McClelland' research (1961) on a group of small business owners that was given AMT with the story content, behavioral strategies and individual exercise in goal setting

showed the increased of cognitive achievement.

2. A research conducted by Kolb (1965) on 20 high school students, the underachievers, that were given AMT intervention showed significant learning outcome variables which were associated with achievement motivation and performance scores in the business game.

3. A research by deCharms (1972) on 100 male students grade 6 and 7 who were given the motivation training intervention in the form of writing imaginative story with the theme of achievement motivation and discussions showed an increase in the motivation and learning outcomes.

4. Smith's research (1973) on grade 12 students that were given AMT intervention containing achievement thinking, achievement action strategies, and application of concepts through goal setting practice and discussion showed gains in achievement motivation and internal control.

5. Ryals' research (1975) with pre-post test control design on 136 students in grade 8 and 10 that were given the AMT intervention in the form of live-in training with two condition; camp settings and in school indicated that there was an increase in mathematics, language English and social grades.

6. A research conducted by Elias and Rahman (1994) on the 188 university students who were given AMT intervention in the form of stories, games, and discussion showed a significant increase from the AMT intervention.

7. A research by Cueva (2006), AMT training was given to 64 students of Hispanic Class grade 1, 2, 3, and 4. The result showed that there was an increase in achievement thinking, goal setting and intrinsic motivation.

8. Lopez (2008) conducted a comparative study with a control group and an experimental group in Grade 9 students by giving AMT intervention containing achievement thinking and achievement action strategies which showed some improvements in internal control of the subject, especially the locus of control.

9. A research by Iskandar, Novianti & Siswanto (2015) in grade 12 students by the AMT intervention in the form of e-learning that provided reading material and future-oriented tasks showed an increase on the future orientation and academic motivation

4. Analysis

AMT was first designed in a vocational setting with a focus on entrepreneurship achievement motivation. As the development of the theory of motivation by McClelland, several studies with AMT intervention were conducted on students (Kolb, 1965; deCharm, 1972; Ryals, 1975) with a variety of methods. AMT was also tested in a college setting by Elias and Rahman (1994) by using Alschuler AMT development (1973). The AMT four components: (1) achievement syndrome, (2) self-study, (3) goal setting, and (4) the emotional support clarify the direction and training procedures in both educational settings; in school and in college.

Unfortunately, AMT is still not familiar to and practiced by counselors in Indonesia. Achievement motivation is non-cognitive skills that counselors should have trained to the students. It is understood that the role of the counselor is not a motivator, but as a helper / facilitator that trains achievement motivation skills. Before the motive can be experienced, student must be in attendance and attending. Before the student can clearly and meaningfully conceptualized the motive, he must be aware of the experience to be conceptualized, etc. the sequence of goals is cumulative in that each activity contains the previous ones (Alschuler, 1973).

The application of AMT on Counseling Services is framed in the form of counseling or psychoeducational group focusing on assisting the group members in sharing and developing achievement motivation skills. Adaptation of AMT in psychoeducation can be done with planning sessions that are structured based on the components: (1) achievement syndrome, (2) self-study, (3) goal setting, and (4) emotional support. FAAST (Focus, Aim, Activities, Structure, and Techniques) model plan can be an option for the counselor in arranging the psychoeducational activities (Wastergaard, 2009).

(1) Focus is an identification process to focus precisely based on the accurate assessment of the learning needs and personal development of each person.

(2) Aim is a goal-setting process in the group which is clearly identified and stated. In addition, in defining objectives, it is also accompanied by more specified purposes. By having clear and specific goals, the group can provide a clear performance during each session.

(3) Activity is planning activities related to the topic, describing the purpose of each session and meeting the learning objectives.

(4) Structure is the preparation of a concept so that each session has a clear picture, is interrelated, and is logical. Sessions not only are just a series of different events, but also refer to the sequence of activities that are related.

(5) Technique refers to the use and incorporation of a variety of methods, techniques, or ways and expertise to facilitate learning.

Various discussion above shows that counselors have many opportunities to design group activities as creative and effective as possible based on the four components of the AMT. AMT method is also more developed by using e-learning technology (Iskandar, Novianti & Siswanto, 2015). It also provides an opportunity for counselors to incorporate and develop new methods of AMT based on cultures and local values.

5. Conclusions

Based on the four basic components of the AMT and the various studies that have been done, we can conclude that (1) AMT is proven to improve students' achievement motivation through achievement thinking and practicing achievement behaviors; (2) AMT can be administered in the form of the group; (3) AMT consists of a systematic procedure in each session; (4) AMT is a supporting program that facilitates the person's growth and positive change through group dynamics and therapeutic atmosphere. AMT can be a group or psychoeducational counseling service which is applied effectively as the counselor's role and responsibility in developing non-cognitive aspects of students. In addition, AMT provides an opportunity for counselors to apply and develop new methods to improve students' achievement motivation.

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Cultural Conflict Between Counselor and Counselee in Multicultural Counseling

EliaFlurentin
Study Program of Guidance and Counseling
Malang State University
eliaflurentin@gmail.com

Abstract

Effective counselors should have an understanding of multiculturalism. The great variety of cultures could sometimes cause cultural conflicts. In performing multicultural counseling, counselors should understand acceptable social values, norms, stereotypes, and practices. Culture shapes and influences different ways and patterns of communication. To improve communication, various dynamics and the values of various styles of communication are needed. In addressing cultural conflict, it is necessary to understand the different ways used by every culture. Counselors must be sensitive and aware of the educational and societal developments. The purpose of this paper is to explain the cultural conflict between counselor and counselee with regard to language, values, stereotypes, social class, ethnicity, gender, age, and lifestyle aspects; and also how to bridge the conflict usingcross cultural awareness and multicultural understanding. The state of dynamic society affects the changing needs and cultural values that must be understood by counselor and counselee. The occurrence of rapid changes in all areas will have an impact on behavior change of counselor and counselee. On the other hand, the implementation and development of professional services require latest empirical studies in line with the changing dynamics. Counselors need to keep growing and developing, and make adjustments in order to improve the quality of service in a diverse culture.

Keywords: *Cultural conflict, multicultural counseling, counselor and counselee.*

1. Introduction

Guidance counselor should have an understanding of multiculturalism during counseling time. The great variety of cultures can sometimes cause cultural conflicts. In performing multicultural counseling, counselors should understand acceptable social values, norms, stereotypes, and practices. Culture shapes and influences different ways and patterns of communication. If the parties in conflict come from different cultural backgrounds, they could have a different way of communication. In addressing cultural conflict, it is necessary to understand different methods used by each culture to express rejection. Various dynamics and the values of numerous styles of communication are extremely needed in improving communication,

Counselors should be sensitive and responsivein following current developments, the development in society generally and the development in education particularly. The development runs so fast that studies are always carried out continuously for the present and upcoming symptoms. According to somestudies, the more cases of mental illness and behavioral problems are associated with the increasing complexity of society and the rapid advances in technology. On the other hand, counselors should meet the demand for quality of service and accountability. Cultural diversity in society (language, ethnicity, lifestyle, arts, values, etc.) should be the basis of enrichment in counseling. In order to create harmony during the counseling, counselor and counselee need to be aware of their responsibilities to live together with respect for the basic values, such as trust, honesty, and altruistic. Those values are the values of human nature needed to improve the comfort of living together (Tilaar, H.A.R., 2000)

Counselor-counselee relationship is the relationship between two different people. Differences exist because they come from different background, such as family background, age, religion, gender, socio-economic, language, and so on. Culture affects the basic values and beliefs of a person. When individuals from different cultures attempt to relate to one another, they may begin with very different perceptions about the nature of people, what people need, and how people succeed (Sue in Brown et al, 1988). The state of a dynamic society has an impact on the changing needs and cultural values that must be understood by counselor and counselee. Rapid changes and dynamics in all fields, namely the social, cultural, economic, educational, political, industry, and information technology will have an impact on behavioral change of counselor and counselee. On the other hand, the implementation

and development of professional services requireup to date empirical studies in line with the changing dynamics. Counselors need to continue growing and developing, and make adjustments.

2. Discussion

2.1 Cultural Conflict between Counselor and Counselee in Counseling Services

Society is a system of social interaction consisting individuals who influence each other, either individually or in groups. This system involves the interaction of family, educational organizations, religious organizations, enterprises, and other varioussmaller social interaction systems. Society consists of diverse individuals and groups, as can be seen from the diversity of socio-economic status, educational status, occupation, ethnic, economic, gender, and age. People mingle and interact with each other in a society because they have values, methods, and procedures as their common need. Society is the unity of human life interactingalong with certain continuous customs and is bound by a sense of shared identity.

Indonesian society is a pluralistic society consisting of many races, cultures, religions, beliefs etc. This heterogeneous society has its own culture that guides its behavior, events, and hope (Gibson and Mitchell, 2008). Counselors should understand that they function in universal values yet always keep in mind their and counselee served uniqueness. In this context, counseling as human relations and helper professioncan provide significant and positive national influence, and counselors should consistently show that they are multicultural-oriented counselors both in theory and practice, and they are effective for any culture.

In the framework of multicultural counseling, inhibiting factors that could potentially be a conflict whencounselor interacts with counselee are identified. Factors may include language, values, stereotypes, social class, race and ethnicity, gender, age, and lifestyle (Brown et al., 1988).

1. Language

Language differences aremajor obstacle in the assisted interaction. Counseling is not excluded since conversation is the most fundamental tool used by counselor to interact with the counselee. Although Indonesia has *Bahasa Indonesia* as a national language, it is not automatically that counselee masters and uses the language. Many still use a non-standard form with words connotation and slang--phrases that are quite different with standard language--, or use the mother tongue. According to Arredondo (in Brown et al., 1988), at present only a few counseling practitioners are bilingual.

Indonesia is a multi-ethnic society. These barriers can be found if counselor faces counselee who likely masters another language, has in sufficient level of the language mastery, haspoor vocabulary, has inadequate expressions, or uses different dialect. Moreover, a range of social class, age, educational family background etc. also affect the language differences.

During counseling, students mightseem uncomfortable, have limited vocabulary, be difficult to find appropriate expression, and need more precise explanation, sometimes using Java *Ngoko* (Flurentin & Santoso, 2015). Students sometimes use the language of social media (eg, *baper*, *keles*) as well, a language counselor is not familiar with. Thus, counselor should be aware of a variety of languages including slang in a multicultural counseling. The counselor could usebiblio-education strategy to develop language skills in school.

2. Values

Values are important impediment in the counseling process. Belkin (in Brown et al., 1988) highlights several examples in which counselors unconsciously impose their values on minority students. As was also noted, one of the most valued behaviors related to the counseling process is self-disclosure. Counselors believe students benefit more from counseling if they are willing to share hidden thoughts and feelings, but students may not share this value because they was taught and accustomed not to expose themselves and their families to others.

In Indonesia, value differences between counselor and counselee are quite numerous. Students hold the value of family life - and even there are frequent gaps with their parents - moreover with counselor, a stranger to them. Value gaps can also occur due to the different social back ground, socio-economic level, age, religion, ethnicity, gender and so on.

Results of a study on Junior High School settings in Malang showed that counselor tends to have present- and future-oriented view, while counselee has present-oriented one. Students tend to go along with the group and friends and obey the rules of the school (Flurentin & Santoso, 2015). This is in accordance with the characteristics of an unstable adolescence, a period of identity search. However, students basically believe that every body is a good person but environmental influences could change some. Counselor and school must remain consistent and positive in encouraging expected behaviors.

3. Stereotypes

Stereotypes are over simplified opinions that do not receive critical examination (Brown et al., 1988). Stereotype is a constraint in counseling

(including attitudinal barriers) as formed and rooted so long that it is difficult to change, and become a repeated pattern of behavior. This is understand able because stereotype is a result of learning, so the more they learn the more difficult to change the stereotypes. Counseling will not run well if counselor already has certain stereotypes to counselee because counselor can not be flexible when responding to counselee's needs. This situation can be worse if counselee also have certain stereotypes to counselor.

In actual fact, counselor and counselee are equally able to accept opinion from different sexes and different religions. In terms of age differences, only some counselees found it easy to accept counselor's opinions. According to counselors, students sometimes are difficult to accept the opinion because of different social class and a feeling of envy (Flurentin & Santoso, 2015). In this case, the school should maintain conducive school environment, for example in extracurricular activities, religious days celebrations, and a healthy relationship between all citizens of the school. Thus, all people at schools would understand the beauty of differences.

4. Social Class

Social class emerges as educational background, occupation, wealth, and income, also including where and how individuals spend money. There are three classes, namely upper, middle, and lower social class. Further the classes are divided into nine, namely upper social class (upper-upper, upper-middle, upper-lower); middle social class (upper-middle, middle-middle, lower-middle); and the lower social classes (lower-upper, lower-middle, lower-lower). Each social class has different values, habits, ways of thinking, lifestyles, points of view, behavior patterns, facilities and so on. Upper class people may have a unique style to celebrate the birthday, while the lower classes do not even remember the birthday, for example.

Flurentin & Santoso's (2015) study showed that counselee could get along with people from different social classes. Some say that basically people are the same, but some say people are distinguished by social class. Some argue that education, occupation, and income are not related to social class, others say they are. The counselor tends to say that one's education is not associated with social classes, but social classes affect the importance of education and determine the orientation of education. Therefore, the school should be able to bridge the differences that may occur between social classes among the school community.

5. Race and Ethnicity

Much attention has been given to the cultural differences of racial minorities and the effect of these differences on counseling- related issues (in

Brown, et al., 1988). Furthermore, it is explained that the evidence does show that minority clients are more likely to drop out of therapy early, miss scheduled appointment, and verbalize greater dissatisfaction with the treatment process.

The counseling process it self may be problematic to minority counselee. Most therapy systems emphasize the importance of introspection, assuming responsibility for life's consequence, and the necessity for arriving at personal decisions and solutions. On the other hand, minority students recognize well their identity as an oppressed people. Such circumstances suggest the need for the presence of multicultural counselor. These ethnic differences are often an inhibitor of the counseling process, because each tribe has its own habits, philosophy of life and different cultural values, which needs to be understood by the counselor. Applying multi-cultural awareness owned by the counselor, it is hoped they could resolve this conflict.

Results of Flurentin & Santoso's (2015) research stated that basically counselor and counselee feel comfortable with the different tribes, although the majority is Javanese. According to counselor, the minority group is independent, although some non-Javanese students usually have difficulty in learning local languages. Thus, the school is expected to facilitate the needs of students from different ethnic group.

6. Gender

Role differences between men and women indeed exist from childhood, both in general and in particular, which basically a cultural value of male and female, and this greatly affects their viewpoint and behavior. The gender difference between counselor and counselee may also hamper the process of assistance. Moreover, some of them are seized with specific gender stereotypes. For example, male counselor has stereotypes about susceptible and emotional female counselee, while female counselee consider male counselors are unable to understand their feelings, because men mostly use rationality. In addition, male counselees have stereotypes about doubtful female counselors.

The study done by Flurentin & Santoso (2015) revealed the differences between male and female counselees based on the counselor's point of view. Male counselees tend to be introvert, difficult to talk to, quiet, and obstinate. On the other hand, female counselees tend to be extrovert, easy to talk to, and comfortable in talking about the issue in detail.

7. Age

The counseling process is not just for adolescents. Subsequent developments counseling serves all ages, from children to old age. Each period

of development (age) has different characteristics, which must be understood especially by counselor. Each individual age periods has the task of development and needs. To carry out the developmental task and meet the various needs, individuals do many ways in accordance with the cultural background, socio-economic level, education, employment, and opportunities. The ways how it is done will form a pattern of behavior.

The age differences between counselor and counselee are obvious. According to counselor, students tend to feel comfortable with the young counselor, but some are also comfortable with the old one. The counselor explains that both young and old counselors are easy to talk to, because counselee needs one who can keep a secret. Young and old counselors tend to understand the counselee, although some consider the older one is more experienced and knowledgeable. Sometimes a counselor can understand, but quite difficult to accept the opinions (Flurentin & Santoso, 2016). Counselor considers counselee as a young personwho is difficult to understand, simply because they want to show their true identity. Adolescentsare not so easy to talk to for they are still looking for identity and in vulnerable state. According to counselor, they are also demanding yet unable to show empathy toward the ability of parents (especially financially), and more concerned with prestige. For example, theywant to buy expensive motorcycle and sophisticated mobile phones.

8. Lifestyle

The counseling profession has reached a position where all the interests of individuals and society are served more efficiently in a pluralistic culture, which considers the validity of various lifestyles. In other words, the overall interests of individuals and societyare served more effectively in a pluralistic culture that recognizes the validity of multiplelifestyles than in a culture that has a narrow view of acceptable lifestyle (Brown et al., 1988).

Pattern of living or lifestyle can be divided into traditional ones, supported openly by the majority and alternative ones, occurring less often and usually not endorsed by society at large. It is important to recognize that many social institutions support and actively assist persons leading traditional lifestyle, but few do the same for adopting alternative lifestyle. The role of counselors here is to fill this gap. To meet the needs of this specialized counseling, counselors must accept any lifestyle in itself that is not better or worse than any other, except for those that violate the rights of others.

The study done by Flurentin & Santoso (2015) showed some basic lifestyle differences between the counselor and the counselee. In regard to eating lifestyle, counselees often eat at home, while others rarely do. Counselees tend to buy stuffs and food at the supermarket, rather than buying in traditional markets. They tend to buy items in the store rather than online. Most counselees can comfortably wear any articles with any brand, whilesome are fond of particular brand, or depending on the budget. According to counselees, junior high school students should not date as well. Basically counselees agree that junior high school students should not ride a motorcycle because they have no a driver's license, though there are some who still ride one because they have no choice.

Mean while, counselors frequently eat at home simply because the meals have always been prepared. Counselors also tend to buy stuffs and food in the traditional market, rather than at the supermarket. They tend to buy items in the store than online and are comfortable with any brands. Counselors stated that junior high school students should not date yet because they have not been able to control themselves. Unfortunately, some students and parents perceive that having a date is a modern lifestyle, as it is very common in the community and easily found in television. Counselors strongly agree that junior high school students should not ride a motorcycle because they have nodriver's license.

2.2 Bridging Cultural Conflicts between Counselor and Counselee in Multicultural Counseling

In the implementation of multicultural counseling, the results to be achieved should not be hampered by cultural differences between counselor and counselee (Gibson and Mitchell, 2008). Counselors brought the embodiment of culture as a unique person with their social and psychological background. These factors interact with cultural and personalfactors brought by the counselee. Effective counselor should be able to adapt models, theories, or counseling techniques with the unique needs of the counselee. In counseling, there is not only a two-way relationship, the counselor and counselee; but a three-way relationship, the counselor, counselee, and culture. Counseling may not be carried out without taking culture into consideration (Draguns in Pedersen et al., 1981).

Counselors need a set of principles to guide them in practice, which at the same time, help the counselor to appreciate the uniqueness and individuality of each counselee. These principles will help the counselor counseled more effectively with the counselee from many different cultural backgrounds. The principle include the counselor should try to understand the counselee's uniqueness of different terms of reference; nomothetic and

normative information does not always match the particular counselee; and an individual is a dynamic combination of various roles and identities (Ridley in Gibson and Mitchell, 2008). The following are some actions that can be used to build a differences bridge between counselor and counselee.

1. Development of Cross-Cultural Awareness

According to Ridley (in Gibson & Mitchell, 2008), the therapeutic action that can help counselors more effectively assist the minority counselee is to (1) develop cultural awareness, (2) avoid imposing values on counselee, (3) receive naiveté view counselee about others, (4) show empathy culture, (5) integrate cultural considerations into counseling, (6) avoid stereotypes, (7) determine how important the role of culture for the counselee, (8) avoid blaming counselee, (9) remain flexible when choosing in terventions support , (10) test theories of counseling to find the bias, (11) establish the strength of the counselee, and (12) avoid the desire to protect the counselee from emotional pain.

Furthermore, Locke (in Brown et al., 1988) suggests that there is a cross-cultural counseling awareness continuum through which a counselor should pass before engaging in cross-cultural counseling. This development begins with self-awareness, including an awareness of prejudices that one holds. Self-awareness is a necessary condition before starting the process of understanding the other person. Intrapersonal and interpersonal dynamics should be considered as an important component in the projection of beliefs, attitudes, opinions, and values. Self-awareness should be followed by the development of an awareness of one's own culture; increased sensitivity to the presence of racism, sexism, and poverty in the society; awareness of individual differences; awareness of other cultural groups and the diversity within those cultures; and, finally, the development of counseling techniques that will enable the counselor to bridge the gap between themselves, their personal, and culturally different counselee. The following is cross-cultural awareness continuum described by Locke (in Brown et al., 1988: 141).

Self-Awareness   Awareness of   Awareness
of   Counseling
            Racism, Sexism,   Other Culture(s)
Skills/Techniques
            and Poverty

Awareness of One's   Awareness of
Individual   Awareness of
  Own Culture   Differences
Diversity
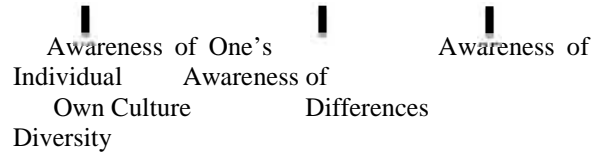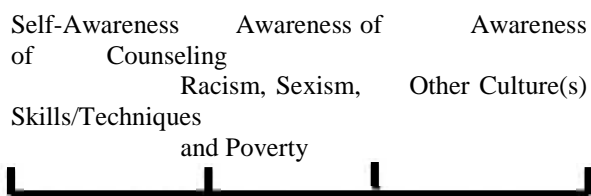
Figure 1. Cross-Cultural Awareness Continuum by D. C. Locke (Brown et al., 1988: 141)

The development of self-awareness which is the starting point of cultural awareness is a lifelong exercise and has no deadline. It seems there has never been the individual has reached the point of awareness. Self-awareness belongs to the affective domain, but to make it happen one should regard cognitive and psychomotor domain. Cognitive domain is meant when people are expected to understand and comprehend a context about them and the environment. Psychomotor sphere is related to the individual actions or performance or tendency, which is a manifestation that they already have self-awareness. Basically, the continuum of self-awareness can be trained to the counselee. Counselors should continuously encourage counselees to interpret everything that happened at all times, identify it as part of life, and foster the counselee to reflect on everything happened.

2. Multicultural Understanding

Cultural diversity exists in society (language, ethnicity, way of life, values, etc.), should be the basis of learning enrichment. For example in terms of language, based on the research results in counselors' experience, the counselee mostly use "social media language" –the language which are often misinterpreted by counselors- , such as *baper, keles, PHP*. In terms of lifestyle, it is found that shopping online becomes a new lifestyle trends, as well as junior high school student riding a motorcycle to school without having any driving license (Flurentin & Santoso, 2015).

Multicultural learning activities cannot be separated from the underlying nature of education, namely the essence of education is to develop the counselee'sexistence process. Multicultural learning management strategies can be done by applying the learning of peace, human rights and democracy (Tilaar, 2005). Locke (1992) emphasized the focus of the most striking in the multicultural is uniqueness and a separate group concept that facilitates attention to individual differences.

Peace learning. Perez (in Tilaar, 2005) reveals that peace must start within self. Through quiet and intense thinking about its meaning, the new and creative ways can be found to promote understanding, friendship, and cooperation. A culture of peace is needed for meaningful life togetherness.

Within the diverse way of personal, social and cultural rights, the ownership of important individual values are able to overcome differences to ensure peace and solidarity.

Furthermore, it is explained that the strategy can be used in teaching peace is a strategy of introspection and positive social interaction. Introspection strategy is a way to raise the counselee awareness in encouraging themselves to examine the activities that have been carried out. Thus, it is expected that counselee have the courage to assess themselves, so they can put their activities in order. Positive social interaction is a way to foster a harmonious relationship among counselees, and between counselee and the environment. With the creation of harmonious social interaction, it is expected to foster mutual respect and mutual tolerance, despite having cultural diversity.

Human rights learning. All human rights are universal, interdependent and interrelated. Education is the most effective tool for the development of values related to human rights. It deals with the capability development to assess the freedom of thought, conscience and belief, the ability to assess equity, justice and love, and a willingness to care for and protect the rights of children, women, workers, ethnic minorities, and unfortunates. Strategies to study the core values relating to human rights are learning about human rights, learn how to fight for human rights, and learn human rights with practice.

Democracy. Learning for democracy is basically to enhance the individual's presence by stimulating the sense of dignity, equality, mutual trust and tolerance, respectingothers' beliefs and cultures, respectingindividuals' existence, having active participation in all aspects of social life, and appreciating freedom of expression, belief and worship. If those senses already exist, they can be used to develop effective and democratic decision making at all levels which will lead to fairness, justice, and peace. The strategy can be applied are (1) a democratic ethos should be applied in school and outside of school; (2) continuously and accurately democracy learning should be allowed at all levels and systems of education through an integrated approach.

other. Cultural differences that affect multicultural counseling may be reflected in the behavior of individuals, which is way of talking, perspectives, personal goals, family values, or the use of leisure time. Counselors should understand that they function in universal values yet always keep in mind their and counselee served uniqueness. In this context, counseling as human relations and helper profession can provide significant and positive national influence, and the counselor should consistently show that they are really oriented multicultural counselor both in theory and practice, and that the counselor is effective for any culture.

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3. Conclusion

Understanding the influence of cultural values, beliefs, behaviors and other things toward counselees is important when individuals (counselor and counselee) from different cultural backgrounds are trying to build relationships and understand each

Creative Counseling with Impact Counseling and Mind Mapping

Santi Widiasari¹, DevitaAyu Mei Dina², M.AlfarizqiNizamuddin Ghiffari³
¹Student of Ahmad Dahlan University, Yogyakarta, Indonesia
²Student of Ahmad Dahlan University, Yogyakarta, Indonesia
³Student of Ahmad Dahlan University, Yogyakarta, Indonesia
santi1315001309@webmail.uad.ac.id¹, devita1415001176@webmail.uad.ac.id²,
muhammad1500001138@webmail.uad.ac.id ³

Abstract

Creativity is one of the important elements in the counseling process. There are still many counselors are not aware and are not trained in accessing and empower creativity itself and counselee. Whereas a counselor should facilitate the creation of an atmosphere that is safe and supportive, so that the counselee is able to creatively examine problems and build an alternative perspective to the problem, as well as a wide selection of produce and evaluate solutions to problems. Counselorscreativity in counseling is needed to increase the involvement of the counselee in the counseling process. It is expected to lead to the establishment of a good relationship between the counselor and counselee.

Creative Counseling is a unique counseling approach. Application of the techniques of creative counseling can motivate counselees to follow and be actively involved in the counseling process. Creative approach in counseling gives counselee opportunity to create a real experience. The counseling process can be an enlightening experience and carry on solving the problem, but the other processes are not effective counseling can be an experience that saturates, less meaningful, and ended in a deadlock. To overcome this, the counselor is expected to develop a variety of creative approaches or strategies to increase the effectiveness of counseling. There are many creative approaches that can be used to implement creative counseling. However, in this paper will be presented two creative counseling approaches that impact counseling and mind mapping. Creative counseling approaches are intended to counselors perform maintenance counseling relationship is good and done creatively.

Keywords: *creative counseling, impact counseling, mind mapping*

1. Introduction

The counseling process is a collaborative effort conducted between counselor and counselee in exploring and reviewing some of the issues that matter to the counselee and develop solutions to overcome these problems. On one other counseling process can be an enlightening experience and carry on the process of solving a problem, but the other processes are not effective counseling can be an experience that be boring, less meaningful and ended in deadlock (Rahmadian, Ahmad Ali, 2011). Not a little one who thought that the counseling process is easy and can be done by everyone, because most of them assume the counseling process has the objective to solve the problems of the counselee. Once the issue is completed, then the counseling process is considered complete. Though there is little counselee who need direction after running his choice to solve the problems. Not only that, nowadays many a counselor who helps solve problems by using a counselee ways that counselors deem it effectively and efficiently, and in fact is not necessarily the right way to memecahakan problems and according to the characteristics counselee counselees. If this is happening constantly then a counselee will not achieve independent living, in accordance with the purpose of the counseling process in addition to the counselee can solve the problem, is also expected counselee can live independently.

To overcome these counselors are expected to develop a variety of creative approaches and strategies to improve the effectiveness of counseling. One way that can be used to overcome it can use creative counseling. Creative Counseling is a critical element in the counseling session. During the counseling session, the counselor are working creatively to engage counselee in understanding the problem from different perspectives. When the counselor and counselee deal with abstract ideas or issues that are ambiguous, the counselor seeks mengkonkritkan ideas or issues. This implicates the importance of using a variety of creative techniques and metaphor in counseling. In the paper's creative counseling using counseling impact as a creative approach in counseling. Impact counseling is a creative effort to ensure the effectiveness of counseling sessions (Jacobs, Edward, 2011: 3). Characteristics that multisensory impact counseling, motivational, marketing and maps. Counseling sessions effective multisensory needs to be done. Counselors need to use all the senses sensory counselee to help understand the problems faced by the more concrete and help overcome these barriers. The counselor should have the ability to motivate the counselee to be willing to change and make decisions

in the face of the problem. Counseling sessions need to have a marketing aspect, where the counselee felt helped in overcoming the problem over the mountain creative and effective counseling techniques and in order to achieve the goals of counseling, a counselor needs to have a guide in conducting counseling sessions.

In addition to counseling impact, creative counseling can be done by using mind mapping. Mind mapping is a technique summarizes the material, and projecting the problems encountered in the form of a map or graphical techniques making it easier to understand. Mind mapping is perfect for innovative thinking as it consumes all the skills commonly found with creativity, especially imagination, association of ideas and flexibility. Creative Counseling can be done in various ways, in this paper the author tries to present two ways to be creative process undertaken by the impact that counseling and mind mapping, which are both suitable for creative counseling. They both contain elements of effective counseling and innovative, easily implemented by the students as well as equally into efforts kreatiff conducted by a counselor and counselee.

2. Importance of Creativity in Counseling

Counseling is process of giving help to individual who have problem. The helping in this content mean way to direct individu to be come better person. Effendi explan more about counseling. Base on Effendi's Book "Counseling mean activity which direct the individual by trade the idea each other" (Effendi,2016). The meaning of counseling more reinforces by Rhamadian who said counseling is process co-Creative between Counselor and Counsel who in frustation condition or ambiguism condition and Counsel who need for solve a problem. Two of that context , more reinforce again from book The Authentic Counselor by Pietrofesa on latipun who said ".... Counseling is a process who engage the profesional who help another person who try to achieve self-understanding" (Latipun,2001). Therefore, Counseling deemed necessary for help individu in desicion step for desicion making of life.

But, the counseling who counselor did lately dosen't effective and optimal. This problem happened because the counseling who give to the child it's ungainly and a lot of child felt bored in the counseling. According from jacob in yulianto , there are 7 mistakes who generaly counselor did that make the session of counsleing become boring and dosen't effective :

1. Too much reflection
2. Too much listen counsel's story
3. Seldom interpreteation counsel
4. Dosen't focus on session in counseling
5. Waiting too long to focus on counseling
6. Dosen't using counseling theory, using "hope methode" in counseling
7. Seldom using media which creative and multisensori (Yulianto, 2015)

That mistakes happened and make the situation going to be boring and than make counseling who gave to child dosen't effective, actually if the counseling working optimal and effective need to strenghened the main componen on counseling. The componens is internal condition and external condition. Engage Effendi, internal componene that include attitude, rapport, empathy, geniuses and attentiveness. in the other side, external componen that include physical setting, proxemics, Privacy and Electic (Effendi, 2016).

In the other side, this happend because counselor who give the cousneling dosen't have creativity and inovation when give the counseling, so in this context creativity really needed and Counselor should have it when give the counseling. Creativity of Counselor need to build and incrase when give a konseling. Like galdding said if "without creativity, there would not be counseling, and it it likely where would not be helping profession either." (Gladding,2008). So, the true counseling is if counselor who give counseling which have creativity, so that creative counseling can help individual who have a problem.

The important crativity on counseling is to make counsel more open when tell there story. Engage Carson & Becker said " Creative approaches often feel playful to clients, and this way of working may be unexpected and unfamilliar and may allow clienr to feel more open" (Smith,2011). Therefore, crativity on counseling can make situation in cousenling more comfortable and more open when the counsel told there problem.

Comfortable situation which build from creativity of counselor in counseling should have to improved. Engage yulianto "in counseling prosess need a good creativity wh8ich make client feel comfortable with step of realization counseling......", "...... give a chance for client, bring mind and feel to awareness by self expression on many ways" , "....Creativity approaches in counseling offer something new energy for client to can improve sensitivity on them self or another self" (yulianto,2015). Add with opinion from Duffey with result of his reserch which said "......creativity in counseling, was described as (a) deepens connections, (b) freedom to explore, (c) openness, and (d) is central to counseling (Duffey,2009). Therefore, improving counselor creativity when giving counseling expedite counseling optimaly, so if giving counseling optimaly will help individu solved there problem and can make desicion of there step more clearly.

To improving the creativity on cousneling there have some of thing which need to improve first start from counselor itself until the counseling. Engage Gladding in Ahmad Ali Rahmadian, there

three factors can encourage the development of creativity on counseling, that: counselor and client personal factor, counseling prosess factor, and the result of counseling factor (Rahmadani,2011). This context more strengthened by another Gladding's opinion that said:

> "if counselor is to countinue to be the forefront of helping profesion, it must countinue to promote crativity. As professional, counselor can do that by rewarding innovation backed by research, encoraging reading in a wide range of area, studying experessive arts therapies, traveling and interacting with people in diffrent cultures, and learning more about human nature in the popular as well as scholarly domains."

(Gladding,2008).

So that, will become a counselor who creative and professional so that many thing should have to attend which need to improve. Improving creativity is using for reapairing quality of counseling which giving to child, so counseling who child get going to be optimal and problem who children get will be solved. So, counseling activity will be more effective and flexible.

3. Impact Counseling: A Creative Approach In Counseling

Impact counseling refers to a creative approach in counseling introduced by Dr. Edward Jacobs, an expert in creative counseling from West Virginia University. This approach emphasizes the importance of helping counselee to understand the problems and solutions to problems in a clear and concrete. Impact counseling emphasizes multisensory approach that involves the dimensions of verbal, visual, and kinsestetik in the counseling process (Rahmadian, 2011). According to Conte (in Eka N.S Rev. 2016) Impact purpose of counseling is to incorporate energy into the counseling process. Taking into account the learning styles miltisensori, Jacobs build a creative approach to counseling to deal with the problems of the counselee and help achieve the level of understanding and condition yourself at this time. A counselor in the counseling process must be creative in selecting and using techniques to help counselees (Syahniar, 2012). According to Jacobs, Edward (2011: 5) reason for a counseling session creative counseling techniques are required for:

1. To focus the session, to focus the counseling session.
2. To make concepts more concrete, to make certain concept or specific issues into concrete.
3. To heighten awareness, to strengthen awareness of the counselee.

4. To dramatize a point, to dramatize a particular purpose.
5. To speed up the counseling process, to speed up the process of counseling.
6. To Enhance learning, Because people are visual learners, to enhance the learning process counselee, because her parents more easily understood with the help of visual.
7. To Enhance learning, Because people are experiential learners, to enhance the learning process counselee, because people are generally more easily understood through the process be; teaching experience.

Use of Impact Counseling can cause tremendous reaction. Counselee always surprised to feel the effects of a simple object used as a media counselor and counselee experienced real experience (Beaulieu, 2006).

Jacobs (in Stone & Jacobs, 2008) impact counseling is a unique approach to counseling that seeks to integrate the various concepts in Rational Emotive Behavior Therapy, transactional analysis and Gestalt. Counseling process in counseling emphasizing impact active counselee in thinking, understanding, and experience the counseling sessions. According to Jacobs ad 8 common mistakes that cause the counseling session the counselor becomes dull and ineffective, namely:

1. Doing too much reflection
2. Listening to too many stories counselee
3. Rarely interrupted counselee
4. Do not focus at a counseling session
5. Waiting too long to focus
6. Do not use counseling theory mengguankan "hope mothod
7. Make counselee menajadi dull, rarely use creative tools
8. Do not give perhatin to clients

According to Jacobs (in Rahmadian, 2011) in the therapeutic process impact counseling seeks to make the counseling sessions to be effective, active and brief. There are four stages that need to be passed in the counseling process, namely:

1. Rapport, at this stage indicate the stage of building a good relationship between the counselor and counselee.
2. Contact, mununjukkan on the agreement between the counselor and counselee in setting a goal of implementing counseling.
3. Focus, this stage merujukpada stages focusing on the topic of problems and a certain period.
4. Funnel refers to the stage of discussing an issue with the way tertentusampai reached a new level of understanding deeper.
5. Closing or the closing stage, the stage of a counselee to summarize what they have learned and discuss how counselee will use the information obtained after the counseling sessions ended.

The process of development and advancement of understanding counselee during the counseling sessions are important in Impact Counseling. Concrete ways to measure progress in the counseling process that uses a Depth Chart Jacobs (in Rahmadian, 2011). Depth chart a scale of 10-1 which serves as a tool to evaluate the depth of the counseling process. 10 illustrates the scale of the issues raised by the counselee are at a level surface that does not show the real problem. A counseling session is considered successful if the counselor can do funneling so counselee can reach the level of depth of 7 or less continued to show a real problem and can lead to understanding or insight.

There are various techniques of creative counseling in counseling impact that can be used by counselors Jacobs (in Rahmadian, 2011), namely:

1. The use of the technique of empty seats
   a. The use of empty seats can help counselees to reflect on the current state.
   b. The use of two or more empty seats mempresesntasikan two or more options or goals to be selected counselee. Counselee invited to weigh the positives and negatives of several decision options while occupying every chair and feel the experience of the impact of decisions does he choose.
   c. Using an empty chair to present realistic goals to be achieved counselee. The counselor then placed the sheets of paper that present a plan and action steps that need to be done to achieve the goal counselee. The sheets of paper can also be used as a indicator that help counselees to evaluate accurately whether he is getting closer, farther away. Or did not go in achieving its objectives.
2. use the pictures, a large chair, and a small chair or a child in a counseling session by utilizing the theory of Transactional Analysis through this approach counselors help counselees to:
   a. Recognizing the critical parent or existing demands and circumstances Not OK Child in self counselee resulted in feelings of distress in life's journey counselee.
   b. Using Transactional Analysis to help the counselee in understanding conflict with others.
3. Using a technique to help counselees shield to protect itself against bad words or actions of other.
4. Using filter to help the counselee understand the idea of the importance of filtering information other people say or do bad so it

does not interfere with emotional stability counselee.
5. Using certain characters such as dolls that have been identified that represent a particular personality.

4. The use of Mind Mapping as a Creative Approach In Counseling

Mind Mapping is derived from the English language, the word *mind* and *mapping* which each is *mind* means brain, and *mapping* means charted. According to Buzan (2012) *Mind Map* is the easiest way to put information into the brain and retrieve information from outside the brain. *Mind Map* is a way of noting a creative, effective literally will map the mind. *Mind Mapping* is also a route map that is great for memory, allowing one compile facts and thoughts in a way that the natural workings of the brain involved from the beginning.

Mind mapping is a technique summarizes the material to be learned, and projecting the problems encountered in the form of a map or graphical techniques making it easier to understand. *Mind mapping* when frequently trained can optimize the function of the left brain and right brain, which was then in its application is very helpful to understand the problem with quickly because it has been mapped (Sugiarto, 2004).

Mind mapping is perfect for innovative thinking as it consumes all the skills commonly found with creativity, especially imagination, association of ideas and flexibility. Psychological research has identified some of the basic elements of creative thinking including: the use of color, shape, dimensions, elements unusual, position adjustment conceptual and emotional responses to things interesting. Applying the creative thinking Mind Mapping technique can facilitate individual Mind to create at least twice as many innovative ideas as traditional brainstorming group in the same time period.

Mind mapping (mind mapping) is a recording of the multidimensional, associative, imaginative and colorful. Making notes in this way memungkingkan to recall almost directly and comprehensively on all things whatever is written in the paper due to the application of the principle of memory on a new approach to the manufacture of record mnemonic is multidimensional, but writing using mind mapping makes it possible to understand, analyze, and think critically about whatever is being recorded in addition to providing more time to listen and pay attention to explanations sources (Buzan, 2002).

Mind mapping uses association and imagination in addition to using logic to understand the material (Amelia, 2006). Key words and images in the mind mapping mmapu trigger the brain to think creatively so that students can think divergent (in different directions) and not think convergent (one

way). Besides the linear notes only rely potential left brain and right brain balanced.

Mind mapping training is a form of training provided by the counselor as a facilitator to the students through guidance services group with the provision of materials related to the way the brain receives information, optimization between left and right brain, mind mapping good at learning, writing and summarizing books , planning for the future, as well as mapping in problem solving.

Based on a study conducted by Al-Jarf (2009) proved that Mind Mapping offers a powerful approach to improve students' ability to generate, visualize and organize ideas. The students involved reported that the tool Mind Mapping encourages creative thinking and they become faster to generate and organize ideas for writing them. Also according to Margulies (1991), when the children write the words in only one color, on lined paper, creative channels and mental resilience is reduced. While using images, such as Mind Maps, making children's creativity growing and increasing.

In the process of counseling , counselee has the aim of solving the problems facing the problem boils down to solve and able to become an independent person. But often times tend to be longer in the counseling process and discovered a deadlock because the counselee not able to find the root of the problems being faced. The counselor as a facilitator in charge of helping the counselee can use counseling techniques creatively using mind mapping. By using mind mapping technique creative counseling, counselee can write down the symptoms he was experiencing and can help identify the root of the problems experienced and can bring a variety of alternative solutions will be applied after the counseling process.

5. Conclusions

Creativity in counseling is a very important aspect in enhancing the effectiveness of the success of the counseling process. A counselor is required to master a variety of creative techniques in counseling to foster a good relationship between the counselor and counselee. Some creative counseling techniques that can be applied by the counselor is impact counseling and mind mapping. Creative techniques used in the counseling process enables the counselee to be more open in disclosing his problem so that the counselor can more easily identify and help counselees in solving the problem. Therefore, it is important for counselors to understand and apply creative techniques in counseling.

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Build Self Discipline Members of Scout Racana Pandega Through Psychoeducational Group Guidance

Rr. Agung Kesna Mahatmaharti [1], Wayan Ardhana [2], Triyono [3], Fattah Hanurawan [4]
[1] Postgraduate Counseling and Guidance Doctoral Program State University of Malang, East Java, Indonesia,
[2, 3, 4] State University of Malang, East Java, Indonesia,
*Corresponding author email: agung.kesna@yahoo.co.id

Abstract

The Scouts of Racana Pandega as Indonesian young generations who responsible for National development needs the strong characters to face the future challenges. One of the important characters which necessary to improved is discipline act. It has been taught in the all of the scout's organisation activities based on Satya Pramuka and Dharma Pramuka. It should be improved through self-discipline which is rises from the self-awareness. The forming pillars of self-discipline that are Confession, Willpower, Hard Work, Perseverance, and Persistence which it can be built through group counselling psychoeducational by using effective group discussions where the scouts need guidance in the educational process and the formation of personality traits, nature, character, skill, and leadership to live independently. Effective group discussion is highly appropriate for scouts which are the scout as an appropriate segmentation of psychoeducational in building self-discipline. It aims to train and learn the life skill practice such as public services and provide public information through a structured program as a form of devotion and dedication base on group leadership services and dedication continued programs.

Key Word: Racana Scouts, Self-discipline, Psychoeducation.

1. Introduction

The College is an institution that educates and prepares students as agents and a cadre of leaders of the nation in the future who expected to have knowledge and technology and a good personality to be able to face the challenges in the future. This will be achieved when students carry out Tridharma Perguruan Tinggi which its synergy in social life. One of the activities through the Scout which is based at the college.

The Scouts of College aims to establish and develop the character of the nation by enhancing the role of universities in implementing Tridarma Perguruan Tinggi in education, research and community services through educational activities of scouting (Kwartir Nasional Gerakan Pramuka, 2011). Additionally, the Scout provide an opportunity for students and young people to engage in positive, constructive, and educative as well as providing knowledge and practical experience through educational activities of scouting (Kwartir Nasional Gerakan Pramuka, 2011).

The Scout of College is a unit of the scouting highest level, namely Racana Pandega. In Decision Kwartir Nasional Gerakan Pramuka in 2007, Racana is a unit of pandega scout group led by ketua dewan racana with a companion racana pandega mentors. The activities of racana aims to establish members to have a personality that is faithful, righteous, virtuous, patriotic spirited, obey the law, discipline, upholding the noble values of the nation and had a life skills as a cadre of the nation in maintaining and developing the Republic of Indonesia, practice Pancasila, and preserving the environment.

One of the main characteristics in the personality building is discipline. According to Parker (2006), that discipline should be seen as a positive and constructive force that allows the realisation of consistent, well-planned, security and the right environment for learning and education. While Kohlberg (1991) says that discipline refers to the individual's awareness of the meaning of discipline for him to behave. Behaviour of this discipline is in everyone's interest that will provide benefits and advantages for himself, beside the benefit for other people, communities and nations.

Taylor (1987) and Madson (1991) suggested that discipline begins with attitude obeyed discipline. Obedience is meant is internal obedience, namely the encouragement from within ourselves. Discipline should be taught and then studied to be embedded within. Some of these opinions have elaborated on the definition of the discipline, that is essentially the primacy of discipline is the encouragement that comes from within ourselves, in other words, is self-discipline.

Efforts should be made to build self-discipline on the members of the scout Racana Pandega be implemented through activities that have been planned and carried out in groups, cooperate and compete. Thus, in order to prepare the next generation of character as scouts, Racana Pandega can be done through the psychoeducation group counselling technique effective group discussions. Mahatmaharti (2015) stated that it is an acquisition and internalisation efforts to achieve reliable generation. Based on these descriptions there needs

to be an explanation of the importance of psychoeducation group guidance as strategy build self-discipline scouts Racana Pandega through effective group discussions.

2. Theoritical Review

2.1 Self-Discipline of Scout Racana Pandega Members

2.1.1 Characteristics of Scouting Racana Pandega

Scout college scout group called Pandega, according to AD / ART (internal regulations) of the Scout in the result of Munaslub (Extraordinary Meeting) in 2012, that Pandega understood from the word Pandega capable of leading the nation of Indonesia. In the introduction, the AD/ART include the words "patriotic warrior soul has delivered the scout to battlefronts along with the youth to realise the ideology of the Indonesian people in establishing and leading the Republic of Indonesia forever". While the meaning of Racana is the basic buffer of pole buildings. Name Racana generally use the name of the hero, the name of the type of weapon, the name of the kingdom in the puppet or the name of a legend (Putro, 2015).

The Scouts Racana Pandega is a unit of students aged 21-25 years are considered as adults and are expected to play a new role in the social, to develop the attitude, the desire, and the new values that correspond to the new tasks. Scouting activities carried out based on the values and skills in order to form the personality and life skills. In addition, mentioned in Law No. 12 in 2010 of the Scouts explains the process of personality formation, life skills, and noble character scouts started from appreciation and practice of the values of scouting.

The purpose of scouting activities is to improve the spiritual and intellectual abilities, skills, and become self-conducted through interactive learning and progressive methods such as group activities, cooperate, and compete. The method is based on the scout's honour codes. In Article 6, paragraph (2) describes the scout's honour code consists of Satya Pramuka and Dharma Pramuka, namely:

- Satya Pramuka, "By my honour, I promise to be taking seriously carry out my duty to God Almighty and the Republic of Indonesia, Pancasila practice, helping fellow life, participating in the development of society, as well as keep Dharma Pramuka."

- Darma Pramuka, Scouts is:
  a) Piety to the Almighty God;
  b) Love of nature and human affection;
  c) Patriotic were courteous and knights;
  d) Obedient and love deliberation;
  e) Willing to help and steadfast;
  f) Diligent, skilled, and joy;

g) Thrifty, careful, and unpretentious;
h) Disciplined, brave, and faithful;
i) Responsible and trustworthy; and
j) Chaste in thought, word, and deed.

Scouting Education aims at forming personalities match the promise and commitment as mentioned above. Among the values are developed, discipline is a value that characterizes other values, examples such as:
- Faith and fear of the Almighty God need discipline in performing the five daily prayers on time.
- Realising the love of nature and fellow human beings needed discipline in caring for and preserving the environment.
- Realising the love of the homeland needed discipline in duties on flag ceremony.

Based on the description above, the scout Racana Pandega is the future generation-old young adults who develop activities in universities to build personality through scouting activities, especially activities of the formation of character and community service and conduct based Satya Pramuka dan Dharma Pramuka as the trademark.

2.1.2 Self Discipline

Discipline in Scouting into one character value that characterises the other value. Parker (2006), states that discipline should be seen as a positive and constructive force that allows the realisation of various devices that make up the consistency, credibility, security and the right environment for learning and education. Kohlberg (1991) says that discipline refers to the individual's awareness of the meaning of discipline for him to behave.

Taylor (1987) and Madson (1991) suggested that discipline begins with attitude obeyed discipline. Obedience is meant is internal obedience, namely the encouragement from within ourselves. Meanwhile, According to Kurniawan (2013), one of the characters that can be implanted through scouting activities is self-discipline. Self-discipline means that subservience to the time and rules. Based on some of these opinions, the discipline arose from the need to meet the demands and the environment are emerging because of the encouragement of self-awareness (internal). This can be expressed as self-discipline which will then provide benefits for themselves, society and the nation.

1) The Nature Of Self-Discipline
   Kohn (2008) in Mahatmaharti (2015) states that self-discipline is defined as the preparation of determination for someone to realize the kinds of things that are generally deemed necessary (desired), and self-control that use this type of determination and the same desire to prevent someone doing what seems deemed unimportant

or merely delay self-satisfaction. In the case of self-discipline, someone will give priority to the things that support the achievement of his desire. Meanwhile, consciously someone with good self-discipline will also be willing to simply postpone other delights, so the main goal can be achieved. Therefore it is important to grow self-discipline yourself every member of the pandega scout

2) Self Discipline Pilar formers

There are five pillars forming self-discipline contained in the book Self Discipline The Key to Success by Pavlina (2006), the recognition, the willingness, hard work, persistence, persistence. Mahatmaharti (2015) says that how to build self-discipline analogy is the same as doing weight training to build muscle. When lifting the amount of load that is capable removed, then the muscles are forced to no longer strong enough to lift and then rest. This means lifting is done until close to the limits.

3) Three important facts about self-discipline by David Folkman in Supratiknya (2011).

Understanding self-discipline means making life more organized and make life easier to learn, so be people who have self-discipline, such as:

a) People who have self-discipline it is realistic, that is:
- Dare to say no;
- Have learned to get something does not automate way
- Understand that to get success, happiness and material, should design goals and motivated

b) People who have self-discipline, designing objectives, that is:
- Not only live but also expect success and happiness;
- Achieve the goal to succeed;
- Set the goal based on the decision;
- Set the goal of starting from the most simple;
- Set the goal to create a list of interests;
- Achieve the goal of consistently

c) People who have self-discipline, always motivated
- Positive behaviour and keep the spirit;
- Have adequate desire to be fulfilled;
- Control of thinking and living positively

2.2 Psychoeducation group guidance using focus group discussions.

One form of psychological intervention approaches that can be used in a variety of settings, for both individuals and groups is psychoeducation. "Psychoeducation is treatment given in a professional manner, which integrates psychotherapeutic intervention and education" (Lukens and Mc Farlane, 2004). The psychoeducation itself initially only apply to clients with psychiatric disorders. Psychoeducation is a form of education or training of a person with a psychiatric disorder that is aimed at the process of treatment and rehabilitation. The goal of psychoeducation is to develop and improve the reception of patients to diseases or disorders that he experienced, increase patient participation in therapy, and the development of coping mechanism when patients face problems related to the disease (Goldman, 1998 quoted from Bordbar Faridhosseini, 2010).

Meanwhile, according to Griffith in Walsh (2010) psychoeducation is an intervention that can be done on an individual, family or group, which focuses on educating participants about significant challenges in life, help develop sources of support and social support in the face of these challenges and develop coping skills to deal with these challenges.

Association for Specialists in Group Work (ASGW, 1991) quoted from Brown (2011) states "The definition of psychoeducational groups addresses the importance of early prevention in such educational groups. Reviews These groups serve to educate Reviews those facing a potential threat or a developmental life event or to teach coping skills to deal with an immediate life crisis. ASGW defined the goal for such groups as 'preventing an array of educational and psychological disturbance from occurring.

The National Institute for Health and Clinical Excellence (NICE, 2006) quoted from Bordbar & Faridhosseini (2010) states "Definition of psychoeducation is any structured group or individual program that addresses an illness from a multi-dimensional viewpoint including familial, social, biological and pharmacological perspective, as well as providing service users and carers with information support and management strategies.

Some of those definitions show that psychoeducation approaches can be applied not only to individuals or groups who have a psychiatric disorder, but it can also be used so that people can face particular challenges, so they can avoid the problems associated with the challenges they face. Psychoeducation intervention can be done on an individual, family or group, with a focus on educating participants about the challenges of life, and help develop social support in the face of these challenges, and to develop coping skills to deal with these challenges. In other words, psychoeducation can be a form of prevention before the challenges that clients face to become a nuisance.

The main components in psychoeducation are the use of interventions to alter cognition/awareness. Exercises focus on changing the re-establishment of self-talk and gainsay beliefs are irrational. Self-talk is the expression of thought and oral statements in which what is otherwise a person shows the actions, behaviours and emotions (DeLucia-Waack, 2006). It is intended that the changes in cognition are expected

to have a positive impact on the effects or a positive impact on behaviour.

Griffiths (in Walsh, 2010) states that the focus of psychoeducation is as follows:

a. To educate participants about the challenges in life
b. To assist participants to develop sources of support and social support in the face of life's challenges
c. Develop coping skills to face the challenges of life
d. Develop emotional support
e. Reduce the sense of participants stigma
f. Changing attitudes and belief of the participants to a disturbance (disorder)
g. Identify and explore feelings on the issue
h. Develop problem-solving skills
i. Develop the skills intervention crisis

As presented in the previous description that psychoeducation is a form of intervention that can be applied individually or in groups. With a flexible model in which the content of information and tools that are used can be tailored to specific situations or problems, psychoeducation potentially is applied not only in the area of psychiatry but also in almost all aspects of life, age and educational level (Lukens & McFarlane, 2004).

The term psychoeducation group focuses on the development of cognitive skills and behaviour in groups that are structured in such a way to teach the skills and knowledge of this. Gibson and Mitchell (2011) mentions the psychoeducation group is more oriented to guidance rather than counselling or therapy. These groups tend to be in short-term duration and focused on specific objectives. In addition, attention is directed at the participant current life situations and interactions that appear in the interaction of a group linked to the theme of the establishment of group psychoeducation.

The reality on the ground that the psychoeducation as a public service in the field of psychology concentrations that is not a single meaning. According to Nelson Jones opinion (1982), there is six psychoeducation sense there are train people to learn various life skills, the academic experiential approach in teaching psychology, humanistic education, train the professionals in counselling skills field, series of community services and provide the public information about psychology services. Psychoeducation interpreted as an attempt to help clients develop a variety of life skills or life skills through a variety of structured programs that organised group based. The group is a member of the student group scout Pandega which is one of psychoeducation proper segmentation using focus groups. Thus, in the implementation of group discussion on this student group in order to achieve the effectiveness, the recommended use psychoeducation group counselling.

1) Implementation of effective group discussions

a) The purpose is :
   - Collecting diverse opinions.
   - Bring up new ideas.
   - Learn the lessons from diverse experience.
   - Encourage interaction within the group.
   - To help the group applying certain concepts in their main tasks, such as employees, students and so on.
   - Create synergies.
   - Building a sense of pride in the group.
   - Help the group solve the problem.
   - Helps the group to formulate a plan of action.
   - Examine whether the group understand and take an interest in the topics discussed.
b) The discussion topic has the following characteristic:
   - Hot topics
   - Rarely discussed.
   - Participants had a lot of facts or opinions to share.
   - Related to the experience or the daily life of the participants.
   - Misunderstood or that could be misunderstood.
c) His group has the following characteristics:
   - Consists of people who feel themselves know best.
   - better informed of the topic discussed than facilitators.
   - Need be assisted reflect the opinion.
   - need the opportunity to express their opinions.
   - Less compact and needs help realise various differences among its members.
2) The Process Of Preparing A Discussion Group.
a) First of all needs to be first decided:
   - material or issue that will be discussed.
   - the end result of the discussion.
   - how to start the discussion.
   - preparation tasks, if necessary i.e. What can be required is performed by participants in preparation for discussion
   - additional questions or topics to launch and guide the direction of the discussion.
b) Second, prepare the ingredients as preparation tasks such as the type of activities and material self-discipline scout Racana Pandega.
3) Steps to Organizing Group Discussions.
a) The facilitator provides an introduction to explain the material and references discussion.
b) The facilitator leads the group discussed the topic, utilising the skills to lead a group discussion, the facilitator should try to encourage as many participants actively involved in the discussions.
c) The facilitator can use flip charts or a whiteboard to make notes of the discussion.

d) The facilitator makes a summary of the results of the discussion, reminded participants of the important ideas points, and make conclusions.
4) Some Variations in Group Discussions.
   a) Discussions could take place without a leader or lead by one of the participants, not by the facilitators.
   b) Records of the results of the discussion could write on flip charts or recorded by one of the participants is assigned as a secretary or a writer.
   c) Participants could take part in discussions with or without previous preparation. If given the chance to prepare themselves, invite discussion could begin with each of the participants or the spokesperson of each small group to express an opinion or findings of the topic of discussion.
   d) The discussion leader could initiate to provide a framework for discussion.
   e) The discussion could be redirected to simply discuss topics, or is directed to achieve specific objectives, such as the planning process, suggestions, and so on.

3. Discussion

Scout Racana Pandega membered students aged 21-25 years to develop the personality to prepare a future generation. Personality development through scouting activities that have been programmed to do based on Satya Pramuka dan Dharma Pramuka. Characteristics scout Racana Pandega that characterises the values of personality is discipline. Therefore, discipline should be developed not through the influence of the environment in the form of obedience and adherence to the rules, but needs to be developed on the basis of self-awareness or encouragement from within ourselves. Thus we can say that discipline is to be converted into self-discipline.

Scouting activities are closely related to the lives of its members with the character of discipline, especially self-discipline character for this should be constructed to form a better person. Members of Racana Pandega stimulated to cultivate self-awareness and self-care in the service of social life. Build self-discipline on the members of the scout Racana Pandega can be done through a group psychoeducation conducted by an effective group discussion. Discussion group considered suitable for scout members Pandega. The main component of psychoeducation is used interventions to alter cognition or awareness that focuses on changing self-talk and irrational beliefs disproof. Self-talk is a statement of ideas and verbal statements that show action, behaviour and emotion. It was intended that the changes in cognition can have a positive impact on behaviour (DeLucia-Waack, 2006). The term education group focuses on skill development of cognition and behaviour are grouped group is structured to teach skills and knowledge. Psychoeducation group is more oriented towards guidance as well as build self-awareness and sensitivity to the environment.. Attention is directed to the current living situation and interactions that appear in the group closely related to the theme of the formation of the group.

Scouting activities in accordance with Law No. 12 of 2010, Article 7, verse 3 is realised through the group interaction activities, cooperate and compete. Thus the guidance of group psychoeducation through group discussions effectively is appropriately used to build self-discipline the member of racana pandega scout.

4. Conclusions

A discussion of the use of the guidance group psychoeducation to build self-discipline through effective group discussion is a thing that needs to be done in an effort to build characters on internalisation of Member Scouts racana pandega.

Self-discipline racana pandega Scout will embody a wide range of things that are generally considered necessary or desirable and to become future goals besides self-discipline which is the self control that uses the kind of determination and the same desire to prevent someone doing what seems to be proved insignificant and self-discipline is an attempt to achieve success despite having to postpone the self-satisfaction.

Scout Racana Pandega capable of transforming itself in a state of discipline to all the appropriate activities of life means that there are influences from the environment into a self-conscious form of internal drive from within ourselves are the ones who receive the baton from the previous generation, in the sense scout Racana Pandega able to realize itself as the nation's future personality

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Optimize Student's Development Through The Implementation of Perspective-Taking Skills Development Program

Eko Darminto[1], Johana E. Prawitasari[2], Danny M. Handarini[3], Adi Atmoko[3]
[1)]Doctoral Student at Program S3 BK UM, Malang / Lecturer of BK Unesa, Surabaya, Indonesia
[2]Promotor/ Lecturer of UKRIDA, Jakarta, Indonesia
[3]Co-Promotor/ Lecturer of BK UM, Malang, Indonesia
Email: edmartowijoyo@gmail.com

Abstract

This paper presenting a conceptual idea of optimizes student's development through implementation of the program of perspective taking skill development. The goal of school guidance and counseling program is to help each students to achieve optimal development and this program is an alternative effort to achieve these goal. This idea based on four reasons. First, the primer function of school guidance is giving services in order to help every student will attain optimum development in academic, personal, social, and career. Second, various case of failures and negative behaviors observed on students indicated that much of student don't develop in optimum. Third, theoretically, perspective taking contain psychological dimensions which enabling individual to be more success to achieve development in academic, personal, social, and career. Much of research has also asserted that perspective taking influence individual's positive behavior and their development, in which student's behavior and development correlate with their level of the perspective taking. Four, optimize student's developmental through developing of student's perspective taking not yet used as a strategy in the context of school guidance and counseling in Indonesia. Particularly, this paper present a concept, theory, and research result on perspective taking and the hypothesis on the relationship between perspective taking and student's development.

Keywords: Perspective taking, student's optimum development, guidance and counseling

I. INTRODUCTION

1.1 Rationale

In the school system in Indonesian, guidance and counseling are an integral parts of the total education program. School counselor as a major personnel of guidance and counseling, have a great responsibility to design and implement guidance and counseling program to helping students attain a level of optimum development and success in their life. In the recent, operationally program design of guidance and counseling and its implementation refers to Peraturan Kementerian Pendidikan dan Kebudayaan Republik Indonesia No. 111 years 2014 on guidance and counseling in the primary and secondary school [23]. This program contains sequential activities of guidance and counseling that provides all students opportunities developmental and experiences in meeting four crucial student's development needs: personal, social, academic, and career. The students will attain an optimum development if they can satisfy that four developmental needs. This program organize the work of counselors into four major components: basic service or guidance curriculum, individual planning service, responsive service, and system support. Ideally, this program is implemented by the certified school counselor with the support of the teachers, administrators, students, and parents, and community as referral resources.

This time, the school guidance and counseling services indicated not optimal in helping learners achieve optimal development at least this is seen from the various forms of deviant behavior appearance by some of students. As it is publicized by mass media, many students which express negative or deviant behavior such as: using maladaptive effort to achieve academic achievement, or meeting personal needs in a way that is not accountable through various forms of violence against other people. As we all know that our education we are currently attempting to solve some problems related to the maladaptive behavior of students. Among the negative behavior that seen is a tendency to impose the will protrude through the violence as well as the effort to reach achievement in an irresponsible way, such as cheating, stealing, and plagiarizing. Additionally, in the current, effort to prevent violence and improve student's academic performance is becoming a necessity felt by many parties.

Various forms of negative behavior can be caused by many factors and one of them is the inability to satisfy the needs of development and the individual does not develop optimally. This has been stated by a scientist in human development, Laurence Steinberg [41] that the various forms of behavioral disorders can be caused by many factors, one of which is the failure of the individual to meet the needs of development or because individuals experiencing barriers to fulfilling the tasks of development. Of course, this phenomenon has implications for the development of guidance and

counseling program. School counselors need to find the alternative or new methods for making the guidance and counseling services be more effective to help students achieve their optimal development.School guidance and counseling as a part of educational system certainly have a responsibility to solve that problem, especially to helping students being success in their learning and live. In other word, the problems related student's behavior indicates that the student don't develop optimally and it has a direct implications for developing guidance programs that more effective to prevent negative behavior and to encourage the success of the students. Encourage the optimum development of learners through increase their perspective-taking ability is based on the following framework.

Efforts of guidance and counseling to help the students to achieve the optimal development can be done through a many of strategies, one of which is to improve the live skills of learners. In this context, the development of the perspective taking skills can be used as an alternative approach. This ability is a psychological construct that has a lot of therapeutic value in order to encourage success in achieving the developmental tasks. Many experts put the ability to take another person's perspective as one aspect of social skills. Ellen Galinsky [10], a scientist in education, recognize this ability as one of live skill, which have some therapeutic value to influence the development of the individual and that currently has not got the attention of school counselors. Many experts have stated and some research has shown that this ability can support individuals in meeting the needs of personal, social, academic, and career. Epley [7] and Schroder-Abe & Schultz [38] assert that perspective-taking ability has long been recognized by psychologists and educators as a fundamental aspect of social competence in social or human interaction. According to them, human interaction will be more effective when individual understand the perspective of others with whom he or she interacted and thus correctly anticipate others behavior and modify their own accordingly. In an interaction, for examples, individual with high perspective-taking ability more enable to understand what think, feel, and want of other and then make a response or adapting their responses to adequately meet the need of others or by avoiding behaviors that may be perceived as inappropriate by others. They enable to relate to the interests, needs, and rights of others and free himself from egocentric behavior. Individuals with a high perspective-taking ability not only succeeded in establishing the social relationship but also in meeting personal and other's needs. In general, inherent in the perspective-taking skills are many significant interpersonal values, including empathy for others, respect to differences individual and realities, tolerance to ambiguity, objective, flexible, and nonjudgmental attitide.

Why is the ability to take the perspective of others may encourage optimal development? Individuals ten achieve optimal development if they can meet their needs and can deal with conflict in interaction with others. In order to meet their needs, the individual should relate to others effectively. To be able to relate to others effectively, the individual must be able to understand others and be able to adjust their behavior with other people's psychological condition and can handle the conflicts that arise in the interaction. In other words, the individual should be able to take the perspective of others.

The research on perspective taking has covered a wide range of it's influence on some behavior variable. Accoeding to Laurence [24] many researchers have also found a great deal of evidence that supporting the benefits of developing perspective taking skills and using them in our social interactions for some purpose. Inherent in perspective taking are many significant interpersonal values, including respect for different realities, appreciation for individual differences, objectivity, flexibility, tolerance of ambiguity, and nonjudgmental attitude. Many studies have proved that perspective-taking ability is positively correlated with the ability of conflict resolution, psychological healthy, prosocial behavior, organizational behavior, individual development, academic performance, and negatively correlation with various kind of psychosocial problems especially aggression or violence [12; 13; 32].

The influence of perspective taking on the individual development has also clearly depicted by Moll & Meltzoff [30]. They promoted that the previous studies in the field of developmental psychology also proves that perspective taking skills plays a fundamental role in the development, in the sense that human development in various domains (cognitive, affective, and behavioral) goes forward in accordance with the individual's ability to take another person's perspective. Therefore individual with high perspective-taking tend to more easily meet their needs and then attain optimum development rather than individual with poor perspective taking ability. Then, developing perspective taking skills among students will prevent they to forming negative behaviors and encourage success in various of development task and life, i.e.: personal, social, academic, and career. Developing perspective taking skills will have a positive impact on the ability of learners to satisfy their needs and finally achieve optimum development.

Developing the perspective taking skill is not a futile effort because this ability is a potential that can be learned. Some experts in this field i.e Selman [34], Galinsky [10], Gehlbach [12] have confirmed that this ability can be developed through experience, guidance, and training. Although the development of this ability is heavily influenced by

the development of cognitive abilities, cognitive barriers can be minimized through the provision of good experience, teaching, and guidance. This ability develops gradually starting from the age of six years and become mature when the individual entered the early adolescent, ie at the age of about ten years (Selman, 1980). Based on the positive value in the perspective taking and its impact on development, school counselor need to incorporates the program of developing perspective taking into the program os school guidance and counseling to optimize the student's development.

1.2 Objective

This paper is intended to presenting a conceptual study on the possibility of implementing a program of perspective-taking skills development in the school setting as a part of the school guidance and counseling program in order to foster the optimal development of the students. The discussion preceded by an understanding of the concept of guidance and counseling in Indonesia in the current followed by the concept of perspective-taking and the theory and the results of research that has been done, the discussion about developing a program implementation perspective-taking, and the conclussion.

II. STUDY OF LITERATURE

2.1 Concept of Guidance and Counseling in Indonesia

Conceptually guidance and counseling in Indonesia following the concept of guidance and counseling in general which stating that guidance and counseling is a process to help students deal with the difficulties in solving the problems it faces and achieve optimal development.

The developmental approach to school guidance and counseling is based on the works of developmental theorists that recognizes that all students move in a sequential manner toward self-understanding and self-enhancement. This approach is founded on the belief that individuals experience general stages of academic, career and personal/social growth and that school guidance and counseling programs must be structured to anticipate and fulfill those needs.

In particular, the practice of guidance and counseling in Indonesia today use development approach, an approach known as comprehensive development of guidance and counseling. Operationally, the implementation of a developmentally comprehensive guidance and counseling is stipulated in the Regulation of the Kementerian Pendidikan dan Kebudayaan No. 111 Years 2014 on Guidance and Counseling in Primary and Secondary Education level [23].In the regulation stated that the Guidance and Counseling is a systematic effort, objective, logical, sustainable and programmed. This effort is conducted by school

counselors to facilitate the development of learners achieve and independence in their lives (article 1). Such efforts are prevention, mitigation / improvement, and development (Article 2). The goal of guidance and counseling is to help learners achieve optimal development and independence in personal, learning, social and career aspect (article 3). Guidance and counseling services are provided through four program components: basic services, individual planning, responsive services, and support services system to support the development of personal, social, learning, and career (article 6). Based on this program, the components of guidance and counseling services address to four areas of student's development, i.e: personal, academic, social, and career services.

The school counselor helping students to realize their potential for healthy growth in three broad areas of development: academic, career and personal/social . This is the core of the content for the comprehensive developmental guidance and counseling in Indonesia. The following are the competencies that should be developed by a school counselor from each aspect of these developments:

Personal/social development: goals of guidance program is to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

Academic development : the goal of guidance program is to help students acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career development: the goal of guidance program is to provide the foundation for the acqui-sition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Based on the legislation can be understood that the practice of guidance and counseling services in Indonesia today use development approach. In this approach, guidance and counseling services geared to helping learners achieve optimal development in four aspects of development: personal, social, academic and career. Guidance services are

organized into four areas of program components, namely: basic services, services individual planning, responsive services and support systems. Service can be preventative, remedial/healing, and development.

2.2 Concept of Optimum Development

The concept of optimal development is commonly used to designate the development of the personal aspects of the individual in the highest degree according to their own potential. Because the criteria for optimal development is the individual's potential, the optimization of the individual can not be equated with optimization of other individuals. Each individual is born with the potential of their own.

The concept of optimum development can be found in the theory of humanistic psychology of Carl Rogers and Abraham Maslow. In Maslow's theory, the optimum development can be identified with the state of self-actualization. Therefore, the individual is said to achieve optimal development if it can actualize himself, in the sense actualize all its potential. Almost the same as Maslow, Rogers defines the optimal development as a state to actualize or realize the full potential at the highest level. Rogers also uses the term fully functioning person to declare individuals actualize himself .

In the context of a comprehensive developmental guidance and counseling, the concept of optimal development in general also refers to the concept of Rogers and Maslow. In particular, optimal development is measured based on the achievement of developmental tasks in the aspect of personal, social, academic, and career. Referring to some guidelines in the implementation of the developmental guidance and counseling in all regions of America, for example, expressed in A Guide to Comprehensive School Counseling Program Development South Caroline, the characteristics of the optimal development of learners at the level of primary and secondary education is as follows :

Personal/social development: (1) students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others; (2) students will make decisions, set goals and take necessary action to achieve goals; and (3) students will understand safety and survival skills.

Academic development : (1) students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span; (2) students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college; (3) students will understand the relationship of academics to the world of work and to life at home and in the community.

Career development: (1) students will acquire the skills to investigate the world of work in relation to knowledge of self and to make 4. informed career decisions; (2) students will employ strategies to achieve future career success and satisfaction; (3) students will understand the relationship between personal qualities, education and training and the world of 6. work.

2.3 Concept of Perspective Taking

2.3.1 Definition

In the literature, perspective taking also known as "role taking" or "Social perspective taking." Some literature has proposed the definition of perspective-taking with variations according to the viewpoint or theory used by the author. Here are some definitions of perspective taking that have been raised by several experts in the field of perspective-taking were cited in the literature.

A simple definition stating perspective-taking as the ability to see things from the viewpoint of others, or see the reality from the eyes of others [Galinsky, 10], the ability to understand and incorporate the perspective of yourself alone with another person's perspective [Chadwick & Ralston, 3], the ability to imagine the world from the perspective of another person, or imagine themselves into other people [Epley & Caruso, 8], as the ability to enter the minds of others (step into the other's shoes) [Gelbach, 12]. Stemming largely from the literature, perspective taking reflects an ability to take another person's point of view and accurately infer the thoughts and feelings of others.

Selman [34] and Schultz &Selman [37] define perspective taking as the ability for differentiating and coordinate the perspective of oneself with another person's perspective (multiple perspectives). While Trotschel et al [42] defines the perspective-taking as a form of understanding of another person's mental condition, which includes thoughts, feelings, desires, motivations, and goals. This understanding is then used to for the purpose of understanding the behavior of others, to predict what will be said or done by others, and think about and shape the behavior to fit the mental state of others. So, perspective taking allows individuals to anticipate the behavior and reactions of others. Based on this understanding, Trotschel et al. [42] view perspective-taking as a cognitive mindset. In describing perspective taking, Moskowitz says: "We must be able to stand in the shoes of others, see the world through their eyes, emphatize with what they are feelings, and attempt to think and react to the world in the same way that they think and react to the world" [42:277].

A more recent definition combines cognitive and affective components. For example, Roan et al. [32] define perspective taking as a skill that requires a combination of cognitive abilities and affective/emotional and inclination or motivation to

perform an action. It contains the ability/strategies to envision (suspect) other's perception or of what is others feeling and thinking about a situation. According to Roan et al., the processes involved in the perspective taking are under conscious control and thus can be modified through awareness and training.

Based on some definition of perspective-taking can conclude that it contains some elements of ability as follows: (1) recognize that different people can have views, feelings, interests, and different attitudes toward the same situation or event; (2) be able to perceive the thoughts, feelings, interests, and attitudes of others in responding to a situation; (3) can predict what is likely to be said or done by others; and (5) can make an effective anticipatory action in the sense of harmony with what you think, feel, and desired by others. This ability can improve by training and education or give individual an opportunity to experience something that another person or group has experienced, or if they are asked to imagine such experiences.

2.3.2 Theories of perspective taking

There are many theories in the literature which attempt to give an account of the counstruct of perspective taking skills. Some theories suggest that perspective-taking is the cognitive ability and some other theories regard it contains the cognitive and affective dimensions. As seen in some of the definitions that have been presented perspective taking is a cognitive capacity to consider the world from another individual's viewpoint that allows an individual to anticipate the behavior and reactions of others. In this context, perspective taking is seen as a specific type of cognitive mindset which activates a set of cognitive procedures that are directed to understand the psychological states of other individuals. According to Schroder-Abe & Schutz [38], perspective taking links theoretically to an epistemological development and is considered a higher-order cognitive skill (i.e., associated with complex judgment, critical thinking, and problem-solving particularly useful in novel situations). They assert that as cognitive structures develop, there is a shift in focus from an egocentric embeddedness in his own point of view to a cognitive orientation in which diverse aspects of objects or social situations are simultaneously taken into account.

From a cognitive perspective, the development of perspective taking was studied in the theory of social cognition. According to Steinberg [41] Social cognition is the term used to refer to individual's cognitive activity – thinking about another person, thinking about the social relationship, and thinking about the institution. Steinberg said, adolescent's advanced abilities in thinking about possibilities, thinking in multiple dimensions, and thinking about abstract concept

make them more sophisticated to reasoning about social matters. Compared with those of children, adolescent's conceptions of interpersonal relationship are more mature, their understanding of human behavior is more advanced, their ideas about social institution and organizations are more complex, and their ability to figure out what other people thinking and feeling are more accurate. Studi on social cognition, especially during adolescence typically fall into three categories: impression formation, which examine how individuals forms and organize judgments about other people; role taking/perspective taking, which examine how, and how accurately, individual make assessments about the thoughts and feeling of others; and social conventions, which examine individual's conception of justice, social norms, and guidelines for social interaction.

Two theories of social cognition are very often used to explain the development of perspective-taking is the theory of cognitive development of Jean Piaget and Robert Selman's theory on interpersonal understanding. These both theories explicitly describe the concept and development of perspective-taking of children through adolescence period. In addition to the two theories, there is also another theory, the Theory of Mind (ToM) and Relational Frame Theory (RFT) and contemporary theory.

In the theory of cognitive development [Rubenstein, 33] stated that the perspective-taking is a skill that results from the transition from the development of egocentrism and self-centering (centration) which demanded concrete operational thinking abilities. Egocentrism causing the child is unable to differentiating themselves with the social environment, while centralizing himself refers to the inability to understand the multiple features of an event. In Piaget's perspective, perspective-taking began when the child has reached the age of three years and then reach the level of the most mature in adolescence.

ToM relatively early theory that is widely used in research that is practical, which involves the design of intervention programs to improve the perspective-taking in children with autism [Flavel, 10]. This theory provides an explanation of the stages of development of perspective-taking and how to improve the perspective-taking at every stage of the development. According to this theory, perspective-taking evolved through five levels of understanding of the informational need to be mastered by the child when he learns to take the perspective of others, namely: simple visual (level 1), visually complex (level 2), the realization that the knowledge gained from seeing (level 3), true belief (level 4), and false beliefs (level 5). Each stage states a level different perspective taking, the higher the stage, the higher the child's perspective taking. These levels are summarized in the table 1 below.

Tabel 1. The stages of development of perspective-taking in ToM

Level	Category	Description
1	Simple visual	The children must understand that others may have different views on something
2	Complex visual	The children need to know that other people may have different views on the same object
3	Awareness	The children must understand that the knowledge gained by seein
4	True belief	The child needs to know that a person's actions are based on his belief
5	False-belief	The children must understand that a person's actions can be based on the false belief

According to Flavel [10], every stage of the ability of states a different perspective taking, the higher the stage, the higher the child's perspective taking. In the perspective-taking level 1, children must understand that others may have a different view of things. In the perspective-taking level 2, children need to know that other people may have different views on the same object. In the perspective-taking level 3, the child is helped to understand that the knowledge gained by seeing. Perspective-taking level 4 involves the correct belief and predict the actions on the basis of individual knowledge. Perspective-taking level 5 involves a complex informational knowledge. ToM also describes a scenario to enhance the ability of each phase.

Relational Frame Theory (RFT) provides a naturalistic explanation and analytic-functional on cognitive development and language in terms acquisition of relational response (Hayes & Roche, 19]. They provide a description of the RFT in conjunction with the development of perspective-taking that is relational in nature. The development of perspective-taking is supported by the increasing complexity in the ability to respond in accordance with the relation frame. There are three frames deictic relationship that seemed fundamental in the development of perspective taking, namely: "I and you," "here and there," and "now and then."Frame relations emerged in part through customs in answering the questions "What are you doing there?" or "What am I doing here?" Although the form of these questions often same in many contexts, the physical environment can be different. What are the relative consistent of these events is the relational nature of "me vs. you, " here vs. there,

"and" now vs. later. " In a series of cognitive development and language, the relational nature are expressed through learning to speak about perspectives in relation to the perspectives of others. For example, I have always come from the perspective here, and not from other people's perspective there.

Selman theory is the most referenced in the study of the development of perspective taking. According to Selman [34] , understand the perspectives of others is a central process of social cognition. In this process, the individual makes inferences about the affective and psychological condition of others without having to declare it explicitly. The process also involves holding his own views in order to actively consider the views of others, for example, imagine something from another person's perspective. Selman theory is also known as the interpersonal understanding theory because perspective taking and interpersonal understanding related both conceptually and practically. Interpersonal understanding is defined as an ability to understand social situations in term some perspectives of the individuals involved in social interaction. In other words, interpersonal understanding is determined by the complexity of perspective taking.

From some research were done extensively, Selman [34] came to the conclusion that perspective-taking began to develop at the age of three years and peaks at age 12 years and over. The development of this ability started from egocentric phase, one person's perspective, the perspective of two people, a third person perspective, and social perspective taking. This development runs to follow the development of age and cognitive ability, although there are always individual variations caused by the experience, guidance, and training. Table 2 below illustrates the stages of development of perspective-taking in Selman's theory.

Another theory not only emphasizes the cognitive component as a major element in perspective-taking but also affective. According to this model, perspective-taking represents both cognitive and affective dimensions that allow an individual to empathize with another while maintaining the individuality [Galinsky et al., 12]. One of the pioneers in this approach is the Hunter Gehlbach [14; 15]. Gehlbach developed a model framework for perspective-taking which he said is more comprehensive than the models that already exist. Gehlbach call models the existing approaches are more unidimensional because too much emphasis on the cognitive abilities as the sole factor in perspective taking. According to him, to understand other people's perspectives not only involve the cognitive abilities alone but also motivation. Therefore Gehlbach calls the model he were developed as a multidimensional approach. In this

Tabel 2. the stages of development of perspective-taking in Selman's theory

Stage/Phase	Ages (Years)	Description
0: Egocentric	3- 6	The children can not distinguish between her perspective and other's perspective. They may acknowledge that he and others have different feelings and thoughts, but did not understand why there is a difference. In many cases, they tend to be impulsive and hope other people have feelings and thoughts as like her.
1: Subjectively	6-8	The children can understand that everyone has a different view because they have different information. They were able to develop a suspicion that another person can change his outlook on a situation if they are given additional information.
2: Self-reflective	8-10	The children can begin to try to think like everyone else and trying to understand the feelings and thoughts of others. They also begin to understand that other people can do the same as like him. This means that a child can explain the situation to other people and change the views of others by providing information or new facts.
3: Mutual	10-12	Preadolescence was able to take a more abstract perspective in relation to others and to coordinate two different perspectives into a shared perspective. In other words, the child can imagine how he and others in the light of the views of third parties. In a negotiation situation, individual consider various responses alternatives and their consequences, and only actions that have a positive impact that will be done.
4: Social perspective taking	12 and over	At this level, the adolescence understands that a third-party perspective is influenced by the values prevailing in society at large.

model, Gehlbach also calls perspective taking as social perspective taking.

Gehlbach [14] define perspective taking is the process through which a perceiver discerns the thoughts, feelings, and motivations of one or more targets. This ability includes appreciating the point of view of those with different values and trying to understand how others perceive the situation. According to Gehlbach, commonly viewed as the ability to understand people accurately, perspective taking. He also represents that perspective taking is an aptitude that also includes the motivation to employ that ability. In other words, for a successful perspective taking, individual must first be motivated to understand others and then must engage in a process that allows him or her to accurately ascertain the other's mental state. Therefore, important practical implications follow this theoretical is that enhancing individual's perspective taking can occur through improving individual's accuracy or by motivating them to engage in the perspective process more frequently.

Gehlbach [14] did not agree with the approach that conceptualizes unidimensional perspective, taking only as the ability to understand how a situation looks by others and how others react cognitively and emotionally to the situation. In other words, perspective-taking as the ability to put oneself in others and recognize those other people may have a different viewpoint from him. This conceptualization focuses only on ability as a single dimension and does not recognize the propensity

dimensions (tendencies for perspective taking). The tendency to taking other's perspective is equivalent to the motivation to take the perspective of others in various situations that can be measured based on the frequency (how often) the subjects attempt to take another person's perspective. While the perspective-taking ability is measured on the basis of how accurately subjects infer the thoughts and feelings of others.

Gehlbach [14] suggested that perspective-taking is a form of proficiency (aptitude) as well as intelligence. As a form of talent, perspective-taking needs to be studied as a process (inputs) and results (product). That is, the perspective-taking needs to be studied as a process that can facilitate the other results. One of the results of other most prominent behavior resulting from the development of perspective-taking ability is a skill to solve the conflict. Likewise, perspective-taking needs to be studied as a result. In addition, personal and situational characteristics that affect the ability and perspective-taking tendencies should also be studied.

2.3.4 Researchs on the influence of perspective taking on the behavior and development

Much research has been done either to investigate the characteristics of perspective-taking itself or to examine the it's impact on the human behavior. Much of research also have given a great deal of evidence which supporting the benefit of

developing perspective-taking skills to increase positive behavior and decrease negative behavior of the students. In this contexts, we will look the relation of perspective-taking skills to the aspects development of students: peronal and social, academic, and career development.

Several studies have shown the effect of perspective-taking on the personal and social development. For example, a variety of experimental studies conducted with first-year students at various universities in the USA prove that perspective-taking can reduce negative stereotypes [Galinsky & Moskowitz, 12; Gallinsky & Gillian Ku, 13; Weyant,45], improving the behavior altruist, even though the individual is under the risk of getting the threat of social identity and a negative evaluation (Maner et al., 29; Zeng Li, 47), decrease behavioral egocentric [Epley, Caruso, & Bazerman, 7], dealing with the deadlock in negotiations interpersonal [Trotchell et all., 44].

Bengston & Arvidson [2] conducted a longitudinal study involving 209 subjects aged 8-12 years (children and adolescents) and found a positive effect of perspective-taking on the emotional reaction of the subject. In that study, they found that children with perspective-taking low tend to exhibit extreme emotional reaction (either very high or very low), while children with perspective-taking tend to set adaptively emotional reactions. Recent research in the field of social psychology also proves the influence of perspective-taking in dealing with negative emotions toward various forms of diversity such as race, gender, and difference of others forms of social aspects [Calderon, 4].
Roan et al., [34] also suggested a review of the results of a number of perspective-taking research also provides evidence consistent. They reported the results of previous studies that prove the effect of perspective-taking on increased understanding and social harmony, reducing stereotypes, positive attitude toward others or outsiders, moral reasoning, cooperation, altruist behavior, decrease impulsive behavior and aggressive, and facilitate conflict resolution.

Study of perspective-taking is also related to the issue of the development of personal and social responsibility. Based on the studies earlier about the role of perspective-taking on the behavior, experts are members of The Association of American College and University (AAC & U) - raise a commitment to prepare citizens who have personal responsibility and social skills through a program development perspective-taking in college , In concept, personal responsibility and social contains five dimensions, one of which - the fourth dimension - perspective taking. The core of this commitment is that colleges need to create an educational climate on campus that can encourage the development of perspective-taking on students. The commitment comes from the fact the vast diversity in man that must be faced by the students, especially when they would become leaders. Development of perspective-taking is also intended to equip students with the ability to handle global challenges. In this context, perspective-taking is considered as a form of global competence to deal with global challenges.

Debriefing global competence is not only seen as important at the college level, but also to learners at secondary school. As stated by Linck & Salmon [28] in his article entitled "creating a culture of thinking that Cultivate the perspective-taking disposition," which asserts that perspective-taking is becoming increasingly important as society becomes increasingly global. Standard of good society and social consciousness will develop if children are taught to understand the "why" and "how to" become effective change agents of society. Therefore educating global competence presents an important challenge to educators, especially to assist learners in order not rigid in holding their own perspectives and willing to understand the perspectives of others from different contexts. To corroborate their statement, Linc & Salmon cites Mansilla & Jackson [28] which states that educators need to cultivate a tendency to care for and love others and develop the ability to recognize a variety of perspectives. The tendency to willing to acknowledge another person's perspective is a requirement to understand and apply the three other global competence: explore the surroundings, communicate ideas effectively to others from diverse backgrounds, and take action to improve the situation.

The study on perspective-taking is also linked to efforts to improve students' academic achievement participant. Many experts view that perspective-taking can contribute to academic success. For example, Chadwick & Realston [3] asserts that perspective-taking is one of the very important social competencies to support the interaction of the academic process at the school. They also reported some previous research which states that students who have a high perspective-taking will certainly be easier to understand the reading, understanding the written instructions of an assignment or given orally by the teacher, and thus he can complete the tasks correctly. Similarly, students who have high perspective-takingskill will be able to conduct an effective social interaction and avoid conflicts with friends at school, with teachers and with parents or family. Increased social interaction and the absence of conflict between students and the people around him, both at home, at school, or in the wider environment, enabling students to gain a conducive learning climate and energy optimally can use to learn. Stated further that learners who have perspective-takingskill high tend to be able to build a safe school environment and positive, to handle the pressure of the events of learning and life, find the best ways to handle frustration and aggression, build

personal responsibility for building a safe and positive school environment for learning.

Some research also shows the effect of perspective-taking on career development. One form of a career that many pursued is to become an effective leader. Perspective taking a major contribution to the effective leadership. For example, Calderon [3] asserts that in order to be an effective leader we must be able to learn from other people's perspectives. From his experience, Caderon gained an understanding that a person's ability to take the perspective of others affect his ability to participate in society, and in that way, he would have access to power. Exemplified, Barrack Obama could be a successful leader because of its ability to take the perspective of others, in particular with whom he worked.

An effective leader must be able to build cooperation, dealing with conflict, and build up the negotiation. All the qualities that are characteristic of individuals with high-taking perspective. experimental studies show that perspective taking can be a powerful tool to overcome cognitive barriers in negotiations, such as anchor effects (Galinsky &Wang, 12] and the self-serving fairness bias [Dugan et., al. , 6]. In a recent study, Galinsky& Wang [12] demonstrated that perspective taking as a trait variable or as an induced mindset helped negotiators to solve a seemingly intractable conflict via the integrative strategy of "expanding the pie" (i.e., create win–win solutions by means of adding resources to the negotiation). The other experiment demonstrated that negotiators who took their counterpart's perspective both increased their individual outcomes and succeeded to create more value for the counterpart in an integrative negotiation task.

Perspective-taking may offer an explanatory power in understanding the developmental interactions across leadership domains. The broader leadership studies literature also hypothesizes that perspective taking as an essential component of leadership [Ames, 1; Galinsky& Wang, 12] and as a factor in the development of leadership-related skills [Dugan, 6; Galinsky, Ku, & Wang, 12]. The ability to recognize other's perspectives and infer their thoughts and feelings is congruent with emphases in contemporary leadership theory on self-awareness, other-directedness, and process orientations. Gehlbach and Brinkworth [14] hypothesized that perspective taking may specifically assist positional leaders in anticipating the preferred leadership styles of followers. Ability to take other's perspective enabling individual to understanding of self in the context of others [Galinsky et al., 12]. Understanding oneself in relation to others augments the ability to foster social bonds and decreases in-group favoritism enhancing one's overall capacity to engage effectively in group processes.

Based on the belief that perspective-taking affects the effectiveness of the leadership, the many proposals that address the need for schools to design and implement a program for the development of perspective taking students to prepare these students to become effective leaders in the future. For example, Steen & Vander Veen [42] asserts that the students in the school need training perspective-taking even if necessary the training was used as part of a school program in order to establish competent leaders in changing the world. In fact, many experts in the United States recognizes that the development of perspective-taking in educational institutions is now felt to be urgent and important needs.

DISCUSSION

From what has been stated in the literature review can be concluded that the goal of school guidance and counseling services is to help students to achieve optimal development in the thre aspects: personal-social, academic, and career. School counselors can develop a variety of strategies to achieve that goal. This goal is divided into the four areas of development: personal, social, academic, and career. In other words, the optimal development can be achieved through the attainment of optimal development in the aspect of personal, social, and career academic. Optimal development of the four fields can be achieved if students do not encounter obstacles in the development, in the sense that each student can meet the needs of the four aspects of development.

In accordance with individual nature as social beings which states that every human being can not live alone, then to be able to successfully meet his or her needs, individuals have to be able to build mutually satisfying social relationships with others. By interacting with other people, then people more easily meet the needs or achieve their goals because other people can provide and become resources that can be used or empowered by individuals to achieve the goal. In order to build social relationships mutually satisfactory with others, individuals need to master social skills. Social skills contain many forms, one of which is the ability to take another person's perspective.

As has been stated in the study of the literatures, the ability to take another person's perspective is a social competence allows individuals easier to build social interaction and achieve goals. Judging from the therapeutic value of perspective taking, the contribution of these capabilities in supporting individual success in building social interactions is rooted of this ability allows the individual is able to: (1) understand the mental state of others, that is what others think, feel, and want toward a situations, objects, or events; (2) accept and appreciate the opinions, feelings, attitude and motivations of others; (3) predict what will be said or done by others; and (4) establish an effective

anticipatory response that corresponds to the mental condition of another person so there is no conflict.

A number of studies as has been presented in the literature review has also provided empirical evidence about the effect of perspective-taking on the individual's success in achieving personal development, social, academic, and career. Individuals with perspective-taking high were more likely to achieve optimal development because: the individual with high perspective-taking more capable in dealing with diversity, conflict, foster collaboration, persuade and organize others, to understand the messages conveyed through symbols and images, to understand the intentions of others , empathy, and interest in other people, altruism, have a positive thinking about others, and respect for others. In short, the individual with high perspective-taking is more likely to form an effective response and gain support from others. Individuals with higher perspective-taking more likely to use their time and energy to doing positive things that support the growth of themselves and avoid doing negative things that hurt him.

Based on the therapeutic value in the perspective taking, then it can not be denied if these ability needs are used as a material in school guidance and counseling services. In other words, the developing of perspective-taking for students in schools is important because this capability can provide a crucial contribution to the optimal development of each student.

Developing of student's perspective-taking can be used as guidance or psychoeducation material on curriculum guidance/basic services as well as a strategic approach to help learners deal with the difficulties. If used as a material in basic services, the developing of student's perspective-taking can be structured through activities of the group or classical guidance. The purpose of this program is preventive, that is prevent learners from the possibility of experiencing various difficulties. In particular, the program aims to help students avoid the habit of cheating, plagiarizing, impose their will through acts of violence and aggression, as well as facilitating learners to be successful in meeting the needs in the areas of academic, personal, social and career.

Developing of student's perspective-taking can also be used as an alternative in a responsive service to help people deal with various difficulties. Individuals who have already experienced the problems of academic (eg, low achievement, running away, indisplinner, low motivation to learn, and cheating addiction), personal problems (negative self-concept, low self-esteem, don't assertive, withdraw, and abusing drugs), social issues (lack of social responsibility, often commit acts of violence or social aggression), career problems (can not make decisions of life or career choices), all of them can be helped by increasing the student's perspective-taking.

Development of perspective-taking can also be used as an alternative in a responsive service to help people deal with various difficulties or problems. Individuals who have already experienced the problems of academic (eg, low learning achievement, are often absent from school, low learning motivation, and addiction cheating), personal problems (negative self-concept, low self-esteem, assertive, withdraw, and abusing drugs), social issues (lack of social responsibility, often commit acts of violence or social aggression), career problems (can not make decisions of life or career choices), all of them can be helped by increasing the ability of perspective-taking students. These problems are linked to failures in building relationships with other people, or being the continuing impact of the inability to communicate effectively with others.

Based on this study, it can be submitted a working hypothesis as follows: that the developing of student's perspective taking will enable students to have high social competency and this competency will lead they to be easier in building the social relationships with others, deal with obstacles in development, and eventually achieve optimal levels of development in the aspect of personal, social, academic, and career.

CONCLUSION

The goal of school guidance and counseling program is to help each students to achieve optimal development. Developing of student's perspective-taking can be used as a kind of strategy of school guidance and counseling to foster student's development. This strategy have a potential values to encourage students to achieve success in meeting their needs and achieve the developmental tasks of academic, personal, social and career. Developing of student's perspective taking will enhance the social competencies of students. Inherent in perspective taking are many significant interpersonal values, including respect for different realities, appreciation for individual differences, objectivity, flexibility, tolerance of ambiguity, and nonjudgmental attitude. Perspective-taking skills is positively correlated with the ability of conflict resolution, psychological healthy, prosocial behavior, organizational behavior, individual development, academic performance, and negatively correlation with various kind of psychosocial problems especially aggression or violence. Perspective taking skills also plays a fundamental role in the development, in the sense that human development in various domains (cognitive, affective, and behavioral) goes forward in accordance with the individual's ability to take another person's perspective. Therefore individual with high perspective-taking tend to more easily meet their needs and then attain optimum development rather than individual with poor perspective taking ability. Then, developing perspective taking skills among students will prevent

they to forming negative behaviors and encourage success in various of development task and life, i.e.: personal, social, academic, and career. Developing perspective taking skills will have a positive impact on the ability of learners to satisfy their needs and finally achieve optimum development. Developing the perspective taking skill is not a futile effort because this ability is a potential that can be learned. This ability can be developed through experience, guidance, and training. Based on the positive value in the perspective taking and its impact on development, school counselor need to incorporates the program of developing perspective taking into the program os school guidance and counseling to optimize the student's development. Finally, developing perspective-taking in the context of school guidance and counseling services can be used as one of the materials integrated into guidance curriculum, or be used as an alternative strategy in a responsive service to help students deal with various difficulties. In the current, this program is considered to be a potential intervention alternative strategy cause the efforts of guidance at this time is still less than satisfactory.

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Teachers' Attitude: The Key Role of Social Participation in Inclusive Education

Lia Febrian[1], Anisa Rahmadani[2]
University of Indonesia, Depok, Indonesia
***Corresponding author email: lia.febrian@gmail.com**

Abstract

Speaking about inclusive education, social participation of the special needs students if the main vocal point in seeing the success of the implementation of this education system. The very idea of inclusive education begin from the concept of justice in regarding the right of the difable group that cry out the needs of social inclusion in regular school. In reality inclusive education didn't always succeeds in fulfilling its purpose regarding social participation. This study explores how according to the perspective of Allport's intergroup theory, teachers' attitude are the key role in determining the success of social participation from the special needs students

Keywords: inclusion, social participation, teacher attitude

1. Introduction

"By nature, man is a social being who always wants to be included in a group, and will join another group if he cannot be included in the first group. That is to say, a person with disability by nature wants to be included in a "regular" community, and only when the community rejects him that he will segregate himself with other persons with disabilities to form an "exclusive" community. However, the tendency to be in an exclusive community is never permanent as neither is the regular community to exclude them. This tendency to be inclusive is started when both parties realize that they have more similarity than difference"

This is what Didi Tarsidi, a Lecturer with disabilities said in *The 8th International Congress on Including Children with Disabilities in the Community Stavanger*, Norway[1]. This statement that came out from a disable person himself showed us how important it is to implement inclusive education in Indonesia.

All children need and have the right to a good education including children with special needs (difable – different able).

In reality though, the educational system in Indonesia still have it is own exclusivity that make social interaction between student with and without special need did not happen and in the broader sense make the communities do not have the ability to live alongside the difable community. This segregation make the special needs student become alienated from their social community. The lack of social interaction in the end will formed a discriminative attitude in seeing special needs students. For the special needs students themselves, this lack of social interaction will not give them the opportunity to function socially in their community. It is the responsibility of education to educate the society and by implementing inclusive education in our society; both student with or without special needs will be able to learn how to interact and even living together.

2. The Urgency of Inclusive Education

Inclusive education can be defined as education for all special needs children in a regular school [2]. According to Stubb, as stated in Inclusive Education Seminar held in Agra in 1998, inclusive education is an education that (1) have broader scope than formal education, including education at home, in society, with formal or informal system; (2) acknowledge that all children have the ability to learn; (3) have a structure, system and pedagogy methodology that can accommodate all the needs of the children; (4) acknowledge and appreciate all differences that a child has : age, gender, ethnic, language, disability and any other status; (5) is a dynamic process that always develop in accordance with it's own culture and context and (6) a part of a bigger strategy in promoting inclusive society[3]. Simply put, inclusive education is an education that give possibility to children with our without special needs to participate and learning together in the same classroom[4].

Historically, inclusive education start when a group of difable people speak of their demands including the right of being acknowledge in their being and the appreciation of their diversity. This demand

occurs alongside the change of paradigm in education system that starts to focus its aim to exclude exclusivity as part of human right[5]. From this paradigm shift then born an education system known as inclusive education. This movement is the starting point of the now develops globally "something of an international buzz-world" inclusive education [6].

With the changing in the world educational system, Indonesia education system also reformed itself with the trend of inclusive education. By the guideline of the state laws (UUD 1945) that stated that "all the citizen has the right for education", the Indonesia government held an integrated education system[7] . Through this system, the special needs students are placed in general school and these students have to adapt with the school system. This integrated education system then changed into inclusive education system in early 2000, where now it is not the special needs students who adapt with the system but the system that are now adapting to the need of these students [7].

The implementation of inclusive education not only related with issue such as school development strategies or teacher's training but more than that, inclusive education is related with the change in value and belief that hold as foundation for holding an education system that allow all students including special needs students to have access to school education not only in their own community but they are also given opportunity to learn and minimalize their potential. In inclusive education system, the dichotomy of student (normal and special needs) is erased, inclusive education in other hand see diversity as something that is natural. The implementation of inclusive education is seen also as an education system that able to reformed the previous system, whether in the academic or social aspect. Regular schools with inclusive orientation are seen as the most effective effort against discrimination, to develop an inclusive society and to achieve education for all.

A large-scale research held by National Academy of Science in US showed that classification and placement of special needs student in school is not only ineffective but also discriminative. Data also stated that student in segregated education has the tendency to have a low social competency[2]. This reality is crucial problem because social competency is an essential knowledge in being an independent individual and a responsible community. Segregated education also has its own difficulty in identifying the special needs

of each student correctly because of the heterogeneous characteristics of special needs students. Segregated education is also seen as a violation of student right to have an education with their peers in general setting and this has taken away their opportunity to socialize with their community.

For this historical and research result, we can conclude that inclusive education started as a social issue that strive for human right, especially in having an education. Eriksson, Welander & Granlund[8] stated that inclusive education is a phenomena that happens in micro environment (school) and put more weight in its social purposes more than academicals purposes. Inclusive education therefore can be conclude as an effort to prepare special needs students to have a social ability so they can become a member of the community. Stainback also stated that socialization and friendships are among major educational goal to enable student become member of community[2]. These conclude that inclusive education is not only about the academic dimension of learning but also social dimension.

3. Social Participation in Inclusive Education

The result of literatures review held by Koster, Nakken, Pijl and Houten stated that there are many terms used to explain about social dimension of inclusive education, such as social integration, social status and social position[9]. From these terms, Koster et.al used the term social participation as the presence of positive social contact/interaction between these children and their classmates; acceptance of them by their classmates; social relationships/friendships between them and their classmate and the pupils' perception they are accepted by their classmate's. According to Kennedy, Cushing, et.al (1997)[10], social participation have 2 aspects: social interaction between special needs student with their regular friends and the friendship network that exist.

Koster, Nakken, Pijl and Van Houten define social participation as positive social interaction between special needs students with their regular friend, the acceptance from their regular classmate, social relation or friendships among special needs student with their regular classmate, and a positive perception from special needs students that their regular classmate accepts them[9]. How social participation occur is a complex process and can not be seen only by the presence of the special needs students in the regular class. The special needs students can be in the same class

with the regular students but that didn't mean that their friend accepts them. This fact is also supported by Naraian that stated that the presence of special needs students is a fist step in inclusive education but this doesn't guarantee that these students will have a positive social experiences[11]. Building a relationship and social participation is also crucial factor for the success of implementation of inclusive education[12].

Koster et.al[12] found that there is a tendency that the parents of special needs student prefer to put their children in general school, hoping that their children will be able to participate socially in school[9]. These parent also have the tendency to think that by being in a general school physically, their children will be able to build a good social relation with their peers[9]. The opportunity to have a psychical contact and interact with their peers is seen as an important aspect in their child development in a normal environment. Parents have the assumptions that this contact will have a positive outcome to their children. Furthermore, parents even belief that by sending their children in a regular school will give changes in the attitude of the regular students towards special needs students, and in the end will give a long term effect in changing the community attitudes towards their children[13]. Special needs students that have an intensive interaction with their regular peers may have a better social-emotional development[9].

Although parents have high hope that their children with gain social benefits from inclusive education, research shows that special needs student in inclusive school doesn't automatically received and have friendship with their peers[9]. Research find that it is hard to special needs students to have friend and build a positive relationship with their regular peers[9]. Meanwhile, Frostad and Pijl research finds that the percentage of special needs students that have difficulty in forming a friendship with their special needs peer is about 25% and with their regular peer about 8%[9]. This finding is also consistent with research by Pijl, Frostad and Flem show that about 30% special needs students have fewer significant friend and less accepted by their classmate compared by their other students in school[9]. The condition of not having friend in class will make special needs student feel isolated. Research findings shows that special needs students tends to have lower social status than their regular classmate, experience rejection and have a higher loneliness level[9]. All these findings conclude that only by entering children to an inclusive school doesn't necessarily mean that the hope of the parents that their children will be able to participate actively and gain social benefits from inclusive school will be fulfilled.

4. The Role of Teacher's Attitude in Intergroup Contact Theory

Special needs students can fully participate and gain social benefits in their class only if the class itself give them opportunity to interact with their peers. This is stated by Rufina and Kuyini that the capacity of inclusive classrooms to promote and succeed with generating the social benefits of inclusion depends on the enhanced opportunities that lie in the educational setting to develop a sense of classroom community and friendships within a heterogeneous group of peers[14]. From this statement, the opportunity of special needs students to gain social benefit clearly depends on educational setting or the arrangement that made by teacher as the authority figure in class. Therefore all the arrangement made by teacher as authority figure holds a very important role.

Ruffina and Kuyini also stated that this class arrangement give opportunity for special needs students to interact with their peer through Allport intergroup contact theory[14]. Allport introduced the most influential statement of intergroup contact theory in The Nature of Prejudice[15]. His formulation of intergroup contact theory maintained that contact between groups under optimal conditions could effectively reduce intergroup prejudice. Allport also stated that intergroup contact would maximally reduce prejudice when the two groups share similar status, interests, and tasks and when the situation fosters personal, intimate intergroup contract. Furthermore Allport held that reduced prejudice will result when four features of the contact situation are present: equal status between the groups in the situation; common goals; intergroup cooperation; and the support of authorities, law, or custom. According to Ruffina and Kuini, Allport intergroup contact theory can predict the acceptance or rejection of special needs students by their own peer[14].

Referring to four features that introduce by Allport, the acceptance and rejection of special needs students by their special needs or general peers depends on the equality of treatment, common goal that refers to collective purposes that want to be achieved by all student in the class, intergroup cooperation that refers to cooperation between special needs student with their peer and

support authorities, law or custom that refers to teachers as figures to create rules in class that have to be obeyed by all student in class. These four features depend solely to the teacher as a person with the authority to create and arrange all the rules that support the application of the four features. Teacher can make rules that can make involvement of the regular student with special needs student happens.

The significance role of teacher in determining the success of the implementation of inclusive education is a known fact[16]. Teachers' attitude toward inclusive education is regarded as highly importance in applying the teachers' role[16]. How a teacher accept the policy and understanding the underlying philosophy of inclusive education will determine how much commitment the teacher's willing to give in applying inclusive education in their class. Teachers' attitude a the role key of the success of inclusive education also influence what teaching strategies and class management the teacher use[16]. Figure 1.1 describes how teacher manage learning strategies, classroom management or using different instructions influence the social participation of special need students.

Applying inclusive education is not only about changing the policy or teaching strategies but more than that, it is about how to understand the basic value that all student have the right to learn together. Therefore, teachers' attitude will affect how the teachers' willing to facilitate the positive interaction to occur between all student. A study done by Monsen and Fredickson conclude that the student satisfaction toward their learning environment are higher in a class with teacher who have a positive attitude towards inclusive education[17]. We can conclude that in order that positive interaction and social participation between special needs student and regular peer happens, teachers must have a positive attitude towards inclusive education.

Attitude conceptually can be defined as a learned stabile and consistent tendency to like or dislike objects, individual, institution and certain situation. Teachers' attitude consists of three components: cognitive (belief and knowledge), affective (feeling) and behavior (tendency to act in certain way) towards inclusive education[16]. Teachers' attitude towards inclusive education portrays how much commitment that the teachers have in accepting and developing special needs students in their class. Teacher with positive attitude towards inclusive education tends to have a positive approach in giving instruction and using the right curriculum to the student[16]. Teacher with positive attitude will use teaching strategies and class management that will support the four condition in intergroup theory so the positive social participation towards special needs student can occurs.

5. Conclusion

Inclusive education started from social issue of justice in human right, including in attaining education. Eriksson, Welander and Granlund (2007) stated that inclusive education if a phenomenon that happens in micro environment (school) and stress more on social than academic achievement. Inclusive education are perceived as an education that are able to prepare special needs students to enter society. Social participation of special need students in classroom is a projection of a society in miniature. How these student interact with their peers in the classroom are means and practices to how the actually interact in the real community. Therefore a classroom is not only a place to learn but also a place to learn how to function socially with other people.

Inclusive education when implemented gives new challenge especially to teachers who are the man behind the wheel in education. Inclusive education requires teacher able to do changes whither in their attitude, knowledge and teaching strategies in facing the wide variety of students needs. Ruffina (2010) stated that classroom teachers play a vital role in facilitating positive interaction between student with and without disability. This argument clearly underline teachers key role in making social participation of student with special needs possible. Teachers as authority figure in the classroom have the right in managing the classroom into

Figure 1.1 Teacher attitudes influence student social participation.
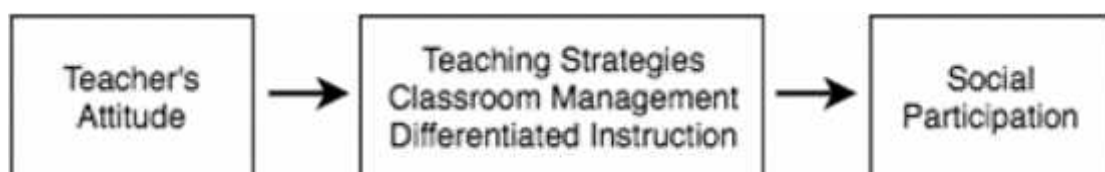
a certain condition that general student can have interactions with special needs students. This commitment and passion from teachers will make special needs students able to actively participate socially in the classroom. The question is how far will the teacher go in providing all the accommodations that are needed? And the answer of this question depends on what attitude the teachers themselves have regarding inclusive education. This literature study find that teachers' attitude towards inclusive education is the key role in the success of social participation of special needs students in the implementation of inclusive education.

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Self-Actualization Development With Cinematherapy Methods

Muslimin[1], Trubus Inggariani Kencana[2], Nurul Azizah Zain[3]
[1] State University of Semarang, Center Java, Indonesia
[2] State University of Semarang, Center Java, Indonesia
[3] State University of Semarang, Center Java, Indonesia
***Corresponding author email: muslimin19@students.unnes.ac.id, trubusinggariani@gmail.com,
nurulazizahzain@gmail.com**

Abstract

Self Actualization Theory From Abraham Maslow describe how to get trancendents (to reach *'Insan Kamil'*) about the experience of life who are just focus in health personality how with the problem personality, the problem of our country is pointed by morality degradation, juvenilue deliquency, and the family problem. Some study case report that students study about the norm from the *role playing*, what they can see (Its from the real life and unreal life) based on from that who will influenced how the personality that they can get. The purpose of the research its to develop about *Cinematherapy method* to the Senior High School student. This sample of the research is A class who are include 40 students and B class include 30. A class give some videos method learning of Counseling in some weeks and the B class give the usually teaching methods After the method has given, each students of class ask to fill the Personality Scale. The research pointed has influenced and have the good personality than B Class.

Keywords: Self Actualization, *Cinematherapy*

1. Introduction

In globalization era, the problem of character become the a serious problem because character is the main character of nation, especially for the teenager who are the next generation. They face the solution who can teach the norm. Indonesia is a country who are expert in imitation or it means that Indonesia's Character coming from what they see. The Peer groups who are famaous to identification the some of the young generation who end the daily activity of peer group will become the personality. Cinematography is viral who can get knowledge because media which are picture or video, and the teenager very near with media. But, after discussion which are more deep about characteristic from the problem, combination of using *role play-video* can get the best technique to increase the presonality of someone (Adnyani 2014). Role Playing is a technique of teaching with get the role or situation to play.

In education world, the using of Cinematherapy is appropriately to give media perception teacher become the boss to give the knowledge for student can more easy without any forced in the procces and transformation of the value of character, who are transformed by the student, the example: children who are influenced by the juvenile deliquency because the teenager near with their peer friends, who are become the strongest effect of role playing without any forced. Beside that, using video will become the motivation to development in the teenager it self.

Psikiater and clinic pschology expert has focus in problem or disease of human. They have been bussy to understand about abnormalities, psikopatology, and development theory who are based on of the clinic experience of problem people. That Intensitivity can get a conclusion of that nothing person who are really health from anxiety, all of human can feel anxiety. But some of them become to another different spectrum can understand of the syptomps of mental, people want to explore of syptomps of clinic and abnormal, but some of research just focus in mental health who can operate well, such Maslow's Research.

Beside that, teacher especially of counselor, get the different teaching method with give the video in the method of *Role Playing* use manny kind of games from video which has been choosen, and than analyze together or with use *Cinematherapy*.

2. Research methods

This Population is for all student in Semarang involved XI contains 2 class, A class contains 40 students, 22 female and 18 male which is given the experience with using a video who are have influence into *Cinematherapy*, do the questioner method, activity journal and give scale to student. All object in 16-17 years old. The researcher can know the influence of the student who are have been changed than class B (who are teach use conventional method).

This research do in some siclus. The first of step in this research is do observe and reflection, which has been used as the first information for make the plan in the each of siclus. Based on

observation and the first reflection, so the colaborative team who are the research team design the method use cinematherapy technique, which is combine with test and questioner. More deep, the activity has been done into the plan step (1) make scene of the teaching who are using development self-actualization; (2) design the material with the phenomena and kind of the personality with use practice in role play has been done in the class after material; (3) choose the assigment is make cinematherapy based on instruction of topic; (4) choose schedule and time; (5) prepare activity of journal; and (6) prepare post test, rubrik, and questioner which is contain of the self evaluate about the apperaeance of adaptation with personality, which is involved use the well implementation of cinematherapy.

Data in the research collect with using questioner, activity of journal and test. Questioner has been used for take the data about the responsive from student to implentation of cinematherapy who are helped of using video. Questioner has been filled by student in the third meeting in each siclus after post test. Activity journal has been used for take data about implementation about the class methode. This journal has been filled by the research after the proccess of teaching with summary of the activity with the problem, which are appear after procces of teaching in the class. Beside of that, test has been used as the tool to collect data to get result from the students. The Test who has been given is the personality scale test.

Analyze Technique has been used in this quantitative of research is student's respons into questioner to describe and the result of the studies them from personality scale test, in the each end of siclus has been analyzed and the result compair with the pre test, post tes I, Post Tes II, and Post Test III, for describe, argue and intrepertation based on the context. The research will get succses when 80 percentage of student can get the skill of adaptation and get know their behavior who can get when know that the problem solving.

3. Results and discussions

Appropriate video games like action games could improve visual-spatial skill, educational games successfully teach specific skills, Exergames (Exercise games) can improve physical activity level, and prosocial games (those in which the primary purpose of the player is to help other game characters) increase empathy and helping (Prot et al., 2012, p. 648). Accordingly, there are also positive effects that are conveyed by proper type of video games into educational field (Kilgour 2015).

Based on research, get result that the self-actualization in A class and B class any different. It can see in the below chart :

On the other hand, cinematography do not only bring positive effects to the students, but also come with negative impacts. Any negative findings such as addiction of video (Fisher, 1994), aggression (Bensley & Van Eenwyk, 2001), and violent content (Kirsh, 2003; Anderson, 2004) become harmful effects for the students. It is important to respond to it wisely. Shapiro (2013) at Kilgour (2015) states that:

SELF-ACTUALIZATION

KELAS B PR 21%
KELAS A LK 28%
KELAS B LK 22%
KELAS A PR 29%
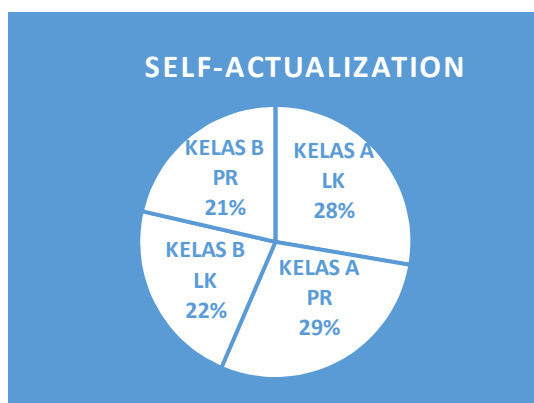
Physiology	Sociology	psychology
Sex Age Height and weight Colour of heir, eyes, skin Posture Appearance and Distincfeatures (tattoos, birthmarks, etc.) Defects (deformities, abnormalities, disease) Heredity feature Physique	Class Occupation Education Family life Religion Race, nationality Place/standing incommunity (i.e. social status among friends clubs, sports) Political afiliations Amusements, hobies	Moral standars, sex life Goals, ambitions Frustrations, disappointments Temperament Attitude toward life Complexes, obsessions Imaginations, judgement, wisdom, taste, poise Extrovert, introvert, ambivert intelligence

Tabel 3.1. Bone Structure, distribution of character part into video games
Sumber : Lankoski, 2004: 143 at Kresna, 2011.

Like all technologies, video games have the capacity to influence players in both positive and negative ways. It is foolish to study only the negative impact. Understanding the positive ways that games are involved in the development of citizens will enable us to use them to create a better world.

According to Ramsden (2003:6):
. . . learning in educational institutions should be about changing the ways in which learners understand, or experience, or conceptualize the world around them. The 'world around them' includes the concepts and methods that are characteristic of the field of learning in which they are studying. (p. 6)

The clear aspect into to plan the character in cinematography : (1) Meaning and purpose of video, 2) act and behavior when face the problem, (3) Kinesthetic and body languange 4) strength and the weakness of the character in video.
The distribution of character into 3 part is body form, historical of sociology and pschology or can know based on the tabel:
In this research point that the development of personality into self-actualizer is personality can get of Respon characteristic: 1) perception which are eficient about reality, 2) acceptance to other people, 3) responsive, 4) assigment oriented, 5) have otonomy, 6) always appreciation, 7) have commitmen about humanity, 8) have the interpesonal skill, 9) pointed humor, 10) peak eperience.
Based on the video as teaching media has been increased of skill to develop of actualization of student. This based on of Rowntree (in Tegeh, 2005) is video as teaching method can get increase of motivation, maybe for repeat of has been watched, talk and study. They can get prepare to stimulation to study, active and respont when study and get repetation.

4. Conclusions

Based on the results, like most things worthwhile, the preparation and application of good quality, cinematherapy activities takes significant time and thought and will be developed and refined with each new cohort of students. It is possible that the out going students will benefit from these activities more than the introverted student who prefers to learn in the traditional way and not be noticed.
Cinematherapy are one type of active learning. The cinematherapy discussed in this paper served to popular the students with each other and to open their minds to the issues faced by minority groups, professionals, children and parents until students can develop of their self-actualizer and compose the normally personality. Good quality learning and teaching in the tertiary sector needs to include activities other than teacher and Power point presentations in order to create a learning environment that ignites inquiry and motivation.

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Implementation of the *Patrap Triloka* in the Development of Critical Thinking Skills

Retno T. Hariastuti[1], Johana E. Prawitasari[2], Danny M. Handarini[3], Adi Atmoko[3]
[1]Student of the doctoral program at UM, Malang / Lecturer at Unesa, Surabaya, Indonesia
[2]Dissertation supervisor / Lecturer of UKRIDA, Jakarta, Indonesia
[3]Dissertation supervisor / Lecturer of BK UM, Malang, Indonesia
Email: teetoet@yahoo.com

Abstract

Guidance and counseling services designed to help the student to be independent individuals and were able to direct themselves so that they can face any challenges in their life. The counselor needs to provide students with a variety of skills to be able to live their lives effectively. One of the skills that should be developed is critical thinking. Critical thinking skills are one of the soft skills that support academic achievement and success in life. This paper presenting a conceptual idea of the development of critical thinking skills through guidance and counseling services using indigenous approach.That an idea about the use of the concept of "*Patrap triloka*"as a guidance method to develop critical thinking skills of students. *Patrap triloka* is a concept rooted in Ki Hadjar Dewantara learning model in which contains three methods of education which are an integral strategy. A series of three such methods are : "*ing ngarsa sung tuladha*", "ing madya mangun karsa" and "tut wuri handayani." To implement that concepts to develop the critical thinking of students, counselor need to be a model or giving an examples in solving the problem by using critical thinking in accordance watchword *ing ngarsa sung tuladha*, developing the critical thinking ability and willingness to solve the problem in critical in accordance watchword ing madya mangun karsa, and giving a support against any student's attempt to solve the problem in critical in accordance watchword tut wuri handayani.

Keywords: *Patrap triloka*, Critical thinking skills, Guidance and counseling services

1. Introduction

Globalization era is a continuous process, which must be engaged to avoid lagging. Rapid changes experienced by the community because the rapid development of information technology which brings many impacts to human life in general, both positive and negative. Go together with the rapid progress this, education is expected to supervise and maintain the social life of the community that is constantly changing. The responsibility of schools entering the globalization era should prepare students to face all the challenges which are rapidly changing society. In this competition age or rivalry now, being smart is not enough. To be able to face the competition ahead, it is needed someone who is able to think critically.

Information technology advancement and knowledge can have a negative or positive impact. For that, students should be equipped with critical thinking skills to be able to anticipate the negative impacts. With the ability to think critically, individuals can select and sort the information or activity that is good and right for them and their life. In other hand, individuals who are not able to think critically tend to be passive, careless, even be a parasite to others in their society.

Students as part of a global society need life skills to face the challenges and resolve the more complex problem. One of the skills that will be given to students is critical thinking skills to enable them to be cautious in reaching conclusions, patient and careful in examining evidence or facts, tolerant of new angles and want to acknowledge the advantages viewpoint or opinion of others. The importance of critical thinking for students also expressed by Peter [22, p.39] that "Students who able to think critically are able to solve problems effectively".

Critical thinking skills are one of the soft skills that determine academic achievement. In addition, critical thinking skills are also required the individual to gain the success in his life. As stated by McGarvey [16] that critical thinking is a competitive advantage that is necessary to achieve success. In line with these opinions, Facione [5, p.21] also states that the critical thinking skills need to be learned for success in work and improve academic achievement.

Guidance and counseling services facilitate students in order to be able to develop his or her potential or achieve development tasks (involving the physical, emotional, intellectual, social, and moral-spiritual). Students as individuals, who are in the process of developing or on becoming, are evolving to maturity or independence. To achieve such maturity, students need guidance because they still lack an understanding or insight about themselves and the environment, as well as experience in determining the direction of their life. Besides, it is realized that the process of child

development does not always happen smoothly, or free of problems.

Comprehensive guidance and counseling services are based on efforts on the achievement of developmental tasks, potential development, and resolving the problems of students. Based on the guidance and counseling implementation in schools is oriented for facilitating the student's potential development, which includes personal, social, learning, and career aspects; or related to the personal development counselee as biopsychosociospiritual (biological, psychological, social, and spiritual) dimensional human. Thus, the development of critical thinking skills of the students can be performed through a comprehensive guidance and counseling services that become the guidance and counseling teacher responsibility or school counselor.

Various strategies can be used by guidance and counseling teacher or counselors in organizing the service. Guidance program improves students critical thinking skills and can also be developed through a variety of service strategy. In providing services, guidance and counseling teacher or counselor as a leader who will be a model, accompany and provide support to behavior and attitude students. This is consistent with the concept *patrap triloka* or the three motto of Ki Hadjar Dewantara consisting of three leaders slogan i.e. : *ing ngarso sung tuladha*, *ing madya mangun karsa*, *tut wuri handayani*.

1.1 *Patrap Triloka* Concept from Ki Hadjar Dewantara

Ki Hadjar Dewantara is a national education figure who also is the Indonesian national education father. The concept proposed national education come to the Indonesian culture.In the education concept of Ki Hadjar Dewantara there are two things that distinguish the system of "teaching" and "education" that must be synergy with each other [14, p.20]. Teaching is to liberate man from the outward aspects of life (poverty and ignorance). While education is to liberate man from the inner life aspect (autonomous thinking and decision-making, dignity, democratic mentality).

In the Ki Hadjar Dewantara concept, create is thinking the power to find the truth by way of comparing one condition to another in order to obtain similarities or differences and rules of right and wrong. It required experience or knowledge that is used to determine right or wrong. Thoughts or create has the active force and the subjective. The taste is individuals mind gestures that generate a sense of happy or sad, embarrassed or proud, satisfied or disappointed, brave or fearful, and others. According to Ki Hadjar Dewantara, feeling purely passive is doesn't like mind, so it can appear suddenly. While the intention or willingness of the magic of the human soul which appears as if as a

result of the mind (create) or feeling (sense). The intention is the beginning of the manners and actions of individuals. The unity of thoughts, feelings, and intention is called the human mind. So there are absolute requirements for realizing moral or virtuous and civilized human beings [14, p.451-452].

Ki Hadjar Dewantara explains a method called among, namely teaching and learning methods based on compassion, care, and dedication based on love. Among based education system on two things: the nature of requirements condition to turn on and get progress as fast as possible, and independence as a condition to turn on and move the child's physical and spiritual strength to be able to live independently. Among methods implies that educating children should be guided by a sense of sincerity to nurture and guide as a "*pangemong*" with children who are nurtured and guided. Among the concept is in line with the concept of kinship that explains education should be conducted in a family atmosphere. Among methods become an important method for leaders (educators/teachers) in performing duty based on *patrap triloka* expressed by Ki Hadjar Dewantara.

Patrap triloka is a term that indicates the three mottos of leadership roles (teacher) expressed by Ki Hadjar Dewantara. Meaning of these terms can be known of his origins. *Patrap triloka* derived from Sanskrit. In the dictionary of Sanskrit, the *patrap* word means attitude or action, *tri* meaning three, while the *loka* means the place [24]. Thus, viewed from the origin of the word, the term *Patrap triloka* has meaning attitude or action leaders (teachers) in three positions, i.e: when in the front of students, in the middle of them, and at the back of them. Ki Hadjar Dewantara sees the role of leader or teacher is different in three places or positions.

Patrap triloka is consisted of three mottos i.e: *in ngarsa sung tuladha*, *ing madya mangun karsa*, *tut wuri handayani*. In the world of education, *patrap triloka* describe the role of a teacher in three positions synergistically.

1. *Ing ngarsa sung tuladha*

In the Javanese language, *ngarsa ing* means to be in front, while *sung tuladha* means to give an example. This motto illustrates that a teacher does not just walk in front but could be a model or example for those who follows. So the teacher as the central figure for the students should be an example for his students.

2. *Ing madya mangun karsa*

Literally, *ing madya* means in the middle, *mangun* means to raise, and *karsa* is defined as will or intent. Thus, ing madya mangun karsa initiative implies that when teachers were in the middle of students, he should be able to motivate all students to achieve common goals. This motto implies togetherness, teamwork, and cooperation. Teachers act as a friend or partner for students that are

expected to cooperate actively in achieving educational goals.

3. *Tut wuri handayani*

Tut wuri means to follow from behind, and *handayani* means giving moral support or encouragement. So *tut wuri handayani* has meant that teachers encourage students to demonstrate their abilities. This doctrine contains the principles of freedom, where teachers provide opportunities for students to express their potential in various activities to achieve educational goals. Teacher standing behind continue to provide care and responsibility without having the character of authoritative, possessive, protective and abundant permissive but give freedom or opportunity that allows students show initiative and experience by themselves.

1.2 The Critical Thinking Skills Essence

Conceptually, critical thinking is expressed in several definitions. The paradigm of critical thinking has been introduced in instructional activities (learning), although the traditional learning paradigm still exists. Learning critical thinking paradigm forms students are able to do a self-guided, self-disciplined and well argued. Critical thinking individuals efforts consistently for rational and empathy, not egocentric.

Critical thinking is a process that occurs in individual cognition. Thus the process that occurs in unseen real behavior (observable), but indicated through a statement expressed individual as a result of processing that occurs in the mind or cognition. Paul and Elder [21, p.21] explains that the critical thinking skills will appear in its application which form of the ability to express questions and opinions, giving assumptions, conveying information, making the concept, formulating goals or making decisions. While Marrapodi [15] in his research revealed that the critical thinking skills proven by the ability of individuals to make a clarification, probing assumptions, probing reasons and evidence (probing reasons and evidence), viewpoints and perspectives (angles and perspectives) , probing the implications and consequences, and questions about questions. The experts agree that critical thinking skills need to be taught routinely to develop intellectual or child intelligence.

Many experts describe the critical thinking skills. Kennedy et al [13, p.4] argue that critical thinking is an intellectual process that is active and skilled in conceptualizing, applying, analyzing, synthesizing, and/or evaluating information collected from, or generated by observation, reflection, experience, reasoning, or communication, as belief and action guidance. More simply, Paul and Elder [21, p.4] describes critical thinking is the art of analyzing and evaluate ideas with a goal to improve thinking.

Related to the activity in critical thinking, Moon [17, p.30] argues that critical thinking is the ability to consider a variety of information obtained from various sources, process information in a creative and logical way, challenging, analyze and make conclusions that can be maintained and justified and not based on prejudice that is subjective. According to Moon, critical thinking skills necessary to develop an argument, deconstruct ideas or synthesize various ideas associated with complex ideas.

As a skill, so the critical thinking needed to be trained continuously. Johnson & Siegel [12, p.191] make an analogy that practice for critical thinkers as important as practicing for tennis players and musicians. Critical thinking skills can be seen from the ability to listen and read that done by students. It is in line with the opinion of Browne and Keeley [3, p.2] that listening and critical reading are to give a reaction or response based on the systematic evaluation of what you have heard and read. To be able to perform activities of listening and reading a critically needed set of skills and attitudes. Critical thinking is a skill and an attitude that is built around a series concerning critical questions. Critical questions that provide the stimulus and direction for critical thinking, which will lead to a search continuously, make an opinion, decision or a better assessment. According to Beck et al. [2, p.9], people who have the critical thinking skills tend to give evidence and valid reasons to support his opinion. For that reason, critical thinking skills must be developed in each individual, including students.

Through learning activities, teachers can guide students' critical thinking skills. Two academic activities that need to be focused and facilitated by the teachers in the development of students' critical thinking namely reflection and argumentation [17, p.128-129]. According to Moon, critical thinking involves reflection, and on the contrary, the reflection itself involves several activities that can be called critical thinking. Reflective learning is seen as a form of cognitive processing of complex problems when the material is considered largely already known by the students. As a reflection, arguing is part of the process of critical thinking. The arguments presented are the result of critical thinking has been done. Thus the argument is also an activity that involves critical thinking.

1.3 Role of Guidance and Counseling in Improving Critical Thinking Skills

School education process for students is directed in order to grow and develop optimally. Developments in all aspects will determine students in living their life effectively. Guidance and counseling as an integral part of the educational process in the school have a role in directing the students' development. Thus the school counselor or guidance and counseling teacher is obliged to keep program services that facilitate the students' development. Guidance and counseling services not

only serves curative but also must be able to function preventive-development.

Efforts to improve critical thinking skills are not the only task of teachers through learning activities. Guidance and counseling teachers also need to design guidance services aimed at improving students' critical thinking skills. The services provided can include personal-social, learning, and career.

Guidance thinking skills aimed at improving the students' critical thinking skills, performed on the basis of the assumption that the critical thinking skills students need to be improved to support the success of life, especially the success of learning. The guidance thinking skills general objective is to enhance the student's critical thinking skills as one of the soft skills needed in his life.

Service program to improve students' critical thinking skills can be implemented in a comprehensive guidance and counseling program through components that include guidance curriculum, individual planning, responsive services and supporting systems. In the curriculum guidance, counselors can design guidance and counseling services through the classical activities or group. For classical activity, the counselor can plan to use traditional classrooms, tutoring center, or another facility in the school to support the implementation of guidance activities for one class students. As for group activities, counselors organize activities aimed at some students or student group. The project is designed so the activity can stimulate students to think critically.

The next component is individual planning. In this component, counselors provide services for students in order to develop and make plans for personal-social, academic, and career. Counselors can use the principles in the Cognitive Behavior Therapy to design specific programs according to the needs of students.

In the responsive services component, counselors provide assistance to students who are having problems personal, social, educational, or career. Counselors provide the skills needed to solve the problem students. Services can be provided individually or in small groups of specific students.

The last component in comprehensive guidance and counseling is the supporting system. This component includes counselor activities in an effort to produce, nurture, and enhance the guidance and counseling program in schools. Activities in this component are not related to students directly. However, it is necessary to obtain a good guidance and counseling program. Some counselor activities in this component such as improving professionalism through the development of science and research.

From the above description, it seems the guidance and counseling teacher role in providing counseling services to students can also be performed in a partnership or team. In terms of improving critical thinking skills, also plan guidance activities specifically, guidance counseling teacher can partner or collaborate with other school staff, especially of subject teachers. For example, in class activities planning together (individual planning) to encourage students to think critically. Guidance and counseling teachers can also provide guidance group (responsive services) for students group who will be trained to think critically.

2. Discussion

The school counselor is a psycho-educator that the educator on duty to develop the psychological aspects of students. Therefore, school counselors should design programs that are development services, in addition to the provision of curative services.

Based on the statement of Ki Hadjar Dewantara that a good education is an education that is soulless (culture) nationwide, the guidance and counseling program as an integral part of education programs in schools can also implement educational concepts of Ki Hadjar Dewantara. Thus do the development of guidance and counseling programs in schools to make modifications to the services that integrate the culture of the nation itself. One of the educational concepts of Ki Hadjar Dewantara that can be implemented in guidance and counseling services is a trilogy of leadership, known as the *Patrap triloka* that includes terms *ing ngarsa sung tuladha*, *ing madya mangun karsa* and *tut wuri handayani*.

Ing ngarsa sung tuladha of the Javanese language which *ing ngarsa* means to be in front, while *sung tuladha* means to give an example. School counselors continue to be considered by the student or counselee. As a person who was in front, school counselor must show action or behavior that will be followed. So the school counselor as the central character should be an example for the student or counselee. Because every speech, action, actions, a manner of dress and behavior are concerned and may be emulated by the students. This means that the supervisor or counselor as a leader who stands in front should be able to set an example to students. The counselor is a model to be emulated by students or conselee.

Ing madya mangun karsa implies that school counselor as a leader should be able to develop interests, the desire and willingness of the student or counselee to be creative and work. When he was in the middle of the student, school counselor must be uplifting and motivating students or counselee to perform actions or activities that support their development. School counselors are required to actively assist and cooperate with the students in an effort to help students develop the potential or psychological aspects as the destination guidance and counseling services.

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Tut wuri handayani comprising *tut wuri* word which means to follow behind attentively and responsibly by the love and affection that is free from self-interest and far from being authoritative, possessive, protective and permissive arbitrary. While *handayani* means giving freedom, opportunity with attention and guidance that enable the students on their own initiative and their own experience, so that they develop along the lines of personal nature. Implementation of the proposition that school counselors should continue to support and supervise what is done or happen to a student or counselee so that ultimately they can be independent and confident in acting.

The guidance that aims to develop critical thinking skills of students is one of guidance and counseling services are functioning preventive-development. Through this service program, school counselors to develop the potential of students that have the skills needed to live a life that is effective.

Critical thinking skills development program can be designed using the *patrap triloka* of Ki Hadjar Dewantara. Three leadership role in *patrap triloka* shows the performance school counselors in providing services to students, namely as a model, and a companion and supporter for them.

Based on the three propositions in *patrap triloka*, then the role of school counselor in the organization of the development of critical thinking skills are as follows.

1. Counselor as a model. This role is in accordance with the motto *ing ngarsa sung tuladha* that gives meaning that a school counselor should be exemplary. In the context of counseling and guidance, exemplary in respect of which the core examples of modeling techniques. To that end, in the administration of guidance services development of critical thinking skills, school counselor should provide an example of how to think critically through actions appropriate critical.

2. Counselor give encouragement. This role is an implementation of the *ing madya mangun karsa* illustrates that school counselor should be able to provide motivation when it was among the students. The counselor provides some assistance to the student or counselee so that in the end they are motivated to think critically. Some counseling techniques can be used to motivate students to think critically.

3. Counselor as a supporter. This role is a manifestation of the motto tut wuri handayani which indicates that the supervisor supports the student or counselee critical act independently. School counselors provide opportunities they deliver arguments, opinions, or comments critically. Keep in mind, the role school counselor is also directing when he saw nothing improper done by the students.

Many researches the development of critical thinking in the learning done by variance methods.

Derriso[4]using case-based instruction to foster critical thinking.Azizmalayeri et al [1] using the inquiry method to teach critical thinking. In a few decades, the Socratic method often used to enhance critical thinking skills [27,26,9, 25). Gomes [9] develop critical thinking skills through guidance and counseling service using Socratic dialogue. Not much research was done to improve critical thinking skills in the guidance and counseling services. This paper presenting a conceptual idea of the development of critical thinking skills through guidance and counseling services using indigenous psychology approach that implements the concept of the Patrap Triloka of Ki Hadjar Dewantara.

3. Conclusions

Critical thinking is one of the characters in the process to think that aspect needs to be developed in students. Education is the responsibility of all parties. School counselor shall be responsible for the development of students' critical thinking skills that need to design service-oriented program on critical thinking skills.

Counselors should create a conducive environment for students and facilitate the development of critical thinking skills. Service activities should be designed to encourage students to feel comfortable and to be bold or confident. Critical thinking skills need to be developed in students because it is the soft skills that support academic achievement and needed to grab history of success in living her life.

Patrap triloka is a concept of Ki Hadjar Dewantara can be used in the implementation of counseling services for the development of students' critical thinking skills. Implementation of the concept shows the various roles counselors in helping students develop critical thinking skills. *Patrap triloka* composed of three watchwords which *ing ngarsa sung tuladha* that means at the forefront set the ideals (model), *ingmadya mangun karsa* that means in the middle, give encouragement (build strong will), and *tut wuri handayani* that means from behind give support.

By applying the concept *patrap triloka* in the guidance development of critical thinking skills of students, counselor should provide examples or exemplary in solving a problem critically, develop the ability and willingness of the students to solve problems critically, and provide support to every effort students to use logic or critical thinking skills in solving any problems faced. Efforts to develop the students' critical thinking skills can be designed by the school counselor in the guidance and counseling program with a strategy based services *patrap triloka*.

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School Counselor Management in Indonesian Middle Schools

Caraka Putra Bhakti[1], Agus Ria Kumara[2], Dian Ari Widyastuti[3], and Dwi Putranti[4]
[1234]Universitas Ahmad Dahlan, Yogyakarta, Indonesia
*Corresponding author email: caraka.pb@bk.uad.ac.id[1], agus.kumara@bk.uad.ac.id[2],
dian.widyastuti@bk.uad.ac.id[3], dwiputrantisuryo@gmail.com[4]

Abstract

Technological development requires the development of the quality of human resources. Developing the quality of human resources can be done by improving the quality of education. The education system of Indonesia oblige citizens to be educated until middle school level under 12 year mandatory learning program. Guidance and counseling is an integral part of education. There is a change of paradigm in guidance and counseling service i.e. from problem based toward the development of an effective guidance and counseling service pattern at schools. Guidance and counseling service management at schools becomes an important component serving as the basic guidance and counseling. Guidance and counseling service needs program management which is systemic and systematic. Service management arranged systematically considers learners and the environment and the services which are implemented by all stakeholders in the the system.

Keywords: *management, school counselor, guidance and counseling, middle school*

1. Introduction

In the 21st century, every learner is exposed to situations of a complex life which is full of opportunities, challenges and uncertainties. In the constellation of this kind of life, every learner needs ious competencies to help them live an effective, productive and dignified life, both for themselves and their environment. The development of life competencies requires an education system which relies not only on the subjects related service, but also on a special service i.e. psycho-education provided through guidance and counseling service. Various activities of guidance and counseling are set up in order to develop the potential and competencies of the learners. By doing so, it helps facilitate learners with a systematic, programmed and collaborative learning so that each learner is able to achieve the expected competencie.

The main objective of guidance and counseling in schools is to provide support to the attainment of maturity of personality, social skills, academic skills, and lead to the formation of individual career maturity is expected to be beneficial in the future (Fatur Rahman, 2012: 10). However, the implementation of such an ideal guidance and counseling service has faced various obstacles and a number of serious hindrances. The examples of the various obstacles and hindrances faced are: the big gap between the purpose of guidance and counseling and the goals of education, problem-oriented guidance and counselling service, the design of guidance and counselling program which is not based on the needs analysis, the lack of support from school officials, not so well informed paradigm of collaborative relationships among professions in an education unit and lack of positive response of the learners towards guidance and counseling services.

According to Brown & Trusty (in Fathur: 2012: 8), a research conducted by ASCA (American School Counselor Association) shows that most school counselors spend between 1 and 88% of their working time doing activities which are not professional and irrelevant to the duty of guidance and counselling service. does not there is a direct relation denngan BK service. According to Sunaryo (in Fathur 2012: 11) the activities of guidance and counseling services in schools in Indonesia has been more focused on the administrative and clerical activities, such as working with students' presence and absence in schools, giving disciplinary sanctions to the students who often come late to the school and or considered naughty.

According to the Ministry of Education (2008: 194), recently, there has been a paradigm shift of the guidance and counseling approach i.e. from the traditional-oriented, remedial, clinical, and counselor-centered approach to the one which is more development-oriented and preventive approach. Developmental guidance and counseling approach or

Comprehensive guidance and counseling approach is based on the efforts of achieving developmental tasks, potential, and solving counselee's problems.

Meanwhile, standards-based guidance and counseling refers to the situation where developmental tasks are formulated as competency standards that must be achieved by the counselee. Practically, a guidance and counseling approach commonly uses development-oriented approach which combines clinical, remedial and preventive approaches (Myrick, 2011: 8).

In accordance with the direction and spirit of 2013 school curriculum, the paradigm of guidance and counseling considers every learner / counselee has the potential to develop optimally. Optimum development is not limited to the learners' achievement which is based on their intellectual capacity and interests, but it refers to a developmental condition that allows learners to be able to make choices and decisions in a healthy and responsible way and to have high adaptation to the dynamics of life they face.

Each learner/ counselee differs from one another in terms of intelligence, talents, interests, personality, physical condition and family background as well as their learning experience. The difference illustrates the variation of the need of a wholistic and optimal development through guidance and counseling services. Guidance and counseling services include activities that are preventative, curing and healing, maintenance and development.

In 2013 curriculum, guidance and counseling service is carried out by a counselor or a teacher of guidance and counseling whose general job is to help achieve the goal of national education, and to help students / counselee achieve optimal self developed, self-sufficient, successful, prosperous and happy in life in particular. To achieve these objectives it requires a collaboration and synergy among the counselor or guidance and counseling teacher, subject related teachers, school leaders, administrative staffs, parents, and other related parties who can help learners make the process they go through and the development they undergo run smoothly, especially in personal, social, learning, and career aspects.

In line with the purpose of succeeding national education goals, it is necessary to manage guidance and counseling program seriously. The entire management stages (assessment, planning, organizing, implementing and supporting the core services, and evaluation) shold be conducted by involving students and all relevant stakeholders. An effective guidance and counseling management requires a high qualified counselor. School counselor's competence includes the job of a coordinator of a guidance program, a leader of the entire implementation of the guidance and counseling service, and several other competencies.

2. School Counselor as a Program Coordinator

The process of guidance and counseling program development needs a carefully and cautiously designed plan which is based on the learners' needs and environment. (Gysbers, 2012). Guidance and counseling program is an integral part of the educational goals of the school and the country. To make sure that the guidance and counseling program is optimized and in line with the objectives of the school, it is absolutely necessary for the school counselor to active play the role of a coordinator of the guidance and counseling program

Coordination as a counselor's intervention is an indirect management process of guidance services given to each different learner which includes both general and specific activities. Coordination activities cover collecting data and information, allocating materials and resources, preparing and organizing meetings, developing and operating, supervising and monitoring others, and providing effective leadership. (Myrick, 2011: 369).

Coordination is a leadership process of a counselor upon another counselor in helping organize, manage, and evaluate guidance and counseling programs in a school. A counselor assists parents in obtaining needed services for their children through referral and follow-up process and serves as a liaison between the school and community organizations so that they can work together to help students (ASCA, 2003: 54)

In its early development, a counselor's main activity is coordination, consultation and counseling. Coordination is a form of indirect services to students. Coordination is a procedural activity of the organization in helping the counselor to understand the meaning and purpose of the activities undertaken and to avoid overlap unless they (counselors) deliberately planned some activities. Coordination activities cover all areas of activities such as service scheduling,

service delivery, evaluation, and related activities in guidance and counseling program. Myrick, 2011: 374

2.1. School Counselor as a Leader
2.1.1. Definition of Leadership

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. As the other themes of advocacy, collaboration and systemic change require leadership to some degree, leadership may be the foundation of the other essential skills needed for program implementation (Mason & McMahon, cited ASCA 2013). Leadership for the school counselor is fully participating as an integral part of the mission and function of schools, supporting every student to be a successful learner, and enabling student success. Leadership for school counselors requires joining forces with other educators and the larger school community to positively affect the opportunities students will have to be successful learners and to achieve high standards. Leadership means entering into partnerships to demonstrate commitment to help the principal and other internal and external stakeholders deliver critically important tasks to support student learning (Dahir and Stone, 2012).

2.1.2. Leadership Role and Skills

DeRoche (cited Dollarhide and Saginak,2011) listed the following, which we have adapted to addres the role of leader of comprehensive school counseling program:
2.1.2.1. Visionary for future direction for the program, the school, and the student
2.1.2.2. Designer and author of the mission statement for the school counseling program
2.1.2.3. Consensus builder for importance of the school counseling program, the developmental domains, and the values and content of the developmental curriculum.
2.1.2.4. Information provider about the program, the school, the developmental issues of student families, and curent innovations the field of education, counseling, and school counseling
2.1.2.5. Standard bearer for the quality of the comprehensive school counseling program, including methods to "guide and judge the efectiveness of the implementation, maintenance and evaluations
2.1.2.6. Architect of implementation plan for the program
2.1.2.7. Role model for values and leesons of the developmental curriculum, comprehensive

school counseling, and the counseling and mental health professions.
2.1.2.8. Risk taker and advocate for development of all student
2.1.2.9. Communicator, the voice of the program, to inform all partner about the program, the student, the school, and counseling as a profession.
2.1.2.10. Collaborator in efforts to implement the comprehensive school counseling program
2.1.2.11. Resource provider, which may take the form of material or ideas for to integrate the developmental curriculum in to the classroom.

2.2. Program Management Skill
2.2.1. Administration

In micro level, an administrative guidance and counseling refers to an activity of controlling and managing guidance and counseling services traffic so that the program runs smoothly, effectively, and efficiently. The typical activities are students' data recording, storing, reporting and delegating learners' problem to a relevant expert. The implementation are like the following:

2.2.1.1. Given the fact that the guidance and counseling activities carried out by a counselor should be 80% focused on serve the students, thus, the administration work should be made minimum and not too time-consuming. In other words, the records should be done simple.
2.2.1.2. Individual records are kept confidential.
2.2.1.3. All data collected should be intended for the purposes of guidance and counseling services.
2.2.1.4. Any notes about the student should be easy to find.

2.1.2. Organization

The basis of the organization of guidance and counseling in schools is their collective agreement. It is a mutual agreement among teachers, who are also counselors, subject teachers, homeroom teacher or the principal. On this basis, guidance and counseling management and services of can involve all parties in the school as a source of the organization

2.2.3. Time Management

Time management is essential to good organization. School counselors who have already prioritized programs and goals are laying a foundation

for good time management. Bliss (cited Cobia, 2003) suggest dividing goals into three priority levels. A level are important and urgent priorities (eg, student in crisis). B-priority level are important but not urgent (eg, a program that is planned for Several months away). C-level priority are urgent but not important (2.g., request for non-school related information with a deadline of Tomorrow). Program Achieved balance is when counselor spends most his or her time on A and B priority and very little time on C-level priorities.

Silver (cited Cobia, 2003) seven time management tools to Consider are calendars, to do lists, master list. Tickler systems, palnners / organizer, compueterized systems, and electronic organizer. A calendar is a basic tool that Allows one to track events over time. Counselor should maintain only one calendar for both personal and professional information. The size should be adwquate, but not burdensome. Important information should be photocpied in case of loss. The calendar should be accessible to you both in and out of the office.

A ticker system is a remider system. For example, one might use an accordion file to keep cards to be mailed during A Certain month, or notes about items to do (eg, call speaker in January to schedule them for the career day). Or, one might develop an annual list of things that must be done each month ,. Oeganizer, both paper and electronic, can be affective time management tools as well. There is a wide range available and one can actually customize an organizer to meet very spesific needs.

2.2.4. Supervision

It is clear from the literature that there are problems is the field in terms of supervision of counselor (Dollarhide & Saginak, 2011). Supervision can be conceptialized interms of three functions:

2.2.4.1. Administrative supervision, involving accounting for time, daily attendece, comunication skills, adherence to school policies; may be provided by building or district administrator

2.2.4.2. Program supervision, involving feedback relatve to the progress of the school counseling program is comprehensive; may be by district pupil service admintrator counselor or supervisor within the building

2.2.4.3. Techical, clinical, counseling or supervision, involving feedback on counseling, intervantion, and delopmental cerriculum delivery skills; best if provided by a more experienced counselor

It is important that you understand that each of the supervision of venues listed above is designed to Accomplish a unique purpose. The first is to help you funsction in school settings; the second, to help you function in an efeective a comprehensive school counseling program; and the third, to help you function Effectively with student families.

2.2.5. Communication

The Praparation for school counselor Often emphasize communication, we develop the relationship skills to relate positively and Effectively with our "counselee" Also serve us well in our effort to keep informed and exchange ideas with the persons Whose work we direct communication:

2.2.5.1. Keep informed poeple
2.2.5.2. Keep communication clear, precise, and positive
2.2.5.3. Use multiple communication channels
2.2.5.4. Poeple Ask what they think and listen to Reviews their answer
2.2.5.5. Standardize communications when posible
2.2.5.6. Personalize commonication

2.2.6. Involvement

Siver (1995), Myrick (2011), Dollarhide (2011) research indicates that a positive coorelation berween employee involvement and motivation, quality and productivity. A mecahnism for both comunnication with and involvement of Reviews those persons who will carrying out the persons who where the task associated with coordinating the school counseling program. They have Increased the likelihood of an integrated effort directed toward the program goals they and their leadership team have established.

3. Middle School Counseling Program

3.1. Role School Counselor at Middle School

Typically, the range of student in middle school includes preadolescenc between the age twelve and sixteen old, usually in grade seven throught nine. The uniqe needs this group require special attention,

particulary those related to their physical and social development. Theoriest who promote the middle school curriculum advocate educate program thet appreciate and understand yhe energy, confusion, and uncertainly inherent in these transitional years.

Thornburg (cited Schmidt, 2008) noted that complex development of middle grades requires counselors who are skilled in understanding and communicating with these young people. The unique needs and developmental stage of middle grade student require counseling approaches that reflect this divergence. Any counselor who uses one approach or single format with all student, regardless of the natire concern or developmental level of the student, may become frustrated. This particularly true at the middle school level. Couseling middle-graders requires expanded approach that include individual helping relationship, group experience, peer support system, and other procces

Schmidt (2008) Middle school counselor provide many service that enable student to make smooth transitions from their childhood years to adolescence. Included in these service are : (1) counseling student who fearfull of new surrounding, such as when moving from elemntary to middle school or from midle to high school; (2) helping student learn about the physical changes in their bodies through guidance activities and counseling service;(3) teaching communication skill to help student develop friendship and relate more effectively to their peer, parent, and teacher; and (4) presenting decision making models and skill for student to learn how to make choice and understand the consequences of their decisions

3.2. School Demographics

The formulation is based on the results of assessment of needs (needs assessment) learner / counselee and the environment into the formulation of the expected behaviors controlled by the learner / counselee (permendikbud No. 111 of 2014). The instrument assessment (ITP, AUM, DCM, Questionnaire Needs, etc.) is selected and used to determine the needs of learners to services BK. Here is a sample graph group profile based on the results of data collection through ITP (Inventory Task developments) that have been processed using the software ATP (Task Analysis development) SMP.

Based on the chart above, it is known that 34 students class VII shows the average TP of 3.61, the average consistency of 4:32 / 10, the standard deviation of 0:13, and the coefficient of variation of 4.96%. Seen from the graph group profiles, not all aspects of the development of students meet the average TP, there are some aspects of developments which have not yet reached the average TP. Ideally all aspects of students' development of ITP can be met so that students of class VII SMP I can achieve good progress and independence. Here is a table that shows the results of data collection class VII students as follows:

Table 1. The mean score Tasks Development (TP) on every aspect

No.	Aspect	The average TP
1	The cornerstone of Religious Life	3765
2	The cornerstone of Ethical Behavior	3.64
3	Emotional Maturity	3566
4	Intellectual maturity	3,441
5	awareness Responsibility	3412
6	Social role as Men and Women	3757
7	Self-Acceptance and Development	3,596
8	Economical Behavior independence	3515
9	Insight and Career Preparation	3,647
10	Maturity Relationships with Peers	3765

From the table above, can be identified that of the 10 aspects of development there are at least five aspects of the development of students who have not yet reached the average TP or can be said yet reached by the first students of class VII SMP N 15 Yogyakarta. The five aspects to be considered in the preparation of guidance and counseling program. Where spending priorities are aspects with the lowest achievement scores. As for the aspects of the development of students who are still below the average TP and require immediate service covering the aspects of:
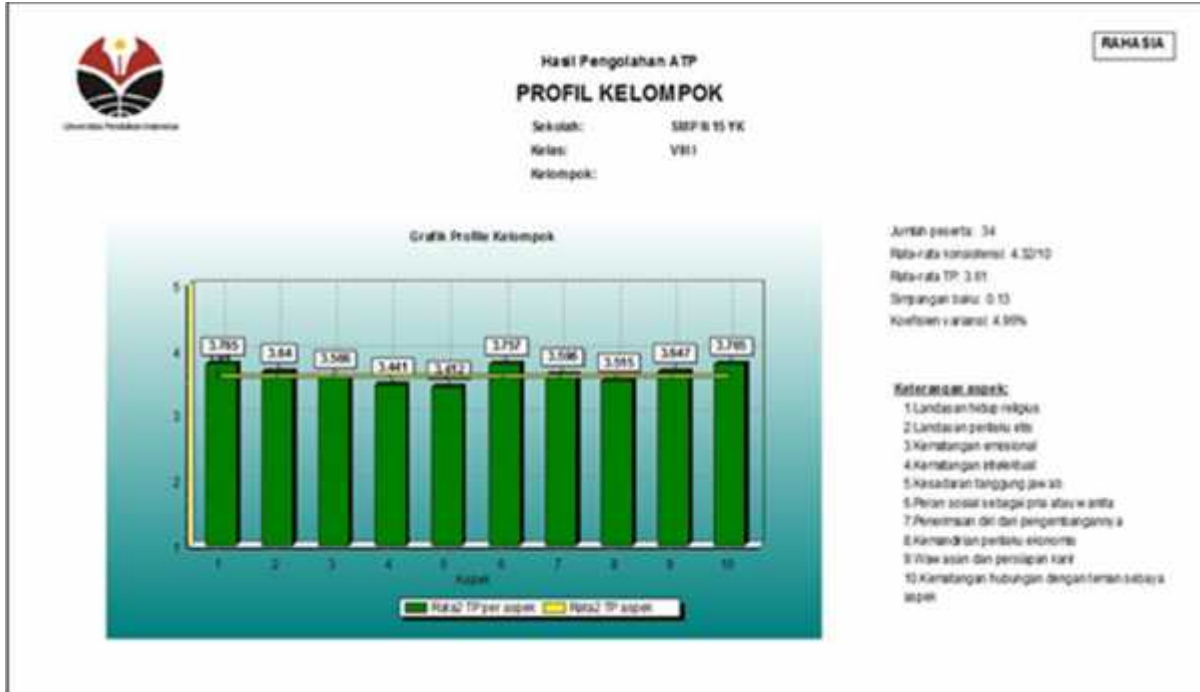
Picture 1. Profil Kelompok ITP

3.2.1.   Awareness Responsibility (3412)
3.2.2.   Intellectual maturity (3,441)
3.2.3.   Independence Economic Behavior (3515)
3.2.4.   Emotional Maturity (3566)
3.2.5.   Self-Acceptance and Development (3596)

3.3. Delivery System

Delivery system includes the ways in which the guidance program is delivered to student and is furthter devided into the subcomponent of guidannce and curriculum, individual planning, responsive service, and system support.

Guidance curriculum includes classroom guidance lessons, large group activities, and structired small-group guidance. Provides individual planning, working individually or in small group with children who are strunggling with an array of issue having a negative impact on their academic performance. Responsive service include activities that meet the immediate needs and concern of student and include consultation, personal counseling, crisis counseling, and refferal to community service. System suppport comprises management activities that support the guidance program through professional development, research and devlopment, staff, and community relations, and consultation activities with staff, parent, and the advisort council.

3.4. Managemen System

ASCA (2013) recomended school counselors spend 80 percent or more of their time in direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school counselor's time is spent in fair-share responsibilities he "routine 'running of the school' responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation" (Gysbers & Henderson, 2012).

Although spending 80 percent of time in direct and indirect student services is the general recommendation for a comprehensive school counseling program, use of time within the 80 percent may be allocated differently from school to school based on needs identified in school data. Although all components of direct and indirect student services are necessary for a program to be considered a comprehensive school counseling program, decisions about time allocation are based on student needs as

demonstrated in the school data profile and alignment with school and school counseling program goals.

Setting time estimates the proportion of each component service guidance and counseling programs in the educational unit in Curriculum 2013 there own rules. The percentage in each service and each level of education units based on data from the assessment needs of learners / counselee and education units. Thus the percentage can vary between educational units with one another, because it depends on the results of the needs assessment. Here is a table of time allocation guidance and counseling services in SMP / MTs.

Table 2. Allocation of time in junior high school

PROGRAM	SMP/MTs
Basic services	35-45%
Specialisation and Individual Planning Service	15-25%
Responsive service	25-35%
Support System	10-15%

For example, in one school year contained 36 weeks. Based on the above table it can be a percentage of the service as follows.
3.4.1. Basic services, taking a percentage of 40%
40% x 24-40 h = 10-16 hours
3.4.2. Specialisation and Planning Services Individual 20%
20% x 24-40 hours = 5-8 hours
3.4.3. Responsive Service 30%
30% x 24-40 h = 7-12 hours
3.4.4. Support Systems 10%
10% x 24-40 hours = 2-4 hoursAccountability
To achieve the best results for students, school counselors regularly evaluate their program to determine its effectiveness. School counselors implement data-driven comprehensive school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program and to demonstrate the impact their program is having on students (ASCA,2013). The purpose of this component is to analyze the data that have been collected and make program decisions based on the analysis. There are three sections: (1) Data Analysis, (2) Program Result, and (3) Evaluation and Improvement.

4. Implication For School Counselor Management At Middle School

Effective guidance and counseling services in schools supported counselor competencies in program management and counseling bimbingfan.Dollarhide (2011: 51) asserts to be comprehensive, counselors in implementing guidance and counseling program must consider several things as follows:
4.1. Holistic, program-oriented guidance on all aspects of the development of students. Field developed is academic, career, and personal / social.
4.2. Systematic, to facilitate the optimal development of students who are affected by environmental systems. Systematic question is the whole activity of counseling services arranged in a systematic and involves all the elements.
4.3. Balanced, balanced perspective is kompehensif counselor activity should be proportionate to basic services, individual planning, and responsive service and support system
4.4. Proactive, proaktf in a comprehensive guidance and counseling program is a preventive counselors working on the problem may arise that can impede student success.
4.5. Integrated in kurukulum school, a comprehensive guidance and counseling program is not a separate part of the school curriculum, but is part of the school curriculum in order to achieve the vision and mission of the school.

5. Conclusion
Management guidance and counseling service at school become important component services as basic guidance and counseling. In service of the guidance and counseling needed management program that systemic and systematic. Management services arranged systematically by considering learners and the environment and service to be implemented by all stakeholders in systemic.

6. Acknowledgment

Development of Module Guidance and Counseling Program For Junior High School

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EDUCATION PROGRAMS FOR GIFTED CHILDREN: HOW CAN WE MEET THEIR NEEDS

Sri Susanti Tjahjadini , Immanuel Hitipieuw , Marthen Pali2, Ramli2, Triyono2

Email: santi_tjahjadini@yahoo.co.id

Abstract

Gifted children need special attention and treatment methods that are different from other children. This is done not with intent to discriminate but to provide services that meet the needs of education adapted to the characteristics these children. The educational services should not be limited to the institutionalization alone. The services should also study up to the implementation of learning technologies / special education according to the characteristics of gifted. Today gifted children has an opportunity to learn at school with accelerated service but others are also learning in the regular classroom setting. The most extreme impact when the learning needs of gifted children are not meet then this gifted children would perform below their ability or underachiever.

Keywords: gifted, underachiever, parents involvement, curriculum setting

1. Introduction

Giftedness is still interesting to discuss .More recently, conceptions of giftedness have been transformed to reflect multifaceted, multicultural and multidimensional persfectives that are not defined by static performance (Clemons, 2008).The conceptions involves not only cognitive development but also various aspects of growth and development, personality, learning style, and the environment. Therefore, teachers and educators need to understand the special characters in order to immediately identify the children or students who have this special intelligence and giftedness (Hoogeveen,, 2004).

The term gifted in Indonesia refers to the term used in the United States, namely the children who have the ability above average normal children , with restrictions according to Renzulli ie IQ above 130, with creativity, motivation, and resilience of high employment. Gifted in Indonesia interpreted also with *cerdas istimewa* (special smart).

The unpopularity of science that deals with gifted because they are seen as a children who do not have a problem. The topic about gifted is often only about they tallent and academic achievement, without ever talking about the problems that arise as a result of the strong factors that unsupported, growth problems, and personality problems (Widyorini, 2014).

Our society is still not widely understood gifted children, especially in places that are less than adequate education facilities, even a gifted children is often regarded as a trouble maker by teachers, parents and friends. This boy became like bullying, because it is faster to catch the learning materials so that the time left for activities that are not usefull and the most extreme impacts of gifted children will be children who excel under his ability or underachiever

Underachiever defined as children who are not living up to their expected capability, may have varying characteristics, backgrounds, interest and the educational experiences (Clemons, 2008) Underachievement also defined as a gap between the capabilities of the learning outcomes obtained. According to Clark (2002) in Gallagher (2005) term low ability pinned under conditions where there is a gap between the potential and the resulting output. In a broader sense, students who excel less are individuals who are not motivated. They consistently show no effort even likely to be working below its potential.

Underachiever conditions may also be experienced by gifted children. Gifted underachiever is a complex phenomenon, usually the damming of the various causes are interrelated. Delisle (1992) associate the problem of underachievement in gifted children is the development of the concept itself. Although much of the complex in defining the underachievement of gifted children, but there are some common conditions that are expected to give an idea of underachievement (Galagher, 2005) that one of the key factors is ugly self image and loss of confidence.

2. Discussion

1. Gifted Conception

There were no gifted children in the 19th century, simply because the construct of the gifted child had not yet been dreamed up. Gifted children began to existin the second decade of the 20th century as a result of a confluence of sociocultural and sociopolitical factors that made the creation of the construct useful (Borland, 2005). Giftedness was once narrowly described as a person scoring in the top 1-1.5 percentile on a test of intellectual ability (Clemons, 2008). Today they have been transformed to reflect multifaceted, multicultural, and multidimensional perspective.

Many of these students gifted characteristics emerge during the preschool years. At an early age, some gifted students note relationships between products and prices in the grocery store, the passage of time, changes in weather temperatures, and measurements of distances. Parents of these "number

sense gurus" are fascinated by their children's precociousness, but are often unaware of the significance or relevance of these early mathematical discoveries (Fello 2004)

Although many conceptions of giftedness exist, conception of giftedness proposed by the Munich Model of Giftedness (MMG) from Kurt Heller (2004) which is presented in figure 1 are reviewed in this paper because this conceptions of giftedness included a multifactorized ability construct . The Munich Study of Giftedness is a study based on the classification of psychometric with some type of giftedness or talent factor. This model is called multidimensional models because it contains seven groups of factors that are relatively independent predictors. Group factor called factor capability are predictors of intelligence, creativity, social ompetence, musical, artistic, motor skills, and practical intelligence. In addition, this model also has some performance domains criteria that personality variables (such as motivation), and environmental factors that will work as a moderator who can turn potential into a performance of special privileged individuals in the form of multiple domains. This model also has the concept that giftedness is concerned with the factors that non-cognitive achievement motivation, control of the expectations,

and a child's self concept. In addition, this model also has some performance domains (criterian variables) that personality variables (such as motivation) , and environmental factors that will work as a moderator who can turn potential into the performance of special privileged individuals in the form of multiple domains. This model also has the concept that giftedness is concerned with the factors that non - cognitive achievement motivation , control of the expectations , and the child's self concept .

Models of Heller is now widely used by many countries in the framework of the application in the field of education for gifted and talented chilren . With this model the school can determine which part is weak or strong of a child so that it can be taken any action or treatment that is right for the child. The right program can then be arranged for students with certain characteristics in order to overcome difficultiesand eventualy led to a special achievement

The educational services for gifted children should pay attention to the factors mentioned above. Most educational settings do not adequately address and meet the needs of gifted students, and most teachers make only a few minor modifications to the curriculum when attempting to teach them (Fello,2004)…
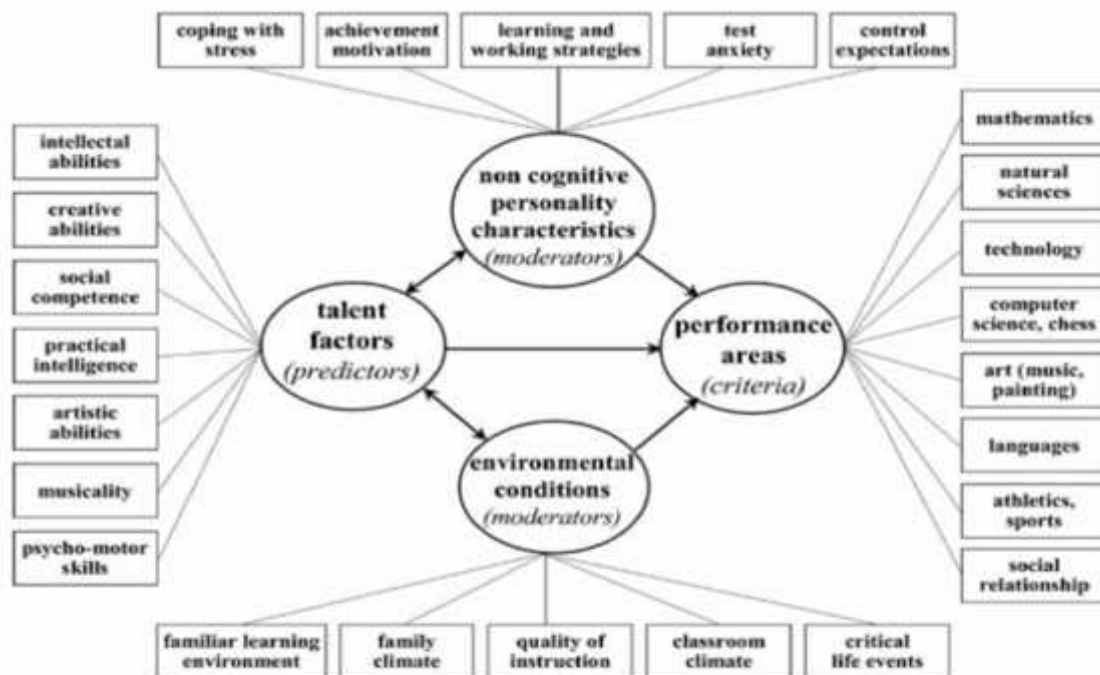
Figure 1:
The Munich Model of Giftedness (MMG) as an example of multidimensional, typological conceptions
(according to Heller et al. 1992, ²2001)

**Table 1: Possible Problems That May be Associated with Characteristic
Strengths of Gifted Children Clark (1992)**

Strengths	Possible Problems
Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex.
Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.
Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity.	Rejects or omits details; resists practice or drill; questions teaching procedures.
Can see cause–effect relations.	Difficulty accepting the illogical-such as feelings, traditions, or matters to be taken on faith.
Love of truth, equity, and fair play.	Difficulty in being practical; worry about humanitarian concerns.
Enjoys organizing things and people into structure and order; seeks to systematize.	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering.
Large vocabulary and facile verbal proficiency; broad information in advanced areas.	May use words to escape or avoid situations; becomes bored with school and age-peers; seen by others as a "know it all."
Thinks critically; has high expectancies; is self-critical and evaluates others.	Critical or intolerant toward others; may become discouraged or depressed; perfectionistic.
Keen observer; willing to consider the unusual; open to new experiences.	Overly intense focus; occasional gullibility.
Creative and inventive; likes new ways of doing things.	May disrupt plans or reject what is already known; seen by others as different and out of step.
Intense concentration; long attention span in areas of interest; goal-directed behavior; persistence.	Resists interruption; neglects duties or people during period of focused interests; stubbornness.
Sensitivity, empathy for others; desire to be accepted by others.	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated.
High energy, alertness, eagerness; periods of intense efforts.	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive.
Independent; prefers individualized work; reliant on self.	May reject parent or peer input; non-conformity; may be unconventional.
Diverse interests and abilities; versatility.	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence.
Strong sense of humor.	Sees absurdities of situations; humor may not be understood by peers; may become "class clown" to gain attention.

should pay attention to the factors mentioned above. Most educational settings do not adequately address and meet the needs of gifted students, and most teachers make only a few minor modifications to the curriculum when attempting to teach them (Fello,2004).t educational settings do not adequately address and meet the needs of gifted students, and most teachers make only a few minor modifications to the curriculum when attempting to teach them (Fello,2004).

1. Educational Programs for Gifted
   2.1. Curriculum Setting

The typical school program is designed for students with average abilities. Students whose abilities are advanced in particular areas need advanced work in those fields,and the more talented the student,the greaterth eneed for a differentiated curriculum. Typically, this means accessing content designed for older students, or acceleration. Unfortunately, many people think of acceleration only in terms of skipping grades. In fact, there is an educational "smorgasbord" of at least 20 ways to accelerate a student in subject matter or grade placemen (Brody & Stanley,2005).

There is a substantial amount of research to indicate that gifted children spend at least one-fourth to one-half of the regular classroom time waiting for others to catch up. Boredom is rampant because of the age tracking in our public schools. Peer relations for gifted children are often difficult (Webb, Meckstroth and Tolan, 1982; Winner, 2000), all the more so because of the internal dyssynchrony (asynchronous development) shown by so many gifted children where their development is uneven across various academic, social, and developmental areas, and where their judgment often lags behind their intellect.

Teachers need pre-service and in-service training in gifted education in order to understand, identify and provide appropriately for gifted students. Many teachers lack the understanding of and strategies associated with gifted education, so are poorly prepared to cater for the gifted learners in their classroom. Without this training, teachers often equate giftedness with high achievement, and fail to cater for the gifted learner who, when presented with work that they have already mastered, or find too easy, or boring, may not engage with the work and thus do not achieve at a level which the teacher expects of a high ability student. Thus the gifted learner may be overlooked for any special provisions (Henderson, 2007)

Clearly, there are possible (or even likely) problems that are associated with the characteristic strengths of gifted children. Some of these typical strengths and related problems are shown in Table 1.

From this table above there are the strength of gifted children and the possible problems so educators should be wisely to prepare appropriate educational services at the school.The most important responsibility schools have for gifted students is to provide them with educational opportunities equal to their unique needs such that their academic development is commensurate with their natural ability, and their healthy social and emotional development is facilitated (Henderson, 2007). There are some educational programs for gifted that might be addapted here in Indonesia.

2.1.1 Accelerated learning studies that offer students content acceleration, grade skipping, compacting, or telescoping —all techniques that allow for a better optimal match between learner and curriculum level (Basca, 2008). While enrichment is fostering gifted children by providing additional learning opportunities and facilities that are vertical (intensive , deepening) and horizontal (ekstensiif , expansion). Enrichment can be given such a task library , independent study , research , research , case studies and other.

2.1.2 Different from this concept, that is Multi Level Selective Class in Australia. The concept of mental age rather than chronological age is an important idea when considering multi-level classes. This means that students of differing ages but all with high intellectual ability work together, so-called 'like minds' together generating a relatively homogenous academic group. In the current research study, of the 50 per cent of staff and parents who responded, roughly 70 per cent were supportive and 30 per cent were not supportive of the multi-level classes for gifted students. The parents of gifted children in the multi-level classes were unanimous in their praise for the classes. At both ends of the spectrum, there were strongly expressed attitudes, either praising or criticizing the arrangements. The 50 per cent who did not choose to respond may be neutral about the issue, but for whatever reason, were not motivated to either praise or criticize the arrangements (Henderson, 2007)

The advantages from this programs are when a grouping gifted students in homogeneous classes also has the advantage of being better able to meet their social and emotional needs. Gifted children differ from their age-peers emotionally as well as intellectually. Often it is their sense of feeling different that can make gifted students vulnerable to negative social and emotional development. Gifted children not only think differently from their peers, they also feel differently (Silverman, 1993) This sense of difference is amplified the higher the degree of giftedness.

The problems of social isolation, peer rejection, loneliness and alienation which afflict many extremely gifted children arise not out of their exceptional intellectual abilities but as a result of society's response to them. Because of this, they need opportunities to be with other gifted students who are like-minded peers, and not necessarily age-peers, who understand their feelings and perceptions and with whom they can feel 'normal' and accepted. (Gross, 2000). Many parent also

acknowledged that their gifted children enjoyed and needed the company of like-minded boys, had formed good friendships within the class (irrespective of age differences) and were socially happy and more confident, "not being teased or called 'weird' by their classmates anymore".

The most frequently mentioned disadvantage parents saw in having multi-level classes related to the gifted boys being isolated from their age peers, and the boys in the year-level classes finding it hard to maintain friendships with their age peers in the multi-level classes. One of the most common reasons why parents generally are reluctant to accelerate their gifted child is their perception that children need to stay in a class with their age peers (Colangelo, Assouline & Gross, 2004) and yet friendships are based on many factors other than age, such as common interests and shared aspirations. Class placement decisions should be made on the basis of which class best will meet the child's academic needs, while supporting their social and emotional development

2.1.3 Distance Learning for Gifted Students. Gifted students represent a special population of students for whom technology based learning environments maybe especially appropriate given their cognitiveadvancement and facility with technology in general (Siegle, 2005). Based on research by Wallece, 2009 gifted students at the elementary, middle and high school levels all benefit from distance learning.

Although research on the use of distance learning that she made is limited but the findings suggest positive results. Students reported that they learned a great deal and felt that time was not wasted. This program also can be used to reach talended students in geographically isolated and underdevelop area (Offiir, Barth, Lev,& Shteinbok, 2003). Early distance learning projects involving gifted students in rural settings using synchoronous, interactive technologes have shown promising outcomes, with students becoming more independent learners in addition to having acces to courses that would not otherwise be available through the school (Mc Bright & Lewis, 1993).

2.2. Program for Parents

According to Heller (2004) talent can develop into performance with influenced by two factors: 1) the personality characteristics that include : how to coping stress , achievement motivation , learning strategies , anxiety, control of expectations ; and 2) environmental conditions that include : a learning environment that is known , family climate , the quality of learning , classroom climate , and critical events.

Both factors should be taken into consideration in the implementation of educational services for gifted children. Educational services that should be organized by schools are not only centered on the enactment of a special curriculum , but also organized a parents support group as well asspecially trained teachers who understand the characteristics of gifted.

Another problem with the information provided to parents is that it is fraught with myths and Stereotypes (Colangelo, 1983). Not surprisingly, parents are subject to a variety of misconceptions about the gifted child and hold stereotypic views that can interfere with understanding their own gifted child.

In another side there are high expectations from teachers and parents that were not accompanied by an understanding of gifted children. This condition should be explored in order to obtain the information needed to minimize the negative impacts from the wrong perspective . This is important because one's perspective on himself dealing with a very wide performance indicators , including a collection of characters , traits, qualities and imperfections , capacity and limitations , values and relationships which make a person knows and can judge himself correctly .

The typical school program is designed for students with average abilities. Students whose abilities are advanced in particular areas need advanced work in those fields,and the more talented the student,the greaterth eneed for a differentiated curriculum. Typically, this means accessing content designed for older students, or acceleration. Unfortunately, many people think of acceleration only in terms of skipping grades. In fact, there is an educational "smorgasbord" of at least 20 ways to accelerate a student in subject matter or grade placemen (Brody & Stanley,2005).

There are several sets of studies that are highly relevant to our crafting effective interventions for gifted learners. These studies may be categorized as accelerated learning and enrichment. Accelerated learning studies that offer students content acceleration, grade skipping, compacting, or telescoping —all techniques that allow for a better optimal match between learner and curriculum level (Basca, 2008). While enrichment is fostering gifted children by providing additional learning opportunities and facilities that are vertical (intensive , deepening) and horizontal (ekstensiif , expansion) . Enrichment can be given such a task library , independent study , research , research , case studies and other.

3. Conclusions

The educational programs should not be limited to the institutionalization alone. The services should also study up to the implementation of learning technologies / special education according to the characteristics of gifted. The most extreme impact when the learning needs of gifted children are not meet then this gifted children would perform below their ability or underachiever.

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Identification of Achievement Motivation of the Department of Guidance and Counseling Students of Universitas Negeri Surabaya (Unesa) Surabaya

Titin Indah Pratiwi[*]

Universitas Negeri Surabaya (Surabaya State University), Surabaya, Indonesia
* Corresponding author email: titinindahpratiwi@yahoo.co.id

Abstract

Achievement motivation is a driving force to students to do the best they can. The potential of students can be improved when their achievement motivation can be identified. At this time, the achievement of the students of the Guidance and Counseling (GC) of Unesa, for example in the *Program Kreativitas Mahasiswa* (PKM) or in finishing their final assignment, is not remarkable. This paper discusses the results of a research about achievement motivation of the students.

This research uses a descriptive-quantitative method. 60 GC students from the year of 2013—2015 group were chosen as subjects. The instrument used in the research has been made by the author. Indicators used in the research are (i) enjoyment to any assignments related to achievement; (ii) durability in hard working; (iii) attitude in facing failure; (iv) attitude in facing success; (v) desire in choosing assignments; (vi) desire in finishing assignments; (vii) initiative in doing their assignments; and (viii) ethusiasm of individual in finishing their assigments. The results of the preliminary research show that the GC students of Unesa in general have hight achievement motivation; however, some of them show a slowly action in finishing their final assignmen, immediately. Therefore, the students need to be motivated by, for example, providing them skill training in order to understand their ability and to manage their ability.

Keywords: achievement motivation, descriptive-quantitative, instrument

1. Introduction

The improvement of study results is one central issues in education field in Indonesia. It is related to the education quality in which it becomes the government concern and many persons who care to education, as well. Parents, communities, education organizers, and teachers, generally, they do not satisfy to the achievement in education. It can be seen from many government instructions and many education activities conducted by schools to improve the quality of education.

Eventhough the criteria of education quality is not clear, however, when we look at the achievement of alumny (performance), then we can indicate (indicator) that there are many things we can do to improve the quality of education in our country.

Some efforts to improve the education quality are the improvement of the learning quality and solving some obstacles in learning that comes from the students itself and social context of the students as well, especially from his or her family.

Guidance and counceling in high education has a strategic function and can be utilize to help the university to improve students' achievements. From the point of view guidance and counseling, the effort to improve students' achievement can be conducted by solving some factors out of education system such as modification of psychology condition and study behaviour as well as family conditions. However, it is more realistic to modify the psychological condition and behaviour of students rather than to interven their family. It is not because the family environment is not an important factor for influencing study behaviour, but it will need long time, more money, and involve many parties. Moreoever, when the students are the object of intervention, the guidance efforts can be done regularly and continuously and it can be included in a regular guidance program. The improvement of education achievement can be done by modifying some students' variables that are related to students' achievements such as cognition, emosion, behaviour, and some personality factors. This research is conducted to the students of guidance and counseling department since from the informal interview to lecturers, they stated that the achivement of the students in the department is decreasing. To provide a proper intervention, the author needs to obtain the data of achievement motivation of the students.

2. Methods

The data of achievement motivation of students is collected by using questionnaires. The questionnaire is prepared by the author based on operational variables and constructed based on Linkert's scale of behaviour. The motivation achievement data is collected as motivation achievement scales.

Weiner (1976) [1] wrote that achievement motivation can be characterized as a) preference of an individual to finish his or her assignments that related to achievements, b) endurance of an individual in study, c) affection of an individual in facing failure, d) affection of an individual in achieving success, e) desire of an individual in doing

Name of responden :
NIRM :

No	Statement				
1	I start finishing assignment from the easiest one	VA	A	NA	VNA
2	I study regularly more than 5 hours a day	SS	S	TS	STS
3	I presume failures are as the begining of success	SS	S	TS	STS
4	I proud whenever I get a good mark	SS	S	TS	STS
5	I am happy to do a risky assignment	SS	S	TS	STS
6	Other persons think that I am fast in finishing my assignment	SS	S	TS	STS
7	I ask to others before I plan and determine the detail of every assignment I have	SS	S	TS	STS
8	I am ethusiastic when I have an assinment	SS	S	TS	STS
9	I kill my free time by study	SS	S	TS	STS
10	I think that failure is not the end of everything	SS	S	TS	STS
11	I am happy when my teacher praises my assignment	SS	S	TS	STS
12	I think, it is very boring if there is no danger in my life	SS	S	TS	STS
13	I am an ethusiastic person	SS	S	TS	STS
14	When I have a problem in solving my assignment, I will find a person who can help me to finish the problem	SS	S	TS	STS
15	I think that the assignment provided by the teacher to me will make me be cleaverer	SS	S	TS	STS

Remarks: VA = very agree; A = agree; NA = no agree; VNA = very no agree

his or her assignments, f) individual ability in handling assignments, g) initiative of an individual when facing dificulties in finishing his or her assignments, and h) enthuciasm of an individual in finishing his or her assignments.

In the questionaire, the subjects respond the statements by choosing one statement's scale from 1 to 4 (very agree; agree; no agree; very no agree). There are 100 item that is expanded from 8 (eight) indicators stated before. The example of statements in the questionaire is presented below [2].

3. Results

The results of questionaire show that the students tend to obtain low score for: a) preference of an individual to finish his or her assignments that related to achievements, b) endurance of an individual in study, c) affection of an individual in facing failure, d) affection of an individual in achieving success, f) individual ability in handling assignments, and h) enthuciasm of an individual in finishing his or her assignments. An example of students' achievement motivation is depicted in Figure 1.

4. Discussion

Achievement motivation is a variable of an individual that plays important role in influencing performance and some motivation behaviour (achievement), including accademiv achievement [9].
The relation between achievement motivation and achievement and performance can be studied from some achievement motivation theories such as McCleland, et al. (1953) [3] and Atkinson (1964) [4] as well as the atributional theory of Weiner (1976)[1]. Many researches have been conducted in which the results mostly conform the theories of three authors. The results of behaviour positively is related to the level of effort of an individual. The level of effort represents the achievement motivation. In the other words, to improve the achievement of students can be conducted by improving their achievement motivation.

Psychologically, positive effects of encouragement to achievement can be explained from behaviour of respect to performance, like to challenge, and like to work hard to obtain the best
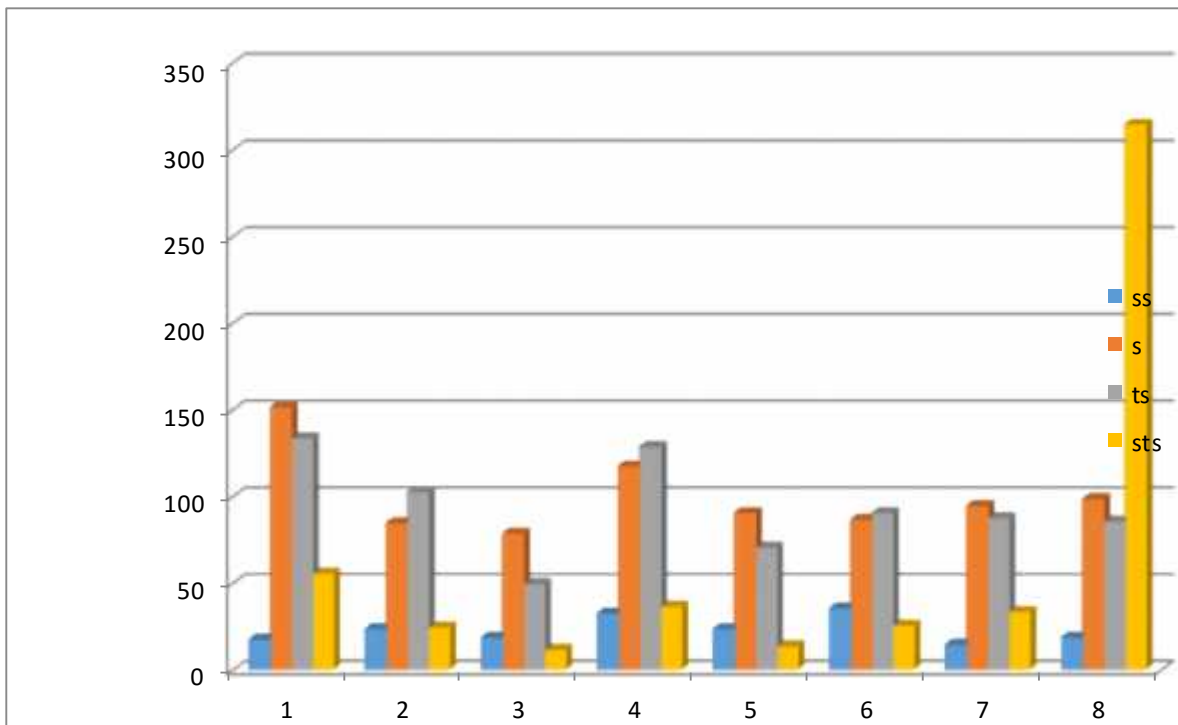
Figure 1 Respond of 2014A students to the statements in the questionaire

results. Moreover, an individual who has a high achievement motivation tends to self-reliant and he or she does not rely on others' help. In other words, an individual who has a high achievement motivation tends to show self-fullfillment behaviour rather than an individual who has a low achievement motivation. The self-fullfillment is the factor which pushes the individual to work hard, to achieve success, and always to try facing the chalenge (Share, 1994).

The theory of achievement motivation of McClelland, et al. (1953)[3], Atkinson (1964)[4], and Weiner (1976) [1] stated that achievement motivation is not a gift, but it is a result of learning. Therefore, achievement motivation can be formed by intervention programs to environment, including intervention of guidance and counseling. Improvment of students' achievement motivation as a target of intervention for improving study results is not only significant theoretically, but also it is significant in practice. Practically, in the field, it is indicated that intervention to students can encourage students to improve their achievement motivation. It an evidence from the research results by the author to the students of GC department that the students have less motivation to obting high achievement. Some students do not study hard. They only study when they will have a test or an exam. The are not ethuciasthic to finish their assignment, satisfy of what they already obtain, and do not show competitiveness amongst the students. Some students are underachievement.

The success or failure of students is depending on the students' achievement motivation. The awareness of students to their tasks will make

them easy to reflect their ability. Perry and Magnugson (1993) [5] stated that the accademic failure can reduce confidence and contral orientation, reducing control of understading, and creating a negative-affective reaction. If this impact is experienced continuously, the students will have psichological problems in which they do not believe that their failure can be solved, they will avoid difficult assignments, they do not strugle to face difficulty, and they are oriented to failure (Dweck, 1986 [6] and Weiner, 1979 [7]).

So, if the students' failure is not handled immediately, it will influence the students' behaviour and they will think that the failure if their own. Mostly, this condition will create some problems: (i) less interest to study, (ii) weak in intrinsic motivation, accademic individual concepts, and self perception, (iii) lowering self confidence after failure, (iv) easily to be deperate, (v) responding failure by loss of learning motivation, and (vi) like to escape/ truant and tend to drop out (Eecles et.al, 1993 [8]).

This condition is an interest of the author since if the negative potential (no motivation) due to failure is not solved then it will disturb the study process of the students.

The success and failure in achievement of students during their study are potential events. Learning achievement is an important factor that can trigger the success of the students. The success of obtaining good marks will make the confidence of students improve as well as their learning motivation. On the other hand, if the students experience failure, they are expected be more

focus, never give up¸and work harder. However, some students could not facing failure. They tend to be agresive or depresive, desperate, truant, or more tragically, they do suicide. The research of Perry and Magnusson (1993) [5] reported that accademic failure can reduce self confidence and control orientation.

The need of achievement, stated by McClelland, is a power of an individual to do an activity better, faster, more effective, and more efficient than before. This power can push an individual to great activities such that he or she can achieve good progress, fastly. It is like viruses which grow fastly and create an impact to life.

Weiner (1979) [7] predicted that students with high achievement (high achiever) are most possible to attribute their success due to stable internal causes and could not be controlled (high ability) and to attribute their failure due tounstable internal causes and colud be controlled (effort). As an example, a student obtains A mark in an exam states that he can obtain this mark because he can solve the exam problems, well. However, if he or she obtain C mark on another course, he or she will recognize that his or her failure because he or she does not study hard. On the other hand, an individual with low achievement (low achiever), Weiner stated that he or she will attribute his or her success due to unstable causes, controlled or uncontrolled (lucky and working hard) and he or she will attribute their failure causes by stable internal causes and uncontrolled (low ability) in which it can destroy their achievement motivation. Weiner (1990) [9] also distinguished individual characteristics with high achievement (high achiever) to the one with less achievement (low achiever). He stated that an individual who has high achievement motivation have the following characteristics:

1. Love (not avoiding) assignment related to achivement since they think that success is related to high ability and working hard. Failure is regarded to unlucky things and difficults assignments are not their mistake and they could not control them. Therefore, failure will not disturb their self-esteem, but success can improve/ build their proud/ esteem and self confidence,
2. Bear to work hard (focus) and not easily to give up since failure is regarded to less effort wich they can control it (improve it by working hard)
3. Choose chalenges with moderate difficulty (50% success, 50% fail) since they think that the results of their effort will give them good feedback regarding their effort, compare toe choosing chalenges with high difficulty or low difficulty since the results of the effort could not give feedback about the effectivity of their effort
4. Work with low energy since they know that whatever the obtain is because of their effort such that they can use their energy efficiently.

On the other hand, students with low achievement motivation (unmotivated) have the following characteristics:

1. Avoid assignment related to achivement since they think that they tend to be doubtful to their ability and/ or think that their success is related to lucky or uncontrolled factors. Eventhough they are success¸thay think that their success is unuseful for them since they think that the success is not due to their ability and effort; therefore, the success will not them proud or confidence
2. Keep quite when they have difficulty since they think that the failure is caused by their low ability wich could not be changed
3. Choose very easy or very difficult assignment since they thing that their achievement could not give feedback regarding their effort

They have less enthuciasm in finishing their assignment since they think that all their achievements are not related to their effort.

5. Conclusions

Based on the research results, in can be concluded that there are some efforts need to be conducted to encourage students such that students have:

1. Individual preference in solving their assignments related to achievements
2. Individual endurance in study
3. Individual affection in relying failure
4. Individual affection in relysing success
5. Individual ability in handling assignments, and
6. Individual enthuciasm in finishing assignments.

To obtain those condition, the following efforts can be conducted:

1. To convince students that they have chance to fulfill their needs to be a part of a group, since their believe thatthey are a part of a group will make them feeling to be accepted by their environment. The feeling of acceptance will make them confidence in doing heir assignments
2. To convince students to look at their ability by evaluating their effort and achievements
3. To create a comfortable class for everybody

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IMPLEMENTATION OF PEER COUNSELING FOR UNDERSTANDING FREE SEX TO STUDENT

Ariadi Nugraha[1,]Utari Widya Pratami[2]
[1]Ahmad Dahlan University, Yogyakarta, Indonesia
[2]Ahmad Dahlan University, Yogyakarta, Indonesia
Ariadi.nugraha@bk.uad.ac.id, utari1500001033 @ webmail .uad.ac.id

Abstract

This article focuses on adolescent deviant behavior. Teenagers are individuals who are in the process of evolving. To reach maturity, the teens need guidance, because they still have little understanding of themselves, their environment and in determining the direction of his life. One of the problems that cause deviations adolescent behavior is related to free sex. The phenomenon of free sex among teenagers is caused by sexual urges that can not be accommodated by teenagers, and the influence of technology. Problems arising from a lack of understanding of the attitudes of adolescents to sexual behavior positively. Taboo Culture to discuss sexuality issues make teens do not have an adequate understanding of how can positive and responsible in expressing their sexual attitudes and their behavior. Thus, the role of the competent authorities to carry out the role effectively in efforts to prevent the emergence of various forms of violations adolescent sexual behavior as well as negative impacts. In line with this, the implications for guidance and counseling services. One such service is peer counseling is an approach that uses peer services as a tutor which is a model of counseling services that use peer counseling and is able to influence the attitude and behavior change that is effective enough to help teenagers in resolving the problem of sexual and deviation of personality . Implementation of the peer counseling service is expected to be a medium that can provide information to adolescents and provide positive understanding related to the problem free sex.

Keywords: Free Sex, Peer Counseling, Guidance and Counseling Services

2. Introduction

Adolescence is a period in human life where there is a transition physical and psychological which generally lasts for a period of puberty to young adulthood (Merriam-Webster Dictionary 2012). Youth as a successor to the life need attention because at this time to determine how teenagers face the next life is early adulthood. (In the book Hunainah 2011: 1). Patterns characteristic of the rapid growth and development of this cause teens to have a sense of great curiosity, love adventure and challenges as well as tend to take risks without careful consideration (Soetjiningsih, 2004).

The main challenge of adolescence is a change related to the development of puberty and sexuality, the role change social, cognitive development, emotional and moral, as well as the school transitions. (Perkins & Borden in 2003). Adolescent problems spotlight today concerning free sex. The spread of venereal disease, pregnancy outside of marriage, abortion and marriage a young age. Sullivan (Hall & Lindzey, 1985: 184) argues that many adolescent conflicts arising from the needs for sexual satisfaction, security and familiarity of opposites. During adolescence, both women and men are often questioned their sexuality and try to determine feelings seksulanya juice alone without involving other people. Most other teenagers tried to recognize and express their sexual feelings by experimentation or trial and error, so the potential teething troubles deviation sexual behavior and adolescent personality.

Based on the results of the study of sex behavior as one of the deviant behavior of teenagers from year to year is risky, people began talking about when it comes to the fact that 74.89% of adolescents in Kupang, Cirebon, Palembang, Singkawang, Tasikmalaya having sex with their girlfriends (sustiwi, May 2, 2005: 15) adolescents begin blamed, accused of immodest, immoral, degenerate even to say no religion.

Increased sexual interest in adolescents as a result they do not get reproductive health education, so do not know the dangers or the impact of free sex. Teens in general have a great curiosity about sexuality so as to encourage the teens themselves to always trying to find information, regardless of whether or not such information. Sources of such information was freely available from peers, books, videos, or open sites on the Internet.

The behavior of adolescent period currently associated with highly risky sexual behavior and thus

creating a teenager who is less qualified. Teens need information that is clear, correct and positive, but teens are not comfortable discussing sexuality-related because it is still taboo among adolescents. Cultural taboo to discuss sexuality issues make teens do not have an adequate understanding of how positive and responsible in expressing their sexual attitudes and perilkau. Based on this phenomenon, the necessary role that can help teens to get information related to sexuality, one through the role of peers.

For teenagers, peer is someone who is often invited to vent or sharing because it is considered the most secure, so that in addressing issues become more open. In addition, many teens spend the most time with friends sebanya. The peer group will be able to also determine how the individual develops in adolescence. So the role of peers is very effective in helping provide information related to adolescent sex compared with BK teachers or parents. Young people communicating issues to the BK teachers or parents, when they find a dead end after raising issues with their peers.

Therefore, it takes the role of teacher Guidance and Counseling to find potential students to be empowered so that the role of peers can be used as a media convey the problems, giving positive information, and support a friend who has a problem. In line with that required a specific training and guidance for its peers who have a positive influence on the environment so that it can be used as guidance and counseling teachers partners in helping to minimize the negative attitudes towards sex behavior.

Counseling of peers is a form of relationship that is helpful. Meaning of relief here is an attempt to help others so that he is able to grow towards his own choosing, able to solve his problems and be able to face crises experienced in his life. Through counseling peers, is expected to prevent or capable of recovering a wide range of issues of sex behavior effectively so as to develop a positive attitude toward sexual behavior of teenagers in school junior.

2. Methods

2.1 Sources and Types of Data

The data used in the preparation of this paper comes from literature literature related to the issues discussed. Some types of main reference used is a book about peer counseling, counseling, and permaslahan free sex and scientific journals print edition and online edition, and scientific articles are sourced from the internet. The type of data obtained varied, are qualitative and quantitative.

2.2 Data collection

method of writing is literature. Information obtained from the literature and are prepared based on the study of the information obtained. Writing pursued interconnected between each other and according to the topics discussed.

2.3 Data Analysis

The collected data were selected and sorted according to the study topic. Then do the preparation of papers based on data that has been prepared in a logical and systematic. Analysis techniques and descriptive argumentative

3. Results

Based on the results of research that have been done related to the knowledge of teenagers towards free sex showed a low knowledge 43.22%, 32.28%, while 19.50% of knowledge is quite adequate knowledge (Muslikah et al, 2 (1) (2013). in addition, other studies point to the fact that 74.89% of adolescents in Kupang, Cirebon, Palembang, Singkawang, Tasikmalaya having sex with their girlfriends (sustiwi, May 2, 2005: 15)

Listening to the phenomenon that takes the role of guidance and counseling teachers collaborate with peers who have been trained before.

The tendency of teenagers would rather tell the problem related to sex with peers as teens feel safe when telling stories or sharing withfriends,so that in addressing issues become more open. in addition, teenagers spend most of the time together sebanya friends. the group of peers will be able to also determine how the individual develops in adolescence. So the role of peers is very effective in helping provide information related to adolescent sex compared with BK teachers or parents. Young people communicating issues to the BK teachers or parents, when they find a dead end after raising issues with their peers.

4. Discussion

4.1 The concept of Peer Counseling

Based on these problems, teens need to be prepared in order to have an adequate understanding of sexuality. If this condition is not addressed then allows the number of teenagers who fall towards sex behavior will continue to grow. One that can solve these problems which is providing guidance and counseling services that focus on the negative attitude of sex behavior by collaborating with peers. Peer Counselling is basically a way for students to learn to pay attention and help other students, and

apply it in daily life day (Carr, in Hunainah (2011). Meanwhile, Tindall and Gray in Hunainah (2011) defines peer counseling as a variety of behavior help interpersonal carried out by individuals nonprofessionals who tried to help others. According to Tindall & Gray, peer counseling includes relationships helps conducted individually (one-to-one helping relationship), group leadership, leadership discussions, advisory, tutorial and all the activities of interpersonal human to assist or help. Along with the increased encouragement and the needs of adolescents to interact with friends, either similar or opposite sex friends, relations peers become very important.

peer counseling is a form of psychological training deliberate and systematic. Peer counseling allows students to have the skills to implement the experience of independence and the ability to control themselves very meaningful for teenagers. In particular, peer counseling does not focus on the evaluation of the content, but rather focuses on the process of thinking, feeling and processes of decision-making processes. In this way, peer counseling contributes to its strong experience needed by teens that respect. (Carr, in Semloknas guidance and counseling (2008)

Kirby and Miller (2002) says that the programs most effective for older people improve their knowledge on adolescent sexual behavior and help them understand that talking about sex with a teenager is difficult yet rewarding. Program good also helps parents to improve their skills in talking about sexuality by allowing them to feel more comfortable with the material, to improve their listening skills and their capacity to start a discussion.

in particular counseling peers do not focus on the evaluation of the content, but more focused in the process of thinking, feeling and processes of decision-making process. in such way, peer counseling contributes to its strong experience needed by teens that respect, Carr in Hunainah (2011. adolescent health counseling is counseling given to a teenage client or a group of teenagers who need someone to talk to recognize and solve the problem. Premarital sexual attitude changes can occur in groups of teens who received peer counseling.

Research conducted Willard Hartup (1996,2000,2001; Hartup & Abecassiss, 2002; in Santrock, 2004: 352) over three decades show that friends can become sources cognitive and emotion from childhood to old age. Companions can strengthen self-esteem and feelings of happiness. In line with these findings, Cowie and Wellace (2000:

8) also found that peer support much help or provide benefits to children who have social problems and family problems, can help improve the school climate, as well as providing social skills training. Bernd (1999) recognizes that not all of your friends can memverikan advantages for development. Individual development will be assisted if the child has friends who are socially skilled and is supportive. While the friends who like to impose the will and a lot of conflict will hamper the development (Santrock, 2004: 352).

Noting the importance of peers, the development of positive peer environment is an effective way that can be taken to support the development of adolescents. In relation to the advantages of teenagers have positive peer groups, Laursen (2005: 138) states that positive peer groups allow teens to feel welcome, allowing teenagers to catharsis, as well as allow teens to test the new values and new insights. Further Laursen insists that positive peer groups provide an opportunity for teens to help others, and encourage teens to develop a network to give each other positive encouragement. The interaction among peers can be used to establish the meaning and perceptions and new solutions. Positive peer culture which provides opportunities to the youth to test the effectiveness of communication, behavior, perceptions and values that they have. Positive peer culture is helpful teens to understand that he is not alone in facing challenges. Positive peer culture that can be used to help change behavior and values of adolescents (Laursen, 2005: 138). One effort that can be done to build a culture of peer positive is to develop peer counseling in the teen community.

Counseling peer is considered important because it is based on observation, most adolescents more often discuss their problems with peers than with parents, teacher assistant, subject teacher or homeroom at school, because he felt that adults can not understand adolescent and believed that only his fellow teenagers can understand each other. In addition among adolescents have the interest and commitment as well as a very strong bond. Such circumstances often make teenagers as an exclusive group. Closeness, openness and a sense of shared destiny among adolescents an opportunity for efforts to facilitate the development of adolescents through peer counseling (Hunainah: 2011)

4.2 The concept of Free Sex

period of early adulthood is a time of the transfer of the juvenile and the current dynamics of individuals starting a new stage in life (Turner and Helms, 1995). Early adulthood is a period where the face of a wide variety of ideas and they are aware of

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the differences in viewpoints (Perry in Turner and Helms, 1995). Early adult interesting to discuss because at this time they over take sex seriously or more consideration before doing something or be more stable in physical and mental conditions that are considered prime (Turner and Helms, 1995). Adults today tend to delay marriage until the ripe old age, but sexual desire can not be postponed. Surrounding environment also plays an important role in the formation of high religiosity within oneself. Free sex according Sarwono (1988: 8) is defined as sexual behavior conducted among men and women with no bond nothing but love and free sex. Another opinion expressed Sarwono (2002: 137) that is free sex relationships are driven oelh sexual desire, both with the opposite sex or the same sex that is done on couples without marriage.

According Kartono (1997: 188) in question free sex is sex freely with many people and an act of sexual immorality, conducted openly without any shame because it is driven by sexual desires that are not integrated, not overcooked and unnatural. The most important factor encouraging adolescent premarital sex, namely: their own sexual urges that can not be dammed, to meet the desires and feel the affection of girlfriend (Melantika, 2003: 21) .Sebab ie because of the pressure that comes from her social friends, their pressure from her boyfriend, their bodily needs, curiosity and self impingement (Dianawati, 2006: 10-12).

the confidence in adolescence is associated with negative behavior or delinquency incurred, will result in adolescents is difficult to interact and develop a positive assessment both to themselves and to environment it faces. It can be assumed that the higher the lower the students' confidence level of juvenile delinquency and vice versa, if the lower confidence higher levels of juvenile delinquency. Hurlock (1980) states that a person has high self confidence if he is able to make positive statements about themselves, respect themselves, and be able to pursue the expectations that are likely to make it a success.

4.3 Application Peer Counseling in Enhancing Understanding Free Sex

Based on the above , According Muslikah, et al (2013) adolescents need to be prepared to have an understanding of adequate reproductive health. If this condition is not handled properly, it is possible the number of teenagers who fall in promiscuity will continue to rise. One of the steps that can be taken to prevent increased promiscuity is the implementation of guidance and counseling services (BK), which focuses on negative attitudes towards sexual behavior is not healthy to do a collaboration with peers, because most teenagers are more often recount the problems sex with peers , Therefore it could be provided by a peer counseling teacher as a place to vent, media guidance and friends who were able to help his friends developed a negative attitude towards unhealthy sexual behavior in adolescents. Peer counseling is the process of assistance through peer (elected and have been trained by teachers BK) against teenagers or students in order to develop positive attitudes and behaviors. In line with the main target of the intervention process is peer counseling teens can control sexual impulses with full responsibility and can be useful for human survival. Targeted interventions specifically is to develop a negative attitude towards sexual behavior is not healthy adolescents.

Before organized counseling training peers, according Muslikah, et al (2013) activities started with the selection of candidates supervising peer with the following characteristics: (a) have an interest, willingness and attention to help a friend voluntary, (b) Open and able to empathize, (c) have a good discipline, (d) have high academic achievement or minimal mean, (e) has a self-regulated learning or self-management was good, (f) have self-control and good morals, (g) are able to keep a secret, (h) can socialize and be a good model for their peers, (i) understand the social norms, laws, religion.

Muslikah, et al (2013), states the main purpose of training peer counseling is to increase the number of children who have insight into good reproductive health and is able to use the skills of assistance to their friends. This training is not intended to produce clerk to replace the function and role of the teacher guidance and counseling. Students are trained to be good listeners, information center, led the focus group discussion as well as anti-free sex media campaign on reproductive health topics to his friends. The training took place over several sessions delivered by teachers BK accompanied by a facilitator. Training is held at after school so it does not interfere with instructional hours. In the process of training, the participants were divided into groups of four to six members. The training consisted of three sessions with a duration of three to four hours each session. Training is conducted twice a week, every day of exercise for just one session. This is done so that the training materials are straightforward and well internalized. In each session presented tasks that resemble supervised practicum organized in groups from each class. The material in the training of peer counseling are as follows:

1. Skills in providing assistance include:
   a) Skills to establish social relationships, approaches and improve social

interaction especially with students who need help.

b) Skills hear, understand and respond appropriately and positively.

c) Skills attending, empathizing, summarizes, asked behave genuin, behave assertively, confrontation and problem solving.

2. Insights that must be possessed of peer counselors on teen sexual behavior, the development of adolescent reproductive, sexual behavior is not healthy in adolescents and a contributing factor, the risk of premarital pregnancy and the dangers of abortion, the dangers of STDs (Communicable Diseases sexual) and healthy relationships in adolescents as well as an understanding of the rule of law, social and religious related to sexuality.

After the training is completed, according to Muslikah, et al (2013) peer counselors are encouraged to be able to apply the results of training in order to help peers in one heart-to-day life. Help is done through the vent / consultation, the provision of information in the classroom and focus group discussion with a friend in the class as well as the media campaign of anti free sex appropriate material that has been prepared by the peer counselors. When the activity has been running peer counseling, counseling teacher mentoring, coaching and the increased capacity of the peer counselors. The model of peer counselors to develop a negative attitude towards unhealthy sexual behavior in adolescents in order to optimize require the support of all stakeholders of the school, such as the head of the school, subject teachers, homeroom, parents and the community. The support is intended to stake holders schools understand the importance of training of peer counselors so that the role of peer counselors can be optimized. BK teachers can collaborate with teachers of subjects eg biology teachers and religious teachers in the delivery of training materials peer counselors, so that the training material more comprehensively from different perspectives.

The implications of peer counseling by Muslikah, et al (2013) validated by expert guidance and counseling as well as practicality tested through focus group discussion by practitioners in the field, then tested is limited. From the explanation above, showed that on average a negative attitude towards sexual behavior is not healthy after being given by the peer counselors has increased, so it can be concluded that the application of peer counseling in schools is very effective to reduce sexual behavior is

not healthy adolescents as well as provide a deeper understanding Related free sex.

5. Conclusions

Based on the above description that the presence of peer counseling will encourage teens to obtain adequate information on reproductive health and adolescent attitude should have an understanding of sex-related free. It was based on that most teens more often discuss their problems with peers than with parents, teacher assistant, subject teacher or homeroom at school, because he felt that adults can not understand adolescents and they are convinced that only a fellow teens can understand each other. So that peer Counseling is considered effective to improve the understanding of sex to students.

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Anger Management Training With Cognitive Behavior Modification For Preventive Agresive Behaviour Of Adolescent

Binti Isrofin, M.Pd[*]

***bintiisrofin@mail.unnes.ac.id**

Abstract

Today's aggressive behavior on adolescents increasing both of quantity and quality. One of cause aggressive behavior is transition periode physical and psychogical that influence emotion aspect of adulescent.This aggressive behavior problems despite trying to overcome, but the handling is not yet optimal, schools usually give punishment to the students in dealing with aggressive behavior. To answer the problem, the authors wanted to describe anger management training with cognitive behavior modification approach to prevent aggressive behavior of students. Anger management training with cognitive behavior modification is an alternative treatments that can be used for students with destructive emotion of anger and risk of aggressive behavior. The aims of anger management training is adolescent be aware the emotion of anger, situations and think that can cause of destructive anger, finally they can manage angry and respond provocative situation with constructively behavior and not aggressive. Anger Management training with CBM approach to reduce aggressive behavior that can be apply by counselors consists of three stages: (1) self-observation (2) Starting a new internal dialogue, (3) learning new skills.

Keywords: Aggresive Behavior, Anger Management Training, Cognitive Behavior Modification

1. Introduction

The rise of violent behavior among adolescent make attention many people because it is apprehensive phenomenon. Ironically, the actual task of students is learn for them future, they engage in aggressive behavior even criminal action. Aggressive behavior is the behavior of individuals who intended to harm other individuals who do not want the arrival of behavior Baron (2005: 137). In this definition, there are four behavioral factors, among others: the purpose to injure, individuals who become actors, people who are victims, and the unwillingness people received agression behavior (Dayakisni, 2001). While aggressive behavior by Mayers (2012: 69) is a physical or verbal behavior that is intended to cause harm. Based on theory can conclution that aggressive behavior is a behavior that intended to harm other people or other objects accidentally either physical or verbal.

Aggressive behavior of adolescent increasing in recent times, both in terms of quantity and quality. Adolescents who have aggressively not without cause, but for the transitional period of physical and psychological that can affect emotions. Santrock (2003: 26) defines adolescence as a developmental period of transition between child and adulthood that includes changes in the biological, cognitive, and social-emotional. Biological changes include changes in the physical nature of the individual. Cognitive changes include changes in the mind, intelligence and body language, while social development changes in the individual's relationships with other human beings, whether family, friends, and the environment. If the environment in which they associate it positively, they will be grow towards the positive. But, if they fall into a negative environment, adolescent will be be motivated to do negative things (Asmani, J.M, 2012: 15).

Aggressive behavior is not only triggered by events in the environment outside of individual, but also raised of how the incident is received and processed cognitively or is called attribution (Berkowizt, 2003). adolescent who have angry and aggressive often face bias in attribution, especially in perceiving social situations and encourages them to behave aggressively when faced with conflict or unpleasant conditions (Berkowitz, 2003). If Adolescent often exposed to aggressive behavior, the student's ability to adapt aggressive behavior will be higher. Moreover, if the situation is reinforced by the teachers who tend to be aggressive when facing her students. this situation would form the students to imitate this behavior, so that aggressive behavior will be habitually in school.

The occurrence of a transitional period like physical and psychological can affect adolescent emotions. If uncontrolled emotions, too extreme and constantly then the emotions will be a source of diseases such as hypertension, heart disease, stress, anxiety, anger overwhelming, even severe depression. In general there are two kinds of human emotions that positive emotions and negative emotions (Faupel, 2011; King, 2012: 110). Happy, is one form of positive emotions, while anger (anger) and sadly an example of negative emotions (Shaffer, 2009). Although angry included as a negative emotion, but the emergence of anger not always be a sign of emotional instability, but is a natural emotion that is experienced by everyone like children, adolescents, and adults (Golden, 2003). Anger can be seen from the positive and negative sides. The positive of anger is to help individuals cope with the problem in a way that is acceptable to the environment in a variety of

situations. While the negative side of the upset is if expressed in an inappropriate way as damaging objects, acting either verbally or physically aggressive which can interfere with interpersonal relationships.

Angry emotions expressed in an appropriate manner can help individuals to express their feelings in a way that is environmentally acceptable, help solve problems, and also be able to motivate in achieving a positive goal (Bhave & Saini, 2009). While the emotion of anger expressed by way of overwhelming even to hurt other people will cause many teenagers have problems in school such as failing a grade even expelled from school and in the community. Cornell, Peterson, & Richard (1999) stated that temper is a factor redisposisi of aggressive behavior and angry it is parallel with the encouragement of aggression so that intervention needs to be done to get angry as a means of reducing aggressive behavior. A high level of anger among early adolescents often manifest in the behavior of crime, antisocial, violent, low learning achievement, and the lack of physical and mental health until the late teens and adults (Currie, 2004). Research Lench (2004) reported that subjects with high levels of anger are likely to have a destructive coping strategies, of anger by attacking the people and things physical and verbal, more challenging and negative behavior; and more often in conflict with others.

This aggressive behavior problems despite trying to overcome, but the handling is not yet optimal, schools usually give punishment to the students in dealing with aggressive behavior of students. Penalties will be an effective instrument for reducing the occurrence of aggressive behavior with the following provisions: (1) the punishment should be administered immediately after the aggressive behavior occurred; (2) the level of punisment should be commensurate; and (3) the punisment shall be given each time appearing aggressive behavior (Baron, 2005: 164). Only in its implementation, many schools do not pay attention to these provisions in giving punishment to students. A simple example that we can see is the use of the rules points at schools for students who violate school rules. The higher the points accumulated, the higher the students' punishment / sanctions that can range from calling their parents, to make a statement, scorsing even until eventually returned to the parents. Fault of execution with the points system resulted students rather than a deterrent but maladaptive behavior of students increases.

On the other hand, some counselors still use a less effective way to handle aggressive. In general, counselors provide information services about the matter of juvenile delinquency and consequently, delivered in conventional so not much influence the behavior of students. In addition to providing information services, counselors also malakukan individual counseling activities but the lack of efforts to obtain optimal results, because such activities can not be carried out intensively. Not optimal counseling services is likely to occur because there is a "psychological pain" on the counselor who want as quickly as possible out of sessions relief (Triyono, 2005). Counselors also received another mandate as treasurer, builder of extra-curricular school activities or committees. Based on these facts, the students who have a high level of anger and the risk of aggressive behavior needs to be addressed to provide appropriate handling in managing anger and control aggressive behavior. Based on the description of the above problems, it required a solution that is effective to prevent aggressive behavior of students. To answer the problem, the authors wanted to describe anger management training with a cognitive behavior modivication approach to prevent aggressive behavior of students

2. Theorical Review and Discussion

Importance Of Anger Management (Managing Anger) For Adolescent To Reduce Aggressive Behavior

Management of anger is a person's ability to express angry in a way that is acceptable to the neighborhood, with a reasonable degree, at the right time, for the right purpose and addressed to the right person (Bhave and Saini, 2009: 111). Likewise, According to Gentry (2007) The management of anger is an individual's ability to control anger owned and respond to them in a manner that is acceptable to the neighborhood. An angry management ability to control anger by recognizing physiological responses, cognitive processes and behavioral responses appropriately (Novaco, in Feindler, 2005: 11).Based on explanation, it can be concluded that anger management is the ability to control anger by recognizing / identifying the physiological responses, behavioral and cognitive processes to an unpleasant situation in a proper way so that it can be accepted by the environment.

Research conducted by Crick and Dodge (in Feindler, 2005: 11) states that children and adolescents who have impulsive and aggressive behavior often react toward emotional turmoil and failed to solve interpersonal conflicts in an appropriate manner. Results were boosted again with penilitian Lochman & Dodge (in Feindler, 2005: 11) which shows that the cognitive reactions aggressive in adolescents, especially hostile feelings and expectations that negatively affect the behavior of responding to interpersonal situations. In the aggressive teens have the ability to think looks less prosocial and irregularities of thinking which can intervene in their perceptions of injustice, anger, and the decision to use an aggressive response to situations that provoke.

Based on these results it is assumed by the researchers that upset becomes unhealthy, when mad cause people to be able to think clearly, are likely to hurt others or themselves, damaging, and interfere with a person to do kegiata well. Therefore, control of the angry need to be done in order to control the appearance of aggressiveness. Individuals who are in a state of angry will not be vigilant, can not think well, and have less empathy for the environment (Cavell & Mallcom, 2007). Faupel, Herrick and Sharp (2011) also says that the difficulty in managing one's anger will lead to difficult relations with others, and the more severe is the cause of violence against oneself or others. Meanwhile, according to Bhave and Saini (2009), poor anger management can cause some problems such as the decline in the quality of work, the emergence of mental and psychopathological disorders such as depression, difficulty to concentrate on completing the work, as well as difficulty thinking rationally.

The goal of anger management is to provide choice to express anger in a healthy way. By studying various strategies that can be used to manage anger, then humans can improve the control, choice and flexibility in response to feelings of anger. Individuals who are able to learn a variety of ways to control anger will perform with more confidence. Bhave and Saini (2009) also found by studying how to manage anger is good, can help individuals express anger in a positive way. In addition, it will assist individuals in making self-control against internal and external responses as a result of the anger felt that aggressive behavior can be minimized.

Cognitive Behavior Modification Approach (CBM)

The theory of cognitive behavior modification is part of the traditional behavioral approaches developed by Pavlov in the early 20s century. This approach was adopted from Watson in 1920 that later developed in the study by experts B.F researchers like Skinner and Hans Eysenck in the 1950s. Furthermore born kognitive behavior approach to enhance previous theories and growing with studies done by experts. As one of the   is Donald Meichenbaum CBM approach (Newton in Aryani, 2008: 42). CBM is a merger of behavioral theory and cognitive theory. According to CBM, individuals who act, preceded their thinking process. Emotions and behaviors are influenced by how individuals view themselves and the surrounding environment. An individual view is that involving a person's cognitive elements that together these elements form an opinion or view individual. Furthermore, when people want to change a behavior that is adaptive, must first understand the aspects that are in the cognitive experience and strive to build adaptive behavior by learning the skills contained in approach behavior. After the individual in charge of keterampialan - skills that are taught, he is expected to be able to apply in everyday life (Meichenbaum in Aryani, 2008: 43).

The underlying assumption of CBM is the first, cognition adaptive leads to the formation of inappropriate behavior adaptive Similarly, the second increase in self-adaptive can be reached through an increase in positive thinking, and three students can learn the enhancement of thinking about the attitudes, thoughts and behavior (Meichenbaum in Aryani, 2008: 45). Based on these concept, CBM can be interpreted as a an approach that simultaneously strengthens the emergence of adaptive behavior and weaken the emergence of adaptive behavior through an understanding of the internal processes of the mind that aspects of cognition that is less rational and coping skills training efforts accordingly.

CBM approach of Meichenbaum have differences with the approach of Ellis REBT and CBT of Beck. If   REBT therapy and CBT emphasizes confrontation with maladaptive thoughts and thinking irrationally disclosure made more direct and confrontational, CBM is more focused on the change verbalization student (Corey, 2009: 296). CBM basic prerequisite is that students as behavior changes to be aware of how they think, feel, and act as well as the influence they have on others. In order for that change to happen, students need to cut their maladaptive behaviors so that they can evaluate their behavior in various situations. CBM emphasis on self-help membelajarkan help students become aware of the words directed at himself. The process consists of trained students help to modify teaching given to himself so that they can deal with the issues they face are more effective (Corey, 2009: 296). In addition, the CBM approach stressing the involvement of students, time is short, and arranged in an open, systematic sehigga very suitable to be implemented in the school setting.

In CBM rearrangement of cognitive (cognitive restructuring) plays an important role. Meichenbaum explain aspects of the cognitive structure as pengorganisasin way of thinking which monitors and directs people in determining the choice of his way of thinking. Cognitive structure implies "executive processor" that "holds the blueprint of mind" a decisive moment to continue, interrupt, or change of mind (Corey, 2009: 296).

Principles of Cognitive Bebahavior Modification Meichenbaum (in Ivey, 2003: 206) suggests 10 things that must be considered a counselor in using CBM are: a) The counselor needs to understand that a student's behavior is determined by our thoughts, feelings, physiology process, and as a result they experienced. The counselor can enter the system by focusing on the interaction of thoughts, feelings, physiological processes, and the resulting behavior of students. b) The process of cognition do not cause emotional difficulties, but which cause emotional difficulties is the cognitive process itself, which is a complex interaction process. The important part of the process of cognition is that students' metacognitive internally attempted to comment on the

pattern of thought and behavior at the time. Similar to that, according to Mcleod (2003: 153) metacognition is a person's ability to reflect something, or mencioba mememcahkan problem. The structure is made of individual cognition to organize the experience is personal schema. Students need to understand personal problems schema that is not effective is an important part of therapy.c) An important task of a counselor to help students to understand how students establish and interpret reality.d) CBM approach looked at how to do therapy on students rationally or objectively.e) Modification of cognitive behavioral emphasis on understanding the process of elaboration and discovery experience of students. f) The dimensions are quite important is to prevent recurrence. g) Modify cognitive behavioral stressed the importance of the relationship between students and students in the process of changing the student. h) Emotions pressure the importance of cognitive behavioral therapy, therefore, students need to be brought into the atmosphere in therapy that reveals emotional experince. i) Students need to establish cooperation with the student's family.j) cognitive behavior modification can be expanded as the prevention of maladaptive behavior

Stages of Cognitive Behavior Modification

Meichenbaum (in Corey, 2009: 296-297) suggests that "behavior change takes place through a series of processes that mediate interactions involving inner speech (talking to himself), cognitive structure, and behavior as well as the resulting outcome". Meichenbaum (in Corey, 2009) developed a three-stage process of behavior change :

a) Step 1:   Self- Observation

The beginning step in the change process consists of student learning how to observe their own behavior. When clients begin therapy, their internal dialogue is characterized by negative self-statements and imagery. A critical factor is their willingness and ability to listen to themselves. This process involves an increased sensitivity to their thoughts, feelings, actions, physiological reactions, and ways of reacting to others. This self-observation is an activity monitor themselves aimed at increasing awareness of youth on the emotion of anger he felt, the situation, and the thoughts that led to the rise of angry, the body's reaction and behavior during angry. Meichenbaum (in Wahyuni, 2012: 35) states that a person can not change or control his behavior without the person's increasing awareness of the forms of behavior (how he is thinking, feeling, and behaving). Self-awareness of internal reaction is an important step that can lead people to control behavior so as to identify early thinking, emotions, and behavior.   Activities undertaken counselor at this stage are (1) Students are asked to write down what you like and dislike. (2) Students are asked to think of a pleasant situation then what she thought and felt at the time.(3) Students are asked to think about an unpleasant situation then what she thought and felt at the time. (4) Students are asked

to determine whether some of the statements that represent the feelings, thoughts or behavior.

b) Phase II: Make a new internal dialogue

Starting a new internal dialogue.As a result of the early client–counselor contacts, clients learn to notice their maladaptive behaviors, and they begin to see opportunities for adaptive behavioral alternatives. At this stage the students were asked to listen to the internal dialogue within themselves and recognize the characteristics of the existing negative revelation. This activity aims to modify and control the thoughts that led to the emergence of mad destructive. One technique that is used to perform a new internal dialogue is cognitive restructuring techniques. Cognitive Restructuring is a procedure that tries to reshape patterns of cognitive, assumptions, beliefs, and judgments irrational, destructive and self-defeating. Premise of this technique is a cognitive process affects the behavior displayed by individuals. Burn (in Aryani, 2008: 51) revealed that individual feelings are often affected by things that people think about themselves. The individual mind is not necessarily an objective idea about the actual situation experienced. Irregularities cognitive processes by Burn (in Aryani, 2008: 51) also called cognitive distortions.

Cognitive distortions that can be experienced by individuals consisting of irregularities thoughts as follows: (1) *All or nothing thinking*. This thought refers to the tendency of individuals to evaluate their own personal qualities in the category 'black or white' in the extreme. Thinking 'if I do not like this, I am nothing at all "is the basis of perfectionism that demands perfection. This thinking causes people to fear any mistakes or imperfections so as then people will view themselves as losers and the individual will feel helpless. (2) *Over generalization*. The person thinks that because an unpleasant experience happened to him once, it will always happen.(3) *Mental Filter*. The person pays particular attention to one negative detail and dwells on it endlessly, regardless of any other positive aspects. She does not view the picture as a whole and concentrates on the one negative aspect. (4) *Discounting the positive*. A thought that is done by people who do not just ignore positive experiences, but also change all the experience that happened to negative. (5) *Jumping to conclusions* (arbitrary inference). A person whose thinking is distorted in this way infers that aparticular outcome will be negative, without having any evidence, or even if the evidence points to a positive outcome. (6) *Labelling*. This is where the person views herself or others in all or nothing terms but goes beyond this by applying a label which is usually derogatory. (7) *Should or must statements*. This is where the person has a ®xed idea of how she, others or the world `should' or `must' be. Preferences or expectations are elevated to rigid demands. When these demands are not met the person feels

emotionally distressed and overestimates how bad it is that her expectations have not been met. (8) *Emotional reasoning*.You assume that your negative emotions necessarily reflect the way things really are: 'I feel terrified about going on airplanes. It must be very dangerous to fly.' Or 'I feel guilty. I must be a rotten person.' Or 'I feel angry. This proves I'm being treated unfairly.' Or I feel so inferior. This means I'm a second rate person.' (9). *Personalization.* Individuals feel responsible for negative events that happened despite the fact that the incident was not the fault itself. Thus, the individual sees himself as the cause of an event that is negative in actual fact not the individual who must take responsibility for the incident.

Based on the above explanation, the researchers assume that the emergence of a destructive emotion of anger that poses no aggressive because of their cognitive distortions / inability of students to interpret a trigger angry that students vent in the form of behavior that hurts others (aggressive). Thus, to help students who distorted cognitive counselor can try to change these cognitive distortions by testing the confidence of students with various techniques one premises cognitive restructuring techniques. According Comier & Nurius (2008: 287-288) there are six steps done when the counselor uses this technique. The six stages are, a) Rational
At this stage the counselor activities include: started by describing the purpose and rational use of these techniques; counselors describe procedures cognitive restructuring techniques; discuss the differences between the statements that undermine self and statements that motivate yourself to emotions and behavior; as well as confirm the students about the commitment of the students to use cognitive restructuring strategies. b) Identify the student's mind over matter situation. At this stage the counselor activities include: encouraging students to describe the thoughts that motivate yourself and weaken ourselves from the experience; model the relationship between events with emotion; and invite students to monitor and record the contents of the mind before, during and after the problem situation.c) Introduction and practice coping thought. At this stage activities of counselors, among others: describe the purpose and potential use of "coping thought (composition / words verbal self made by students to fight, challenge or change negative thoughts)" and give examples of "coping thought" that can be used by students; asked students to create a coping thought that could be used and encourage students to practice verbal coping thoughts or coping statements that have been made. d) Moving from self-defeating thoughts (blame) to coping thought
At this stage the counselor activities, among others: to give an example to move the self-defeating thoughts, self-defeating thoughts to positive as soon as possible; asks the students to practice and practice to change negative thoughts into positive thoughts to imagine

the situation of the problem; encourage students to practice in real life. d) Introduction and practice positive self-statements (statement of positive self) and reinforcing positive (positive reinforcement). At this stage the counselor activities include: describes the definition, purpose and use positive self-statements and gives the user application; ask students to make a positive statement; repeat and train continuously in pernytaan is applying that to motivate themselves; and encourage students to practice positive self pernytaan in real life. e) Homework and follow-up. At this stage the counselor activities include: encouraging students to practice procedures cognitive restucturing in situations outside training; discuss the results associated with the practice that has been given homework, ask students to monitor and record the assignment sheet on the use of cognitive restructuring.

Phase III Learning New Skills
According to CBM, learning new skills is defined as a phase when one is taught to manage angry destructive with a number of skills that are more efective that can be applied in real life. New skills that can be taught by counselors of them practicing muscle relaxation, Problem Solving and Roleplay. adapapun explanation of each technique are as follows (1) Muscle Relaxation Technique. According Caplin (in Abimanyu, 1996: 320) gives the sense of relaxation as the muscles return to a resting state after contraction. Meanwhile, according to Comier (2008: 463) Relaxation is an attempt to teach someone to rilaks by making the person aware about the feelings of tension and feelings of relaxation on groups of main muscles such as hands, face, neck, chest, shoulders, back, abdomen and feet. With the change in the tension to a feeling of relaxation can affect a person's blood pressure, heart rate, respiratory rate, and can also affect processes in the body as well as the ways a person to act or respond outwardly. The long term goal of muscle relaxation is for the body to monitor as soon as possible all the control signals and automatically frees unwanted voltage. (2) Problem Solving. Guiding find a way out of the anger that he had. (3) Role Play. Practicing the techniques they have learned when dealing with a situation that made him angry.

The effectiveness of Anger Management Training with Cognitive Behavior Modification Approach to Reduce Aggressive Behavior Adolescent
Aggressive behavior is behavior that is harmful, painful and hurt others was done intentionally, both Directly and indirectly in the form of physical and psychological. One trigger aggressive behavior is the low ability students in managing anger is destructive. Not a few students who Expressed upset with the way overabundance or exhibit aggressive behavior, the resulting in low capacity of conflict resolution and interpersonal skills that can

harm Themselves or others sendri. To Prevent the aggressive reaction of the stimulus that triggers angry, very important for students to have some skills one of the which is a skill managing anger constructively. Training management angry with the approach of Cognitive Behavior Modification (CBM) is an alternative to treatments that can be used for students who have a destructive emotion of anger and at risk of aggressive behavior. CBM emphasis on self learning therapy that helps students Become aware of the words directed at himself. The process consists of trained students help to modify teaching given to himself so that they can deal with the issues they face are more effective (Corey, 2009: 296). In addition, the CBM approach, stressing the involvement of students, time is short, and arranged in an open, systematic sehigga very suitable to be implemented in the school setting.

Training anger management aims to enable students to have an awareness of the emotion of anger he felt, situations and thoughts that led to the emergence of mad destructive, Recognize the body's reactions and behavior during the angry destructive so as to manage angry and responding to provocative situation more constructively and not aggressive. Sebagaiman cognitive behavior approaches more in the training of managing anger is focused on three components: physical responses, cognitive processes and behavioral responses (Feindler, 2005). For the physical aspects, students are encouraged to identify everything that elicits angry with using journals angry. Journal angry can be used as a method to identify triggers, behavior self-talk that Contributed to the process upset, feeling the emotion of anger held back, as well as the physical signs are perceived as angry (eg heartbeat pounding). This journal can be used to monitor the progress of change in an angry response. Exercising how to process the breath, and relaxation are Also given to reduce physical tension and increase of the possibility of solving problems with a more rational way.

Next is a cognitive component. The second step is to teach students how to Recognize and neutralize the thoughts that can improve angry. Often angry that cause aggressive behavior is the caused by assumptions, expectations, beliefs or destructive attribution rational thoughts. One technique used to assist students in Overcoming mistakes in the process of thinking by using cognitive tekani sertructuring. Cognitive restructuring techniques used to help students identify Reviews their cognitive distortions and encourage them to seek alternative problem solving when faced with situations that the make them angry.

The final component is the response behavior. The third step of the training management how angry birds is Expressed in an Appropriate Manner. Students' ability to Recognize and manage the physiological arousal and cognitive processes will usually help students to express angry constructively. Learn how to do problem solving and good Rolepalying is one way that can be used by counselors.

3. Conclusions

Anger Management training with CBM approach to reduce aggressive behavior that can be done by counselors consists of three stages: (1) the stage of observing Themselves, (2) conduct a new internal dialogue, (3) learn new skills.

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Inquiry-Based Learning Model and Learning Persistence

Mukhoiyaroh[1], I. Wayan Ardhana [2], Adi Atmoko [3], Fattah Hanurawan[4]

[1] Student of Doctoral Program, Malang State University, Indonesia
[2] Professor of Malang State University, Indonesia
[3] Lecturer of Postgraduate Malang State University, Indonesia
[4] Professor of Malang State University, Indonesia

Email: mukhoiyarohfik@gmail.com

Abstract

The focus of the research is inquiry-based learning model and learning persistence. The meaning of inquiry based learning model is a Model of a teaching and learning that puts questions from the student, ideas and observation in the middle of education experience. Teachers play an active role along the process by establish a culture where the important ideas are being challenged, examined and redefined, be able to improved. Students position moves from asking position to the comprehension and further asking position. There are four levels of continuum (confirmation, structured, guided and open) that are useful to classify the inquiry level in an activity.Learning persistence happens when difficulty, challenge, obstacle or even seed of desperation arise. Learning persistence is an action that leads to the ongoing goal that requires times, especially when facing difficulties. Element that contains in learning persistence are (1) Faith of ability to do the task, (2) Reach the goal, (3) Hard work and never give up, (4) Sustainability in reaching goal of learning that is reflected in learning activity and (5) Time using according to the specified allocation effectively. Inquiry based learning able to develop learning persistence, namely: positive self, by using learning time effectively, will encourage the students to continously use their effort to achive learning objectives

Keywords: Learning persistence, Inquiry-based learning model, learning objectives

1. Introduction

Education ideally, encourage children to feel happy to learn, acquire knowledge and solve problem creatively. Education generally can be interpreted that it would be more effectively if the education becomes meaningful, fun and as a mind strengthened. It is not surprising that many teachers show their wish, that their student will increase their passion of studying. However, the model of approaching student to reach their motivation of school, academic achievement and their creativity are dissimilar. Several teachers claims that students who are inspired to have their own learning gain higher satisfaction from their participation and reach higher level of achievement.

Achievement earned from active participation of students during the class. In the model of learning, active students are the key of successes learning process. Teacher can choose several way of learning model to encourage the students to be more active during the learning process. Learning model is also can be designed by the teacher to reach maximum result. Result that will be achieved, not only limited to academic aspect, for instance reach the purpose of learning and ways of thinking skills to gain knowledge, moreover aspects of personal and social. These values are positive attitude, such as persistence in learning, responsibility, self-esteem, depends on each other positively and communication skills. Persistence should not in academic aspect only, but it is also a life skill that are expected from a student reflect the development of individual, in early childhood level until the level of development of an adult. (Chien et. al., 2012; Dean, 2006; Deater et. al, 2007). The persistence of a kid who wants to solve the puzzle is needed, as needed in solving daily real life problems. The persistence is a sign of an individual to achieve success in life. (Wheatly, 2001).

The persistence of student is very important, just as important as the life skill, and other skill such as self-esteem, self-efficacy (Chien et. al., 2012). The persistence to do any task regardless of its obstacle, will make a student able to develop to be a person that is so close to success (Wheatly, 2001). Persistence is also a seed of the individual skill ability, just like multiple intelligence that was stated by Gardner, will be widely open to achieve.

Persistence is positively correlated with academic achievement. Students who choose to do their task and do their effort is tending to gain achievement in higher level. (Schunk et. al., 2008). Ghasemizad et. al. (2011) and Boe (2002) found that the more problems solved by the children during school hours, the more questions that will be solved on post test as the measurement of achievement. Lee

et. al. (2011) in his study found that students with persistence in learning will reach a higher achievement also. Research is also showing that low level of persistence will generate to the low level of productivity.

Several factors that able to increase the persistence level of learning, can be used by the teacher to develop their academic achievement. Those factors are an application model that involves active student in class with learning to optimize cognitive learning process as the target. The application of learning model that will be able to increase the level of persistence in academic is also involving a positive individual, a positive feedback from teacher to students. Learning model that was mentioned is Inquiry Based Learning Model.

The purpose of this article is to identify and make a resume of an inquiry based learning model and it's relevance to the persistence of learning process.

2. Theoretical Understanding of Inquiry-Based Learning Model

2.1. The Understanding of Inquiry Based Learning Model

According to Carrol (1989) learning model is a way to examine all the element that has been contributed towards learning and to arrange it sistematically, so it would be able to be applied easily in learning situation. There are five elements that contribute towards effective learning, that used to be said as model of school learning, which are: a) aptitude, refers to general ability of students to learn; b) Ability to grasp the learning process refers to student's knowledge; c) persistency; d) opportunity refers to the availability of time to learn; and e) learning quality.

According to Joyce et. al. (2009) learning model that claimed as models of teaching is actually models of learning, which is a plan or pattern that can be used to arrange curriculum, to design teaching materials and to direct learning in class and to be used in others setting. Furthermore according to Jocye et al. (2009), learning model purposed to help students gain skill of ideas in information, values, way to think, and how to express them-selves also teach them how to learn.

Joyce et. al. (2009) elaborated their learning model supported by 5 important elements which are: 1) Syntax, is the sequence of steps of learning activity that termed with a phase that illustrates how that model in its action; 2) Social system which describes the role of teachers and students and the relation of one with another; 3) Reaction principle which describe how teachers should see the students and responds to what have been done by the students; 4) Supporting systems, which is the conditions that need to be considered so that this model can be implemented, for example tools and materials, the teacher's readiness and the student's readiness; 5) The effect of direct learning (instructional) and accompaniment (nurturant). The effect of direct learning is a result of learning that achieved by directing the students towards the expected objectives, while the effect of accompaniment is the other result of learning as the result of a learning process.

Therefore, learning model can be understand as a system in learning that describe teacher's skill to manage the class from the beginning until the end to make the students able to learn by paying attention to teacher's respond appropriately and social systems so that the students can achieve the result of learning as expected.

Inquiry based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002). Underlying this approach is the idea that both educators and students share responsibility for learning.

For students, the process often involves open-ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving, as well as "problem finding." For educators, the process is about being responsive to the students' learning needs, and most importantly, knowing when and how to introduce students to ideas that will move them forward in their inquiry. Together, educators and students co-author the learning experience, accepting mutual responsibility for planning, assessment for learning and the advancement of individual as well as class-wide understanding of personally meaningful content and ideas (Fielding, 2012).

Although inquiry-based learning is a pedagogical mindset that can pervade school and classroom life (Natural Curiosity, 2011), and can be seen across a variety of contexts, an inquiry stance does not stand in the way of other forms of effective teaching and learning. Inquiry-based learning concerns itself with the creative approach of combining the best approaches to instruction, including explicit instruction and small-group and guided learning, in an attempt to build on students' interests and ideas, ultimately moving students forward in their paths of intellectual curiosity and understanding.

2.2. Inquiry Based Learning Model in Research

Inquiry based learning model can be applied to science or social science. Pandey et. al. (2011) found that learning by inquiry model in science are more effective rather than conventional learning model. Trna et al. (2012) said that science learning based on inquiry is a learning model that correspond to student's learning styles therefore able to increase the student's motivation to learn. And with those reason, training for teachers were arrenged to implement inquiry based science learning.

Azizah and Parmin (2012) in their research at UNNES, Semarang to a student in basic science class had found that student's research skill and positive attitude in researching can increase with inquiry based learning model.

The implementation of inquiry based learning model into another scientific fields was social science which was history science (Brush and Saye, 2005). Shih et. al. (2010) who implemented inquiry based learning model found that inquiry based mobile-learning model was proved effectively help students improving their knowledge and increasing student's personal responsibility.

This inquiry based learning model if implemented will effect academically which is a skill in scientific research and also have an accompaniment effect (nurturant) and one of them is effect on learning persistence. Another accompaniment effect are spirit of creativity, independence of autonomy in learning, tolerance of ambiguity and tentative nature of knowledge (Joyce et. al., 2009). This learning persistence came from the learning process based on high curiosity to find the answers of learning problems that demand student to be indenpendent and active.

Tuan et. al. (2005) found that the effect of inquiry based learning can increase the motivation of students to learn science significantly. The indicators are the increasing of self-efficacy, active learning strategy, science learning value, performance goal, achievement goal and learning stimulation.

2.3. Levels of Inquiry Based Learning Model

According to Bell, Smetana, and Binns (2005), there are a four-level continuum (confirmation, structured, guided, open) to be useful in classifying the levels of inquiry in an activity. The continuum focuses on how much information (e.g., guiding question, procedure, and expected results) is provided to students and how much guidance you will provide as the teacher.

At the first level, confirmation inquiry, students are provided with the question and procedure (method), and the results are known in advance. Confirmation inquiry is useful when a teacher's goal is to reinforce a previously introduced idea; to introduce students to the experience of conducting investigations; or to have students practice a specific inquiry skill, such as collecting and recording data. For example, you may want students to confirm that the less air resistance an object has the quicker it will fall. Students can create paper helicopters with wings of different lengths to confirm this idea. They follow the directions for doing the experiment, record their data, and analyze their results.

At the next level, structured inquiry, the question and procedure are still pro- vided by the teacher; however, students generate an explanation supported by the evidence they have collected. Using the same paper airplane example, students would not be told the relationship they were investigating ahead of time. They would need to use the data collected showing that airplanes with longer wings took longer to fall to understand that the longer wings created greater air resistance and slowed down the airplanes. While confirmation and structured inquiry are considered lower level inquiries, they are very common in elementary science curricula. These kinds of inquiries are important because they enable students to gradually develop their abilities to conduct more open- ended inquiry.

At the third level, guided inquiry, the teacher provides students with only the research question, and students design the procedure (method) to test their question and the resulting explanations. Because this kind of inquiry is more involved than structured inquiry, it is most successful when students have had numerous op- portunities to learn and practice different ways to plan experiments and record data.

Just because students are designing their own procedures does not mean that the teacher's role is passive. To the contrary, students need guidance as to whether their investigation plans make sense.

At the fourth and highest level of inquiry, open inquiry, students have the purest opportunities to act like scientists, deriving questions, designing and carrying out investigations, and communicating their results. This level requires the most scientific reasoning and greatest cognitive demands from students. With ample experience at the first three levels of inquiry, students at the fourth and fifth-grade levels will be able to successfully conduct open inquiries. It is only appropriate to have students conducting open inquiries when they have demonstrated that they can successfully design and carry out investigations when provided with the question. This includes being able to record and analyze data, as well as draw conclusions from the evidence they have collected.

2.4 Syntax of Inquiry-Based Learning Model

Joyce et.al., (2009) explained that the inquiry-based learning there are two models of scientific

inquiry and inquiry training. Syntax of scientific inquiry consist of four phases; (a) Phase One: Area of investigation is posed to students; (b) Phase Two: Students structure the problem; (c) Phase Three: Students identify the problem in the investigation; (d) Phase Four: Students speculate on ways to clear up the difficulty. While Jocye et.al. explained that procedure or phase in Inquiry training model consist of five phases and sub-phase: (a) Phase One: Confrontation with the Problem, consist of two sub-phases ; Explain inquiry procedures and present discrepant event. (b) Phase Two: Data Gathering – Verification; consist of two sub-phases: Verify the nature of objects and conditions and Verify the occurrence of the problem situation. (c) Phase Three: Data Gathering – Experimentation, consist of two sub-phases too; Isolate relevant variables and Hypothesize (and test) causal relationships; (d) Phase Four: Organizing, Formulation an Explanation - Formulate rules or explanations; and (e) Phase Five: Analysis of the Inquiry Process - Analyze inquiry strategy and develop more effective ones.

Banerjee (2010) explained that inquiry phases consist of five phases: (a) Phase one: Learner investigates scientifically oriented questions, (b) Phase two: Learner gives priority to evidence in responding to questions, (c) Phase three: Learner formulates explanations from evidence, (d) Phase four: Learner connects explanations to scientific knowledge, (e) Phase five: Learner communicates and justifies explanations.

Kuhn and Pease (2008) identified inquiry based learning for student in the middle school had phases: (a) Phase one: Identification of a question or questions, (b) Phase two: Design of an investigation to address them, (c) Phase three: Examination and analysis of empirical data, (d) Phase four: Drawing inferences and conclusions and justifying them.

From above explanations, author can concluded that inquiry based learning model have some phases; (a) Phase one: Assessing students' prior knowledge and previous experience; (b) Phase two: Operationalization; (c) Phase three: Data Collection; (d) Phase four: Data analysis; (e) Phase five: Interpretation and discussion; (f) Phase six: Presentation the result of inquiry.

The importance aspect of inquiry-based science instruction is eliciting students' prior knowledge and previous experiences for use while they are persist   in scientific practice. When students are helped to draw from previous experiences and prior knowledge, they can use this as a foundation for subsequent learning. Furthermore, Moje and Hinchman (2004) have   demonstrated that   when connections are made between science and students' own backgrounds, everyday experiences,   and interests, students are more likely to find value and meaning in their classroom science tasks and activities. To help students activate their prior knowledge and make relevant connections, teachers must effectively manage the interaction of prior knowledge and new science ideas by encouraging students to make sense of new information in light of what they already know or have experienced.

Phase two of Inquiry-based instruction is operationalization of Inquiry. Inquiry instruction places higher demands on students in terms of participation, personal responsibility for learning, and intellectual effort (Blumenfeld et. al. 2006). Students work together to plan and carry out investigations, and engage in discussion and debate with each other and the teacher. Students work together to collect the data, analyze the data, until interpretation the data.   This shift in classroom expectations can be overwhelming for many students, especially those who   has   limited   science experience, content knowledge, and familiarity with inquiry   skills. For this reason students often need extensive support by their teacher. To orient students to new ways of learning, teachers need to help students develop the skills and stance necessary for engaging in inquiry. This changes the role of the teacher from a manager who is concerned primarily with content delivery, to a scaffolder who is concerned with creating conditions for students to learn as they engage in scientific activity.

The result of a long process of Inquiry-based learning, the communication and discussion between students and teachers in the IBL, is the presentation to the audience in the class. To effectively manage classroom discussion for meaningful learning requires that teachers use questioning to elicit and foster student thinking. This entails asking and promoting questions that help   clarify   observations or inferences, extend   or   apply ideas, justify answers, generate   new knowledge or   perspectives, and help students monitor   their   own learning. Such a shift in   community   discourse   involves   teachers orchestrating   extended   conversations   between themselves and students and students with each other. While doing so, teachers need to balance the tensions between students' ideas and scientific knowledge, and ensure that conversation is directed   toward understanding important   science   ideas   and practices   (Crawford, et. al., 2000).

2.4. The Advantage of Inquiry Based Learning

The implementation of inquiry based learning model will be effective if supported by appropriate learning environment. According to Suchman (1964), inquiry learning can be supported by cooperative learning. Cooperative learning means students are working together in small groups to help each other to learn (Slavin, 2009). This small groups can consist of 2 until 6 members. Therefore, inquiry learning model that was based on cooperative model is a learning

model which every student in the group have their own task and working together in making an invention (inquiry) of small topics to collect and analyze the data and discuss the result.

The advantage of inquiry-based learning model that was implemented in cooperative group is that students are challenged to optimized a complex intellectual ability, physical and also social challenge (Barron and Hammon, 2008). Student's intellectual challenge is the support to be able to do research starting from the planning of academic tasks that need to be done, organizing data to analyzing data. This academic tasks is done with the consideration of member's role to keep the persistence in answering problems until the results has been obtained which later will be presented to the other groups.

Inquiry-based learning model will be effective when this model is done based on a small group learning. The Learning based on small group learning as mentioned in Springer et. al. Research (1997) in Science, Technology, Engineering and Math (STEM) is effective in increasing academic persistence besides increasing academic achievement and positive attitude in learning.

From above explanations, can be concluded that inquiry based learning model have some advantages. Advantages from academic aspect are: (1) encourage students to accomplish their curiosity of a phenomenon or knowledge through scientific process; (2) encourage strategies for creative inquiry; (3) students can learn from other members of group; (4) each student has cognitive wealth that can help or add other knowledge so that they will be able to create more intellectual activities that increase the learning compared with learning by them self. The advantages of social aspects is that this scientific process stage is done with warm learning interaction not only interaction between students but also between teachers and students. The social aspects that emerged are (1) group members have the same position with their own tasks; (2) depend on each other positively (positive interdependence); (3) encourage the communication skill; (4) encourage leadership skill; (5) encourage the skill to manage the conflict. While the advantages of inquiry based learning model in personal development are (1) helps and encourage students to express their ideas or questions; (2) raises appreciation for the efforts among group members (3) safety feeling in cooperative group, especially for student who has a low academic ability; (4) improve self-esteem and (5) improve student's responsibility.

3. Learning Persistence

3..1 Definition of Learning Persistence

Schunk et. al. (2002) defines learning persistence as a conscious choice by students to pursue learning activities, which are cognitive, metacognitive and emotional activities even though they are faced with obstacles and difficulties. Bedard (2012) adds that persistence students are characterized by their tenacity. Furthermore it says that when facing an obstacle or difficulty, persistence students will show their tenacity and will keep spending their time and energy in achieving learning tasks.

Bandura (1986) says that "persistence is endurance, or refusal to give up, especially when face with opposition." In other words, persistence is an effort to keep doing tasks despite difficulties. Difficulties which is the focus in this persistence become a measure when someone has hope of ability to complete their task which is called self-efficacy. Chien (2012) explained about persistence as a certain attitude and determination that was maintained from time to time despite of failures or a setback. Chien (2012) also discovered that a kid who has high score on persistence proved to be less anxious and do not blame others when trying to find a solution for difficult problem.

Persistence is associated with the use of a specific time allocation (Li, 2004; Foll et al., 2006; Vanteenkiste et al., 2004). Research shows that learning persistence refer to student's involvement in completing difficult tasks that is measured with a specific level of time.

Persistence in a person can be measured from their involvement in a number of tasks that were able to be accomplished in accordance with the target. Target in learning are objectives that has been planned in learning. Target in facing difficulties is an achievement of a solution or problem solving that can be done some periods (Foll et al., 2006).

Learning persistence related with motivation. Motivation that moves or pushes someone to be consistent or not in following activities as scheduled. Students that are motivated to learn tends to be persistence, especially when facing an obstacle. Persistence is important because most of learning require times and succeed may not happened easily.

Learning persistence is one of motivation's measure. Schunk et al. (2008) and Foll et al. (2006) in their research shows that an individual who has high persistence tends to be longer in working difficult tasks compared to an individual who has low persistence. But learning persistence as a measure of motivation is limited with the level of skill, means that along with the improvement of skill's level, students should be able to perform well with shorter time.

Learning persistence correlated positively with the learning achievement. Students who choose to do their task, trying and persistence are tends to be in a higher level. Schunk et al. (2008), Ghasemizad et al. (2011), Lee et al. (2011) and Boe (2002) discovered that the more questions solved by kids during school

hours, the more questions they can solve correctly on post-test as a measure of achievement.

Above explanations of learning persistence can be identified as an active behaviour of students with continous effort towards to learning objectives in a form of student's learning activities with a certain time allocation despite of difficulties, obstacles and problems.

From above explanations, can be concluded that learning persistence occurred when difficulties, challenges or obstacles or even despairs are occurred. Therefore, aspects that included in learning persistence are: (1) The faith of the ability to perform tasks (belief), (2) goal to be achieve, (3) hard work (effort) and never give up, (4) continuously in achieving learning objectives which realized in learning activities and (5) effective time usage according to the allocation that has been set up.

3.2 Factors That Affects The Learning Persistence

Some factors that affects the academic persistence are:

Gender

Gender factor has effect on tasks persistence. Men on average are longer in learning persistence with positive feedback compared to women ((Breen, 2012; Rozek, 2012 and Chabaya et al. 2009)

The age and mental maturity

Students with cognitive level which according to Piaget has existed on the level of concrete operation namely age of 12 to the level of college or even post graduate, their persistence are proven able to be increased by learning autonomy support (Vanteenkiste et al., 2004; Assor and Kaplan, 2002 and Been et. al., 2002).

Culture

Cultures are attached to an individual where they are exist and held the value or culture in their group (Matsumoto and Obana, 2001; Chabaya et al., 2009; Heine and Raineri, 2009 and Boe, 2002).

The involvement of students on learning activities in the class.

When someone cognitively active in learning task, that way will able to find the solution for the tasks they are facing with (Matsumoto and Obana, 2001). Learning activities emerged in the student's learning strategies also teacher's instructional strategies and also have a contribution towards student's task persistence (Vanthoutnount, 2012; Martens and Witt, 2004). The form of instructional skill towards persistence is by treating student accordance with their progress (Martens and Witt, 2004). While student's strategies of learning that supports academic persistence that was mentioned in Vanthournount's research (2012) is cognitive processing strategies.

Positive self.

Positive self that existed in students are self-esteem, self-efficacy and self-regulation. Students who have high self confidence in completing their tasks tends to be persistence in completing their task compared to those who doesn't (Ziegler, 2002).

The arrangement and the length of learning time

If students learn with a good time arrangement, it will give a good effects rather than those who doesn't have enough time to learn (Johnson and Bishop, 2006).

4. Inquiry Based Learning Model to Increase Student's Learning Persistence

Inquiry Training Group learning Model may affect learning persistence which include: (1) Belief of the ability to do the task, (2) Completeness of goal achievement, (3) Hard work (effort) and never give up, (4) Sustainability in reaching goal of learning that reflected in learning activities and (5) Effective time use according to the specified allocation.

4.1 Inquiry Training Group Learning Model could increase Positive Self

Implementation of Inquiry Training Group Learning Model in science learning is set in learning cooperatively with small groups (cooperative small group learning) that consist of 3-6 students. According to Cohen (1994), cooperative small group learning is "students working together in a group small enough that anyone can participate on a collective task that has been clearly assigned". A group of students working togheter to find a solution of a problem in learning materials guided with learning steps structure.

Some steps or stages in the practice of Inquiry based learning are help by teachers. Teachers tries to manage the class and guide the students in learning process. In this case, teacher's skill to improve student's Zona Proximal Development (ZPD) is needed.

ZPD is a distance between actual improvement level which decided through problem solving independent and the level of improvement potentially which decided through problem solving with the help of adults or working together with friends of the same age who is more capable (Vygotsky, 1978). On the third stage of this inquiry training group learning structure, for examples, data collecting and verification, teacher's role is important

to guide students to formulate questions regarding problem in learning materials that will be found. If the question is not suitable, then the teacher could bring the discussion back to the focus of problems.

Teacher's treatment in learning process helps students to have positive attitude towards them-selves. Teacher's treatment that helps students through correct process in learning either a stimulation related learning material or a verbal and non-verbal feedback, also helping socialization process in learning group will bring a positive into students. One of the positive impact of students is students have self-confidence to be able to perform learning task (self-efficacy). Student's self-confidence to perform difficult tasks in Inquiry based learning model is gain from the experience of achievement that raised from the teacher's treatment. This teacher's treatment or act is in the form of giving direction, facility, manage each student's individual socialization process to perform learning task by considering the growth of student's ZPD. Teacher's act in this learning as stated by Barron and Hammond (2008) is teacher's careful attention to create cooperative learning process in places to achieve learning objectives.

4.2 Inquiry Training Group Learning Model Can Increase Time Usage in Learning

Learning with Inquiry-Based Learning model is done with the objective of seeking answers of problems regarding science learning materials. This learning provides challenges for students regarding things or knowledge which is unknown yet and that's why called as a difficult task. Related with the difficulty of taks, Martens and Witt (2004) defines task difficulty as a simplication ratio from something that students know (knowns) into something that is unknown (unknowns). This thing showed by on task behaviour that needs many time so that increased becoming something known. When the improvement of student's knowledge has reach 85%, on-task behaviour of students will go down. This is becaused the learning material give no more challenges to the students. Ideal learning that makes students involved with he think is in the range of 70-85% from what the students have known. Under 70% or above 85% the students will no longer involved in learning.

Other aspect from the difficulty of student's task is related with cognitive maturity. Difficulties experienced in yesterday become something that is very easy today. Or the material that was difficult today could be something that easy tomorrow. That's why student's learn. In that way, learning materials are appropiate if always providing a different materials.

Inquiry-Based Learning Model provided with a planned material by teachers through problems orientation in science learning material that always changes. Learning materials were arranged by silaby that was set by an educational institution, but still th

teachers are able to elaborate into units of knowledge that can be found by students in the learning process. New knowledge allows students to be interested furthermore by allocating more time to find answers of problems from the learning material.

4.3 Inquiry Training Group Learning Model can Increase the Continuity in Learning Tasks Working Stages

Inquiry-Based Learning is a learning model that was designed to help students improve their mind ability, solving problems and intellectual skill through different real situations or experimented in class. Student's collaboration in learning model to solve problems can encourage research and dialogue, develope the ability to think and social skills (Arends, 2007). Inquiry- Based Learning Model is a learning model which aim to find problem's solution.

Student's difficult tasks can be solved when teachers able to manage the learning. Difficult task can be handle by introducing students to steps, divide it to small portions so that the student's can feel that each steps is small and able to handle it. This small portions in knowledge in Inquiry Training Group Learning Model that the answers will be found by a small group of students. Small group of students works based on learning steps guided by teachers. Procedures in this learning process meant to maintain sthe students in working learning tasks. Difficult tasks, if its supported by teachers by paying attention to student's ZPD will make the students to have confidence on their competence that in the end reflected in the activity of completing the learning tasks.

Steps of Inquiry-based learning will run smoothly if the students in each group take their role and responsibility for the purpose of group's objective. The role of a writer, group's spokesman or organizing questions of problems that solved if it was understand by student who has their role and responsibility, then the social process are working. Verbal and non verbal communications, giving or receiving feedback from other students or even from teacher with the principal of ZPD, the students can build the continuity of learning steps that in the end achieve the objectives of learning.

4.4 Inquiry Training Group Learning Model can increase the effort and never Give Up.

According to Wheatly (2001), learning persistence occured when an individual have objectives in learning that need to be achieved. In achieving learning objectives, student will face challenges or difficulties that came from both inner factors and outer factors of students. The inner factors is the ability to control material or to control other skills. Outer factor are learning facility, sorrounding environment, family, culture or other form of challenges.

Inquiry Based Learning Model is done with units task that worked by students with a series of procedures. Detail of tasks can be achieved with effort. Effort is a progress that was done or progress in every steps or small unit of tasks. The step of working tasks can be done because there is ability to manage potention or to manage obstacles. This can be done by teachers with learning and see the growth of student's ZPD. With that, the feeling to be able to accomplish tasks will be a start for a progress in achieving objectives.

4.5 Inquiry Based Learning Model can increase target achievement which are learning objectives

The main theme of learning persistence is in the way of the students facing the difficulties of learning. In facing difficulties towards objectives or target, those difficult task can be detailed into small unit of tasks so that difficultit, 2004).

Learning persistence is an important cause in achievement of learning. Some research explained those. Lee et al., (2011) discovered that persistence students characterized by their involvement in learning either behavioral involvement or cognitive involvement that could improve the achievement of learning. Ghasemizad et al. (2011) proved that persistence in the shape of effort is a determinant factor towards achievement for students. While Vanthournount et al. (2012) elaborate that student's persistence combined with learning strategies used by students to determine the success of learning. Learning strategies that oriented to student's happiness and motivate the students indenpendently according to Martens and Witt (2004) have been proved to be able to improve student's learning persistence.

Student's persistence in learning to achieve learning objectives are reflected in the work of tasks (task persistence). Lee et al. (2011) states that learning persistance can be measured by tasks that was done by students in order to achieve learning objectives. Student's tasks can be form in different activities such as demonstrate skills, doing tasks, etc that was called time on-task. (Martinez & Brock, 2003).

Manifestation of the achievement of learning objectives in Inquiry-Based learning is the achievement of problem solving, the ability in problem solving process is student's activities during learning, skills in social process in group also skills in developing personal values.

5. Conclusion

New views on teaching and learning are beginning to encourage students to persist in learning when face with difficulties or complex problem. There has been a shift in emphasis from teacher-centered classroom environments to student-centered classrooms that support students' persistence with complex ideas and participation in learning activity.

Inquiry-based learning (IBL) model requires effort of teachers to encourage students so that student have an autonomy in learning, feel challenged and have ways of thinking skills to solve the problem. The effects of IBL are increasing students' motivation in working learning task. With the high motivation that improved by teacher's IBL, could increase students' learning task completely, keep student engage time or time on task learning and working effortful after failure to find the solution.

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The Development of Dealing with Shyness Feeling Skill Training Guide Book for Junior High School Students

Denok Setiawati[1], Denok Setiawati[2]
Guidance and counseling Departement, Universitas Negeri Surabaya
*Corresponding author email: destiharianto@gmail.com

Abstract

The dealing feeling skill is too important for Junior High School students, because it is categorized to teenager. Teenager is considered as "Storm and Stress" period. It is called as "storm and stress" period because teenager get the emotion stress as the effect of physic change and magnification of gland. The high emotion happen because they are under social stress and facing a new condition, while when they were child era they not prepare them selves to face that conditions enough. The minimal self preparation of the quickly and dramatically change is very conducive to trigger the serious problems. One of the efforts to improve dealing with feeling skill of students can be performed by dealing with feeling skill training. But there was no guide book used by counselor to trained student how to develop dealing with shyness feeling skill. So the purpose of this research are to get acceptable and effectiveness product. The development of dealing with feeling skill training guide book is adapted from Borg and Gall procedure that is covered in three stages that are Introduction stage, development stage and test experiment stage. The introduction study stage consists of the needed assessment and study literature. The development stage product the guidance draft of dealing with feeling training. The experiment stage consists of three tests that are expert test, user candidate test and limited group test. Analysis of effectiveness guide book with Mann-Whitney test and analysis of rubric.The result of this research show that guide book of dealing with feeling skill fulfilling the accepting criteria by expert test and user candidate test. Analysis of the limited group test is done by using pretest-posttest control group design with 16 gives the result p-value= .033 for dealing with shyness feeling skill. All of the result show that p-value is smaller than 0,05, so Ho : μ1 μ2 is refused. It means there are significance differentiates of dealing with shyness feeling skill of the research subject between experiment test and controlling test.The students rubric also show the differentiate the students dealing with shyness feeling skill between experiment group with control group. And the result research subject to improve to be better their shyness feeling skill. Thereby, the guide book of dealing with shyness feeling training of Junior High School students are tested effectively to improve the student's dealing with shyness feeling skill. In order there is further research with extended sample.

Keywords: Guide book, dealing with shyness feeling skill training

1. Introduction

Skill to dealing with shyness feeling is very important for junior high school students. Moreover, Shy is a part of faith (HTI , 2004) . In addition shy is a character (temperament) that encourage someone to leave the bad deeds and despicable , so as to prevent a person from committing sin and immorality as well as prevent the attitude of neglecting the rights of others.

1.1 Dealing with shyness feeling skill

The importance of skill to deal feelings for junior high school students cause they can be classified in teenagers. Teenage is the term used to refer to the period of transition between childhood and adulthood, are aged between 12-18 years. In this transition occurs physical development, cognitive and socio-emotional (Shertzer & Stone, 1981). According to Newman & Newman (2003), a period of between 12-18 years of so-called early adolescent stage (early adolescence). This stage is characterized by a change in the physical, cognitive and emotional maturity, sexual development, and high sensitivity to peer relationships.

Adolescence is traditionally regarded as a period of "storm and stress". Called the period of because at this time adolescents experiencing emotional strain as a result of physical changes and glands. High emotions of teenagers cause of they under social pressure and facing new conditions, whereas during childhood he was less prepared to deal with the circumstances (Hurlock, 2004). Preparation themselves less to rapid change and dramatic it is possible trigger serious problems.Most teens consider the emotional distress is temporary but for others it is not. Teenagers who are not able to cope with emotional stress will actually perform delinquency, drug abuse and suicidal tendencies (Matheny, Aycock, McCarthy, 1993; O'Neil, 1991; Range, 1993). Dryfoos (1998), also found the teen years may engage in conduct or make decisions that can have long-term negative.

Some psychological theories refer to feelings as everything felt both physiologically and

psychologically (Yasrama blogspot.com, 14/04/2008). However there is a difference between things perceived in the dimensions of the physiological (physical) as well as something that is felt in the psychological dimension. Physiological dimension tends to be uncertain. This is certainly different when talking about the psychological dimension, this dimension subyektiitas element is very important. What one feels they can be perceived differently by others.

Messina (2009), differentiate feeling into two groups: the negative feelings and positive feelings. Humans have a tendency to enjoy the positive feelings and feel uncomfortable with negative feelings. But when feelings both positive and negative appears excessive and could not be controlled, it will cause new problems could even cause a person does not know what to do (Dlugokinski 2010) .Some studies have shown that feelings can be dealingd not to mention feeling shy.

Research conducted by Jane (2009), research conducted in India. The results showed that feelings of anger, frustration, fear, anxiety can be overcome by using the approach of reality. The other study was conducted by Swart, Kortekaas and Aleman (2009), in their study they prove that the Emotion Regulation Strategies and Cognitive-Emotional Processing effective for Alexithymia. Other studies were also conducted by several researchers with different intervention strategies. Some literature also suggests a possible feeling with the dealingment of specific intervention strategies (Knowles, 1981; Bolton, 1986; Sprafkin, et.al, 1993; Coppock, 2005; Rae, 2007, and Messina, 2009).

Guidance and counseling in secondary schools is the most fertile setting for the counselor, because at the level that the counselor can be actively involved in facilitating counselees actualize their potential optimally (MONE, 2007). Some cases occurred in junior high school students for their development is not well facilitated, including the related development of emotional maturity. Some of the problems related to emotional development, especially dealingment of feelings often occur in junior high school students. Dealingment of the lack of proper shy will trigger actions that are not right even be harmful. For example, some one choose to smoke to overcome feelings of anxiety. The results of the needs assessment with counselor of junior high school is more than 50% students from 175 or 5 class VIII students need guidance related to deal with their feelings.

The above conditions, should not be allowed to let alone because counselee as individuals who are in the process of evolving or being (on becoming), are evolving toward maturity or independence (MONE, 2007). One aspect of development to be achieved in self-learners is contained in the developmental aspects of emotional maturity. Level introduction of junior high school students are expected to know the ways of expressing feelings appropriately. Junior high school students are also expected to understand the diversity of expression of feelings of self and others. It is no less important at the level of junior high school students actions are expected to express feelings on the basis of considerations of contextual (Depdiknas, 2007).

Results of interviews with junior counselors indicate that the achievement of students' independence standards related to emotional development, cannot be achieved. The reason is because of the lack of training for dealing with shyness junior high school students. Training also can not be implemented because of the absence of guidelines that support.Based on the problems and the data above, it will develop the skills training guides dealing to dealing feelings of shy. Free training skills to dealing the feelings that will be developed, as a guide for school counselors in helping students develop the knowledge and practice the skills to dealing feelings. Free training skills to dealing feelings developed serves as prevention (preventive). In addition the guide also serves as development of student potential (developmental). Nevertheless, it is possible to dealing skills training guide this feeling curative function to help students who are having problems dealing with shy feeling.

1.2 Experiential Learning (EL)

The training methods used to train students' skills dealing with shyness feeling is experience-based learning (EL). Selection of this study because EL is a model of holistic learning. That EL attention to those aspects considered important in a pembelajatran that is affective, cognitive and konasi. These aspects are expected to form an integral understanding of the self-trainees (trainees) of the material to train. Material intervention skills to dealing feelings is a material that aims to develop skills both cognitive, affective, and conation. The final aim of the intervention is that students have the skills transfer of learning, so hopefully they can transfer skills to dealing feelings of shy into the situation outside intervention or in everyday life. EL consists of four stages: concrete experience, reflection, conceptualization / abstract thinking and application / implementation. The final aim of the intervention is that students have the skills transfer of learning, so hopefully they can transfer skills to dealing feelings into the situation outside intervention or in everyday life.

2. Methods

2.1 Participants

Participant of this research are students and guidance and counseling teacher in the introduction stage. Lecture of guidance and counseling as expert

people in development stage and participant of test experiment stage is 16 students.

2.2 Instrument

The instrumen of this research is inventory of dealing with feeling skill and rubric of dealing with feeling.

2.3 Procedures (or research design)

The development model used in the study guide to the development of skills training to dealing shyness was adapted from the procedure Borg and Gall (1983). According to Borg & Gall (1983), research and development procedures or research and development (R & D) consists of two main objectives, namely: (1) developing the product, and (2) to test the effectiveness in achieving the objectives. The first objective is referred to as a function of development, while the second objective is referred to as validation functions. The development process usually stops at the stage of a product produced through limited testing, it's just such a product cannot be used widely, then the product needs to be validated. This validation stage intended to reduce uncertainty. According to Borg & Gall (1983), there are ten stages to implement the strategy of research and development. The ten stages are:

a. Research and data collection include needs assessment, literature, research on a small scale and considerations in terms of value.
b. Planning. This stage includes the plan of research, formulation of objectives, design or research stages and the possibility of testing a limited group.
c. Development of draft products include the development of learning materials, learning and evaluation instruments.
d. The initial field test. During the trial held observation, interviews and distributing questionnaires to then collected and analyzed.
e. Revise the test results
f. The field trials.
g. The furnishing products field test results
h. Test the implementation of the field.
i. Completion of the final product. Completion of the test is based on feedback from field implementation.
j. Dissemination and Implementation

Evaluation and revision of product development is carried out repeatedly will produce a training manual skills to dealing feelings more effectively. So that the product is completely in accordance with the expected development goals. Product development will be guaranteed quality when the ten stages that can be done right. According Dwiyogo (in Wahyuni , 2005) , these measures are not standard measures to be followed, every developer can pick and choose the most appropriate measures for research acording to the conditions and constraints . In line with Dwiyogo , according Sukmadinata (2009) , our model can also be modified into three stages. The modification of these measures are :

a. The preliminary study stage, covering the needs assessment and literature studies.
b. The development stage, covering the drafting products.
c. Experiment Stage, covering initial field testing, field testing and implementation of the test field.

3. Results

The results of the study contains data on results of trials that consisted of initial field test data (test experts), prospective users of data and test data test field implementation. Here are the results of the third Development stage.

3.1 Introduction Stage Results

The results of introduction stage consisted of data from the needs assessment and literature study results are as follows. Needs assessment conducted in several junior high schools in Makassar and East Java. Needs assessment carried out to decide whether or not to dealing feelings of skills training for junior research subjects. Needs assessment conducted by distributing questionnaires and interviews. Results for distributing questionnaires showed that 34.71% of research subjects in need of personal guidance and 37.17% social need guidance related to dealingment of feelings. While another needs assessment in the form of an interview in junior high school in Malang. The results of of interview of guidance and counseling teacher in Surabaya, more than 50% students 175 or 5 class VIII students need guidance related to dealin with feelings training.

According to Rae (2007) there are 40 kinds of feelings that can be trained in individuals who are at the age of 7-14 years. Training is conducted using research subject research subjects junior grade 1 who are in the age range 13-14 years.The concept can be taken to dealing feelings of some models of self-control, one of which is the concept of self-control Meichenbaum (1986). The concept of self-control that is in line with the attainment of independence competency standards junior research subjects on the developmental aspects of emotional maturity. (Depdiknas, 2007). Level introduction of junior research subjects are expected to identify the ways to express feelings appropriately. Junior research subjects are also expected to understand the diversity of expression of feelings of self and others. It is no less important at the level of junior research subjects measures are expected to express feelings on the basis of contextual considerations. Based on the literature pengakajian conducted skills training to dealing feelings shared consist of skill mengeali

feeling, keterampian understand the feelings and the feelings mngekspresikan skills naturally. Mastery of skills made easy with the use of a specific intervention strategies. Intervention strategies used were based learning experience developed by David Kolb.

3.2 Results Development stage

Include of the stage of development stage are the results of the assessment requirements and assessment of literature studies, field tests of the initial (test experts), field trials (counselor) and test field implementation (research subjects) as well as the revision of the guidelines obtained final product in the form of training manual skills to dealing feelings of shy for junior high school students and counselors. Systematics guide for counselors consists of three parts: introduction, general instructions and training scenarios. Systematics guide for students consists of two main parts: the introduction and training scenarios skills to dealing feelings of shy, fear and guilt.

The introduction to the guidance counselor about rational contain training and general training purposes. A general guideline contains a brief overview will be the user guide, the target, the use of instruments, intervention strategies, determining training schedules. Section training scenarios are divided into three groups, namely vocational training skills training to dealing feelings of shy. the average time taken for the real experience, reflective observation, implementation, and evaluation can be completed quickly.

Reflective observation activities previously by filling sheets supplied change at the next training because, during the training skills to dealing feelings of shy research subject is preoccupied to ask things that are technical in nature. There are changes on the discussion before the actual experience. Not all of the study subjects to complete a task because not all subjects are trained to experience feelings. Discussion on the application sheet actually charged during a wrap-up for all study subjects had experienced feelings drilled. The conclusion reached at the time of wrap-ups are all subjects of research have successfully mastered how to dealing with shyness feeling skill.

3.3 Experiment stage result

3.3.1 The results of the initial field test (test experts)

Initial field test (expert testing) is performed by two experts, namely the content experts and design experts. Initial field test (expert testing) is performed to test the acceptability of the training manual skills to dealing feelings both in terms of content and design. The assessment results obtained from the initial field test (expert testing) is used to revise the product development and obtain inputs to improve the design of training manual skills to dealing feelings before implementation to potential

users.Initial field test (expert testing) is performed after the drafting of the training manual skills to dealing feelings is completed. Assessment expert content and design experts performed through the scale of assessments and interviews. Thus, the data obtained are quantitative and qualitative. Based on the results of the expert feelings pegelolaan scale 1 scoring a total of 36 categories of useful and expert 2 gives a total value of 44 categorized as very useful. Scores of both expert guide shows skills training to dealing feelings have met the criteria of usefulness.

The results of the interview also confirmed the usefulness of guidelines for counselors and junior high school students. Through interviews also clarify the intent experts give scores on each item and purpose statement item the advice given. Although the scores given to each item item high statement does not mean there is no input on each item statement items. Eg for item no.3 on the usefulness of an expert guide though one member of a score of 3 and 2 experts give a score of 4, but the 2nd Experts explain that feelings are trained to be dealingd should have feelings that often appear on the subject of research. So based on the input of the 2nd experts, the results of the needs assessment and communicated to a supervisor and then held his revision of the kind of feeling trained.

Based on the results of the initial field test of quantitative data (expert testing) 1 provides a total score of 24 with a decent and expert categories 2 gives a total value of 44 categorized as very feasible. Scores of both expert guide shows skills training to dealing feelings have met the eligibility criteria. Eligibility guidelines are also punctuated by interviews with each expert. The results also confirm the interview will be eligibility guidelines and intent experts give scores on each item and purpose statement item the advice given.

Based on the results of the initial field test of quantitative data (expert testing) 1 provides a total score of 33 with the appropriate category and experts 2 gives a total value of 43 with very precise categories. Scores of experts showed both skill training guide has met the criteria to dealing feelings of accuracy. The precision guide is also punctuated by interviews with each expert. The results also confirm the interview will be eligibility guidelines and intent experts give scores on each item and purpose statement item the advice given.

Based on the results of the initial field test of quantitative data (expert testing) 1 scoring a total of 12 categories and expert worth 2 gives a total value of 16 in the category of very inappropriate. Scores of experts showed both skill training guide has met the criteria to dealing feelings of decency. Decency guide also

3.3.2 The results of field trials

Design of field trials (counselor) is intended to test the training manual skills to dealing feelings is used

for determining the acceptability of the guide. The goal is to find out the deficiencies in the practical guide. Subjects users consists of three counselors. Data collection instruments used in the form of an interview with a counselor with reference books educaional evaluation standards for programs, projects and materials. These aspects are developed consists of four aspects. According to a third counselor, guide skills to dealing with shyness feelings of junior research subject is otherwise very useful especially with the characteristics of the study subjects who were in unstable condition and the lack of guidelines for train. Based on the test results of potential users / counselor can be concluded that the guide skills to dealing feelings of shy has met the acceptance criteria. As for the follow-up of field trials (counselor) is a revision to the feasibility aspects. Revisions to the election focused on the feasibility aspect stimulant and timing of training.

3.3.3 The result of the implementation of the field
After the initial field test (test experts), field trials (counselor) and the revision next stage is to test the implementation of the test field. Test test execution using the field 16 junior research subjects were divided into two groups. One experimental groups and one control group. The experimental group is a group that trained using problem-based learning and the control group were trained using group counseling approach. Test test field implementation was conducted to test the effectiveness of a training strategy to increase the ability to dealing feelings of junior research subjects. The effectiveness of guidance is done by comparing the results of the pretest and posttest control group and the experimental group.

Test data test field implementation in the form of quantitative and qualitative data. The quantitative data obtained from the assessment scale feelings of self-developed and tested through non-parametric statistical test of Mann-Whitney and Wilcoxon sign test with SPSS 16.00 for Windows. The qualitative data obtained from the analysis sections. Pretest and posttest results for each group are presented below.

Experiment group
1) pretest skills to dealing with shyness feelings

Activities undertaken before giving treatment is administration of the initial test (pretest) to the workshop participants. Early tests to determine the level of skills to dealing feelings trainee before being given training. Measuring instrument used is the scale of the dealingment of feelings and feeling dealingment section. Results section shows all the study subjects did not master the skills to dealing feelings. Results scale dealingment of feelings also showed similar results. The results presented in the results table pretest and posttest pretest skills to dealing feelings of shy experimental group.

2) Treatment
Intervention strategies used for the experimental group is experience-based learning (EL). This intervention strategy consists of four stages, namely: a real experience, reflection, conceptualization / abstract thinking and application. The short explanation is as follows:

(a) Stage Real Experiences
Stage real experience carried out by taking the study subjects experienced a sense of shy. The situation created by the game makeup with eyes closed friends. After the makeup is finished, the study subjects were asked to perform in public, at a time when research subjects appear counselor and team cheering their appearance. When the subject of research already shows the characteristics of experiencing feelings of shy, activities resumed at the stage of reflective observation.

(b) Stage Observation Reflective / Reflections
Stages of reflection obtained through observation conducted research subjects to the feelings they experienced during the game and then compare to the feeling they experienced in real life, resulting in the conclusion that the feelings they are experiencing the kind of negative feelings and uncomfortable for them.

(c) Conceptualization Stage
Conceptualization stage is a stage for understanding the principles of the feelings that have been reflected. Through an understanding of the participants are expected to have a new concept in managing new embarrassment which consisted of relaxation, talk to yourself in a positive and change the negative thoughts into positive thoughts.

(d) Stage active experimentation / application

1) Posttest the dealing with shyness feelings skills

No.	Dealing with shyness feeling			
	Pre	Category	Post	Category
1	35	Average	39	High
2	35	Average	48	Very High
3	24	Low	40	High
4	35	Average	35	Average
5	28	Average	44	High
6	34	Average	42	High
7	28	Average	28	Average
8	31	Average	31	Average

Result Table of pretest and posttest control group in dealing with shyness feeling skills

No. Urut	Dealing with shyness feeling			
	Pre	Category	Post	Category
1	28	Average	28	Average
2	42	High	44	High
3	34	High	35	High
4	22	low	19	Low
5	35	High	38	High
6	31	Average	33	Average
7	20	Low	24	Low
8	37	High	35	Low

Active experimentation stage is the stage of an opportunity to study subjects to apply the material obtained in training to dealing feelings of shy in real situations. The research subjects were given the task of noting his situation earlier with the formats that will be provided.

Based on the results of the pretest skills to dealing feelings of shy there are 7 subjects were categorized and 1 subjects in the low category. After intervention by EL No change in 5 subjects from a lower category to a higher category, while three subjects did not change. Based on non-parametric statistical tests Wilcoxon technique can result in 7 subjects exist at the positive rank with a mean of 4.00 which means 7 posttest scores of research subjects greater than pretestnya and 1 subject in meaningful ties and posttestnya same pretest scores. Besides the statistical test value $Z = -2375$ and Asymp. Sig. $= 0, 018$ for two-sided test, $1 \quad 2\ 0.05$, meaning that there is a difference of skills to dealing feelings of shy between before and after.

Control group
Intervention by EL.
Based on the results of the pretest skills to dealing feelings of shy there are two subjects were categorized and 2 subjects in the low category, and 4 high categorized subjects. Changes after intervention by GROUP GUIDANCE is: 7 subjects remained in the original category and one subject experienced a decrease category despite a change of test scores. Based on non-parametric statistical tests Wilcoxon technique can result in 5 subjects exist at the positive rank with mean 3.90, which means a score of posttest 5 research subjects greater than pretestnya and 1 subject in meaningful ties and posttestnya same pretest scores.

While the two subjects exist in the rank mean negative pretest scores greater than posttestnya. Besides the statistical test value $Z = -0, 938$ and Asymp. Sig. $= 0, 348$ for two-sided test. $1 \quad 2$ with an alpha of 0.05, meaning there is no difference in the skills to dealing feelings of shy between before and after intervention by GROUP GUIDANCE.

Comparison of results between the pretest and posttest Group Experiment with Control Group is The results of a pretest for the skills to dealing feelings of shyMann-Whitney test results to see the effectiveness of the EL with GROUP GUIDANCE before it was held training for the hypothesis Ho: $1 \quad 2$ against H1: $1 > 2$ provide p-value $= 0, 95$. Since the p-value of $0, 95$ is greater than $0, 05$ then Ho: $1 \quad 2$ rejected. This means that there is no difference singnifikan skills to dealing feelings of shy research subjects between the experimental group and control group.The results also showed rubric almost same condition between the control group and the experimental group. All study subjects both in the experimental group and the control has its own way of managing shyness. However, dealingment of feelings held not in accordance with the skills to dealing feelings to be trained.

4. Discussion

In this Section contains of discussion about theoretical and empirical studies of the components contained in the guide. This study aims to discuss the findings obtained during the product development process with existing theories, so that these products have the scientific strength. Discussions focused on the findings relating to the results of the initial field test, the results of field testing and field implementation of the test results. Based on the results of expert assessment of the content and the design and assessment field trials of products, that product development skills training guidelines to dealing these feelings is seen has been very meet acceptance criteria. This is indicated by the results of the high ratings of the two experts, the assessment results field trials, as well as the implementation of field test results with a design pretest and posttest control group design.

Products of the research is guide book of dealing with shyness feeling of junior high school students to counselors and students. Systematics guide for counselors consists of three parts: introduction, general instructions and training scenarios. While the guide is for students consists of two parts, namely the introduction and technical training to dealing feelings of junior high school students. Systematics guidance counselor for the introduction of rational contain training and general training purposes. A general guideline contains a brief overview will be the user guide, the target, the use of instruments,

intervention strategies, determining training schedules. Section training scenarios are divided into three groups, namely vocational training skills training to dealing feelings of shy.

Skills to dealing with shyness feelings basically can be learned and trained to everyone through intensive training, in particular through training programs in schools (Hallahan & Kauffman, 1991). The results showed that the training skills to dealing feelings with experience-based learning training methods proven to develop the skills to dealing feelings of junior high school students. Although the training manual skills to dealing feelings of junior high school students have met the acceptance criteria of experts and field trials as well as research subjects however, need no maintenance efforts so that new behavior students can thrive. Additionally, this guide is regarded as a small part of the learning process is a stage in the initial formation of students' independence competency standards for the development of emotional maturity in the field of personal and social students.

The success in the implementation of skills training to dealing with shyness feelings is not only determined by the quality of the training manual skills to dealing feelings, but also inseparable from some of the factors that support it, such as; emotional condition-trained students, coaches, and the circumstances when the training was conducted. As noted Calhoun (1995), the factors that influence the development of human behavior is the self and the environment. This environment can include counselors, students, friends, and parents share responsibility in coaching the personal-social aspects of students. The increase in pretest and posttest scores occurred because trainees are considered able to dealing negative feelings. This study reinforced by research conducted by Meichenbaum and Genest in the King (1988) that the training of self-control can help one (1) to become aware of thoughts, sistuasi, and behaviors that lead to emotional disorders (2) can change the self statement and (3) can learn cognitive skills and behavior. Kendall (1993) also stated that the training of self-control, can help young people to (1) recognize the role of the mind in generating emotion, (2) controlling these thoughts to overcome emotions interfere, (3) learn how pengaruhya on behavior, (4) have the skills to use effective techniques to control or change the behavior.

At this stage of conceptualization students are conditioned to be able to conceptualize new ways to dealing negative feelings. How that is done is relaxation, talk to yourself in a positive and change the negative thoughts into positive thoughts (cognitive restructuring). Research conducted Smeltzer & Bare (2002), relaxation can reduce stress both physical and emotional stress that reduce the intensity of pain and reduce anxiety. At the time of real experience created good that the students experience feelings of shy, fear and guilt conditions of the students had stiffened. When tension occurs then the next students are trained to reduce tension with relaxation techniques. Relaxation techniques applied several times to condition students to be relaxed. Cognitive restructuring is the process of learning to deny the thoughts that "wrong" with the aim of replacing one's irrational thoughts, become counter-factual beliefs with more accurate and useful. Ellis (in Capuzzi and Gross, 2003). Often a person experiencing shy, fear and guilt are protracted because someone puya irrational thoughts. For example, during the training skills to dealing feelings of shy Subjects of the study experienced tremendous shy because they think that their looks are like a clown. So to change the minds of students who are negative and irrational students are trained to replace her thoughts into a positive.

The positive thinking for example assume that their appearance only occur during the training course and make their performances better.Positive self-talk will also have a huge influence on a person. Self-talk unnoticed by tingkh able to influence behavior. Self-talk or a personal conversation (talking to himself) is something that seems very simple and almost never discussed. However, the impact is very large. Self-talk is something that largely determines whether a person will be like in the future. Self-talk is the root of most major psychological problems, from which the habits, character, and beliefs are formed. During the self-talk someone stays positive, he is not easily affected by negative things from the outside. Negative things from the outside will only have a negative impact on us if it is reinforced with self-talk is negative, (www.andaluarbiasa.com, 16/02/2010). Ways to dealing feelings such as relaxation, cognitive restructuring and positive self-talk is expected to be applied by the subjects in everyday life.

5. Conclusions

Based on the objectives and results of the discussion in the research that has been done can be summarized as follows:

a. Research has been conducted to produce guidelines skills training to dealing feelings of junior high school students, which consists of two products, namely: 1) guidebook for counselors, and 2) a guidebook for students. The guide is used as a medium for guidance and counseling particularly personal-social guidance using experience-based learning.

b. In general product development assessed by experts and potential users meet the acceptance criteria rated on four aspects:

1) aspects of utility

Product development is considered an expert useful. It is based on the magnitude of the benefits of

this guide to help counselors will meet the needs of students counseling services, especially personal-social counseling services and career. In addition, the guide also contribute to developing skills to dealing feelings of students of students that are beneficial to the students, as well as the provision of skills for vocational students in answering the demands of the working world.

2) aspects of feasibility

This guide is included in the category of very feasible. This category is based on the practicality of training sessions, instructional stages, and the amount of energy and time were not great.

3) aspects of accuracy

This guide has a very precise criteria. This assessment is based on the guidance accuracy when applied to a junior high school students the accuracy of each objective and material, the accuracy of the method, timing, and implementation stages of training, as well as precision measurement tools. The accuracy of this guide is also based on the clarity of the formulation of general purpose, special, and clarity of the material, as well as the suitability of the title with the topic guide.

d. aspects of propriety

This guide has met the criteria of appropriateness. This assessment is based on the propriety of the implementation of the evaluation process legally and ethically, respecting the interests of all parties concerned.

c. Implementation of training skills to dealing feelings for counselors need certain requirements, among others; counselors must obtain special education (educational backgrounds undergraduate or bachelor's Guidance and Counselling Psychology), has the technical competence and skills to dealing feelings.

d. The test results pretest posttest control group design can be concluded that the effective use of experience-based approach to improve the skills to dealing feelings, particularly the three that feeling; (1) a sense of shy (2) guilt, and (3) fear. This is evidenced by the span of 6 months, a skill that has been trained on the student are implemented in everyday life. The results showed that the seven kinds of skills to dealing feelings of students who have ever drilled is still attached to the student, and most showed an increase in the average score.

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Psychology Student's Motivation Of Semarang State University On Improves Learning Results

Pentarina Intan Laksmitawati

Semarang State University, Semarang, Indonesia

pentarinaintanlaksmitawati@gmail.com

Abstract

Motivation is a condition in the individual that is causing someone to do certain activities. To get a good learning results, students must have a high motivation, whether it be extrinsic or intrinsic motivation. With high motivation, the results of the learning theory or practice can be satisfy, contrast with the low motivation of learning theory or practice cannot satisfy. In order to achieve better learning outcomes, we need motivation to improve learning results. This research is descriptive research type. Population and sample of this research is student of psychology on Semarang State University in 4th semester. The data obtained by conducting a survey using question form. This research was conducted to find out the level of psychology student's motivation on Semarang State University in academic year 2015/2016 in improving learning outcomes.The subject of the study amounted to 22 students. The results showed that the psychology student in terms of self motivation in improving learning outcomes are on the middle criteria.

Keywords: Psychology student, motivation

Introduction

Motivation is a State in the individual that is causing someone doing certain activities to achieve a goal (Hamalik in Mappeasse 2009). Motivation is the impulse, the desire to perform an activity or work with provide the best on him in order to achieve the desired goals (Suyati Mappease in 2009). Motivation in improving learning results are a boost in the individual to improve the results of his studies with certain ways. How that question is renewing the way and quality of learning done. Learning motivation will determine how to learn, while how to learn can determine the quality of the learning outcomes obtained. A good way of learning will lead to successful learning, otherwise a bad way of learning will lead to less successful or a failed study (The Liang Gie in Mappeasse 2009).

Based on information from psychology student alumni in Semarang State University (Unnes), there are very rare psychology student who graduated on time. One factor that is very influential with it is the low learning motivation which owned by students. But on the contrary there are students who have high motivation but it has a wrong learning manner. Researcher also obtained information from some of the other majors, it was tells that psychology student didn't have high study motivation in a while they must learn some difficult things.

Learning manner just a half of variable which influential with learning result. Many variables also have a role play in affected. In this study, researchers only investigated the motivation of students in improving their learning outcomes. The motivation to improve learning results is an important factor to know the results of the study.

Methods

The reference came from the study of literature, literacy advocates and internet data. Data collection is also done through the dissemination of the question form which compiled by researchers, that is motivation to improve the learning result. The form are disseminated on a psychology student in 4th semester in academic year 2015/2016.

Results

Psychology student's motivation in improving learning outcomes can be measured using a scale of motivation in raising a valid learning outcome, consisting of 44 items with the highest score is 4 and lowest score is 1, so the motivation to improve the results of the study can be expressed as follows:

Total items $= 44$

Maximum score $= 4 \times 44 = 176$

Minimum score $= 1 \times 44 = 44$

Mean $= ($maximum score $+$ minimum score$) : 2$
$= (176 + 44) : 2$
$= 110$

Standart deviation $= ($maximum score $-$ minimum score$) : 6$
$= (176 - 44) : 6$
$= 22$

An overview of the motivation of the students in improving learning outcomes obtained mean $= 110$ and SD $= 22$, then can be taken into account as follows:

Mean $-1{,}0$ SD $= 110 - (1{,}0 \times 22) = 88$

Mean $+1{,}0$ SD $= 110 + (1{,}0 \times 22) = 132$

Based on the above calculations, the frequency distribution is obtained as follows:

Criteria	Interval	Subject Frecuency	Percentage
High	$132 < X$	0	0
Middle	$88 < X < 132$	18	100%
Low	$X < 88$	0	0

Discussion

Riduan (in Aritonang 2006) say that the motivation of learning is the overall power mover within students that give rise to learning activities, which ensures the continuity of learning activities and provide direction on learning activities, so that the desired goals by the subject of the study it can be achieved. This is similar to the motivation to improve the results of the study. Aritonang (2006) stated that the motivation of learning students includes the following dimensions:
a. Persistence in learning (subvariabel)
   1) School attendance (indicators)
   2) Follow class activity (indicator)
   3) Study at home (indicator)
b. Resilient in the face of adversity (sub variable)
   1) Attitude toward hardship (indicators)
   2) Efforts overcoming adversity (indicators)
c. Interest and acuity of attention in learning (subvariabel)
   1) Habit in following lessons (indicators)
   2) Spirit in following class activity (indicators)
d. Achieving good results in learning (sub variable)
   1) Desire to Excel (indicators)
   2) Qualifying results (indicators)
e. Independent in learning (sub variable)
   1) Completion of tasks (indicators)
   2) Use the opportunity outside of lessons (indicators)

According to Suryabrata (in Aritonang 2006), factors that influence the results of the study are classified into three, namely: factor from the inside, from the outside factors, and instruments. Factor in that is factors that can affect the learning that comes from students who are learning. These factors include: (a) the individual's interest is the interest of individuals against something. The learning interest of students of high causing student learning easier and fast (b) motivation of learning among students who are one with the other students are not the same. The motivation of learning is influenced by several factors, including: the ideals of learning ability of students, students, students ' conditions, environmental conditions, the dynamic elements in learning, and the teacher membelajarkan students. From outside factors, namely the factors that originate outside the students that affect the process and results of the study. These factors which are the social environment. What is meant by social environment here that is human or a fellow human being, whether man is present or indirectly present. The presence of other people at the time being studied, often interfere with learning activities. One of the social environment that is student in school environment that consists of peers, another friend of the class, the teacher, the principal and other employees can also affect the process and results of individual learning. Instruments factors factors that relate to learning devices such as curriculum, program structure and infrastructure of learning (learning media), as well as teachers as designers of learning.

In this study, the motivation of learning or motivation in improving learning results are mapped into three major aspects that each aspect is composed of various indicators. (1) the aspect of choice. The aspect options include an interest in a particular subject and diligent in seeking information on specific subjects. (2) the confidence to succeed. Aspects of beliefs for success consists of a picture of success, make a plan, independence act, providing the time, trying to predict the outcome of various strategy, and ability to throw out a strategy that is not promising. (3) the Oomph in this endeavor. Aspect of perseverance in the face of failure include resorting courage, ability to rise from the persistent failure and keep trying if the first attempt fails.

Aspects embodied in the question form, out of 22 subject obtained the results that the whole subject is on the criteria being in terms of motivation increase their learning outcomes. As for the quantity prosentasenya is 100%. Based on the processing of the now, a student with a score of less than 88 are at a low motivation criteria, students with a score of 88-132 are on the criteria are, and students with a score above 132 are on the criteria have high motivation.

Conclusions

Based on the results of the research have been presented, it can be summed up as follows:
Improve the results of learning motivation in Psychology student Unnes 4 semester academic year 2015/2016 mostly resides on the criteria are.
Based on the results of the research that has been done, the researchers suggest:
1. For lecturers in particular psychology lecturer so often give motivation and pay attention to the process and how its student learning.
2. For the next researchers in order to develop research that was designed with this research.

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Developing an Assessment Tool for Measuring the University Students' Career Decision Making Skill

Wagimin
Guidance and Counseling Department of Sebelas Maret University, Surakarta, Indonesia
E-mail: wagimin1751@yahoo.co.id

Abstract

The measurement instrument for measuring the university student's career decision making skill that more comprehensive and more suitable for Indonesian's university students needed to be developed. Many of the existing instruments mostly came from The West and it more focused on a certain aspects. The measurement instrument being developed was the evaluation scale for measuring the career decision making skills that based on the Cognitive Information Processing Model. The development procedures applied in this research were: (1) studied the concepts of career decision making, (2) studied the essence of career decision making according to the Cognitive Information Processing Model, (3) developing the early draft of the measurement instrument, (4) reviewed the draft with career guidance and measurement experts, (5) tried out to the limited subjects to examine its reliability and validity, and (6) tried out to the subjects nationally in Indonesia. The result of the research showed that it could be arranged a set of evaluation scale that could be used to measure the university student's career decision making skills consisting of 50 items. All of the items of it were valid and reliable. The reliability of the instrument developed was 0.860 and the recommendations were suggested.

Key words: career, career decision making instrument, cognitive information processing model.

1. Introduction

To understand the university students' career decision making skills was important, because it could be as a consideration for giving them help in choosing their career properly. In practice, someone who lacks of skills in career decision making, she or he would have a lack of preparations and information, lack of self-understanding and occupational options, lack of mature in his/her attitudes and career, lack of self-confidence and had trouble in their thinking [1] [2] To measure the university students' career decision making skills, we needed a measurement instrument to measure it. So, it would be better to be developed.

There were many ways carried out in measuring career decision making skills. Each measuring differed from one to others [3] · The differences occurred because there were different approachs used by each author or researcher in viewing it. The differences also existed because of the differences in the researchers' purposes and means. Therefore, it would emerge many kinds of measurement instruments that were able to measure career decision making skills[4] [5] .

Some researchers had developed measurement instruments to measure the career decision making skills; among others were: Career Decision Scale (CDS) [6] · My Vocational Situation (MVS) [7] Career Decision Profile (CDP) [8], Career Factors Inventory (CFI) [9]. Career Beliefs Inventory (CBI)[10], Career Attitudes and Strategies Inventory) (CASI) [11], Career Maturity Inventory (CMI)—Revised [12], and Career Thoughts Inventory (CTI) [13], [14], Career Decision Scales [6], basically to measure the attributes of career certainty and indecision. My Vocation Situation developed by Holland, Daiger, & Power [7] to measure the attributes of vocational identity, needs of information, and barriers in career decision making. Jones' Career Decision Profile [8], used to measure the attributes of decidedness, comfort, self-clarity, knowledge about occupations and training, decisiveness, and career choice importance.

The next measurement instruments were Career Factors Inventory by Chartrand et al. The attributes revealed by this instrument were career choice anxiety, generalized decisiveness, need of career information, and the need of self-knowledge. The instrument of careers Beliefs Inventory by Krumboltz was developed to measure attributes like:

employment status, career plan, acceptance of uncertainty, openness, achievement, college education, intrinsic satisfaction, peer equality, structured work environment, control responsibility, approval of others, self-other comparison,

occupation/college variation, career path flexibility, post-training transition, job experimentation, relocation, improving self, taking risks, learning job skills, negotiating/searching, overcoming obstacle), and working hard.

Career Attitudes and Strategies Inventory developed by Holland & Gottfredson to measure the attributes job satisfaction, work involvement, skill development, dominant style, career worries, interpersonal abuse, family commitment, risk-taking style, and geographical barriers. Career Maturity Inventory developed by Crites & Savickas to measure career maturity attitudes and career maturity competences. Career Thoughts Inventory by Sampson et al.was used to measure the total dysfunctional career thoughts, decision making confusion, commitment anxiety, and external conflict with significant others

Hirschi & Lage [15] had also classified the aspects of career decision making skills. According to them the aspects of career decision making embraced *career mature* [16], *career decidedness* [17] *career planning or career development inventory)* [18] [19] *career exploration* [18] [19], *vocational identity* [7], [20] , and choosing career readiness [15].

Another ways of measuring career decision making skills were proposed by Hirschi & Lage [15] [21] [22]. They measured career decision making skills based on the steps in which the career decision making process included. The measuring should be done to indicate that weather the level of the career development that had been progressed suitable with each development level. Although they realized that there were difficulties to clearly differentiate each level of the persons in line of the measurement. Hirschi & Lage [15]—that they had also developed the steps of a career decision making process—developed ways how to measure a career decision making based on their steps. Hirschi & Lage [15] developed a process of career decision making consisting 6 (six) phases or steps [15 p.38]. They gave some examples for their measurement instrument items, as follows: (1) *"I never to think about my vocation in the future"* (to measure the involvement of the client in the first phase); (2) *"I don't know much about my choices and ideas relating to my vocation in the future"* (to measure the client involvement in the second phase)*;* (3) *"There are so many choices in my career that I am interested in but I don't know that would be fit for me"* (to measure the client involvement in the third phase); (4) *"I consider some career choices but I can't choose one of them"* (to measure the involvement of the client in the fourth phase); (5) *"I have decided to choice a career really but I am not confident with my choice"* (to measure the involvement of the client in the fifth phase); and (6) *"I do understand what I should do in the future"* (to measure the involvement of the client in the sixth phase) [15]. The Hirschi & Lage's model was based on the ways that done by Brown & McPortland [23], [24] The such measurement style had also been done by Gati et al. [4], [5] in measuring the level of career decidedness in their studies.

1.1. The
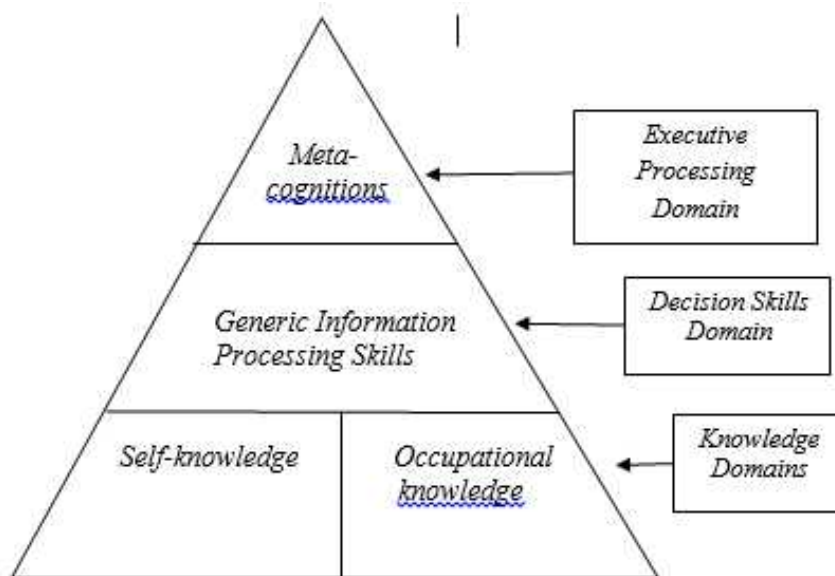
Figure 1. Pyramid of Processing Information Domains in Career Decision Making [32 p.113]

Cognitive Information Processing Model (CPI)

CASVE—that were *communication, analysis, synthesis, valuing, and execution*—and (4) *executive*
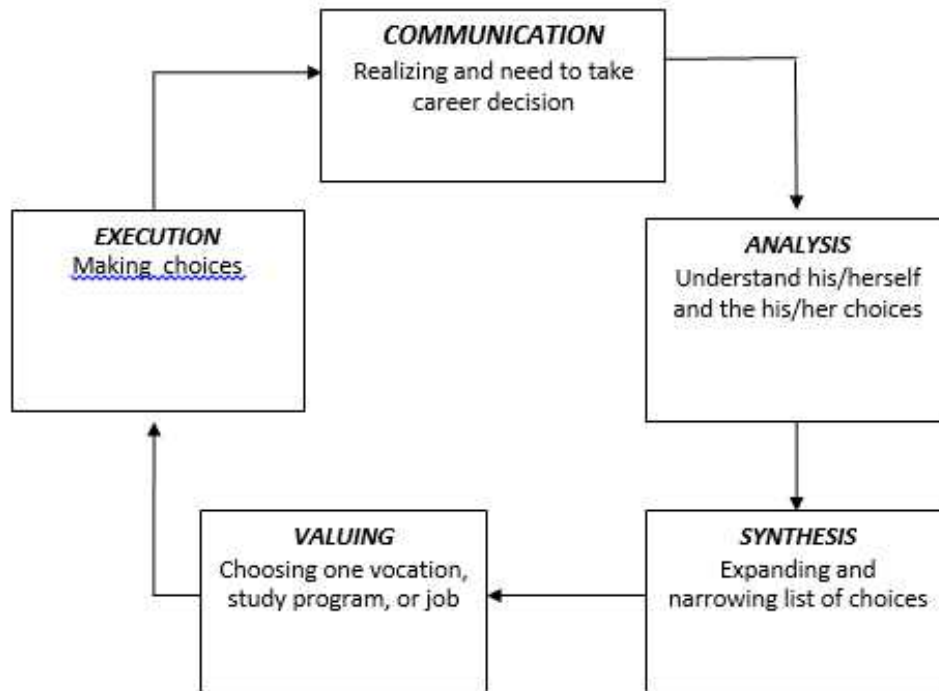
Figure 2. The Process of Career Decision Making Model of CASVE CIP. [25, p.49]

The career decision making skills of the university students that we expected was the career decision making skills that helped the decision makers were able to help themselves achieved their own life goals as they want [5]. The career decision making skills being expected were the decisions that had a clear phases and its decision maker was able to produce a decision with a high commitment for implementing its decision as well as possible. One of the career decision making models that the phases clearly defined was the career decision making model proposed by Sampson, Peterson, Reardon, and Lenz [25]. They called their model as a Cognitive Information Processing (CIP) Theory. The CIP theory proposed by Sampson et al. not only functioned as a model to help individual in career decision making but also it could be used as a guide to resolve the problem or to develop career program development [3] [25] [26] [27] [5] [28] [29][30] [31].

The theory of career decision making of CIP model emphasized on four aspects or components in helping individual in career decision making. The four aspects included: (1) (self-knowledge), (2) option knowledge, (3) Generic Information Processing Skills that embraced 5 steps—abbreviated as

processing [25]. The fourth aspects arranged as a hierarchical pyramid comprising three levels as could be seen in Figure 1.

Figure 1 indicated that the first level of the pyramid comprised 2 aspects that were self-knowledge and option knowledge. It functions of the first level as the foundation of that in the above levels and that as the knowledge domain for the process of career decision making. So, it meant that in the process of career decision making, students had to possess knowledge relating to their choices, including choices related to education and vocations and related to how the vocations organized [25]. The second level according to Lenz et al. [25], the first phase of career

decision making was communication. In this phase, student should realize that he/she needed to take the career decision. He/she should integrate his/her cognitive and his/her affective as well as considering the tings that as the result of the outcome of his/her communication with others. In the communication phase, university student would realized, accepted, and determined the existing gap between the individual's real career situation and his/her hopes[25]. In brief, individual should be able to realize that he/she
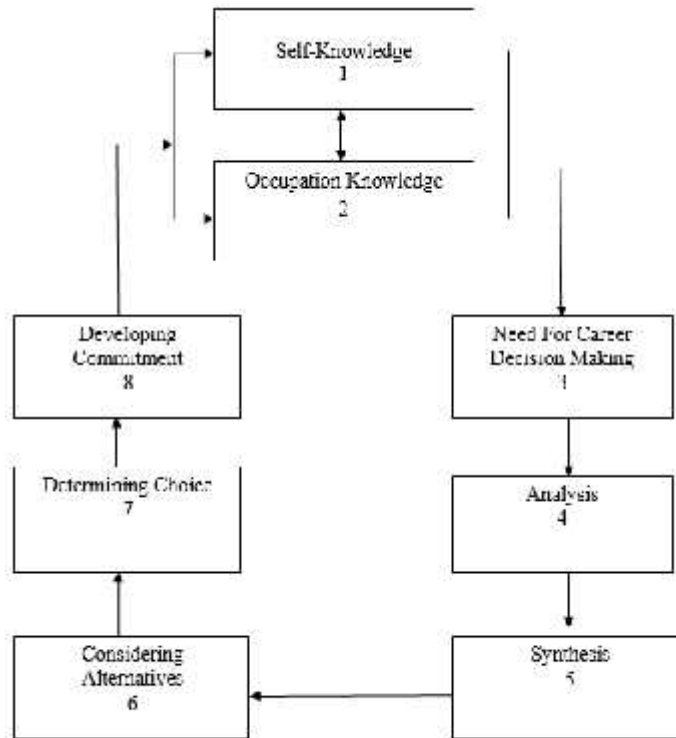
Figure 3 Model of University Student's Career Decision Making, Modification of CPI Model [15]

had career problem [15] or the university student should realized that he/she had a need to take a decision [29].

The second phase of CASVE model was analysis. In this phase, university students tried to collect and understand all important information relating with his/her choices. He or she tried to understand what the causes of gaps revealed in the communication phase. It consisted among others the study of self, his/her choices, the way how to make decision, and how their thinking effected to the process of their decision making that going on [25]. In brief, it could be said that this phase was a component of problem that related to each others [15] or the problems were reduced in to the components [29].

The third phase of CASVE was synthesis. Lenz et al. said that at this phase, university students involved in the activities that could help him/herself to elaborate and crystallize his/her choice. The purpose of this phase was to make the university student to be motivated to consider some possibilities that existed and to make him or her being free in considering certain potential possibilities in solving the problem. According Lenz et al.[25], the crystalization would exist after the university students analysed and after processing the information and narrowing their choosing lists to make only some most possbie choices. Briefly, in this phase, the university student had to be able to produce some possibilities of

conclusions—3 (three) to 5 (five)—important alternatives from many alternatives [25] or found the alternatives of solution [29].

After the university student was able to narrowing the list of alternatives, he/she should think in order come to the best alternative in which the student had commitment and planned to implement the choice. In this phase, the university student undertook the evaluation considering—3 (three) to 5 (five)—important alternatives that had been determined and to judge the weight for its advantages and disadvantages for each alternatives. The things that should be considered by the university student were the funding and its benefits for him/her or for other people or society in large. Ideally, this process produced alternatives order so that the university student would have the first, the second, or the third choices as served to the later choice [25]. So this phase was the fourth phase that consisted of the evaluation of alternatives [29].

The fifth phase of CASVE cycle was execution. In this phase, the alternative that had to be chosen viewed as the tentative alternative because it still needed further exploration through training program or short experiences like internship or searching vocation. Through this program the university student sould know whether or not the alternative being chosen could be able to be achieved or implemented.

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In his phase, the student had to decide and had commitment to make the action plan for implementing his/her tentative choice [25]. Zunker [29] called this phase as the formulation phase of solution strategy for solving the problem.

After the first and second phase of the pyramid of career decision making process had been done, the following phase was executive processing. This phase was related to the university student thinking and feeling about his/her choice or "thinking about the thinking" [25]. This phase consisted of the metacognitive processing that controlled the choice and making the order of cognitive strategy being used to solve the problem through self-talking, self-awareness, controlling and monitoring [33].

1.2. The Model Developed

The career decision making process consisted of phases, so to measure the university students' career decision making skill, the researchers should know whether they would change or not the phase of its decision making process [23] [24] [15]. Basically, the all phases of career decision making that were used in this study were the same as the phases that proposed by Lenz et al. [25] but some of them said in other words. The phases embraced 8 phases, there were: (1) self-knowledge, (2) occupation knowledge, (3) need of career decision making, (4) analysis, (5) synthesis, (6) considering alternatives, (7) determining the choice, and (8) developing commitment

The firt phase, self-knowledge, covered sub-aspect of: (1) knowing the values, (2) knowing the aptitudes, (3) knowing the interest, (4) knowing the skills, (5) knowing the personal abilities, and (6) knowing self-advantages and disadvantages. The second phase 2, occupation knowledge, covered sub-

aspect of: (1) knowing the kinds of occupations, (2) characteristic of occupations, and (3) knowing how the occupation organized. The third phase 3, communication or need for career decision making, consisted of sub-aspect: (1) knowing the internal demand, (2) knowing the external demand,(3) knowing the need for career decision making, and (4) knowing the decision making barriers

The fourth phase, analysis, covered sub-aspect: (1) collecting information about self and environment, (2) knowing the causes why the gaps exist, and (3) knowing the effect of thinking and feeling on the career decision making process. The fifth phase, synthesis, covered sub-aspect: (1) considering some various potential alternatives, (2) knowing the selective potential information, and (3) narrowing the most possible potential alternative. The sixth phase, valuing, covered sub-aspect: (1) considering the potential alternatives, and (2) choosing one of the most possible alternative. The seventh phase, execution, covered sub-aspect: (1) enforcing the commitment to implement the choice, and (2) making plan to implement the choice. The eighth phase, processing execution, covered sub-aspect: (1) making planning of cognitive strategy to solve the problem, and (2) controlling and monitoring the alternative choice through self-talk and self-awareness.

From the eighth phases as stated above from which the evaluation scale were constructed and developed. So, the purpose of this study was to develop a measurement instrument that was an evaluation scale of university student's career decision making skills which more comprehensive, having a high reliability and validity, and could be used nationally in Indonesia. This study could produce a scale for measuring the university student' career

Table 1. Distribution of Subjects based on sex and Name of University

University	Male	Female	Sum
University of Nusa Cendana	18	42	60
Padang State University	12	49	61
Palembang University	16	46	62
Makassar State University	20	40	60
University of M. Hamka	12	48	60
Malang State University	25	55	80
University of Veteran of Sukoharjo	28	42	70
Sebelas Maret University	28	48	76
IAIN of Surakarta	24	36	60
University of Lambung Mangkurat	26	38	64
Yogyakarta State University	23	53	76
Jambi State University	22	38	60
Total	254	535	789

decision making skills that more comprehensive and had national standard criteria that could be used to examine the level of Indonesia university student's career decision making skills.

2. Methods

2.1. Partisipants

The participants of this research were the university students who coming from many universities in Indonesia. This research was the continuity of the research which was done before—in the first step. The purpose of the research in the step one were to try out the instrument developed in the fisrt step locally. The student numbers used to try out in the fisrt step were 421 students who came from SebelasMaret University of Surakarta. To make the measurement instrument accepted nationally as valid and reliable measurement instrument, it sould be tried out to the students coming from all Indonesian students as a representation of the Indonesian students. So, the samples of this research were 789 students coming from 12 universities as a representatives of the Indonesian Universities. The detail number of it, you could see in the Table 1.

2.2. Instrument

Instrument of this study was a measurement instrument or an evaluation scale of university student's career decision making skill. The instrument was developed based on CIP Model which developed by Sampson et al. As had been indicated above, the instrument comprised 8 (eight) aspects, that were: Aspect 1, self-knowledge, covered sub-aspect: (1) knowing the values, (2) knowing the aptitudes, (3) knowing the interest, (4) knowing the skills, (5) knowing the personal abilities, and (6) knowing self-advantages and disadvantages. Aspect 2, occupation knowledge, covered sub-aspect: (1) knowing the kinds of occupations, (2) characteristic of occupations, and (3) knowing how the occupation organized. Aspect 3, communication, covered sub-aspect: (1) knowing the internal demand, (2) knowing the external demand,(3) knowing the need for career decision making, and (4) knowing the decision making barriers. Aspect 4, analysis, covered sub-aspect: (1) collecting information about self and environment, (2) knowing the causes why the gaps exist, and (3) knowing the effect of thinking and feeling on the career decision making. Aspect 5, synthesis, covered sub-aspect: (1) considering some various potential alternatives, (2) knowing the selective potential information, and (3) narrowing the most possible potential alternative. Aspect 6, valuing, covered sub-aspect: (1) considering

the potential alternative, and (2) choosing one of the most possible alternatives. Aspect 7, execution, covered sub-aspect: (1) enforcing the commitment to implement the choice, and (2) making plan to implement the choice. Aspect 8, processing execution, covered sub-aspect: (1) making planning of cognitive strategy to solve the problem, and (2) controlling and monitoring the alternative choice through self-talk and self-awareness.

From each steps then it was developed in to indicators and then from each these indicators were also developed into items. At first, there were 55 items. After they were examined by experts it left 50 items and the other items to be dropped. In the try out to the limited subjects of 427 students, 46 items stated valid and had Chronbach Alpha's 837. The four item that left—not valid—be revised because they near valid. So, the all of items of this research were 50.

2.3. Prosedures

The research design applied to this study was Research and Development—R & D design [36]. The procedure of this study consisted of many steps or phases as followed: study the basic concept, arrange the early instrument draft, examine and revise the draft, tried out the draft to the limited field and revision, and tried out the instrument to the Indonesian students. Studying concept was done to understand the concept of career decision making based on CPI according to Sampson et al. From this study, the researcher got the essense of what the career decision making was. Items in this instrument were constructed based on the essense of this concept. The second step was to arrange the draft of instrument that consisted of 55 items. After the instrument draft were examined by experts, there were 5 items should be dropped because they were not suitable. The third step, tried out the instrument to 421 university students of Sebelas Maret University in Surakarta (Tried out Step 1). From 50 items, 46 items were valid and 4 items not valid. The Chronbach Alpha was 0,837. The Four items which were not valid were revised in order to have 50 items again. The following step was doing tried out the instrument to Indonesia university students nationally (to 789 university students) that represented all Indonesian university students.

2.4. Instrument

Instrument of this study was an evaluation scale of university student's career decision making skill, that was the measurement instrument being developed. The instrument was developed based on CIP Model which developed by Sampson et al. As had been

indicated above, the instrument comprised 8 (eight) aspects, that were: Aspect 1, self-knowledge covered sub-aspect: (1) knowing the values, (2) knowing the aptitudes, (3) knowing the interest, (4) knowing the skills, (5) knowing the personal abilities, and (6) knowing self- advantages and disadvantages. Aspect 2, Occupation Knowledge, covered sub-aspect: (1) knowing the kinds of occupations, (2) characteristic of occupations, and (3) knowing how the occupation organized. Aspect 3, Communication covered sub-aspect: (1) knowing the internal demand, (2) knowing the external demand,(3) knowing the need for career decision making, and (4) knowing the decision making barriers. Aspect 4, analysis, covered sub-aspect: (1) collecting information about self and environment, (2) knowing the causes why the gaps exist, and (3) knowing the effect of thinking and feeling on the career decision making. Aspect 5, synthesis, covered sub-aspect: (1) considering some various potential alternatives, (2) knowing the selective potential information, and (3) narrowing the most possible potential alternative. Aspect 6, valuing, covered sub-aspect: (1) considering the potential alternative, and (2) choosing one of the most possible alternative. Aspect 7, execution, covered sub-aspect: (1) enforcing the commitment to implement the choice, and (2) making plan to implement the choice. Aspect 8, processing execution, covered sub-aspect: (1) making planning of cognitive strategy to solve the problem, and (2) controlling and monitoring the alternative choice through self-talk and self-awareness.

From each steps then it was developed in to indicators and then from each these indicators were also developed into items. At first, there were 55 items. After they were examined by experts it left 50 items and the other items to be dropped. In the try out to the limited subjects of 427 students, 46 items stated valid and had Chronbach Alpha's 837. The four item that left—not valid—be revised because they near valid. So, the all of items of this research were 50

3. Results

After compiled the scale consisting of 50 items, the last step was to test or examine the validity and reliability of the items. To examine the scale it needed large subjects. Therefore, to test the instrument nationally, the subjects used for trying out of the scale or instrument came from 12 universities in Indonesia that consist of 789 university students. The detail of it, it could be seen in Table 1.

The main purpose of data analysis in this research was to examine the validity and reliability of all items in the scale and standardization for the instrument. When all items were valid and reliable, it meant that the instrument being developed could be as standard instrument and it could be used to measure the career decision making skill of Indonesian university students. The analysis embraced: Testing Validity and reliability of instrument items, factor analysis testing of instrument, testing of correlation between each items to total score of instrument, and trying to standardize it.

The first analysis was to test the reliability and validity of all the items in this scale. According to the results of analysis for testing the reliability, it showed that all of the items were valid. No one of the item that was not valid. The reliability of the instrument was 0,830. It meant that this instrument was reliable enough.

The result of analysis factor of instrument showed that there were significant reliabilities in each factor to their items. In this analysis, all items could be classified in 8 factors. The detail content of each factor could be seen in Table 2.

According to the Table 2, the result of the data analysis showed that the reliability of items in each factor spread between 0,827--0,917. It meant that the reliability all of the items were very high and all items in each factor correlated to its factor. The results of data analysis to test the correlation between instrument factors and other factors in the instrument could be seen in the Table 3.

After all steps were done, beginning with studying the concept of career decision making skill, compiling the items, examining all items by experts, testing the instrument in the field to litlel or limited subjects, and trying out in large subjects that in 12 universities—the sum of subjects were 789 university students—and the final results showed that all items in the instrument were valid and reliable. It meant that the measurement instrument being developed could be said that it was as the visible and appropriate instrument. So, The Evaluation Scale of University Student's Career Decision Making Skill can be used to measure the university student's career decision making skill in Indonesia.

To show the categorization score of the measurement results it could be seen in Table 4. According to the Table 4, the university student who had very high skill in career decision making that the student who had score more than 220. The University student who had high skill in career decision making who had score between 220--219. The university student who had score 192—201 it meant that his or

her career decision making skill was just enough. The university student who had score 185—191 he/she lack of skill in career decision making and the university student who had score under 184, he/she was unskilled.

was developed based on theory on career decision making of cognitive information processing proposed by Sampson et al. [14]. According to this theory, briefly, career decision making process could be done in 8 (eight) phases; that were: (1) Self-Knowledge, (2)

Table 2. Factors, Number of Item, and its Reliability

Number of Factor in order	Focus	Number of Item	Reliability
1	Knowing the needs and demands of occupation	23, 24, 22, 25, 29, 28, 10, 26, 27	0,827
2	Sintesing alternatives	40, 41, 42, 43, 44, 45	0,86
3	Realizing the effect of thinking and feeling career decision making	35, 36, 37, 38, 39	0,92
4	Knowing self advantages and self-disadvantages and occupations	11, 13, 14, 15, 16, 19	0,86
5	Knowing self skill and knowledge	7, 8, 9, 12, 20, 21	0,86
6	Knowing values, aptitudes, and interests	1, 2, 3, 4, 5, 6	0,917
7	Knowing self-limitations and superiority, and commitment	30, 31, 32, 33,34, 49	0,88
8	Knowing the characteristics and career choices	17, 18, 46, 47, 48, 50	0,87

Table 3. Correlation of the Factors in The Instrument

Factor	Item	*Mean*	S.D	F1	F2	F3	F4	F5	F6	F7	F8
Factor_1	9	16.82	2.90	--	0,38	0,46	0,26	0,21	0,31	0,37	0,42
Factor_2	6	11,32	3.14	--	--	0,42	0,33	0,16	0,42	0,22	0,38
Factor_3	5	10,4	3.20	--	--	--	0,43	0,21	0,30	0,42	0,23
Factor_4	6	13.22	1.94	--	--	--	--	0,66	0,27	0,23	0,35
Factor_5	5	16,52	2.64	--	--	--	--	--	0,19	0,17	0,23
Factor_6	5	9,43	2.32	--	--	--	--	--	--	0,17	0,19
Factor_7	5	9,24	2.21	--	--	--	--	--	--	--	0,42
Factor_8	6	13,21	2.40	--	--	--	--	--	--	--	--
Total	50	100,61	12.26	0,71	0,60	0,58	0,52	0,42	0,51	0,52	0,62

Table 4. The National Norm of Score Suggested

Percentile	Span of The Score	Classification
80-100	>220	**Very High** in Career Decision Making Skills
61-80	202-219	**High** in Career Decision Making Skills
41-60	192-201	**Enough** in Career Decision Making Skills
21-40	185-191	**Lack of skill** in Career Decision Making Skills
0-20	<184	**No Skill** in Career Decision Making Skills

4. Discussion

The measurement instrument developed was an Evaluation Scale for University Student's Career Decision Making Skill. The measurement instrument

Occupation Knowledge, (3) need of career decision making, (4) analysis, (5) synthesis, (6) considering alternatives, (7) determining the choice, and (8) developing commitment. The development of this instrument based on the breakdown of each phase in terms of indicators. From indicators were break down sub-sub-indicators and instrument items constructed

based on the sub-sub-indicators. The conclusion of data analysis showed that instrument and it items had high validity and reliability. It meant that the measurement instrument developed could be used to measure the Indonesian university student's career decision making skill.

The cognitive Information Processing (CIP) Theory was a comprehensive model. The model was rational. The phases or steps of this model of career decision making skill were easy to be done and simple. So it was suitable to be used by university counselor to measure the university's career decision making skill. The University students were the group of young individuals that had a logical thinking. To teach thinking rationally for them was not a difficult task. Using this instrument also help student to think rational. This instrument had been tried out to Indonesian students who came from 12 universities. The result of data analysis concluded that the instrument and it items had high validity and reliability. So, the university counselors could use it to measure the university student's career decision making skill.

Measurement instrument to measure the university student's career decision making skill using Indonesian was very rare. So, to develop such instrument was the effort needed. Until now, there were many instruments that most of them came from The West. Language and culture of the writer of the instrument was very different from Indonesian people. So that instrument coming from West mostly might were not suitable of Indonesian students.

The CIP model was a perspective rational model. This model had some similarities as the other rational model. According to experts, there were three important parts in the process of career decision making. The first one: there was a process in getting information to make the basic foundation in decision making. The second: arrange and rearrange the information and possessing knowledge about the indicial needs. The third: there was a making choice process.

Gellar [37] reminded us that in information acquisition, people should be careful, because the information could be bias sense the reality always changing. It also that information could be deviated by information senders. At the determination choice phase, it was suggested to determine the choice as rational as possible. If someone made a national decision, please make a good reason for the decision.

Although this instrument had been examined in large subjects, it still needed the further steps to be done. Further research was needed to retest to the different subjects and different cultures in Indonesia with more large subjects. In long term, it needed to investigate many aspects of the instrument. For example, the consistency of the instrument, comparing to other standardized tests.

5. Conclusion

The instrument to measure university student's career decision making skill was developed. The measurement instrument developed was an Evaluation Scale for University Student's Career Decision Making Skill. The measurement instrument was developed based on theory on career decision making of cognitive information processing proposed by Sampson et al.[3], [14] by little bit modification. The process of career decision making could be done through 8 (eight) phases; that were: (1) Self-Knowledge, (2) occupation knowledge, (3) need of career decision making, (4) analysis, (5) synthesis, (6) considering alternatives, (7) determining the choice, and (8) developing commitment. The development of this instrument based on the breakdown of each phase in terms of indicators. From indicators were break down sub-sub-indicators and instrument items constructed based on the sub-sub-indicators. The conclusion of data analysis showed that instrument and it items had high validity and reliability. It meant that the measurement instrument developed could be used to measure the Indonesian university student's career decision making skill. Although this instrument had been examined in large subjects, it still needed the further steps to be done to make this instrument better. Further research was needed to retest to the different subjects and different cultures in Indonesia with more large subjects. In long term, it needed to investigate many aspects of the instrument such as examining the consistency of the instrument, comparing to other standardized tests.

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Revitalization of the Role and Function of Guidance and Counseling in College to Improve Student's Academic Hardiness

Zamroni[1], Nur Hidayah[2], M. Ramli[3] and IM. Hambali[4]
[1]State Islamic University of Malang, Indonesia
[234]State University of Malang, Indonesia
*Corresponding author email: zamroni_th@yahoo.com, nurhidayahum@yahoo.com, polayid2003@yahoo.com

Abstract

Guidance and counseling is one of integral part of the formal education in Indonesia. Higher education as one of the formal education also should make guidance and counseling as an integral part in it. This awareness was ever growing with the policy for implementation guidance and counseling services simultaneously at several state universities through its General Directorate of Higher Education Department called the Student Support Services and Career Development Planning in 1996 and ended in 2000. However, after that no follow-up of the policy, so far the students are less able to feel the guidance and counseling services at the college. The high prevalence of stress, anxiety, and depression in students assert that the existence of guidance and counseling in higher education is very important and necessary for students. Therefore a revitalization of the role and function of guidance and counseling in higher education to improve student's academic hardiness is needed, in order not suffered from stress, anxiety, and depression.

Keywords: Revitalization, College Guidance and Counseling, Academic hardiness

1. Introduction

Emerging adulthood is a crucial period for the development of student academic hardiness. Academic hardiness as a trait and the ability to perceive new situations that often creates stress, which is needed by student. Some students in this period have a good ability to make adjustments with a variety of academic demands and challenges that exist in universities, for example, excited, optimistic, hopeful, responsible, confident, committed, and challenged to develop themselves. This student said by Maddi, et all (2009) and Bowling & Alarcon (2010) as individuals who have high academic hardiness.

The other students show different symptoms. These students have difficulty in adjusting themselves with a variety of academic demands and challenges that exist in universities, for example, lazy, pessimistic, irresponsible, dependent on others,

insecure, and easy to give up. This student said by Maddi, et all (2009) and Bowling & Alarcon (2010) as individuals who have a low academic hardiness. This phenomenon shows that the students have different behavior in perceiving of new experiences during the transition from high school to college. This difference is caused by the level of student academic hardiness.

Students in this period have some developmental task that must be achieved and controlled in order to grow optimally. Arnett (2015) says that young people aged 18-25 years are at the stage of emerging adulthood is characterized by five characteristics that distinguish it from the stage of adolescence and adulthood. 1) exploration of identity: the effort to make a very important decision in choosing a partner and work in accordance with the interests and own choice, 2) instability: changes constantly occur in determining spouses, jobs, and education during the identity exploration, 3) focusing on ourselves: slightly bound by the rules and be more independent in taking decisions, 4) the feeling between adolescents and adults: feeling as a person who has not adult, but also not a teenager, and 5) their expectations: belief of opportunities and the chance to realize the dream. The all characteristics of this developmental period indicates that at this stage the students are required to be able to do self-exploration broadly and deeply through new experiences that often consist uncertainty, but still optimistic about the possibilities that will be achieved in realizing their dreams.

This period has a strong relevance to the objectives of guidance and counseling in college. Students are expected to have mastered the personal development competency as one of independence competencies. At the level of internalization of introduction, students are expected to learn a variety of opportunities for development. At the level of internalization of accommodation, students are expected to have beliefs about themselves as a unique asset that should be developed in harmony in life. At the level of internalization of action, students are expected to develop the assets themselves harmoniously in life (Depdiknas, 2008). Personal development is one of the important aspects that need to be considered by counselors in implementing

guidance and counseling in higher education, so that students are able to develop optimally and achieve high academic achievement.

Guidance and counseling as one of the component fields of activity of formal education has a role and an important function in determining educational success (Depdiknas, 2008). Guidance and counseling have a major role in leading learners, especially students in order to develop optimally in the various aspects such as personal, social, learning, and career, and is expected to achieve high academic achievement. The counselor as a professional educator in the implementation of the guidance and counseling has the task context and expectations that distinguish work areas from other educators, especially teachers of subjects. The context of the counselor's task to be in the service area that aims to develop the potential and counselee's independence in decision making and choice to realize a productive life, prosperity, and general welfare matter. Performance expectations of counselor service in delivering guidance and counseling is always driven by altruistic motives, empathic attitude, respect for diversity, as well as the interests of counselees, by always looking at the long term impact of the services provided (Depdiknas, 2008; & Permendikbud No. 27, 2008).

The phenomenon of different level of academic hardiness between students in response to the academic demands and challenges is a counselors working area. Counselors are expected to play an active role and make a positive contribution to the success and smooth process in higher education through the provision of guidance and counseling services, especially in the aspect of personal development. This is due to the high prevalence of academic stress experienced by students, so it is feared would hinder the achievement of competence and mastery of their personal development. Asani, et all (2016) reported on a study with sample size of 224 college students that 59.8% experiencing high stress and is dominated by the first semester students, and female gender.

The high prevalence of academic stress in college students was not matched by their guidance and counseling services. As we know that one of the counselors performance expectations are at the college level in accordance with the characteristics of the problems that arise in students. However, the fact that most universities in Indonesia does not have professionals in organizing guidance and counseling services. In addition, one State universities in East Java which has professional and Integrated Services Unit of Guidance and Counseling (UPT BK) is also constrained by a lack of support systems in its implementation, making it less running optimally (Interview, 9 April 2016). Students, as users of the service are also less information about the program and the type of service and even do not know the existence of guidance and counseling services unit.

Sidana, et all (2012) says that 14.7% of students study sample had experienced symptoms of depression, only 4.7% are coming to seek counseling assistance.

Based on the phenomenon of the problems that occur among students, it is necessary to revitalize the role and function of guidance and counseling in college. Revitalization is necessary to remember previously been made an effort to implement guidance and counseling services simultaneously at several State universities with the Project of Director General of Higher Education Department called the Student Support Services and Career Planning Development (3SCPD) in 1996 and ended in 2000. After the project, the development of guidance and counseling services delivered to each college whose existence has not yet to be felt by students. Therefore, to overcome the problems of the students' academic stress, it is necessary to revitalize the role and function of guidance and counseling in higher education to improve student academic hardiness.

2. The Phenomenon of Student Academic Stress

Guidance and counseling services in higher education in personal development aspects need to be considered. Some studies show that students have a concern with respect to personal development. One of the most important issues is the effort of adjustment to various academic demands and challenges in college. Most students will not succeed in doing this adjustment, making it susceptible to stress disorder. Rakhmawati, et all. (2014) found from sample size 121 students that 14.9% experiencing high stress. The most dominant source of stress is the academic load = 91.7%, and concerns about the expectations of others = 83.5%. Sutjiato, et all. (2015) also found from sample size 87 students known that 46% experiencing severe stress. Students stress is negatively correlated with the influence of peers, parents, and faculty. Various studies show that students in Indonesia are vulnerable to stress disorder during the transition from high school to college.

Student academic stress is a global phenomenon. The tendency of students to experience academic stress in college also occurred in several other countries. Agolla & Ongori (2009) found from sample size 320 students that 88% experiencing stress symptoms such as anxiety or helplessness in anxiety, and difficulty concentrating on what should be done because of worrying things / situations. Evangelia & Spiridon (2011) also found from sample size 209 students that 41.2% in the first year assessing academic load as the main stressor when they learned on campus. In this condition from the aspect of will to change behavior in managing stress most of them are in the first stage, contemplation (24.8%) and preparation (24.8%). This shows that

students do not have the will to change behavior in dealing with stressful situations during the first 1-6 months, so it seemed ambivalent, that they think about changing behavior but not realized in real action.

The prevalence of academic stress experienced by students showed a significant and alarming. Sidana, et all (2012) found that 21.5% of the students suffered moderate depression, and 7.6% of students experienced severe depression. This condition is dominated by first semester students and is caused by the low academic achievement. Loubir, et all (2014) found that 52.7% of students experienced stress caused by a test or exam, and is dominated by the final semester students. The stress also negatively correlated with academic skills, test result, time management, and learning strategies. Asani, et all (2016) found that 59.8% of students experienced high stress and is dominated by the first semester students and female. Alawad, et all (2014) found several factors that affect student stress, namely 1) the factors of academic includes academic work (load), the evaluation criteria are not clear, time and deadlines, lack of faculty in office hours, and a source of learning limited, 2) environmental factors include the lack of college locker to store equipment, and a studio environment, and 3) personal factors include fear of failure, afraid of future careers, time management, and lack the confidence to succeed.

3. Student Academic Hardiness and Academic Stress

The phenomenon of student academic stress is a symptom of low student academic hardiness. Some studies indicate that hardiness or academic hardiness negatively correlated with indices of work stress (Subramanian & Vinothkumar 2009) and positively correlated with mental health (Ngai, et all, 2008), coping with stress (Maddi, 2006), academic achievement (Maddi , et all, 2009; & Daneshamooze & Alamolhodaei, 2012). Additionally, Maddi et all (2012) says that the hardiness correlated positively with self-existence, spiritual well-being, life expectancy index, the academic orientation, attitudes toward school, life satisfaction, competitive attitude, and otherwise negatively correlated with perfectionism. Students with high academic hardiness predicted to be able to perceive new situations that are difficult and challenging in a positive way, so that they tend to develop a positive and not susceptible of stress disorders.

Based on a survey conducted by Zamroni (2013) is known from 149 students that 16% of students have a low academic hardiness. The factors that cause stress among them 58% of students said academic work, 21% of students said time is too limited, 13% students said difficulty interacting with faculty, and 8% students said adjustment to the campus environment. These findings suggest that

during the transition process, especially in the first year (semesters 1-2), students are faced with a variety of new experiences in college, especially academic tasks are varied and challenging, and often leads to some uncertainty arising from the nature of the novelty of the experience. This uncertainty will eventually elicited responses thoughts and feelings of worry, so be stressors that if left continuously will cause the student susceptible to stress disorder. This condition appears due to the low level of academic hardiness, so that students are not able to change the potential stress from negative to positive in order to develop optimally.

Academic hardiness is a psychological construct developed by Benishek & Lopez (2001) to explain the phenomenon of learners who are strong-willed to choose and try out the various challenges and new experiences in learning. The construct is based on the psychological hardiness theory advanced by Maddi & Kobasa (1984) in explaining the performance of the work of the executive Illinoise Bell Telephone increased productive and stay healthy both physically and mentally (psychologically), even in difficult conditions and pressing (stressfull). This psychological constructs is basically an extension of the study area and the application of theory hardiness in the area of education and educational practices that have previously been carried out by Maddi & Khoshaba (1994) and Maddi, et all. (2006) with the use of terminology hardiness.

Academic hardiness is a personality disposition that can improve work performance, action, fighting spirit, stamina, and health (Maddi, 1999). Academic hardiness is a combination of three attitudes that encourage people to have the courage and eager to change the state of academic stress from adverse potential into opportunities for positive development. 1) control: individual confidence for the success he gained through effort and emotion regulation, 2) commitment: the willingness to sacrifice and involve themselves strongly to win the academic achievement, and 3) challenge: willingness to seek and try the new academic tasks, difficult and challenging with the conviction that he will gain new experience and develop positive (Maddi, 2004; 2006; & Benishek & Lopez, 2001). Individuals who have academic hardiness is not just enough to have one or two of the three components that attitude, but everyone should possess in order to have the courage (Maddi, 2006).

Academic hardiness arises from the spirit of existential psychology based on existential philosophy in explaining the behavior and its influencing factors that determine the actions of individuals in coping with and responding to the stressful situation (stimulus). Existensial psychologist attention and the main emphasis on the search for meaning of life always involves the decision making process. Each decision requires only

one of two choices: 1) choose a future that is not familiar, or 2) a repeat of the past that is already familiar. Although choosing the future will be accompanied by the elaboration of the meaning of life in a sustainable manner, but in the process will bring anxiety (existential anxiety) which is expressed in the form of fear of uncertainty and the possibility of failure. Life is basically (naturally) closely related to stress. As a consequence, to choose the future, people need courage (courage), because without the courage of the people will tend to choose a stagnant past in search of meaning. Therefore, academic hardiness was born as a construct that is used to operationalize existential courage which consists of three attitudes 1) commitment (vs. alienation), 2) control (vs. powerlessness), and 3) challenge (vs. security) (Maddi, 2004; 2006).

Academic hardiness attitude is emotion-cognition amalgam formed through a process of learning, growth-oriented, and personality buffer. Academic hardiness attitude that is a combination of emotion-cognition is appeared into action in overcoming academic stress situations. The main source of learning and developing from the beginning is the family, continues on the school environment, and more broadly in society in line with the development of the individual's life. In the process and stages of development that, academic hardiness continued to expand in the individual (Maddi, 2006).

Relating to the developmental stage of students included in the period of emerging adulthood, then the existence of academic hardiness as one of the positive psychology constructs (Maddi, 2006) is very important and necessary for them. Students need this attitude in the face and to respond positively to the changes, demands, and academic challenges in college as an opportunity to explore the capabilities of self through the experiences of new academic challenges and often give uncertainty, and always optimistic in order to obtain a positive experience and means for personal development in the future. This requirement is considered as important for the success of students in developing independence competencies on aspects of personal development is largely determined by their level of academic hardiness. Students need as much power and capability that will encourage themselves keep trying to explore different areas of personal development and finding personal uniqueness needs to be developed on an ongoing basis through various events and activities provided at the college.

4. Guidance and Counseling in Higher Education

Guidance and counseling as an integral part in the process of education has been set in Curriculum 1975, which includes 1) program curriculum, 2) educational administration, and 3) guidance services (Depdiknas, 2008). This is as illustrated in Figure 4.1:

Each institution in this country should provide education by integrating these three areas on an ongoing basis in educating learners in accordance with national education goals. College as a highest educational institution in the country is also ideally integrate these three areas to provide optimal educational services to students.

Law of the Republic of Indonesia Number 20 Year 2003 on National Education System states that *education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character noble, as well as the skills needed him, society, nation and state.* National educational goals are expected to happen in a good through implementation of the three areas of activity are integral education.

Counselors as educators in implementing guidance and counseling services have equal position with other educators. Law of the Republic of Indonesia Number 20 Year 2003 on National Education System states that *educators are teaching staff were qualified as teachers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other designations in accordance with their specialization, as well as participating in the education.* Counselors have the same status as a lecturer in the optimal education to students. Counselor and lecturer shared components other education providers are expected

Figure 4.1: Guidance and Counseling Area
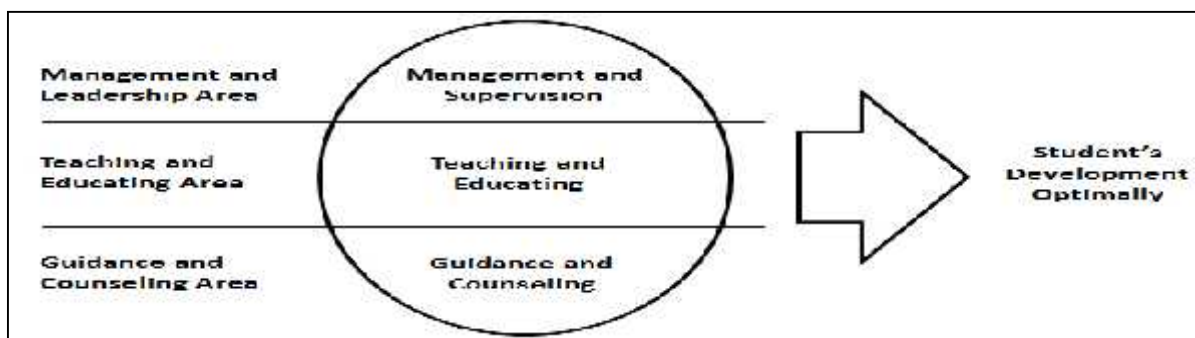
to cooperate in an optimal education.

Counselors as educators even though it has the same status as teachers, but the counselor has a different context and expectations. Counselors do not use the course as a context for its services, as is done by the lecturers. The counselor is unique in providing guidance and counseling services to students. The uniqueness and relationship between counselor and lecturer assignments when adjusted to guidance and counseling formula in Formal Education (Depdiknas, 2008) can be described in table 4.1.

Based on Table 1 it is clear that guidance and counseling is a separate work areas that are unique. This uniqueness is also explained in Regulation of Education Minister of National Number 27 Year 2008 regarding Standard of Academic Qualifications and Competencies Counsellors that the context of counselor's task to be in service areas which aims to develop the potential of counselee in decision making and choice to realize a productive life, prosperous, and caring the public good. Services are referred to guidance and counseling services. While performance expectations counselor service delivery expert guidance and counseling is always driven by altruistic motives, empathic attitude, respect for

diversity, as well as the interests of counselees, by always looking at the long term impact of the services provided.

Guidance and counseling is a service organized professional assistance in order to help learners to be able to develop optimally in accordance with the capabilities of, and able to adapt to its surroundings. Based on this understanding, guidance is defined as a process of ongoing assistance by mentors (counselors) to individuals who need guidance in order that the individual is able to develop optimally and adjust to the environment (personal). While counseling is defined as a process of ongoing assistance by counselors to individuals (counselee) who are experiencing problems through counseling interviews (therapeutic) so that the individual is able to change attitudes and behavior in dealing with the problem.

Guidance and counseling have multiple functions include 1) an understanding of self and the environment, 2) facilitating growth and development, 3) adjustment with yourself and the environment, 4) distribution of educational choices, jobs, and careers, 5) prevention of the onset of the problem, 6) repair and currative, 7) maintenance conditions and circumstances for growth counselee, 8) the potential development of optimal, 9) advocacy, and 10) adjustment for educators and education personnel

Table 4.1: The uniqueness and Linkages Task Counselor and Lecturer

No	Dimension	Lecturer	Counselor
1	Work area	Formal education system	Formal education system
2	Goals	Achievement of the objectives of national education	Achievement of the objectives of national education
3	Task context	Learning and education through the course with Lecturer Scenario	Service through scenario counselee-counselor
	a. Focus of activity	Developing the ability to master the field of study and its problems	Developing potential areas of personal, social, learning, career, and its problems
	b. Work relationship	*Referral*	*Referral*
4	Target of intervention		
	a. Individual	Minimum	Major
	b. Group	strategic options	strategic options
	c. Classical	Major	Minimum
5	Work expectation		
	a. Output	- Achieving Competency Standards Graduates - Quantitative	- Independence in life - Qualitative
	b. General approach	Using Instructional & nurturant Effects through learning that educates	Knowing self and the environment by counselors in order to solve the problem of personal, social, learning, and career. Scenario action is the result of a transaction which is the ruling counselee
	c. Intervention plane	The subject matters are set in advance to be offered to learners	Requirements of self develompment set forth in transactional processes by counselee, facilitated by counselors
	d. Action plane	The adjustment process is based on the idiosyncratic responses of learners more structured	The adjustment process is based on the idiosyncratic responses counselor in the transaction meaning more flexible and open

(Permendikbud No. 111, 2014). Guidance and counseling in higher education as one of the formal education should also carry out these functions in providing services to students.

Besides guidance and counseling should also apply some of the principles and guidance and counseling principles set out in the Regulation of the Minister of Education and Culture No. 111 of 2014. The principle of guidance and counseling include 1) is for all and not discriminatory, 2) is the process of individuation, 3) insists on a positive value, 4) is a shared responsibility between the head of the education unit, 5) encourage counselees to take decisions responsibly, 6) takes place in many walks of life, 7) is an integral part of the educational process, 8) held in Indonesian cultural frame, 9) is flexible and adaptable and sustainable, 10) is carried out in accordance with professional standards and procedures, and 11) were prepared based on the needs of the counselee. While the principles of guidance and counseling include 1) confidentiality, 2) volunteerism, 3) openness, 4) active, 5) independence, 6) present, 7) dynamism, 8) alignment, 9) harmony, 10) expertise, and 11) *Tut Wuri Handayani*.

All these functions and principles of guidance and counseling should be met in the implementation of guidance and counseling in higher education, in order to achieve the optimal goal. This objective includes four areas: 1) the personal development, 2) the development of learning, 3) social development, and 4) the career development. These goals are expected to be realized through four guidance and counseling program such as 1) curriculum service, 2) individual planning service, 3) responsive service, and 4) support system. All components of guidance and counseling programs can be organized through strategic guidance and counseling services directly to students (direct services) and indirectly to students (indirect services).

This latter strategy enables guidance and counseling services held at the college considering that so far there has been no attention to the aspect of this service in various universities in Indonesia. This leads to a lack of attention the availability of the number of counselors is expected to provide counseling services to students is also very minimal and limited, or even non-existent. Although it has previously been made an effort to implement guidance and counseling services simultaneously at several universities with their State Project Director General of Higher Education Department called the Student Support Services and Career Development Planning (3SCPD) in 1996 and ended in 2000. After the project, the development of guidance and counseling services delivered to each college whose existence has not yet to be felt by students.

5. Revitalization of Guidance and Counseling in Higher Education

Revitalization is an effort to restore the functions and roles of guidance and counseling in formal education at the college to facilitate the development of learners (students), as well as helping to overcome the problems faced. Guidance and counseling in college once held simultaneously at several universities through Project Director General of Higher Education Department called the Student Support Services and Career Development Planning (3SCPD) in 1996 and ended in 2000. However, its presence can be felt less current student or even non-existent. Guidance and counseling seemed to be ruled by the manager of the college, so that various problems students are also not handled. The impact raised from this condition as shown that a lot of students who are experiencing stress, anxiety, and depression. Therefore, efforts to revitalize the role and function of guidance and counseling in higher education needs to be done by involving the participation of various parties, both from the management of universities and professional organizations Association of Guidance and Counseling Indonesia (ABKIN) through one of the divisions under it, the Association of Guidance and Counseling College (IPKOPTI).

An efforts to revitalize the role and function of guidance and counseling in higher education is organized and long-term activities. This activity needs to be done through various activities gradually in the hope purposes of the application of guidance and counseling in higher education can be achieved optimally. Some of these activities include:

5.1. Strengthening The Position of Guidance and Counseling in College

Guidance and counseling on college while still not received special attention from the expert guidance and counseling, government, and the managers of higher education need to be considered. Less attention has resulted in the absence of regulatory foundation and strong legislation for the implementation of guidance and counseling in college. Although it has previously been made an effort to implement guidance and counseling services simultaneously at several universities with their State Project Director General of Higher Education Department called the Student Support Services and Career Development Planning (3SCPD) in 1996 and ended in 2000. However, its existence until has not yet to be felt by students.

Based on the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System states that *formal education is a structured educational paths and tiered consisting of primary education, secondary education and higher education*. College as one of the formal education at the highest level should integrate the curriculum with three areas of educational activities, namely the

management and leadership, education and teaching, and guidance and counseling. As one of the integral components of education that ideal, then the existence of guidance and counseling becomes an absolute requirement successful educational process in college.

In addition to the Law of the Republic of Indonesia Number 20 Year 2003 on National Education System also mentioned that *educators are teaching staff were qualified as teachers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other designations in accordance with their specialization, and participating in education.* Counselors have the same status as a lecturer in the optimal education to students. Counselor and lecturer shared components other education providers are expected to cooperate in an optimal education.

5.2. Exploring Performance Expectations of Counselor and Role of Guidance and Counseling in College

College counselor as one of the educators in the process of education to achieve educational goals in general, has a different context and expectations of other educators, especially lecturers. These differences are explained in Regulation Minister of Education No. 27 of 2008 on Standards of Academic Qualifications and Competencies Counsellors that *context the counselor's task to be in service areas which aims to develop the potential of counselee in decision making and choice to realize a productive life, prosperous, and care benefit general.* Services are referred to guidance and counseling services. While performance expectations counselor service delivery expert guidance and counseling is always driven by altruistic motives, empathic attitude, respect for diversity, as well as the interests of counselees, by always looking at the long term impact of the services provided.

The regulation has been arranged clearly and unequivocally, that the college counselors do not use the course as a service context. In addition, counselors also have performance expectations are based on altruistic motives, empathic attitude, respect for diversity, and prioritize counselee, taking into account the long-term impact of its services. This motif encourage counselors to always use the services in helping the counselee to identify themselves and their surroundings in solving personal problems, social, learning, and career, as well as using a scenario action is the result of a transaction that is the decision of the counselee.

In addition, counselors at colleges also have different expectations of other education caused by differences in the age range of learners. This is the age difference trigger your needs guidance and counseling services are different. In addition to the difference in age, as well as differences bureaucratic arrangements impact on the shape and model of guidance and counseling services were held at the college. College counselors are required to develop and implement the curriculum of basic services, individual planning, responsive services, and support systems. However, time spent at college counselor more on supporting individual planning and responsive service (Depdiknas, 2008).

Expectations counselor performance in college that emphasizes the individual planning services and responsive service is very relevant to the developmental stage of students. Arnett (2015) says that children aged 18-25 years at the stage of emerging adulthood is characterized by five characteristics that distinguish it from the stage of development of adolescence and adulthood. 1) exploration of identity: the effort to make a very important decision in choosing a partner and work in accordance with the interests and own choice, 2) instability: changes constantly occur in determining spouses, jobs, and education during the identity exploration, 3) focusing on ourselves: slightly bound by the rules and be more independent in taking decisions, 4) the feeling between adolescents and adults: feeling as a person who has not adult, but also not a teenager, and 5) their expectations: belief of opportunities and the chance to realize the dream. In this case, the counselors are expected to be able to facilitate students in making education and career planning ahead through individual planning services, as well as assist students in overcoming obstacles and problems encountered while studying in college.

5.3. Exploring Development of Students Needs and Problems

Guidance and counseling are held in the college should be based on the vision, mission, and goals of education, and the needs and progress of students. By the standards of independence of students, it is known that the students are expected to have mastered the competencies and personal development as one of the independence of student competency. At the level of internalization of introduction, students are expected to learn a variety of opportunities for development. At the level of internalization of accommodation, students are expected to have beliefs about ourselves as a unique asset that should be developed in harmony in life. At the level of internalization of action, students are expected to develop the assets themselves harmoniously in life (Depdiknas, 2008). Based on these requirements, the counselor should make an initial assessment to determine the various needs of self-development of students before preparing guidance and counseling program.

In addition, counselors also need to identify the various problems that might appear in a student according to the stage of development. If referring to several studies in college, both in Indonesia and in other countries known for some phenomena student issues. Some students do not succeed in adjusting themselves to the academic demands, so vulnerable

to stress (Evangelia & Spiridon, 2011), the students experienced stress (Rakhmawati, et all., 2014; Agolla & Ongori 2009; Loubir, et all, 2014), and students experience depression (Sidana, et all, 2012). Many issues need to be known student counselor activities through initial assessments before preparing guidance and counseling program for students.

5.4. Continued Guidance and Counseling Research

Research related to the implementation of guidance and counseling in higher education needs to be pursued. Research as a method of scientific approach needs to be done to explain various phenomena related to the student's behavior guidance and counseling services. Research here has several functions covering understand, describe, explain, control, and predict the behavior of students through guidance and counseling services. This research can be done at the level of the process and results.

Ivey and Simek Dowing (in Latipun, 2015) says that the research counseling is classified into two kinds, namely the research process (process research) and research results (outcomes research). Research in the counseling process is a study that has looked at the properties of the interview, behavior, and factors that can lead to the success of counseling. In addition, the research results of a study that focuses on what happens to the counselee after counseling.

Based on the classification of types of such research, it can be proposed three forms of research that should be done in a college counselor. First, the counselor needs to do research survey to identify the various forms of the student needs and problems. The first study of this form of basically only included in the form of the second and third studies, but this first study more specifically on identifying the needs and problems experienced by beginning students. Second, counselors need to identify various supporting factors in the success of counseling, whether it comes from the counselee and counselor. Thirdly, counselors need to be testing different types of techniques, methods, and approaches in solving various student problems.

All of these types of research should be pursued in the implementation of guidance and counseling services in higher education on an ongoing basis. Research guidance and counseling in college instead of instant activity, temporary and short-term, but on the contrary, these activities should be planned, sustainable and long-term. Therefore, survey research activities, research process and research results need to be carried out simultaneously in generating various scientific explanation of guidance and counseling in college.

5.5. Structural Policy Recommendations for Guidance and Counseling In College

Structurally guidance and counseling in

college not yet mentioned explicitly in the national education system. This fact does not mean that guidance and counseling are not necessary or not necessary in higher education. The college is one of formal education as stipulated in Law No. 20 Year 2003 on National Education System. As one education level, fitting in order to achieve ideal quality of education, it should integrate the three main areas of integrally, such as management and leadership, education and teaching, and guidance and counseling (Depdiknas, 2008).

The existence of the phenomenon on the level of prevalence of stress, anxiety, and depression were higher among the students, the need for guidance and counseling services is increasingly urgent. Attention to the needs of guidance and counseling services despite the emphasis on activities responsive to the problems of the students, but the guidance and counseling services in higher education is not only limited to curative and healing. Guidance and counseling in higher education also need to consider the needs of students, both are basic services, responsive service, individual planning services, and support systems. This is as stressed in the implementation of guidance and counseling and comprehensive development. Therefore all students entitled to obtain guidance and counseling services are the same.

Based on the needs of the practical and theoretical considerations, it is necessary efforts on the implementation of guidance and counseling in college. Structurally, the guidance and counseling need to be included in the activities of integral education in college. Though not necessarily the same as in the Junior High School (SMP / SMA), but the existence of a center or unit guidance and counseling services in higher education needs to be realized. There are different forms of organization of counseling and guidance models in formal educational institutions. One model that could be proposed to be implemented in colleges are generalist pattern (Winkel & Hastuti, 2007) that involves all educators, including a counselor and lecturer in contributing to the development of the personality of each student through the creation of supportive educational climate. Guidance and counseling services is widespread in all educators, especially in this case is the academic supervisor. With different educational backgrounds on each educator, it needs special training efforts for all educators organized by counselors who work in guidance and counseling services. This training is intended to allow educators have the ability and skills in coaching and help counselees resolve the problem.

Guidance and Counseling College Association (IPKOPTI) as a division of Guidance and Counseling Association of Indonesia (ABKIN) should perform the roles of negotiated and guidance to universities in the implementation of guidance and

counseling. Role of negotiated done professional organizations perform their roles to the management of the college persuasive about the importance of the role of guidance and counseling in higher education, and to formulate strategic policies in its implementation. While the role of coaching is done in providing guidance and supervision to college counselors in implementing guidance and counseling services in college, either directly (direct services) or indirectly (indirect services) through collaboration with the educator or academic supervisor. This coaching is done from planning, implementation, and evaluation of guidance and counseling program in college.

5.6. Collaboration Strategies Through Consulting Academic Lecturers

Follow-up of the facility or unit policy guidance and counseling services at the college, the counselor assigned in it needs to develop a collaborative program with all educators. Collaboration between counselor and educator can be done through consultation to educators, particularly academic supervisor in facilitating students to develop optimally. Counselor in this case portray himself as a consultant who provides consulting services to educators in helping students overcome the problems. Consultation is a form of guidance and counseling services indirectly (indirect services) to the students.

Consultation in guidance and counseling conducted by counselors need to pay attention to two things: 1) The purpose of the consultation, and 2) the assumptions built into the consultation process. The objective of consultation with regard to clarity of purpose consultation on a problem set by counselee in the hope of being resolved and unresolved. Whereas assumptions about the clarity of the issues and ability konsulti in helping counselees need to be built by counselors, to facilitate counselors in selecting appropriate form of consultation. The form of consultation by Edgar H. Schein (in Winkel & Hastuti, 2007) consists of three forms, namely:

a. Model search for understanding and knowledge of the consultant as an expert. Counselee in this case is assumed to have made the right diagnosis, assess the level and area of expertise consultants appropriately, formulate the problem properly, and accept the consequences of the aid received.

b. Model seeking the views of the consultants as to what went wrong. Counselee in this case assumed to have interpreted the phenomenon witnessed appropriately, put trust in the diagnosis made by the consultant, and accept the consequences of the aid received.

c. Model assisted by consultants as facilitators. Counselee assumed to benefit from its involvement in making the diagnosis, and plan some corrective actions, have sufficient capacity to undergo a process of problem-solving, and will

be able to implement the troubleshooting procedures in other cases in the future.

The third form of the consultation can be used by college counselors in assisting educators with diverse backgrounds and abilities to guide different to help overcome the problems of the students. The counselor with all its limitations, particularly in terms of personnel and other supporting facilities, can still optimize its role through the empowerment of educators in guiding students. These activities are carried out through the collaborative efforts counselor consulting approach guidance and counseling. In special cases and complicated can be handled by a limited number of professional counselors, while other guidance roles to optimize the role of the educator, in particular is an academic supervisor.

6. Role and Functions of Guidance and Counseling to Improve Student Academic hardiness

Some studies indicate that hardiness or academic hardiness negatively correlated with indices of work stress (Subramanian & Vinothkumar 2009) and positively correlated with mental health (Ngai, et all, 2008), did coping with stress (Maddi, 2006), academic achievement (Maddi , et all, 2009; & Daneshamooze & Alamolhodaei, 2012). Additionally, Maddi et al (2012) says that the hardiness correlated positively with self-existence, spiritual well-being, life expectancy index, the academic orientation, attitudes toward school, life satisfaction, competitive attitude, and otherwise negatively correlated with perfectionism. Students with high academic hardiness predicted to be able to face new situations that are difficult and challenging in a positive way, so that they tend to develop a positive and not susceptible of stress disorders. Various studies show that academic hardiness is very important for academic achievement of students optimally.

Maddi et all. (2009) developed a training procedure called hardiness training to improve student academic achievement. The results showed that the training is effective in improving the hardiness and have a positive impact on improving the academic achievement of students. While research Zamroni (2015) found that the application of effective reality group counseling to improve student academic hardiness. The experimental group had a mean score of academic hardiness higher than the control group in post-test counseling sessions or at the end of the group. Various studies show that academic hardiness can be improved through a variety of procedures guidance and counseling strategies.

Guidance and counseling in higher education like student presence is very important in supporting their academic success. One important factor that can

support the academic achievement of students optimally is academic hardiness. Academic situation presses and academic workload that many students could have an impact on the vulnerability of stress disorders. However, this situation will have a positive impact on the students, if supported by academic hardiness is high on student.

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THE FAMILY OF SUPPORT FOR DRUG ADDICTION
(Basic Counseling Program Development for Drug Addicts)

Agus Supriyanto[1], Nurlita Hendiani[2]
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Ahmad Dahlan
Balai Besar Rehabilitasi Narkoba Badan Narkotika Nasional Lido Bogor
agussupriyantospd@gmail.com, nurlitahen@gmail.com

Abstrack

Developments a person to become a drug addict does not in itself. There is that accompanies either directly or indirectly. To impulse a person to use drugs. The impulse to using drugs can be retrieved from all aspects of the functions of an addict, the family, workplace, and the community. So the goal of writing this is to know the role of family has a role so that the drug addicts can recover from drugs during the rehabilitation process, which is (1) the family has a role as a good role model, (2) the family as educators drug abuse prevention, (3) the family as mentors, and (4) the family as community partners in the drug abuse prevention. The family also have an important role to collaborate with addiction counselor to determining the recovery drug addict from drug addiction. Then the support from the family will make the drug addict has the confidence to recovered from drug addiction, or called by the family as a model to be the locus of control in the development of self-efficacy drug addict. So counselor role in the implementation of counseling services can collaborate with the family so that it can growt the view or perception from a drug addict that there is support from the family in a concrete, emotional, information, and awards, so as to grow the confidence (self-efficacy) to recovering from drug.

Keyword : the family of support; drug adicction

1. Introduction

Drugs addiction is a complex disease. It is indicated by complex behaviours with frequent a desire and uncontrolled and consumption of drugs that survive in facing possibilities that are very detrimental (Pipatkul, 2010: 1). Addiction can be chronic with the possibility of relapse, even after a long period of time at a time when using drugs. Generally, it is the addict believes himself can a stop off drugs in their own way.

Problems in a drug addiction related to drug addiction can very significantly. Cause of drug addicts come from all layers of society and gender, from the mental health problems, job problems, and health problems or social problems (Pipatkul, 2010: 2). So it all the addictive disorders can be more difficult, or the more contaminated. This becomes the unwanted portions by addicts.

In the growth of a person becoming a drug addict does not in itself. There is that accompanies either directly or indirectly. To impulse a person to use drugs. The impulse to using drugs can be retrieved from all aspects of the functions of an addict, the family, the workplace, and the community (Pipatkul, 2010: 2).

Data result of research conducted by BNN collaboration with researchers from the Indonesia University Puslitkes in 2011 that there is estimate of number drug abusers in Indonesia reaches the prevalence 2.2% of age the population 10 s / d 59 years or the equivalent of 3.8 million persons. Very a large number of the population in Indonesia.

It is, therefore, one of the urgent need to identified in the field of therapy and rehabilitation by most of the country in the region is an effective prevention to reduce the rate of relapse is high among drug addicts to be recovered. During recent years, there is improvement of an amount of therapy and rehabilitation programs were implemented to help the improvement of number of persons drug addiction. Yet many do not have the appropriate guidance about the way an efficient in managing the program and a minimum standards as required and conform a procedure to follow.

According to the Drug Abuse Prevention Advocacy (2010: 111), that the parents has a role in order that the drug addicts can recover from drugs, ie (1) the parents has a good role model, (2) the parents as educators in drug abuse prevention, (3) the parents as mentors, and (4) the parents as community partner in the drug abuse prevention. So that from the above description, the parents in the family also has an important role to collaborate with addiction counselor to determining the recovery drug addicts from drug addiction.

So with the support from the family, then the will have confidence to recovering from drug addiction or called by any the family as this model also emphasizes the locus of control in the development of self-efficacy drug addicts. Self-efficacy is also related to the low secretion of catecholamines, so that the someone feels be sure could solve the problem and will lower the level his agitation (Nevid, et al, 2003: 145).

So that with the role of the drug addicts family to be able to develop the perception of drug addicts family support in the development of beliefs drug addicts. The family is the smallest unit from the community which big influential in one's life. Because the family can be a source of social support for other family member in resolving the individual problems, which one of them supports the drug addicts to recovering.

2. Literature Refferences

2.1. Family Supports

Every human being has a perception with something through the sense organs were awarded to every living creature. The perception is a process which an individual to use to manage and to interpret they are senses impression in the lives of meaning to environmental (Robbins, 2007:169). Davidoff in Walgito, (2010:100) expressed the perception is the stimulus that through the organized individual sensor is then interpreted, so that the individuals understand, be aware who be sensed and then produces perception. Coren et, al (1999:13) also argued that the perception is that individuals have information about the external world captured by the sensory. Aspect from the process of perception is the sensation is the initial contact between sensory and the outside world.

According to Sarwono, (2002:94) perception is the process of searching the information obtained through the sensing to can be understood based on consciousness or cognition. Meanwhile, the perception according to Kreitner & Kinicki (2005:208) is cognitive processes that enable individuals able to interpretation and to understand the surrounding environment.

Duval & Logan in Efendi & Makhfudli (2009:179) outlining that the family is a group of people with ties of marriage, birth and adoption which aims to create, maintain the culture, and improve the physical, the mental, the emotional, and the social activities from each member of the family. Families can be play a role to give support to the other family members. Family support according to Canavan et, al, (2006:16) s known as the working style and set of activities that cause positive reinforcement from informal social networks through an integrated program. Focused

from family support is the early intervention that seeks to promote and protecting the health, the psychological well-being and rights from children, adolescents and family.

Based on the descriptions above mentioned, then the sense perception of family support is judgments about her interaction with the family who runs the role to provide motivation to achieve healing. Perception of family support in drug addicts must be nourished, cause with the families, then drug addict feels that he will be received by the family when future recovered from the rehabilitation program.

2.1.1. Aspects of Family Support Perception

Aspects perception of family support for recovery from drug addiction is a combination of aspects perception and form of family support.

2.1.1.1 Aspects Perception

According to Walgito, (2010:98) to mention three aspects perception :
1) Cognition: cognitions aspect related to the introduction regarding social objects and the events experienced by the individual inside their social environment.
2) Affective: emotional aspect relating to individual feelings toward acceptance of stimulus.
3) Conasi: conasi aspect relating with the motive and the willingness of individuals.

According to Coren et al (1999:9), perception is divided into two:
1) Cognition: Aspects cognitions comprise how individuals be able to know and judge the stimulus in the environment.
2) Affective: affective aspects that involve feelings and emotions when facing a certain stimulus.

2.1.1.2 Forms of Family Support

Cutrona in Canavan et al, (2000: 111-112) the concept form from the family support as follows:
1) Emotional Support
Emotional support in the form of attention, empathy and care.
2) Esteem support
Esteem support in the form of impulse and the expression of someone to giving beliefs about the ability to problems solving.
3) Informational Support

Informational Support in the form of an opinion or advice on how to encounter a situation.

3) Tangible Support

Tangible Support offer nor provide any a person's need to problem solving.

Cutrona in Dolan et al, (2006:15), that the types of social support are available in the family is:

1) Tangible Support

Tangible support relating to the practical measures from the guidance of between the individuals.

2) Emotional Support

Emotional support comprised from the empathy action, listening and there is when needed.

3) Advice Support

Advice support which to is searched in the family to giving comfort and certainly in the form of the advice given, for example, other family members are looking for advice that they can do the best for sick family member.

4) Esteem support

Esteem support centered on how someone gives the information to others to better feel a precious life. Personal system the basis of the relationships within the family

Based on the above description, aspect perception of family support is aspect perception that consists cognitions and affection, as well as the form of family support that consists of the emotional support, esteem support, support information, and concrete support. That any form of family support can make the drug addict who are conducting the rehabilitation program have cognitive, feelings, and willingness to recover from drugs. For drug addicts feel that they will be received by the family after recovering from drugs through a rehabilitation period.

3. Discussion

Drugs according to the dictionary of drugs in the Guidelines Procedure Work of Advocacy (2011: 4) is an abbreviation of narcotics psychotherapy, and other addictive substances as. Whereas the Drugs addiction is a complex disease. It is indicated by complex behaviour with frequent a desire and uncontrolled and the consumption of drugs that survive in facing possibilities that are very detrimental (Pipatkul, 2010: 1). Addiction can be chronic with the possibility of relapse, even after long periods of time at a time when using

drugs. Generally, it is the addict believes himself can a stop off drugs in their own way.

In the growth of a person becoming a drug addict does not in itself. There is that accompanies either directly or indirectly. To impulse a person to use drugs. The impulse to using drugs can be retrieved from all aspects of the functions of the addict, the family, the workplace, and the community (Pipatkul, 2010: 2). One support for someone to using drugs is a family.

Similar with the results from Rusel (2013) about the "The Application of Rehabilitation Actions for the Narcotics Criminal Acts Performers based on Law number 35th 2009 years about Narcotics, that the drug addicts and victims of drug abuse obliged to undergo rehabilitation. " To achieve its goal, in the process of rehabilitation of victims of drug abuse be done with two stages of the management program: (1) medical rehabilitation, and (2) social rehabilitation. The medical rehabilitation is done to give physical health care to clients. Whereas in social rehabilitation is intended to restore the psychological and social clients. There exist some methods used in the process of rehabilitation of victims of drug abuse, such as the 12-Step program, the Therapeutic Community (TC), and others. In broad outline, activities performed in the rehabilitation process encompass (1) physical guidance (sport, recreation, health care), psychological mental guidance (counseling, group therapy, etc.), religion mental guidance (pray, religious speech, character education, religious activities, etc.), social guidance (group sessions, group therapy / group dynamics, simulation, role playing, etc.), training / vocational guidance (career), guidance of learning, and working practices learning. In this stage also has also been conducted family counseling, home visits, family support group.

The community to be the base part of rehabilitation program drugs through family encouragement. Involvement of families in the recovery of drug addicts is the most important part because the family is very supportive in the process of rehabilitation and post-rehabilitation. Support families in the healing process of addicted to drugs make oneself drug addicts accepted by the family. Family being a good role model so that they have an important role for a drug addict who is to recover, the family as educators in drug abuse prevention, the family as mentors, and the family as community partner in the drug abuse prevention.

It has also supported by the results of research from Ibrahim (2009), that "family support is the third main factor identified contributing to the relapsed addiction tendency. The findings

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showed that lack of open interaction between former addicts with the family members increases relapsed addiction tendency amongst the addicts. 57% of the respondents admitted that they would feel uneasy and find difficult to express their problems with family members." Family support so that the to make the drug addicts feel acceptable to the family is an important part in order that drug addicts do not relapse during the process of rehabilitation and post-rehabilitation.

And than it also supported by the results of research that Only 3% of the respondents received consistent, reliable familial support in their role as surrogate parents. Although respondents found parenting their grandchildren an emotionally rewarding experience, they also incurred psychological, physical, and economic costs in performing their roles (Burton, 1992).

4. Conclusion

One of the urgent need to identified in the field of therapy and rehabilitation by most of the country in the region is an effective prevention to reduce the rate of relapse is high among drug addicts to be recovered. During recent years, there is improvement of the amount of therapy and rehabilitation programs were implemented to help the improvement of a number of person drug addiction. Yet many do not have the appropriate guidance about the way an efficient in managing the program and minimum standards as required and confirm a procedure to follow. And the family need to be involved in the rehabilitation program. Because the family has a role in order that the drug addicts can recover from drugs, ie (1) the family has a good role model, (2) the family as educators in drug abuse prevention, (3) the family as mentors, and (4) the family as community partner in the drug abuse prevention. So that from the above description, the family in the family also has an important role to collaborate with addiction counsellor to determining the recovery drug addicts from drug addiction. So with the support from family, then the drug addicts will have confidence to recovering from drug addiction or called by any the family as this model also emphasizes the locus of control in the development of self-efficacy drug addicts.

Then the advice that can be given in this paper are (1) the necessity of the role of counselor for develop collaboration between family and counselor in the planning, design, implementation, evaluation of the rehabilitation program and post-rehabilitation program in process recovery and prevention from relapse after drug rehabilitation programs for drug addict, (2) counselor can doing counseling programs trought rehabilitation

program and post-rehabilitation program and implemented in comprehensive to drug addict based on needs asessment and information from the family to develop of self-efficacy a drug addict to recovering and prevention from relapse, and (3) Counselor role in the implementation of counseling services can collaborate with the family so that it can growt the view or perception from a drug addict that there is support from the family in a concrete, emotional, information, and awards, so as to grow the confidence (self-efficacy) to recovering from drug.

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Career Guidance Based on Appreciative Inquiry for Junior High School Students

Ledyana Dwi Mei Situngkir[1] and Imroatun Nisya[2]
[1]Guidance and Counseling Postgraduate of Yogyakarta State University, Indonesia
[2]Guidance and Counseling Postgraduate of Yogyakarta State University, Indonesia
Email: ledyanadmsitungkir@gmail.com

Abstract

As one of the program guidance and counseling services, career guidance is a set of development activities to understand the development and growth of students in the career field. The activity begins with understanding making decision career to the students. The purpose of career guidance program provides the ability of students choose the right career and prepare them effectively for success in the future. Appreciative Inquiry (AI) is an approach that focuses on the advantages contained in the institution or individual. This potential is empowered to be the power source of energy to minimize the various obstacles that we encountered. Career exploration using Appreciative approach Inquiry (AI) could be an innovative effort for the counselor at the junior high school for synergy program effective career guidance services

Keyword: Career guidance, Appreciative Inquiry, Career Exploration

1. Introduction

The education system refers to the awareness of the differences characteristics of individuals and the state of society are constantly evolving and changing make role of guidance and counseling is very important. Guidance and counseling in schools as an important part of education that assisting students able to achieve the optimal learning in school.

Part of guidance and counseling services are guidance and counseling career. Guidance and career counseling is the process that providing counselor or teacher to guide student / counselees in career exploration until decision-making throughout its life span in a rational and realistic based on information and opportunities available in their environment. The guidance and career counseling is expected to make the right decisions on education and careers they want to achieve in the future. Career counseling and guidance was given at every level of education from

primary school education, secondary school up to Senior high school.

In junior high school career guidance and counseling aims to help students to understand themselves so they are able to decide and choose the field of education, employment and future plans. Through the students' career guidance services adjust to help career choice or career plans by their interested in and customize with their abilities. They no longer have to choose a career based interest (self-awareness) as in primary school, but start adjusting the interest and the talent they have. Career phase in junior high school is an exploration stage career (Winkel; 2005). Guidance and career counseling are designed to assist students in exploring career. Students are helped to explore their world, the purpose of life, and find their weaknesses.

1.1 Using Appreciative Inquiry (AI) in Guidance and Counseling Career

Career guidance based on Appreciative Inquiry (AI) is one of the breakthrough in the implementation of career guidance and counseling. Appreciative Inquiry (AI) is an approach based on the positive experiences to make spirited in achieving its goals (Ann De Winter;2012). This approach is widely used to improve the performance of any person or organization to have a strong vision and mission. Similarly, if implemented in career guidance in schools. Career guidance process given by the AI approach led to the discovery and development the potential of the students. The discovery of this potential is intended for students to explore career by adapting to his or her potential. It will be easier for them to find the right career. AI is a philosophy that combines approaches, processes (4-D Cycle Discovery, Dream, Design and Destiny) to involve people at any or all levels to produce an effective, positive change (David;2007)

Career Guidance is a process of sustainable development that helps students through curricular intermediaries in terms of career planning, decision making, development of skills or expertise, career information and career guidance. Through the self-

understanding of students helped to have objectives and mature future planning, especially regarding career. Giving service guidance and career counseling provided in accordance with the achievement of the developmental tasks counselees. As mentioned by Donald E. Super, there are four stages of career development. Junior High School classed as tentative period at the age of 12 to 15 years. The developmental tasks which they need is to accomplish the ability of self-recognition, self-knowledge and skills development as well as to recognize and develop personal self-attitude. Provision of guidance and counseling services career began with the self-understanding for students. This understanding is intended to introduce students to the various advantages and disadvantages. The Efforts to recognize themselves as a critical component for a proper career planning is when people knowing the potential that the business is doing effective to success. The efforts in the framework of career guidance services referred to as career exploration.

AI as an approach that could be used to explore the career opportunities for learners. There are six reasons for using the AI, among others: 1) build relationships that allow people to be recognized in relation to the role; 2) create opportunities for people to be heard. 3) produce a rich opportunity for people to dream and share their dreams. 4) create an environment where people can choose how they contribute; 5) make people wisein selecting and support for the action; and 6) to encourage and enable people to be positive (Foctanian;2016).

AI process is depicted in a circle called the Circle of 4D. Appreciative Inquiry and individuals both in organization done through 4 stages called "4DS" discovery, dream, design and destiny. 4-D concept is considered as an effective concept. With the concept of the 4-D students are directed to further focus on the development of excess rather than providing solutions to eliminate shortages. These advantages are in AI considered a potential that if empowered as possible be a great force for success. In more detailed description of career exploration with model 4-D as follows:

1.2 Discovery

During the discovery phase, participants are guided through reflection and in-depth discussion highlights the times when an individual or an institution to be in the best position (Aronson;2010). In the discovery phase is the basis for career exploration. Provision of guidance and career counseling focused on the discovery of the positive things about the advantages and traffic owned by counselees. As mentioned that career exploration occurs in junior high school age in the exploration phase careers, students are facilitated to find himself in terms of interests, abilities , the value of a job, and how to reconcile himself with the excess demand their future careers. An excess or potential can be appropriate when students are able to sharpen correctly. To that end, recognize themselves in the potential is important to create the power of energy. The step that can be applied in career exploration is to engage students in dialogue in-depth about any successes that have been achieved by the students, what are the capabilities and the potential that exists within him, and where students were satisfied in him. By understanding and feeling pride that has been realized can be a source of information to easy exploring career.

Picture 1: The 4-D of Appreciative Inquiry (Cop Perider et al., 2008)

1.3 Dream

In the career exploration various of possibilities can be occur, so an advanced stage after finding a positive thing is dream. Students are encouraged to have wishful thinking in utilizing these potentials in order to reach career maturity. Career guidance aimed to find self-vision and dreams. Dream by some psychologists as the pump drive each individual business to do. Illustration student at the time of placing him in a dream has been created to help students in strengthening the career field. It will help the students to determine the focus of exploration (the focus of the exploration) which becomes his dream and instill positive values in her/him on career achievement.

1.4 Designing

This phase is to design the essential elements needed to realize planning effectively. Relationship with career exploration is how many student to explore about career (frequency and amount of information). The information contains about the identity of a career by recognizing characteristics of work, capability requirements, socio-psychology of work environment, job prospects, and workfare. The student have the ability to plan for the future, including secondary school he would choose according to their interests, abilities, and socio-economic living conditions and recognize the skills, abilities and interests. This information are fundamental to take career decisions. Therefore, in this stage of career planning is necessary to define what is believed to help achieve dream more effectively. Of course, this design was made based on the capital that has been identified in the discovery phase. So the students create designs consistent with the fact possessed.

1.5 Delivery or destiny

This phase is the final stage which focuses on the action or program of integrating the previous stages, namely the discovery of the positive (discovery), build a dream (dream), and the design has been made (designing). A plan would not be worth when it is not followed up in action. So also in career guidance, especially in the exploration stage career in which the goal is the students can independently formulate and carry out various activities that can encourage him to develop future career success. This stage will take students on understanding an activity that is truly beneficial to the development of his career. This stage guides the students on the application how

he/she explores (How one explores intended vs systematic career). The student consciously exploring him/herself or the environment are systematically or randomly. This phase is directed to aid for students to be able to explore career systematically accordance with the positive findings, the strengthening of the dream, design and implement them in the process of career exploration. The more systematic exploration process will generate awareness and a better understanding of the need for behavioral development.

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Multicultural Peer Counseling Model of Pesantren as an Alternative to Help New Santri Adapted to the Pesantren environment

Yuliati Hotifah[1*]

[1]Guidance and Counseling Department Universitas Negeri Malang, Malang, Indonesia
* Corresponding author email: yuliati.hotifah.fip@um.ac.id

Abstract

One of the characteristics of the world "post-modern" is an important cultural values embodied in the attitudes and behavior of human life. Rapid social change in the form of acculturation as a result of globalization will increase the frequency of cross-cultural encounters between direct and indirect facilitated by advanced technology, transportation, telecommunications, diversification, and migration on a large scale. changes of information very quickly lead to psychological problems for students that is requires complex handling. In this context a multicultural peer counseling model is needed The phenomenon of acculturation is experienced by all people including Pesantren community. Developing peer counseling pesantren in this concept combines counseling approach that compiles indigenous cultural components of local discourse and the social ecological theories that embodies field theory subculture and culture as macro-systems and supra-systems of the process of formation of human behavior and psychological development. Implementation of counseling as a way to guide students in order rise up of the problem is still not have a form corresponding with the mission of teaching at the school itself. During this time if there are students who have a problem, an alternative solution is immediately directed to the cleric, even if it is severe, then immediately directed to "kyai" directly. On the other hand, the ability of peer helper in the implementation of counseling still has many limitations, both in terms of mastery of the scientific substance of counseling and the ability to implement peer helping models in the lives of students who are loaded with cultural diversity of their origin. Therefore, it is necessary to develop model of multicultural peer counseling in schools. Multicultural peer counseling include communication skills, attitude and personality as peer counselors, mastery and self-understanding, social and environmental students with all its cultural diversity.

Keywords: multicultural, peer counseling, pesantren

1. Introduction

One characteristic of the postmodern world is an important cultural values embodied in the attitudes and behavior of human life. Rapid social change in the form of acculturation as a result of globalization will increase the frequency of cross-cultural encounters between direct and indirect facilitated by advanced technology, transportation, telecommunications, diversification, and migration on a large scale. Exchange information quickly led to the emergence of psychological problems in society that ultimately requires counselors and therapists to develop a model based multicultural counseling. In this context, the diversity, globalization, and the development of cultural competence becomes a very important aspect for a person to have the skills to adapt in order to succeed in interacting in the environment (Sternberg & Grigorenko, 2004; Sue, 1998). Counselor and psychologist has the responsibility to develop multicultural awareness competency for anyone who wants to be successful. Multicultural competence should be generic to all types of counseling and therapy, this includes awareness, knowledge, and skills that contribute to the development of "a culture-centered counseling" (Pedersen, 1997). Moreover, empirical assessment of acculturation should be an integral part of the evidence-based assessment. In fact, there is an increased need of the acculturation process as evidenced in a comprehensive publication on the psychology of acculturation (Sam & Berry, 2006)

The phenomenon of acculturation is experienced by all levels of society, including public schools. Indonesia as the country with the majority of Moslem communities affected by educational cultural heritage of our ancestors that institution to be a place of character education as well as the greatness of Islam. Indonesia has thousands of Islamic education institutions located throughout the archipelago and is known as dayah and rangkang in Aceh, surau in West Sumatra, and boarding school in Java (Azra, 2001: 70). Different types of boarding schools in Java can be seen in terms of science is taught, number of students, the pattern of leadership or development of science and technology. Nevertheless, there are basic elements pesantren that everyone must have a boarding school. (Hashim, 1998: 39). Essential elements of pesantren, namely the clerics. Mosques, students, cottage and classical

Islamic texts (kitab kuning), and madrasah diniyyah is a unique element that distinguishes the pesantren education system with other educational institutions.

Boarding school is the predecessor of the boarding school system that has long been held in the western world. The advantages of this system compared with the regular school system without the hostel is that the students are in an environment educational atmosphere for 24 hours, and educators or caregivers can supervise, guide and role model to them as well for 24 hours. This will facilitate intensification of education goals with the regular school system. Pesantren has the ability to create a brotherhood friendly lifestyle, with a cooperative spirit, independence and responsible. Pesantren system is possible will be able to realize educated individuals are resilient and have character. This self-development is more important than knowledge to gain success in life.

if it is associated with the context of the implementation of counseling, counseling management process, it will be able to bridge the real social practices into the dynamism of the group. Counseling is based on the needs of social practice designed by counselors that builds on psychosocial management. It required a social organization that can accommodate functions of group dynamics in the smallest scope boarding. Counseling would be one activity that leads to partial formation of a helping process.

Development of counseling at the seminary in this concept constructed using counseling approaches indigenous who compiles the component local culture with the discourse theory of social ecology and field theory that embodies subculture and culture as macro-system and supra-systems of the process of forming behavioral and psychological development (Brofenbrenner, 2005; Rudkin, 2003), Pesantren has a number of cultural devices for pesantren took a position as a subculture community. Counterfeit culture at the school has a variety of styles, depending on the model and modification pesantren. This diversity is determined by the objectives needs to input the existing pesantren. There are pesantren which only teach sciences of religion (Islam), and also pesantren who are already taking a formal approach using modern management as well as pesantren that try to perform the functions of collaborative community development (Wahid, 2001; A'la, Anisah, Aziz, and Muhaimin 2007).

Pesantren culture device consists of a variety of unique treasures and local patterned. pesantren culture evolve and converge in a tradition that moves circling relational system between individuals in a pesantren. He inherited through various modeling techniques, symbolism, appreciation, organization, self-transformation for sequencing process psychological development of students. The series of cultural significance of this form of psychosocial cohesion and articulated in

various strengths, social, environmental, trust, spirituality and religious dynamics of the students. Cultural values transmitted through teaching, rituals, religious practice, habituation, modeling, discussion, reflection, race, *mujahadah*, consistency, devotion (courtiers), rooted into the history of pesantren. The cultural characteristics of this school had become the locus and mode of social environment conducive to the transformation and development of counseling.

Implementation of counseling as a way to guide students to be free from the problem still does not have a form corresponding to the mission of teaching in schools. During this time if there are students who have a problem, an alternative solution is immediately directed to the cleric, even if it is severe, then immediately directed to Kyai directly. From pre-study survey conducted handling problem students still instructive advice and based on religious doctrine. From the results of indepth interviews conducted with the students, they expressed the approach used by Ustadz and Kyai in helping solve their problems is through a religious approach in which students who have a problem are requested to submit completely to the affairs of Allah and for the peace of mind they were provided with prayers prayer. What has been given by the cleric and kyainya, the students said that it was not sufficient to make them better conditions. The students want there are those who really understand the position and the problems that it faces from their perspective as a teenager.

Results of interviews also showed that the majority of students when faced with problems, they do not directly express to the chaplain / clerics, but they prefer to tell the problem to other students. The students thought that fellow students are the most appropriate to tell the problem. Fellow students considered to be better able to understand his condition, and in an effort to help the settlement of the problem is not advised, but more in an effort to provide the opportunity to devote what he feels. The students said that the assistance provided by fellow students effective to alleviate problems they have.

The situation is different when they consulted his problems to Ustadz or Kyai. The students feel there is a great distance between him and the Ustadz / Kyai, they are unable to tell the problems and feelings freely. In addition to the assistance provided by the Ustadz/Kyai inclined form of advice or prayers are considered too help them, even sometimes they feel overwhelmed mentally. If any problems are owned by students never solved completely, then this will encourage students to seek an outlet for the burden of the problem. in this context, deviant behavior will very likely occur due to the confusion of students do not know what to do to solve the problem that it faces. Cases of students ran away from pesantren, santri violating the rules of pesantren, etc. This is due to the accumulation of problems that are not resolved

properly.

As for problems that are often encountered in following the activities of students in boarding school is a matter of personal, social, learning and ability in adapting to the pattern of pesantren life. Each of these problems have different characteristics and patterns that required different patterns of settlement in accordance with their respective characteristics. This study is intended to lift the local knowledge and cultural diversity, as a basis for the container provider for students to share. Additionally, this study will also produce the peer counseling that can be used as a place to share the young students, so that they have a friend who can listen to their problems, give attention to the social emotional needs credible.

With regard to the concept of the multicultural model of peer counseling in pesantren, based on the phenomenon of the early known that (1) approximately 90% of santri who have a problem are still handled by traditional methods of advice that are instructive, (2) social control used is to enforce the rules agreed, a method of punishment, it means Ta'zir, (3) the perceived problem can't be handled by the chaplain then be submitted to Kyai, (4) the students have a culture of "sungkan" to ustadz and kyai, so that they do not can be free to express the matter at hand, (5) the students more freely if the share issue to his friend, and (6) individuals who live in boarding schools from different cultural backgrounds are diverse. This suggests that the need for peer counseling model based multicultural of pesantren that can be implemented in pesantren which have distinctive characteristics.

Multicultural peer counseling model that will be developed in this research include communication skills, attitude and personality as peer counselors, mastery and self-understanding, social and environmental students with all its cultural diversity. Some of the above-mentioned aspects can be completed through three approaches, namely (1) constructing models of peer counseling multicultural pesantren, (2) constructing a training package peer counseling multi-culture in pesantren, and (3) to test the effectiveness of the model of peer counseling multicultural pesantren, all of this step is a form of peer counselors model of multicultural pesantren.

2. Discussion

2.1. The concept of multicultural counseling

The term multiculturalism in Indonesia a new study. for pesantren unfamiliar with western studies, multiculturalism is still a question in the aspect of its purposes and objectives. Because this term is the development of post-modernism in Western thought, which is called the Western sociologists as multicultural theory (Mary Rogers, Multicultural Experiences, Multicultural Theories, 1996). This theory is characterized by an inclusive,

empowering the weak side (not value free), as well as social and intellectual sphere evocative of a more open and diverse.

Relation to pesantren, multiculturalism is a natural spirit that had grown before the term is known. In terms of the name, impressed by the unique pesantren. Name of the institution that became the locus of Islamic education in Indonesia is derived from Sanskrit, "santri" means those who study the scriptures. (Dhofier, 1994). Pesantren, in the context of the ancient culture of Indonesia, is a Hindu and Buddhist study and explore its holy book. The term was later adopted by Islam. This shows that, among the pesantren is sociable with other religions.

Many people assume that pesantren and students can't accept new things or modern thinking discovered by non-students. In fact, there are still many people who think that in fact the pesantren students can't develop a genuine thought or even make modern thinking like the people outside the pesantren. It was not appropriate, because until now many people pesantren or students who have modern thinking, such as Gus Dur and Nur Cholis Madjid. In fact, modern thought they were able to generate change the world civilizations and treasures of Islamic scholarship.

According to Wahid (2001), the reality of life values and boarding a subculture of the cultural system. The existence of pesantren always be within the scope of the broader culture. Therefore, the phenomenon of multiculturalism in the pesantren is a natural thing. The books taught was not one *mahdzab*. Kitab *al-Fiqh 'ala al-Madzahib al-Arba'ah* author by *Abdurrahman al-Juzairi* is one of the books required of the students during a *bahtsul masail* because in it there are many law jurisprudence that can be used as the legal basis for the Muslims who have different cultures. At the pesantren known rules of *fiqh, al-ijtihad lâ yunqaddu bi al-ijtihad, ijtihad* can't be canceled by *ijtihad*. For example, in one issue, there are differences of opinion, it does not mean that a more correct opinion of the others because it is the end of *ijtihad* or other reasons. Pupils are given the freedom to pick and choose which one is appropriate for running. That condition is the dynamics of multiculturalism in the schools. This is in line with the philosophy of the five poles pesantren, namely *tawasuth* (centered or moderation), *tawazun* (balanced to maintain balance), *tasamuh* (tolerance), *`is* (justice), and the last *tasyawur* (consultation).

Among the most important characteristics of cultural identity in the area of beliefs and underlying assumptions are: (1) how reality is understood, for example dualistic or holistic: 2) self-concept (autonomous, bound, versus social references, distributed, indexical); (3) moral sense (eg choice with destiny, value); (4) the concept of time (linear, segmented, oriented to the future,

respect the elderly); (5) Feeling of the homeland, the environment, space. The most important dimensions of interpersonal and social life can be observed externally is (1) nonverbal behavior, eye contact, distance, body movement, touch; (2) the use of language (eg reflective versus analytical descriptive; the linearity of the story; (3) the pattern of blood ties and relationships between people (relationships are the most important); (4) the relationship of gender; (5) the expression of emotion; and (6) the role counselors and theories of peer counselors. for counselors, multicultural, these characteristics represent the mental state of individuals that can be used to explore the world counselee, and to build a world counselee-counselor that is mutual and helping each other. Explanation of the most widely accepted is that the practice of counseling is an activity ethnocentric. counselee-counselor relationship with different cultures has the potential for conflict in the worldview and perceptions that influence decision-making. So it is feared will happen in a counseling early termination.

In the view of Pedersen (2005), culture can be defined in several ways. The definition of culture includes ethnographic variables such as ethnicity, nationality, religion, and language. While the demographic variables included age, gender, place of residence, and so on. When viewed from the state variable background includes social, economic, educational, and formal or informal membership in a wide range. Culture will shape human behavior either conscious or unconscious on the thinking, perceptions, values, goals, moral, and cognitive processes. What is claimed a group of people as part of their culture and heritage, it is not always clearly visible at first glance.

The term of multicultural has also been conceptually in some way. Locke emphasized the focus of the most striking in the multicultural concept is unique and a separate group that facilitates attention to individual differences (Glading, 2012: 99). Cross-cultural counseling called the counseling process involving between counselor and client of different culture, and conducted with respect to cultural subjects involved in counseling (Jumarin, 2002: 29). According to Supriyadi, in (Supriatna, 2009) explained that the counseling cross-cultural involving counselor and counselee coming from cultural backgrounds are different, and therefore the counseling process is very vulnerable by the biases of the culture on the part of the counselor that resulted counseling is not effective. To be effective, the counselor is required to have cultural sensitivity and escape from cultural biases, understanding and appreciation of cultural diversity, and have skills that are culturally responsive. Thus, counseling is seen as an cultural encounter between counselor and client.

From the discussion above, it can be concluded that the cross-cultural or multicultural counseling is a process that involves counseling between counselors and clients of different cultures. Therefore, counselors are required to have cultural sensitivity, understanding and appreciation of cultural diversity, facilitating attention to individual differences. So that the counselor can truly understand the client, it must be realized that the clients are individuals who are highly complex and diverse. In this context, factors combine culture and diversity as part to understand is a very essential thing.

2.2. Peer Counselors Role in Helping Santris Solving Problems

Pesantren very thick with local tradition. This suggests that schools never escape from the tradition of the local community into its social base. Thus Pesantrens more visible characteristic "Javanese Islam" or "Islamic Cultural" (Sutarto, 2005: 75; Mas'ud, 2004: 234). Thus, the source of the values of pesantren is the integration between Islamic values contained in the books of *fiqh* and Sufism with the local culture. Closeness, openness and a sense of shared destiny appeared among teens can be an opportunity for efforts to facilitate the development of adolescents. On the other hand some of the psychological characteristics of adolescents, such as emotional instability, is also a challenge to the effectiveness of our services to them. Importance of peers for adolescents appears in adolescent conformity to peer group.

Peer counselor is not a professional counselor or therapist. They are the students who provide assistance to other students under the guidance of expert counselors. In peer counseling, role and presence remains necessary expert counselor. When teenagers get into trouble, they mostly share to peers than to the teacher or parent. This is because the fellow teens know exactly twists that problem and more spontaneous in contact. Peer helpers are recruited from the community trained santri that allows the number of spontaneous and informal contacts. Such contacts have Multiplying impact on various aspects of the other santri, it can even be a mediator or liaison between professional counselor with the students (Mahpur, 2008: 127). According to his ability, peer counselor is expected to be a good friend. Must be able to be an active listener to peers that need attention. In addition, he is also able to capture the expression of thoughts and emotions behind expressions of verbal and non-verbal, empathetic and able to solve the simple problems.

Peer counselors are individuals who made themselves available to help the problems faced by his friends (in the age group of the same age range). Pupils as a peer counselor are those who perform face-to-face and help her friends to solve problems related to reproductive health. The counseling process that occurs based on a relationship of trust, open communication, and empower clients are able
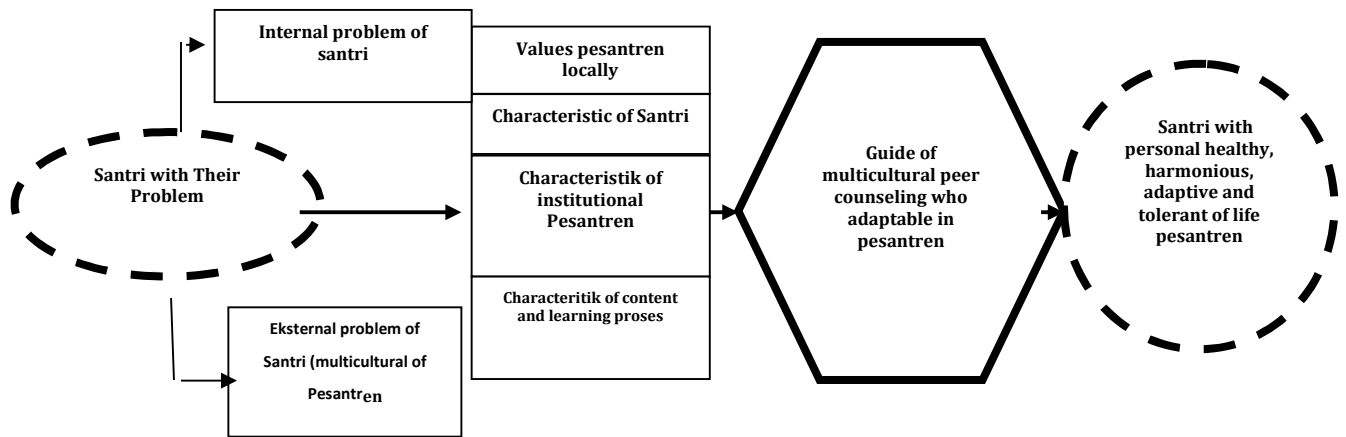
Figure 1.
Frame of Conceptual of Peer Counseling in Pesantren

to make their own decisions.

Development of a peer counselor at the school in this concept combines counseling approach that compiles indigenous cultural components boarding discourse counseling theories are well established. Pesantren culture device consists of a variety of unique treasures and local patterned. Pesantren culture evolve and converge in a tradition that moves circling relational systems and networks meanings inherited through various modeling, symbol of appreciation, organization, self-transformation for sequencing process psychological development of students. Here the cultural values transmitted through teaching, rites, religious experience, habituation, modeling (itba '), discussion, reflection, race, *mujahadah,* consistency, devotion (*abdi dalem*), a characteristic that is rooted in a historical boarding school. The cultural characteristics of this school had become the locus and mode of social environment that is conducive to transformation and modification counseling (Mahpur, 2008: 133). Through this approach, then schools have the opportunity to make improvements and development of pesantren-based peer counseling to see a set of values (*ruh ma'had*), aspiration (*Himma*), the demands of the development of society, and the ability of schools and the carrying capacity significantly (Chirzin, 2007: 77).

A students who become peer helper has certain conditions including: (1) have empathy, respect, and appreciate the client; (2) honest and trustworthy (able to hold the secret to the client); (3) have experience as peer educators; (4) have knowledge about reproductive health; (5) able to communicate well and be effective listeners; (6) have a genuine interest to help the client; (7) to oversee the safe and comfortable atmosphere; (8) is able to explore information, feelings, and thoughts of the client; (9) attention to aspects of verbal and non-verbal. Peer helpers in carrying out their duties must hold ethics (code of conduct) as follows: (1) receive consultation and counseling services; (2) accept what; (3) non-discriminatory; (4) to built

relationships; (5) to provide assurance of confidentiality; (6) supports the client to be able to decide independently. As a client has the following rights: (1) receive optimal counseling services; (2) receive support to be able to decide independently; and (3) feel comfortable and secure secret.

To facilitate conceptual understanding of peer counseling in pesantren presented in schematic form in Figure 1.

There are several important issues that must be considered in the development model of peer counseling multicultural-based pesantren, namely (1) the issue of ethic and emic, that view is based on the study of theoretical and empirical, (2) the issue of cultural sensitivity, which is a view that is rooted in the recognition and existence the uniqueness of culture, (3) issue understanding of the cultural system, that view is based on the recognition means and cultural systems that run and are developed within the counselee, (4) the issue of the effectiveness of counseling, which is oriented view of service quality and the successful settlement of the problem of the counselee , (5) the issue of the relationship counselor and counselee, namely mutual respect and acknowledge the existence of the counselee and vice versa, and (6) the issue of a dilemma autoplastic-alloplastic, that view is based on patterns of decision-making by the counselee based on adjustments to environmental conditions or change the environment for the success of his life.

3. Conclusions

Relational relationships in schools can be woven in synergy through the spectrum Kyai, *gus* (young clerics), *Ustadz*, *badal* (assistant), murabbi (mentor) for the development of the talent of santri,

and a small group unit in the form of peer organizations. These components interact with each other and served in synergy accompany the history of boarding. Interwoven social relationships is a reflection of the historical characteristics that internalized through the culture of schools, he also formed the transforming power of acculturation as a representation of the strength of the outer and the inner strength directly impacts on students or cultural systems that make up the local character. Through this approach, then pesantren have the opportunity to make improvements and development of pesantren-based peer counseling to see a set of values (*ruh ma'had*), aspiration (*Himma*), the demands of the development of society, and the ability of pesantren and the carrying capacity significantly.

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The Chrisis Intervention for Victims of Floods Disaster Using Play Therapy Based on an Engklek Games

Latih Buran Tedra[1], and Hotma Rosalin Tumanggor[2] *
[1]Student of Postgraduate Guidance and Counseling Semarang State University, Semarang, Indonesia
[2] Student of Postgraduate Guidance and Counseling Semarang State University, Semarang, Indonesia
*Corresponding author email: tedralatih@gmail.com, hotmarosalin18@gmail.com

Abstract

Indonesia often occurs various natural disasters, one of them is flood. The disaster depriving the material, psychological even deaths from adults to children. Different with adults, psychological children more vulnerable to stress and trauma because immature coping system. But in the field has not been a lot of attention to the psychological services to children. This article was written as one of the efforts to answer the issue of the problems. Play therapy based engklek games with three main stages namely build relationships, start game with a discussion and finally evaluation or feedback from the participants. Hope it can be used as one of the intervention in the help reduce the crisis and build coping system on the victims of the flood disaster.

Keywords: crisis intervention, play therapy, floods disaster

1. Introduction

Indonesia is famous with "supermarket" disaster, various natural disasters in Indonesia happened. Since a hundred years ago there had been various disasters in Indonesia. A natural disaster is unavoidable events and to accurately predict. The events of natural disasters that happened in Indonesia especially flood events occur not only lead to the sacrifice of the soul but also grief for the victims who are still alive. The effects of flooding can be loss of life, property, destruction of infrastructure, social environment, and disruption of the livelihood and livelihood that has been previously established. Based on data from the National BNPB 2016 (dibi.bnpb.go.id) the number of dead and missing, wounded, suffering and displaced by floods in Indonesia as much as 1.595.667. This flood occurred very quickly so that the victims could not save their wealth and possessions. Finally, some of the victims of the flood survivors in crisis both the crisis with the level of light and heavy. Crisis is the perception or experience of an event or situation as a difficulty that can't be tolerated, that exceeds the resources and ability to cope at that time (Gladding, 2012). The crisis usually refers to a person's feelings of fear, shock, and other psychological disorders (James, 2008).

Most children and teenagers or victims experiencing normal stress reactions for several days after the traumatic events such as emotional cognition, physical, and difficulties in interpersonal relationships (Thomson, 2004). For example, post-traumatic children feel shock, excessive fear, sadness, feeling of helplessness, hopelessness, disorientation, their indecisiveness, difficulty concentrating, lack of interest and satisfaction in daily activities, and feelings of isolation. Most children and adolescents may have only a mild stress until the crisis or trauma depending on their previous experience of life and their support systems such as the parents, friends and relatives of others (Thomson, 2004). In the events that occurred when the trauma experienced by the children can be handled specially by the counselor, the experience encourages personal growth to increase the skills of coping in the face of the crisis.

Services provided by counselors to be adapted to the conditions of children victims of natural disasters. How the task of development and characteristics of children need to be considered, such as the characteristics of children who like to play. One of the services offered is play therapy. Play therapy is used to bring up the therapeutic power of play which is used to help the counselee prevent and solve problems and achieve their optimal development. Play Therapy is used as a tool for diagnosis and healing. According to the Child simple guidance when Clinic (2009) play therapy, the children use toys as the words and play as a language in which they communicate. Children choose special toys in the playroom (like dolls, puppets, paint and sand) to communicate thoughts, needs and feelings may he hard to express in words. When children are able to communicate their thoughts, feelings and needs, they feel understood and often feel and behave well. A therapist trained to help children develop a more positive self-concept, build confidence and become more independent.

Play therapy is given is a game that has often heard by the Java community is Engklek game. Javanese people know the traditional games since ancient times. Even every night the full moon, the Javanese people especially in the rural areas are always out of the house toward the town square (Dharmamulya, 2008). Excerpted from educatory-.com, according to some observers are from Mohammad Zaini Alif joined on Toys

Community people of West Java (Hong), Rudy Co Rens joined in the Museum children under the stairs Yogyakarta, and the Head of the Education Development Center Non formal and informal Regional I Haris Iskandar stated that traditional games can develop knowledge, skills and the attitude of a child. In addition, traditional games may also be able to develop aspects of the development of moral, religious values, social, language, and motor function so that hope can help the child victims of the flood disaster in crisis for membanguan coping systems to cope with the stress they experienced.

2. Defenition

2.1 The Flood Victims in Children

A flood disaster of late this happens cannot be predicted the coming, because the rainy season and drought come unpredictable. As revealed by the www.bbc.com that on 18 June 2016 Bengawan Solo river start overflowed because the rain that occurred on the morning until the evening. This genesis cause several districts awash flood, one of them is Sukoharjo district which is the finalization of the Bengawan Solo River water. The flood disaster that happened in Sukoharjo District Central Java will bring psychological impact for the victim. Flood disaster victims are not only experienced by the adults but experienced by children. The disaster victims in children have its own characteristic of psychological side. "psychological vulnerability on school age children is the son of this age indicates the reaction of fear and anxiety, complaints psychosomatic, sleep disorders, a problem with the performance of the school, withdraw from friendships, apathetic, reluctant to play, Post Traumatic Stress Disorder (PTSD), and often arguing with brothers" (James, 2008). Because the children are at the age that is still early, then children coping system is still not good. If not treated with serious harm will be symptoms of psychological disorders in more severe.

In the field of psychiatric trauma, stress treatment and both Acute Stress Disorder (ASD) or Posttraumatic Stress Disorder (PTSD) lately get new emphasis. ASD and PTSD arising from the process of traumatic events that accompanied the threat or violence real (Gladding, 2012). ASD and PTSD is not deceived can occur in children in the disaster occurred or after the disaster happened. So the counselor need extra handling to pay attention to the condition of the children who are more prone to experience stress than adults. Gladding (2012) further explains that "ASD occurs more quickly; symptoms arise during around 4 weeks and recover in 4 next week. But PTSD is different, except genesis the emergence of slow, symptoms arising in a month since the incident and lasted for months or years if not treated." Necessary early handling to the son of disaster victims especially floods to prevent or treat the crisis situation felt. One way is playing to children. Because characteristics in the children age is continually play. More children do the activity to play with his colleagues to the pleasure of his heart. More interaction peer childhood use involving the game (Santrock, 2002).

2.2 Play Therapy Based on The Engklek Game

Play therapy is used as a form of intervention strategy to flood disaster victims. The children have characteristics and tasks of the development of each so that requires psychological handling in accordance with the characteristics and development task so that at the time of crisis which they experience can be decreased. Play therapy is one of the therapy using media game to reduce the nature of negative and increase an ability in a child with how to create a pleasant atmosphere and is done repeatedly until the changing behavior of children become better (Chalidaziah, 2014). Similar background by The Association for Play Therapy (1997, in Kurnanto, 2007) define play therapy is "The systematic use of a range from the model to establish an interpersonal process where in trained play therapists use the therapeutic powers of play to help clients reported or resolves psychosocial difficulties and achieve optimal growth and development." In this traditional games that are used in the implementation of play therapy is the game engklek.

Indonesia is a country that is famous for its culture. Countries that have various traditional games that are good for the played by children. Some children in Indonesia is still play traditional games although currently have evolved various kinds of modern games are of course more interesting to play. But based on education, traditional games more presents many benefits for the development of children in psychomotoric aspects, afeksi, and cognitive. The game engklek has the meaning of the meaning of the philosophy for the development of the children.

This game engklek can be found in various regions of Indonesia but have the name of the game which vary with the same technical game. The name of the game engklek in various regions such as ingkling, Sundanese manda, jlong-jling, landslide, and dampu. Prapto (2013) explained that traditional games engklek can be found in Sumatra, Java, Bali, Kalimantan and Sulawesi. Engklek is the game that already exists by successive, done with how to walk or jump with one foot (Lindawati et al, 2013). While according to Aisha,. et al (2013) engklek is a type of traditional games that are done in the page with the drawing the boxes and then skip to the next box.

Playing is very important for development of the children. Without playing, a child will be a problem in the latter days. School-age children have

different characters with the sons of the age of the younger, they enjoy playing, happy moving, enjoy working in groups, happy feel or do something directly (Desmita, 2011). Freud and Erikson in Santrock (2002) The game is one form of adaptation by man that is very useful, help children control anxiety and conflict. Children who experienced clinical symptoms very need crisis intervention by integrating to game. Since children aged 2-10 years where the children are in the stage of cognitive development in the pre operation and operation of the concrete, in accordance with the development phase where for children to communicate about trauma that they experience through play (Kottman, 2001; Landreth, 2002).

Landreth (2002) play is symbolic language children in expressing themselves. Play therapy is way children from the balance of work and control in their lives, where the most important for children in the development of emotional and positive mental health. A trained therapists to help the children develop a more positive self concept, build confidence and become more independent.

Santrock (2002) to explain that play therapy allows children overcome the frustration and is a medium for therapists to analyze the conflicts of children and the way they solve them. The children can feel threatened and more openly expressing their feelings are in fact in the context of the game. The effectiveness of play therapy is revealed in the Bratton and Ray (2000) a comprehensive literature review of research studies therapy result from 94 game that shows positive effects 0.80 hkd on treatment results. Shen research (2002) with children who experienced trauma symptoms earthquake revealed that children who receive 10 therapy session play have the anxiety that is lower and lower the risk of suicide than the children of the control group. This shows that the therapy play effectively applied for children who are experiencing trauma.

Physical and sensorimotor play in relativism therapy relationship gives emotional experience improvement toward the formation of new sheets (Linda and Mary,2008). Slowly they forget the trauma. With a strong interest in the game, children can improve its relationship with the friends of the other. In this case, can be applied through the engklek game. In relation to this, the children learn to receive and strengthen themselves.

2.3 Application Steps Play Therapy

Jones and Montserrat Casado (2003) asserts that play therapy is done with two ways namely directive and non-directive. In order to plan each session and choosing the right materials and a structured, therapists need a model to be followed which provides guidelines for choosing the right and the order of session topics and core activities. According to Nawangsih (2014) there are three main

steps in play therapy is the first step, an intermediate step and the final step.

a. First Step
    In the early stages , the main activity is counselor to built relationship to children. The counselor should be able to build a warm relationship, which there is a child's trust towards the counselor. To achieve that goal, counselor must strive to enter by the total in the world of children so that the children really feel secure and regard it as a friend.

b. Middle Step
    The middle step begins when children are preoccupied with the game and their attention. Counselors can facilitate this activity by providing various means of play so that children can express their various feelings of good things that never had happened in the past or the desire that he would expect at the time to come.

c. Final Step
    At this step counselors can end the counseling process when the child has been showing progress in various forms of positive behavior. When the child has been able to show the needs minimal, symbolically capable of expressing her emotions and verbally able to discuss various issues. Counseling can be stopped if the child has been able to show his creativity in the arts, able to play a role, play a game that involves co-operation with their peers, or show other positive behavior change.

3. Discussion

3.1 Application of Therapy Based Engklek Game For Victims Flood

The typical stages in the play therapy is the initial stage, mid-stage and late stage. The stages are implemented in the information service in the classical format to help child victims of droughts in building coping skills through traditional games are as follows engklek :

a. The First Step

In the early step of its main activities is how to build the relationship with child with counselor. The counselor should be able to build a warm relationship, which there is a child's trust towards the counselor. To achieve these objectives, the counselor should strive enter totally in the world of children, so that children really feel safe and take it as a friend. In building a relationship with the children to consider how the conditions in the face of difficult times. "Researchers have seen what helps some people to manage the difficult times when others do not cope well.

This topic see things that can be stressful for children, because the first step to coping is to try to

protect children from large pressure where possible. I also look at the things that we know will help build up the strength of all children, whether they have a big pressure or not "(Department of Health Australia, 2013) so as to provide a place and a safe atmosphere for children is the thing to do to this early stage. The skills as a counselor as very important empathy shown and how the counselor can give you a joke to the children according to age, or ask what he likes accompanied by an introduction.

Gladding (2012) suggested the skills that must be possessed by a counselor at the stage of acceptance and action namely, (1) to change the perception. Change the perception in question is the counselor must know what is perceived child's maladaptive into adaptive. By showing metavora verbal (e.g., language) or nonverbal (behavior). (2) Directing. Directing is followed by technique, namely, silence, receive, and repeated the question. (3) responded with multi focus. Counselors need distinguish affective, cognitive and behavioral responses responses (4) Empaty accurate information. (5) self disclosure. Referring to make oneself known to others, by way of revealing personal information. (6) mediation. Focusing on the present condition and related therapeutic feeling good from the perspective of the client and the counselor (7) Humor, (8) confrontation. This confrontation is done to help people to see more clearly what happens, what consequences and how to take responsibility. (9) Contact. Focus on the purpose and end result. (10) Exercise.

b. Middle Stape

There are two major themes in the first half of the step and the second game discussion. The first step is the game, the children were taken to perform the traditional game that engklek. Because counselors could not walk themselves, then the counselor in this activity require assistance from related party. Because the counselor can not walk alone, then a counselor in these activities require the assistance of relevant parties so important at the planning stage to do a collaboration with another counselor, resident or assistance team (BPBD, SAR, TNI). Counselors will give description about the engklek game. How the rule and procedures of the game. Although engklek is a traditional game of Java, but it is possible there who do not understand the rules so that the counselor should provide the missing instructions are clear. At this stage if the child is too excessive to be created for some groups of players so that all children can try out the game.

Counselors need to observe how the child's condition with the assessment of client functionality in three areas that can be referred to as ABC appraisal / assessment: affective (feeling or emotional tone), psychomotor (actions or activities), and cognitive (mindset). On the game hopscotch are given values, such as honesty, patience, dexterity, social and excitement value. By observing what is done by the child directly involved, the counselor will look at the various behaviors of children affected by the disaster. The skills offered at the first step should still be used by counselors, although not fully displayed because the counselor is no longer the main focus in the game.

The second step is the discussion. Discussion is applied to make the kids were able to express opinions. According to Jones (2003) play therapy must have a theme and the theme of the discussion is to provide assessment on the engklek game and values of the culture of what they feel. Counselors need to ask their condition because the condition of their security is the main things. Counselors must display the skills in full and keep the group dynamics that has been established.

c. The Final Step

At this step, counselors need to do an assessment or feedback from the participants. Counselors need to ask a few things such as below (Ministry of Health Australia, 2013) :

1) whether I (children) can ... make the difference. Can I: talk to others about the things that frighten or disturb me find someone to help me when I Need to find a way to solve the problem of controlling themselves when needed.

2) I (children) ... the valuable. Me : love and be loved like to do good things for other people and show I care to respect others and themselves willing to take responsibility for what I do.

3) I (children) have ... people around that I believe and who love and support me (children). They: show how to do the right thing I want to learn to do things on my own to help me when I am sick or in trouble would make me safe

After asking these aspects to the child, the counselor making judgments about a child. The counselor can end processes, forgotten in children have shown progress in the various forms of positive behavior. When the child has been able to show the needs minimal, symbolically capable of expressing her emotions and verbally able to discuss various issues. Counseling can be stopped if the child has been able to show his creativity in the arts, able to play a role, play a game that involves co-operation with their peers, or show other positive behavior change. The children with big problems, require follow-up by counselors with counseling services individual or group counseling.

3.2 The Implication

So the importance of treatment immediately to the children who experienced the trauma of flood disaster, required the role of counselors who work in condition of the crisis. Counselor crisis is personality and quality and have a good life experience. Crisis counselor should work professionally in accordance with the competencies possessed by good pedagogy competency, personality, social and professional in providing services to help the client in crisis and

flexible in the face of a difficult situation. The role of counselor for the crisis with counselors with ordinary counselling are very different. This indicates that the counselor must be more active and sensitive in crisis situation.

4. Conclusions

Play therapy for approach that is worthy to be used in order to help the children reveals the expression of stress, to reduce and eliminate the sources of tension, so that eventually the children will be able to build coping system. In this therapy, counselors help counselee to find thoughts, feelings and new knowledge in the hope that helps them to gain insight and considerations, so that they develop a better understanding of ourselves and connect the people around him.

The steps in the play therapy consists of the first step of the middle step and the final step. These three phases are implemented on the condition of the victims of the flood disaster using the engklek game. The first stage or the early stages of the stage to build relationships. The development of this relationship is required full skills of counselors so that created the group dynamics. The second step is the process of the game and discussion. The final stage is a stage in the counselor ensures the condition of children and know how big the level of coping that children by asking questions.

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Art Therapy in Children Counseling

M. Harwansyah Putra Sinaga
Pascasarjana Universitas Negeri Semarang (UNNES), Semarang, Indonesia
muhammadharwan@gmail.com

Abstract

However counseling is helping process between counselor and client. The counselors use various approaches and techniques to help their clients. Counseling services are used in various settings such as schools, colleges, addictions, and others. The service is addressed to adults, group, family and children. Counseling services for children are very different with general counseling. Children counseling requires some special techniques so that the process can run well and achieve their goals. One of techniques that can be used by counselors is by using art known as **Art Therapy**. Art therapy is a therapeutic activity or counseling that uses art as a medium by counselors to help children (clients) in expressing ideas, feelings and emotions that are difficult and even can't be told.

Keywords: Art Therapy, Children

1. Introduction

Counseling is a service of assistance by professional staff to a person or a group to develop daily effective living and handling the disturbed daly effective living by focusing on independent person and capable of controlling themselves those through the implementation of various types of services and support activities in the learning process (Prayitno, 2014). Implementation of counseling services intended for all ages from adults to children. However, counseling services for children is not same with other general counseling servicesl. Implementation of counseling in general, where the counselor and counselee sit together to discuss the client's problem, it will be different when the counselor found that children as their clients.

On the other hand, counseling services for children are growing increasingly. The number of cases where children as victims of domestic violence, natural disasters, bully and it demands counseling profession should reach counseling services for children in a professional and standardized. This is to provide optimum service and support. Then one of the techniques that can be used in counseling services for children is Art Therapy.

Art therapy is based on the idea that the creative process of making art that is healing and improving life and it is a form of nonverbal communication of thoughts and feelings (American Art Therapy Association, 1996). Like psychotherapy and counseling, it's used to promote personal growth, increase self-understanding, and recover emotional and has been used in a variety of settings with children, adults, families, and groups. It is a modality that can help individuals of all ages to create meaning and achieve insight, seeking relief from excessive emotion or trauma, resolve conflicts and problems, enrich everyday life, and achieve prosperity (Malchiodi, 1998). Art therapy believes that individuals have capacity to express themselves creatively, and that the creative product is not important compared to the therapy process. The therapist does not focus on the aesthetic benefits of art made but the therapeutic needs of children to express themselves. The important thing is the involvement of a person in the job, selecting and facilitating the art activity that helps people to find meaning in the creative process, and facilitate to sharing experiences in making pictures with the therapist.

While the forms of effective therapy, art therapy is increasingly being used by therapists with individuals of all ages and with a variety of populations. Not only art therapist, but counselors, psychologists, psychiatrists, social workers, and even doctors use artistic expression to therapy. With the advent of brief forms of therapy and increasing pressure to complete treatment in a number of sessions, the therapist found that arts activities help individuals to communicate relevant issues and problems quickly, thus speeding up the assessment and intervention. Even the simple task of drawing offers a unique possibility for expression that complements and, in many cases, help a child or adult to communicate what words cannot.

2. Theoritical Review

2.1. A Brief History of Art Therapy

Art therapy is a therapeutic or healing process that uses the arts as a medium. Art therapy is a combination of two disciplines of the arts and psychology. But art and psychology or therapy is not a new thing to be heard by humans. Both of them are inseparable part of human life. Making art is an innate human tendencies such as communication and making tools, these activities can be used to define our identity. According to *The Discovery of Art of the Insane* (MacGregor, 1989) presents that a history of the interaction of art and

psychology which includes the last 300 years. This history includes the theory of genius and madness, biographies of artists "crazy", the depiction of madness by the artist, and efforts to achieve an understanding of the potential of art has a purpose as an aid to mental health care and diagnosis.

Even hospitals have long served as an important incubator for the field of art therapy. For better or worse, the medical model concepts such as diagnosis, disease, and treatment has a strong influence on the development of most schools of thought in Western psychotherapy, including art therapy. While psychiatry has always been the closest ally of medical specialties with the court, art therapist had worked with patients treated for AIDS, asthma, burns, cancer, drug addiction, trauma, tuberculosis, and medical and other rehabilitation needs. Our understanding of the interaction between the biochemical, mental status, and creativity continues to evolve and new medical specialties, medicine art, recently appeared (Malchiodi, 1998). All of this seems to indicate that the art therapy will continue to have a role in exploring the relationship between body and mind.

Although in general history of this art therapy, there is a difference between the approaches used in psychological assessment and found in art therapy. The main difference is the perspective of art therapy that decision and see art has therapeutic potential inherent to the clients, the position is not necessarily owned by psychometricians. In addition, art therapists tend to use materials that are more varied and expressive and without stressing the formal oral directives and the client's role as interpreters of their own work. Finally, the art therapist is also very possible to improve on the protocol of a standard assessment to meet the specific clinical purpose (Mills & Goodwin, 1991).

At least their rapidly developing art therapy has three phases namely classical phase (1940-1970) which in this phase is the initial phase in which the founders of the art therapy began much mention of the term in their books as a result of the relationship with their clients. They are Margaret Naumburg, Edith Kramer, Hanna Kwiatkowska, and Elinor Ulman known as psychiatry. Although at first no specifics school with a major in art therapy, so they were in the beginning a lot of research related to psychology and art. So that is where the foundation of the art therapy.

Furthermore, the second phase, the mid phase is pioneer author (1970-1980). In this phase, the emergence of many publications that presented a more comprehensive conceptual perspective though psychoanalysis is still a dominant influence. Development of literature that is also enriched during this period with the introduction of two new journals: Art Psychotherapy in 1973 (called The Arts in Psychotherapy after 1980) and Art Therapy:

Journal of the American Art Therapy Association, 1983. An increase in line with the founding publications America art Therapy Association in 1969, and involves the art therapist professional identity, credentials, regulations and related matters. (Shoemaker et al, 1976).

The third phase is called the phase literarur (mid-1980 to present). In the years that have already demonstrated the rapid development of the concept and theory of art therapy. Art therapy is not a severed technic from theoretical approaches in counseling. Instead, in this phase has been widely demonstrated that the use of art therapy can be done in a variety of counseling approaches such as psychoanalysis, humanistic existential, behavioral therapy and even therapy that focuses on solutions and narration. It's supported with their professional organization that gave birth to many theoretical studies in the development of art therapy.

2.2. Art in Counseling

Mental health counselors are more likely to integrate arts activities in the counseling process with children than in adults. The possibility of greater use by children may reflect the view that the arts are like children, have little relevance to other age groups. Mental health counselors also may refrain from using the arts in counseling adults because many adults feel inadequate or ashamed about their ability to express themselves artistically (Gladding, 1998).

Counselors work with adult clients can use a variety of visual art forms to facilitate the various stages of the counseling process. The key to successfully employ the art of counseling is to understand the purpose of each stage of the process and then select carefully the direction of art that is consistent with the process and the client's needs (Kahn, 1999). The counselor should ask yourself questions like, "What needs to be expressed through art during this stage?" And "What art activities will help clients move through the stages of the counseling process?" With some clients, art can facilitate the establishment of relations. With others, it might help with the exploration of the world of clients, issues, and concerns. In other situations, the art is very appropriate to be used for setting goals of therapy and intervention. Counselors can choose the direction of art to deal with inconsistencies in thought and behavior, develop and narrow your choices, ask the client to act, or help decide the therapeutic relationship.

Although many art therapy based on psychodynamic theory, various methods have evolved that can be integrated into different theoretical approaches to counseling. For example, an person-centered counselor can encourage clients to use the arts for self-actualization through self-expression and self-perception and integration

environment (Cochran, 1996). A cognitive-oriented counselor can ask the client to explore the irrational thoughts by drawing a cartoon strip. A counselor-focused solutions may feel the need to ask the client to reflect on when things were going well and draw what he was doing at the time. A counselor follows the constructivist approach may encourage clients to draw maps that represent the life of the important things that happen from time to time, using different colors and symbols to represent positive and negative events.

2.3. Characteristic of Children Counseling

Implementation of counseling services to children who do not require the counselor role as counselors in general. Because the children have its isolation world, the counselors need to enter the world of childish clients. This becomes important because if the counselor's role force herself to get into the child's world without knowing the world of the child, then it will have an impact on the success of the counseling process. The role of counselors in counseling children is not to be a parent, teacher, uncle or aunt. Then the appropriate criteria to become a counselor of children are those who have and able to show congruent personality, dealing with childish side, unconditional positive regard and unemotional.

a. Congruent

Children must feel its relationship with the counselor as trustworthy and safe atmosphere. For this, the counselor should be integrated in person, humble, to be fair, consistent, and stable so that trust can be increased and maintained. Children are very good at recognizing people who are not congruent and who are trying to play a role that is not consistent with other personality.

b. Dealing with Childish Side

If a counselor is able to turn childish side and enter the world of children, then we managed to join the children, and provide opportunities for children to identify themselves as a whole. By helping children identify their feelings, we minimize the possibility of this feeling saved and become the foundation of emotional and neurological imbalances in the future.

c. Unconditional Positive Regard

If you want to encourage kids to explore the personal side or the dark side of themselves, then as a counselor we should behave in a way that is most acceptable so that children feel allowed to be themselves, without limitation. In a receptive attitude, the counselor does not indicate acceptance or rejection. Doing so will have an impact on children's attitudes. That done is to accept, with a non-judgmental attitude toward anything that is done and the kids are saying. The counselor even avoid as much as possible to make statements like "It's okay" because by doing this the counselor tells the children about what they like and what is not liked by the counselor. If counselors do this, children's attitudes will change and counselors will never see and understand the children thoroughly. In receiving, the counselor does not put expectations on children, the counselor does not withdraw or approach children in response to changes of attitude and counselors are not overwhelmed adapt the children's attitudes.

d. Unemotional

To accept as discussed above, a counselor must also have a level of emotional neglect. It is often considered difficult for new counselors. Unfortunately, there is a problem for children who become counselor's clients very friendly, close and warm. Children may be controlled with the relationship, because the kids do not want to missform this relationship with a bad attitude. Furthermore, the problem transference will be difficult, if not impossible, for counselors to handle it well.

Counselors must not only avoid the emotional stress, should also try to avoid showing a strong response in dealing with problems of children. For example it is not helpful for counselors to approve verbal and nonverbal above problems the child. Doing things like this makes the child will say and do things that are fun for the counselor instead encourage children to be honest. Not by sympathy or approval, the counselor must listen to children's stories. As a counselor, you should make your choice which needs to be approved and which should be accepted without approval.

Although the counselor should have levels of emotional neglect, this does not mean that a counselor should be awkward, empty and alienated. On the other hand, children need to feel comfort together counselors, so it is about balance. The counselor should present themselves before the child as someone who is calm and stable, able to participate when needed and always hear, accept and understand the child.

2.4. Art Therapy in Children Counseling

One counseling that can be performed on children is through structured counseling process. Counseling for children in its implementation needs to be tailored to the needs. Counseling children is obviously different from counseling to adults in their implementation. Counseling for children has its own peculiarities in doing so. Considering the world is the world's primary school play, so that the media used is the media in accordance with methods of learning in primary school education. Counseling is of course different from the method of storytelling skills in counseling as well as counseling procedure done, such as active listening, and doing conclusions involving children interactively. This is reinforced by the opinions

Geldard and Geldard (2008) that "the practice of counseling with the child has a different approach than the approach of adults". Then the use of art as part of the therapy is one effective measure to support the success of counseling. Because the art of being a medium between counselor and client (kids) to express the thoughts and feelings that interfere. This process is called the Art Therapy.

Giving media (the tools to do the Art Therapy) will invite children to explore, feel and play. Children can experiment and feel negative emotions and can be channeled through graffiti art. When using the media, focusing on the creativity of children contrary. All media invites children to explore, feel, and play. Kids can use the media to create images, symbols present problems, feelings, and themes related to the story or the final part of their story. Therefore, art therapy can describe their problematic environment and recognize their position in the environment. They can also use the media to explore the changes that have occurred or changed what they have done at certain times (Fajar, 2008). Kids can feel and cope with emotional feelings and can change behavior related. Children who are not able to talk about wishes and needs related to the past, present, and future can express it using symbolic language through drawing, painting, or making art constructive.

3. Implication

The counseling process in the child would have to get his attention by counselors. This is because child counseling is a process that is different from counseling to adults in general. Still very little discussion of the theory and practice of counseling children, but can not be denied that the current needs of the children attending the counseling service is increasing. Children who suffer from natural disasters, domestic violence, sexual violence, abandoned by their parents and even the bully victim must be a serious concern in implementing and developing the counseling process in accordance with children.

One technique that can be done by the counselors is to use media as a tool to help children express feelings, ideas and behaviors. Children usually do not easily express their feelings and thoughts freely like an adult. Hence the presence of art as a medium to express their ideas and their feelings will help the process of counseling. This is called art therapy (Art Therapy).

4. Conclusion

The use of Art Therapy in children greatly assist counselors in implementing the counseling process. There are kinds of media in Art therapy application. This shows that the use of art therapy in the counseling process is not rigid but adapted to the circumstances and the availability of media by the counselor. However, it should be understood that the interpretation of the counseling process that uses the arts need to be confirmed back to the client, it is intended that the counselor did not catch the wrong message from the client.

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Pengembangan Potensi Anak Berkebutuhan Khusus Berbasis Bimbingan Dan Konseling Perkembangan

Clara Oktovia[1], Anjas Wahyu Kintoko[2], Dian Nur Pitasari[3]
[1]Ahmad Dahlan University, Yogyakarta, Indonesia
[2]Ahmad Dahlan University, Yogyakarta, Indonesia
[3]Ahmad Dahlan University, Yogyakarta, Indonesia
clara1315001305@webmail.uad.ac.id, anjas1300001208@webmail.uad.ac.id, dian1415001177@webmail.uad.ac.id

Abstract

The role of counseling and guidance is necessary to help the children to lead their growth tasks, including the children with special needs. The children with special needs indicate that they have specific paralyze so they need specific learning method. In general, the guidance and counseling service is directed to the development and problem solving in both individual and private aspects, education and learning, and career development. The social and individual aspects deal with the characteristics development and understanding, potential, and the skills they have, whether it is considered in the perspective of cognitive, social, psycho-motoric, or affective-emotional. In developing those potential, the guidance and counseling service is strongly required.

The guidance and counseling of growth is contrasting from the assumption that the normal development is persisting through the interaction that normally taking place between individuals and their environment. In performing the guidance and counseling service, the teacher of guidance and counseling can be involving the related persons such as students' parents, principal, teacher of school's subject, and other school personnel. The developmental guidance and counseling program provides the advantageous service system for the academic progress, career, and the development of individual or social of the students so they can achieve the optimum development. The application of developmental guidance and counseling in the school deals with the attempt for facilitating the students to develop their potential.

Key Words: Potential Development, Special needs children, Developmental guidance and counseling

1. Introduction

As long as human face their life journey, the individual will have the growth and development phase. Both of them will reach the optimum result when they are executed with maximum stimulus come from the environment. The environment here means the family environment, social environment, and the educational or school environment.

Education is an important and fundamental asset for the individual or society. The education cannot be measured by counting the total of the students or the sum of research that has been conducted. The education is measured from what they got from someone's insight, that is already finished their education by then they feel the advantages, both for the society and themselves (Shertzer and Stone, 1981).

Education is an environment that gives many influences for the individuals when they pass the growth and development phase, as emphasized on *UU No. 20 Tahun 2013 Pasal 1* about *Sistem Pendidikan Nasional* (National Education System) that education is the grasped and planned process to realizing the learning atmosphere and learning process in order to make the students actively develop their potential to have the power of religious-spiritual, self-control, intelligence, good behavior, and the skill that is needed by themselves, society, and the nation.

The education is facilitated for every citizen; by not excluding the individual with special needs. The special needs children are the individuals, who have dysfunction in the aspects of physical, mental or intelligence, social, and motional. This dysfunction will affect the physical and children's achievement on their study. It doesn't mean that the children with the dysfunction are unable to develop their skill they have. The children with special needs should obtain the decent life space and the same chance to the common normal children. One of the ways to help the skill development of special needs children is by developmental guidance and counseling.

Guidance and counseling is a part of educational units which has important role in the development of student's potential; so as the special needs children. If the guidance and counseling program is oriented on the development, the consequence is the guidance and counseling program management has to fulfill the requirement. The requirement that should be fulfilled is the program should be managed comprehensively. According to Gybers and Henderson (2006), the assumption that based guidance and counseling program must be comprehensive, which means: the compatibility between guidance and counseling purpose and the educational (school) purpose, the guidance and counseling program must be developmental approach-oriented; that means to facilitate the students with certain experience, in order to make them grow, developed, and able to be autonomous,

the guidance and counseling program should involve the staffs participation and collaboration; the responsibility of guidance and counseling involves all personnel with central coordination on counselor/guidance and counseling teacher, guidance and counseling program is conducted in scientific management, and guidance and counseling program is sustained by tough school leadership system.

Based on that case, the guidance and counseling service that is oriented on the development of the children with special need is required to be developed. The developmental guidance and counseling program provides the advantageous service system for the progression on academic, career, and the self or social development of the student, so they can reach the optimum development. The application of developmental guidance and counseling in the school is related with the attempt to facilitate the students to develop their self-potential.

The Potential of Children with Special Needs

Geniofam (2011) states that the children with special needs is the children that has special characteristics which are different to the common children without always indicating on the ability of mental, emotion or physical. The special needs children can be understood that they need an education that should be adjusted with their learning constraint and personal needs. The children who has special needs is the children who has tardiness in their behavior development.

Physically, mentally, and emotionally it happens differences among children, but of these differences can be explored and discovered similarities. In each child there is the ability or potential that is unique to him. And the rights of children (child right) which states that all children have the same rights and obligations to live and thrive in full compliance with its potential. It would require an educational environment that is able to provide opportunities for children with special needs to develop the capabilities and potentials.

According to the Ministry of Education (In Sunanto, 2000) until today there are 1,278 schools serving children outstanding by the number of students 48.022 children. Of these there are 184 new integrated schools with enrollment of approximately 961 (2%). Hat shows that there is still a lack of children with special needs that the school together with normal children.

For Indonesia, Nasichin (2001) suggested that the net enrollment rate (NER) of school age children 7-15 years has reached 95% and the gross enrollment rate (GER) 115% included children who need special care. Who attend school and approximately 3.7% or 48.022 children from 1.3 million school-age children with special needs. This fact shows that there is still very little children with special needs in Indonesia are sent to schools.

Education for children with special needs should be given since child. But educating children with disabilities physical, mental and social behavior characteristics, is not the same as normal parenting, because in addition to requiring a special approach also requires a special strategy. This is solely due to lean on the conditions experienced by children with disabilities or special needs. Therefore, approach and specific strategies to educate children with disabilities, are expected to children with disabilities: (1) accept the condition, (2) be able to socialize well, (3) be able to fight according to his ability, (4) have the skills that are very required, and (5) recognize as citizens and community members (In Bandi, 2012: 3)

Guidance and Counseling Development

Muro & Kottman (1995) argues in his book Guidance and Counseling in Elementary School and Middle School, Myrick explained that the "four basic approaches to guidance and counseling have developed: (a) crisis, (b) remedial, (c) preventive, and (d) developmental. ie there are four approaches in the formulation of guidance and counseling the crisis approaches, remedial approach, the preventive approach, and the approach to development. Approach to the development of the guidance is more oriented towards the development of ecological development of the students, in other words how to create a conducive environment so that students can develop optimally. Aside from being a cutting-edge approach, development approach is the right approach is used in the structure of school education because this approach focuses attention to the stages of child development, needs and interests, as well as helping children learn life skills (Muro & Kottman 1995: 5). Various techniques can be used in this approach such as teaching, exchange of information, role play, practice, tutorial and counseling. In the approach to the development, skills and experience to learn the needs of the students will be formulated into a mentoring program.

Obtaining the expected behavior formed in self-learners in guidance and counseling should be formulated in a comprehensive development and subsequently used as a basis and reference in the development of the guidance program. According Kartadinata (2011) comprehensively here also means that the guidance for students, parents, teachers, and other stakeholders equitably regardless of gender, race, ethnicity, cultural background, disability, family structure and economic status. Mathewson (Shertzer & Stone, 1971) in Ernawulan Saodih (2007) explains that guidance and counseling development as its main concern the provision of services that help learners to achieve a positive development or maturity in its implementation involves teamwork between teachers, counselors, and administrators.

In order for children with disabilities khsuus able to develop his or her potential or achieve development tasks physical, emotional, intellectual,

social, and spiritual and avoid discontinuity of development or the gap between the attitudes, behaviors, and lifestyles, there must be an effort to facilitate the optimization of this potential. Guidance and counseling services in particular guidance services with the development approach as a form of interpersonal communication is a vehicle navigation functions to assist, direct, and help children with special needs to optimize all of its potential, including spiritual intelligence.

Importance of Development of Guidance and Counseling for Children with Special Needs

Education is something that must be earned by each child. Education needs of students are very high and education is very important for the children of the nation. The right to education can have without exception by students who have special needs, including students who attend special schools (Schools) and a rehabilitation center for the disabled. With the availability of facilities and infrastructure that supports students in optimizing its development.

Inclusive education is the government's efforts in the field of education so that all citizens can get education services including the special needs children. Inclusive education is an education system that includes all the children together in a climate of learning process by providing education that provides opportunities for all the children together in a climate of learning process with educational services appropriate and according to the needs of individual students regardless of their child of ethnic background, race, social status, economic ability, political status, language, geography, gender, religion / belief, and the differences in physical or mental conditions (UNESCO, 2004). On Permendiknas Nomor 70 Tahun 2009 that all school-age children who have been affected are entitled to educational services together with the learners in general. Children with special needs should get the same treatment in a proper education and quality.

Children with special needs have shown that children who have a physical disability, or inability low IQ, as well as children with problems so complex that functions cognitive disorders. They are physically, psychologically or socially inhibited in reaching their maximum potential actualization. Heryanti, psychologists say that a special population of children with spesial needs increased partly because of the increasing number of people who care for children with special needs and their lifestyle changes that are different in ancient times. Many special needs children experience serious problems in controlling behavior and need help to control the explosion blasts aggressive behavior that is not relevant to everyday situations. According Widyawawti a psychiatric experts that children with special needs who need treatment do not have to learn in special schools. They could have been in the

public schools as long as they can follow the lesson well.

Children's education to students with special needs require optimal support through guidance and counseling development. Guidance and counseling is done by looking at the development of students' progress according to its stage of development. If the development of students who did have growth much below normal then the required assistance and guidance intensive. Similarly, another case with students / children with special needs who have developmental approach normal students in general be required broader development and focused on their talents, interests and abilities has. Students with special needs who have a developmental levels approaching normal child if mandatory and development optimum support can be a child or an excellent student and special. It is very influential on his peers to participate in developing themselves and optimize its capabilities.

Optimal development with direct guidance and assistance directly in the development of guidance and counseling is needed. Mentoring accordance with the development owned by learners who have special needs is very important to note. Provision of guidance and counseling services will not be successful run in the absence of support from the student environment both parents, guardians or close friend to help support students and provide positive encouragement to be able to be better. Implementation guidance and counseling progress made and implemented in accordance with the development of which is owned by students with special needs. This enables it to optimally and bertahapnya self development so as to create learning objectives and desired development.

Potential Development of Children with Disabilities Khsusus Based Guidance and Counseling Development

Counseling for children with special needs is a service activity assistance to students with special needs in schools by teachers guidance and counseling / counselor in a planned, organized, and coordinated implemented in certain periods, regular, and continuous or sustained. According to Thomson et al (2004) that guidance and counseling can help children with special needs to optimize its ability through; (A) The child must know yourself, (b) Finding specific crew members in accordance with the disorder. This need arises accompanying disorder, (c) Finding self concept, (d) To facilitate adjustment to the disorder / disability, (e) Coordinate with other experts, (f) Conduct counseling for families special needs children, (g) Assist the development of special needs children that berkembangan effective , independent living skills, (h) Opening up opportunities to develop hobbies and recreational activities, (i) To develop personal and social skills, (j) together devise planning formal

education, additional education and needed equipment.

Guidance and counseling is a program development guidance based on several principles, namely guidance and counseling required for all young people in the development process as well as children with special needs. In the application of guidance and counseling services this development may involve various stakeholders such as parents, subject teachers, homeroom, and other school personnel.

The duties of the personnel in the school are as follows:

Headmaster; As the person in charge of educational activities at the school including the principal duties of counseling services as follows; (A) Coordinate the activities of guidance services, (b) Provides personnel, facilities, and amenities required, (c) Supervise the planning, implementing and evaluating the activities of guidance services.

Teachers; duties (a) Implement the guidance of learning through teaching and learning process in accordance with the subjects which they are responsible, (b) Consult with the class teacher / mentor in matters relating to the guidance, (c) Coordinate with the class teacher / mentor in terms developing programs with / integrated, (d) Provide the necessary information in order to process assessment and learning outcomes, (e) Assist each student in addressing the issue of learning that happened, (f) Evaluate the success of any measures implemented activities.

Counselor / Teacher Supervisor, duties (a) Plan program guidance, (b) Coordinate with the principal and subject teachers, (c) Conducting guidance services, (d) Assessing the process and the results of guidance services, (e) analyze the results of the assessment guidance services, (f) carry out follow-up based on the results of operations, (g) Assist students in extracurricular activities, (h) preparing and distributing questionnaires to students and teachers to know the needs tutoring.

Joint task counselor and subject teachers, their duties; (A) Manage the data questionnaire to determine the level of guidance needs of students learning, (b) Coordinate the implementation plan to the school staff, (c) Designing technical implementation guidance (Implementation Method, time and place of execution, and executors (team work), (d) Providing facilities and infrastructure support, (e) Conducting evaluations: During the process of guidance (the process), At the end of the activity guidance (final), Conducting follow up, Designing methods of follow-up kegaiatan guidance, Implementing the guidance of follow-up, Prepare reports on the activities of guidance and reported the principal.

2. Conclusion

Guidance and counseling is a program development guidance based on several principles, namely guidance and counseling required for all young people in the development process as well as children with disabilities khsusus. In the application of guidance and counseling services this development may involve various stakeholders such as parents, subject teachers, homeroom, and other school personnel. In order for children with disabilities khsuus able to develop his or her potential or achieve development tasks physical, emotional, intellectual, social, and spiritual. Guidance and counseling services in particular guidance services with the development approach as a form of interpersonal communication is a vehicle navigation functions to assist, direct, and help children with special needs to optimize all of its potential, including spiritual intelligence.

Optimal development with direct guidance and assistance directly in the development of guidance and counseling is needed. Mentoring accordance with the development owned by learners who have special needs is very important to note. Provision of guidance and counseling services will not be successful run in the absence of support from the student environment both parents, guardians or close friend to help support students and provide positive encouragement to be able to be better. With the appropriate learning to the development of which is owned by learners in providing services to optimize the talents and abilities of both the physical, emotional, intellectual, social and spiritual students it is necessary to adapt it to developments are owned by students / children with special needs. So as to achieve the desired learning objectives.

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Guidance Based on Sundanese Culture Concept "*Silih Asah, Asih, Asuh*" to Develop Survival and Safety Skills for Children

Mayang Wulan Sari

Postgraduate Indonesia University of Education

mayangwsari@gmail.com

Abstract

Survival and safety skills for children are needed to survive and the ability of personal safety in the face of things that can harm him from a wide variety of crimes, whether committed by people unknown to the children as well as crimes committed by people who are supposed to be close by child. So that children are required to have the ability and knowledge to keep yourself from the many threats that he met. , Process guidance for children focus more on facilitation efforts, efforts to simplify and accelerate the children's understanding of a situation or skill. Therefore guidance to children are more focused on process rather than results. Having regard to the child's level of development and the environment, guidance based on Sundanese local wisdom "*Silih Asah, Asih, Asuh*" through the guidance of peers can help children develop survival and safety skills needed.

Keywords : survival and safety skills, Sundanese Culture "*Silih asah, asih, asuh*", Children

1. Introduction

A wide variety of crimes against children occur more prevalent, whether committed by unknown people or committed by people who are considered close by the child. So that children are required to have the ability and knowledge to keep they self from many threats that they met. The types of crimes against children are also increasingly diverse, ranging from straight crime of physical and verbal crime is increasingly widespread due to the use of social media is unwise..

More than 678 000 are victims of maltreatment in 2012, with 18.3% of children experienced physical violence and 9.3% experienced sexual violence (US Department of Healthand Services (DHHS), 2013 in Brenick A. et al., 2014, pp. 152-162) [1] , It is estimated also that bullying occurs in school violence, where 1 in 10 children experience bullying cases (Nansel et al., 2001)[2] and 1 in 4 children are victims in the case of bullying (Lumsden, 2002)[3].

Indonesia also has a lot of notes in connection with cases of violence experienced by children. The hardness number continues to increase every year. "Indonesian Child Protection Commission (KPAI) stated that child abuse is increasing every year. KPAI monitoring results from 2011 to 2014, a significant increase. "In 2011, 2178 cases of violence occurred, in 2012 there are 3512 cases, in 2013 there are 4311 cases, in 2014 there are 5066 cases," said Vice Chairman KPAI, Maria Advianti (Harian Terbit [online].Tersedia:http://www.harianterbit.com/hant erhumaniora/read/2015/06/14/32143/40/40/KPAI-P elaku-Kekerasan-Terhadap-Anak-Tiap-Tahun-Men ingkat (30 April 2016))[4].

The data shows that children do not have the ability to take care of themselves and ultimately become victims of violence. Kids can become victims or perpetrators of violence itself. Children who had received previous violence has a greater tendency to become perpetrators of violence.

Geldard & Geldard, (2011, p. 438)[5] also explains how the sexual abuse suffered by children occur because misappropriation strength and power, it is difficult to avoid by children because they do not have the power as adults. Because it is the right information related to how to keep yourself for the child also should be presented in the right way and understood by children.

Sumargi, et al (2005, p. 227)[6] says that the absence or lack of parties to provide correct information about that faced by children are increasingly developing their own interpretation of the meaning of the dangers of children and do not harm. Interpretation that made the child may be different to what they are supposed to understand.

The concept of child concrete thinking (Santrock, 2009[7]; Piaget in Desmita, 2013[8]; Hurlock, 1980[9]; Vygotsky, 1978 in Gauvain, 2009)[10] makes the understanding of the danger is limited to what the natural child and what children think is logical. Gillham & Thomson (1996, p. 2)[11] suggests that,

Limited understanding on the dangers of child, causing the child is less able to anticipate and cope with the condition of the dangers that arise. It can be fatal for her safety. Moreover, adults are not always near the children that can not be optimally maintain and supervise the child. In western countries, such as Britain and Sweden, children from an early age has been introduced in ways that maintain the safety of himself, like how to cross the

road right and say no to strangers. Their personal safety education even incorporated into the school curriculum.

In addition, cases of violence in the family as the nearby neighborhood children are also increasingly worrying. "The results of monitoring and evaluation KPAI in 2012 in nine provinces showed that 91 percent of children are victims of violence in the family environment, 87.6 percent and 17.9 percent of the school environment in the society". [online]. Avaliabel at :http://www.kpai.go.id/berita/kpai-pelaku-kekerasa n-terhadap-anak-tiap-tahun-meningkat/ (10 Juni 2016)[12].

Meanwhile in Indonesia, the role of the family and the school is still sorely lacking in teaching ways to keep personal safety in children (Geldard & Geldard, 2011)[5]. As a concrete example, "kidnapping and murder of a child in Depok, West Java conducted by a young man who previously often hanging in a stall near schools".*CNN Indonesia* [Online], p. 1. Avaliabel at:
http://www.cnnindonesia.com/nasional/201602071 10602-12-109386/polisi-tangkap-penculik-dan-pe mbunuh-bocah-di-depok/. (8 Juni 2016)[13]. Long before the kidnapping and killing of the busy discussed, the emergence of the phenomenon of violent behavior suggestive of thuggery in the school environment has become prominent after there are victims and exposure or coverage in the media extensively both printing and electronic media, and the media on the internet. As an example of violent behavior related to bullying eventually led to cases of vandalism, hooliganism (crimes committed by teenagers) and violence in society. In the context of education, violence in the school environment or educational institution can be found in the form of bullying (Riauskina 2005, hlm.15)[14]. Bullying is a behavior forms in which there is coercion or business with the goal of psychological or physical harm against a person / group of people who are more weak, by a person / group of people who are more 'strong' (Rigby, 2003, pp. 583-590)[15]. Olweus (2005)[16] even suggested: "Bullying behavior is evident even in preschool and the problem peaks in middle school."

Cases of violence in the world of children increasingly unstoppable .The often become the victims but also some even become perpetrators of such violence .In within the family, children are victims on the grounds that he was the last child or a child, he girls only or for parents are on a label on a child naughty. At school the child victims of abuse both physically and verbally on the grounds that he is a child who is very thin, most obese children, children with glasses, shy child or children who are not physically complete. Children have a greater propensity to violence because they are often considered to be powerless to resist, do not have the strength to rebel and defend themselves. So that the behavior shown for children to express themselves often by angry, aggressive, moody or overly submissive. Geldard & Geldard (2011, p. 441)[5] states that children who have poor communication skills do not have the ability to protect themselves and fight for their rights.

Survival and safety skills are skills that are owned by a person in order to survive and save yourself from things that are harmful or cause an accident, with the indicator according to the ASCA (Michigan School Counselor Associate, 2005, p. 4)[17]. These skills are important skills possessed by learners.

2. Discussion

2.1 Survival and Safety Skills

Today happens assorted crimes against children, whether undertaken by people who are not known to the children as well as crimes committed by people who are considered close by the child. So that children are required to have the ability and knowledge to keep yourself from the many threats that he met. Hechinger (Sumargi.dkk, 2005, p. 9)[6] suggested that.

Children need to understand the potential dangers of crimes such as abduction by unknown persons. Cautious attitude toward strangers who seemed friendly to children and families recognize as if the child needs to be taught by the parents.

Vigilance grown children can not be separated from the role of the adults around him or her peers (significant other). Adults around children should be able to provide insight and guidance to children how they should protect themselves. Any part in children who become personal territory and which parts can be shared with others. Children are also often under the threat of where they play, so an understanding of safe playgrounds for children should also be considered.

Term survival skills are techniques a person in a dangerous situation to save themselves or others. While safety skills is defined as the knowledge possessed by someone about the dangers and ways to avoid things that are harmful or cause accidents (Sumargi.dkk, 2005, p. 2)[6]. Refrain from the danger of an emerging awareness of the self. The emerging awareness of various knowledge about the concept of good and bad, right wrong, is not safe and secure should and should not do. These concepts are built by the environment and the values that grew around the individual. Therefore the ability to defend itself is a combination of individual self concept of safety as well as the influence of the values obtained from the individual environment.

Ability to survive and save themselves (survival and safety skills) in children is needed to survive and security capabilities in the face of things that can harm him. Problems of survival and personal safety (survival and safety skills) is an important matter to be taught, for this representative data on the matter at children in Indonesia are not already. Lasedu (Sumargi.dkk, 2005, p. 2)[6] states that 'the problem of safety in children is an important issue that needs attention, parents and schools'. This can be seen in the news that many accidents in children reported in newspapers and television.

Survival and safety skills is one part specific to the skills the child's motor, other than social skills, play and school skills. According Syamsudin (Budiman 2006, p. 19)[18] 'motor development is the development of the control of physical movement through the nerve center, nerve, and muscle co-ordinated ".

Children begin to recognize the wider environment after he was on the school environment. The school environment has a condition, a situation and a different atmosphere with a more narrow family environment. Schools introduce children to the diverse cultures that he encountered from friends, teachers or from the environment that gave birth to new experiences. The results of these experiences can influence the behavior of children from the studied products of the culture of his people, the norms of ethical and social norms.

Survival and safety skills in self-help skills are very important, especially to reach the child's independence. This thinking is based on the statement if the child can learn the skills to help themselves In general, the child was more emotional than adults. In elementary school, children quickly feel satisfied. Nature optimistic and less worry by the flavors of regret. Pain, misery and happiness of others are less understood or internalized by the child. But if he took part feel that, then those feelings will be portrayed. He was reluctant fear, shame explained perasaannya.Mengenai fear in children can be expressed is fear and anxiety as the main element of life-latent feelings. And an instinct that warns people of the dangers, so that people have a survival and safety skills in order to be ready to protect and defend themselves from a threat.

Fear and anxiety is not abnormal symptoms in children. Because the child is instinctively afraid of things that are not yet known, which is still vague and things containing passwords or confidential. It is caused by a lack of knowledge and understanding of children, lack of confidence. Also by child self-awareness that he is still weak. Anyway fantasy children often distort and exaggerate reality, so that the child sees forms dangers which actually does not exist .To

overcome feelings of fear in children, it can take the attitude of adults are quiet and thoughtful. Guidance and providing confidence will cast parental affection will strengthen the element of trust in children. This trust will foster a sense of security, a sense of confidence and self-esteem, with survival and safety skills so children can develop their own, it is possible they were able to do everything for himself.

Development aspects of survival and safety skills in this study derived from a variety of hazardous conditions that may be encountered by children in homes, schools and playgrounds. Conditions such hazards are: fire danger, the danger of the unknown, the dangers of road accidents, the danger of accidents due to the playground and tools of the game that are not safe, as well as the danger of thuggery (bullying) is done by friends and others in school environment.

2.2 Early Adolescent Characteristic

Early Adolescents is a developmental phase between childhood and adulthood, takes place between the ages of 12 to 21 years. Adolescence consists of early adolescence age 12-15 years, adolescence mid aged 15-18 years, and late adolescence aged 18-21 years (Monks, et al., 2002)[19]. According to the stage of development, adolescence is divided into three stages (Monks, Knoers & Haditomo, 2002) [19]:

a. Early adolescence (12-15 years), with a characteristic, :
1) Get closer to peers
2) Want free
3) More attention to the circumstances of her and started to think abstractly

b. Middle adolescence (15-18 years), with the typical among others
1) Searching for identity
2) The emergence of a desire for a date
3) Having a sense of deep love
4) Develop the ability to think abstractly
5) Fantasy on sexual activity

c. Late adolescence (18-21 years), with the typical among others
1) Disclosure of identity
2) More selective in finding peers
3) Having a physical image of himself
4) to create a sense of love
5) Ability to think abstractly

According Makmun (2003)[20], personal behavioral and characteristics in adolescence are divided into two groups: early adolescence (11-13 dan14-15 years)

and late adolescence (14-16 and 18-20 years) include the following aspects,

1) Physically, the pace of development in general take place rapidly, the proportion of measurement of height, weight is often less balanced and the emergence of secondary characteristics.

2) Psychomotor, gestures seem awkward and poorly coordinated and active in different types of branches game.

3) Languages, development of language use password and start to be interested in learning a foreign language, fond of literature in terms of breath and contain erotic, fantastic, and esthetics.

4) Social, the desire to be alone and hanging out with friends but temporary, as well as their strong dependence to peer conformity with the spirit high.

5) Cognitive Behavior
   a) The thought process is already capable of operating rules of formal logic (association, differentiation, comparison, causality) that is abstract, although relatively limited,
   b) Basic intellectual skills undergo the fastest growth rate,
   c) Special basic skills (talent) began to show tendencies more clearly.

6) Morality
   a) Their ambivalence between the desire for freedom from the dominance influence of older people with needs and assistance from parents.
   b) His attitude and way of thinking that is critical start testing rules or ethical value system with the reality in the daily behavior by supporters.
   c) Identifying with the character of morality is seen as appropriate to the type of idol.

7) Religious Behavior
   a) Regarding the existence and nature of God's mercy and justice began to be questioned critically and skeptically.
   b) Still looking for and try to find a handle on life.
   c) Appreciation of daily religious life made upon consideration any sort of demands that force from outside himself.

8) Conative, emotional, affective, and personality
   a) Five basic needs (physiological, safety, love, esteem, and self-actualization) indicate the direction of trends
   b) Reactions and emotional expression is still unstable and not under control as

the statement anger, joy or grief can still be fickle and turns

c) It is a critical time in order to face the identity crisis that is strongly influenced by psychosocial conditions, which will form kepribadiannnya.

d) The tendency attitudes toward values begin to appear (theoretical, economic, aesthetic, social, political, and religious), though still in its early stages of exploration and trial and error.

Based on the above characteristics of adolescent development, children who are at the stage of early adolescence more than happy to spend time with groups of peers, because they feel like being recognized and accepted the wider social environment. Therefore, peers have a considerable influence on the process of receiving information and formation of behavior at the age of early adolescence. According Caims & Neckermen in 1988 (Ristianti 2009, p. 3)[21]through gather with peers which have similarities in certain things, teenagers can change their habits of life and be able to try new things and support each other. Peers for adolescents may be the best equipped to be heard and listened to, and the most concerned about the problems being faced without scolding or patronizing. So that teens are more receptive to the concepts of survival and safety skliss to be held by each child.

2.3 The concept of Sundanese culture "Silih Asah, Asih, Asuh"

Every parent has the experience and cultural background influence the educational process will he convey to the children of hell. Including in Indonesia's own concepts of local wisdom is very attached to the individual. In the discipline of anthropology known term local genius. Local genius is a first term was first introduced by Quaritch Wales. Anthropologists have discussed at length this sense of local wisdom (Ayatrohaedi, 1986 in Hasbullah, 2012)[22]. Among other things Haryati Soebadio said that local genius is as a cultural identity, identity / personality national culture that led to the nation is able to absorb and process the appropriate disposition of foreign cultures and the ability of its own (Ayatrohaedi, 1986 in Hasbullah, 2012)[22]. While Moendardjito (Hasbulloh, 2012)[22] says that the cultural elements of the area of

potential as a local genius as it has proven its ability to survive until now.

The basic concept of meaningful penance grindstones educate each other, each other broaden their horizons and experience the inner and outer. Silih asih meaningful behavior that shows genuine affection. Foster implies reparation to guide, protect, nurture, safeguard, steer carefully in order to safely and unseen. (H.R Hidayat Suryalaga, 2003). Sundanese people often equate it with a sentence *Silih Asih Ku Pangarti, Silih Asah Ku Pangabisa, Silih Asuh Ku Pangaweruh.*So, *silih asah, asih, asuh* is the behavior of someone who mutually enriching with sincere compassion of fellow man through mutually nurturing guidance.

Some indicators related*silih asah, silih asih and silih asuh by Sur*yalaga. Indicator *silih asah* marked as follows (HR Hidayat Suryalaga, 2003)[23]: 1. *Asah* requires vision and mission to achieve goals. Live purposeful lives is a visionary, that life is meaningful purpose to dicapai..2 *Asah* requires passion, which indicates the size of one's endurance in strength and power to endure to find a way out of the problem. 3 *Asah* requires a measure to achieve the goal. 4 *Asah* methods require. 5 *Asah* requires the ability to manage (manage). 6. Asah requires patience. 7.*Asah* requires openness. 8. *Asah* requires honesty. 9. *Asah* requires continuous work. 10. *Asah* requires creativity. 11. *Asah* require innovative. 12. *Asah* requires the assessment process. 13.*Asah* requires courage to tested.14. *Asah* requires proactive.15 Asah requires qualities.. 16.*Asah* requires synergy, and 17. *Asah* requires the ability to communicate.

Silih asih indicators marked as, 1. Asih requires patience, 2.Asih require sacrifice, 3.Asih need values and goals, 4.Asih require responsibility, 5.Asih requires dedication, 6.Asih requires discipline, 7.Asih require self-expression, requiring 8.Asih honesty, 9. Asih requires cooperation, 10. Asih requires togetherness, 11. Asih requires a sense of peace, 12. Asih sometimes causing pain.

The basic concept of Silih asuh meaningful to guide, protect, nurture, safeguard, steer carefully in order to safely and unseen. Silih Asuh Indicators marked as follows, 1.Asuh requires respect, 2.Asuh require kesedarajatan, 3.Asuh requires sincerity, 4.Asuh require sacrifice. 5.Asuh requires the ability to know ourselves, 6.Asuh requires confidence, 7.Asuh need justice, 8.Asuh require knight nature, 9.Asuh require regeneration. 10.Asuh requires respect, 11.Asuh needs recognition, and 12.Asuh requires responsibility.

Based on these indicators Sundanese culture concept "*Silih Asah , Asih dan Asuh*" This may be the principle held by both counselors and parents and children in developing children's survival and safety skills. Through *silih asah* children given the importance of understanding and information related to survival and safety skills. Information on how to manage it, what should and should not do, of course, by way of delivering tailored to a child's cognitive level. Then with *silih asih* children konown to protect themselves that does not mean the individual was hurt others. He must remain with tenderness, responsibility and affection so that he can respect and apply the values contained in the environment as a guideline in developing survival and safety skills. Through the concept of *silih asuh* the guidance given will really have a purpose for each other's independence and a positive impact for children.*Silih Asuh* also shows that each individual does not live alone. Information held by a child can be given to peers who do not understand the survival and safety skills

3. Conclusions

Survival and safety skills in self-help skills to realize very important, especially to reach the child's independence. This thinking is based on the statement if the child can learn the skills to help themselves, it is possible they were able to do everything for himself. Survival and safety These skills should be available since early childhood through a fun and appropriate guidance to the child's developmental level. For children the guidance process is too time consuming to be possible to reduce the meaning of guidance because of the nature of children are easily bored. It is therefore appropriate guidance is the guidance that is close to the child's environment. One way is to utilize local wisdom Sundanese culture that is Silih asah, asih, asuh compassion are packed in the process of peer guidance. Of course, the process of this guidance still get professional supervision of a counselor or teacher guidance and counseling so that the process can achieve the goal guidance as expected.

Guidance based Sundanese culture "*Silih Asah, Asih, Asuh*" to develop survival and safety skills

specifically focused on the importance of counselors convey an understanding of the ways to survive and save themselves for children by the way and the principle of local wisdom that is close to the child through setting guidance of peers, so that the objectives of such an understanding can be optimized and accepted by children. Also expected also through the use of guidance based on local wisdom is it will develop alternative survival skills development and maintain the self in school and expand the horizons of students menganai local wisdom region to improve the survival and safety skills.

2.4 Sundanese Culture Concept "Silih Asah, Asih, Asuh" to Develop Survival and Safety Skills for Children

Indonesia is a nation that has a variety of cultures, where every culture in the area has the potential of each unique individual who makes both the idea of thoughts, ideas or concepts their life. The concept of life is then known on the local wisdom is the ideas, values, views of local (local) that are wise, full of wisdom, good value, embedded and followed by members of the community. One concept of life that is part of wisdom is the concept of life locam Sundanese culture that is *Silih Asah, Asih, Asuh*. The concept of penance grindstones life, love, care is one example of local wisdom that comes from the Sundanese are considered to be in tandem with increased program survival and safety skills for children.

Through the concept of *Silih Asah, Asih, Asuh* these children are expected to develop and internalize the survival and safety skills in they respectively. The concept of *Silih Asah* applied through how they share knowledge related to how attitudes and behavior in accordance with the norms, adding skills to interact with others, inform each other and considering ways to keep yourself good and right of interference of people who are not responsible. Through the concept of silih asah make child to be able to love each other. Love each other like brother and sister, love each other like brothers and loved ones so that every child believes that as human beings they must protect and cherish each other. When there are children who are in danger or can not protect himself, the other children who saw it will matter and try to help. Then, through the concept of *silih asih* children can foster mutual maintain, respect each other and have a commitment to support each other.

The concept of culture is used in the process of developing survival and safety skills in an effort to bring the child back to the cultural values that can also be integrated with the child's ability to improve survival and safety skills. Guidance based

on Sundanese Culture Concept "Silih Asah, Asih, Asuh" to Develop Survival and Safety Skills for Childrenalso encourages children to be more sensitive to the surrounding environment, is more concerned about his friends, and every child can affect each other positively. It is also in accordance with the characteristics of early adolescent where they have characteristics prefer to close to his friends than parents, always want to be free especially from parental rules and more attention to the surrounding environment.

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The Role of Guidance and Counseling in handle Agressive Behavior of Early Childhood

Nabila Diana
Lintang Academy, Surabaya
nbl.diana@gmail.com

Abstract

Early Childhood is the development of individual age who is encountering the growth procces very rapidly and become the basic for the next phase of development. Based on the observation result done in ten private kindergartens in Surabaya found that the role of guidance and counseling is very needed to help children meet development task optimally. 7 of 10 school which are researched have problem of children with aggressive behavior. In reality, most of schools are aware of the importance of guidance and counseling but the implementation of this role is replazed by other participants, such as classroom teacher the center of growth, and headmaster. The role of guidance and counseling is considered as the important role because it aims to help the children identify themselves and their environment, so that they are able to adapt through intermediate stage of house life to the school life and social life. Related to the role of guidance and counseling in kindergarten stage and strategy of problem solving which appear in growth process is needed to be further developed.

Keywords: Early childhood, role of guidance and counseling, aggressive behavior

1. Introduction

Aggressive behavior is the behavior of harming other people (physically or verbally) or damaging property (Atkinson, 2001). While according to Anantasari (2006; 113) Aggressive behavior is all forms of disruptive behavior, injure or harm the victim both physically and psychologically, directly or indirectly.

Phenomenon in the field shows that in this recent time the level of aggressiveness in the educational environment is more increasing. This is manifested in various forms of violence committed by students. Such behavior is a barrier to the implementation of educational activities or more precisely the implementation of learning-teaching activities (KBM) (Anantasari, 2006).

Aggressive behavior which usually indicated by the children can be observed from the behaviors: teasing, rude behavior, damaging things so its disturb learning activities in the classroom that KBM does not achieve the goals effectively both for teachers and students (Utami, 2010).

Aggressive behavior can be distinguished by the expression (Soemantri, 2006), namely:

a. Physical Aggressive behavior such as of direct attacks on aggressive object.
b. The explosion of aggression, in the form of uncontrolled behavior such as tantrum.
c. Verbal aggression behavior in the form of lies, anger, threats and so forth.
d. Indirectly aggressive behavior, such as damage other people's stuff as a release for the object of aggression.

The types of aggression also varied, according Murry and Bellak (in Sukaji, et al 2005: 19) aggressiveness include: verbal emotional aggression, social physical, destructive aggression and social aggression. Here's the explanation of those type of aggressiveness:

a) Verbal emotional aggression. This form of aggressive behavior shown by irritability (emotions blowing easily) or easy to hate people. Examples of verbal emotional aggressive behavior are making - fun, cursing, or start a war of words.
b) Physical social aggression. This form of aggressive behavior shown by fighting, revenge, even kill. Physical social aggression is extremely dangerous if left without continuous treatment because it can lead to loss of life and property. Individuals involved can get a social condemnation and legal sanctions.
c) Destructive aggression. The form of this aggressiveness expressed through the destructive behavior to the surrounding objects. The background of this behavior is that individual feel relieved after destroying objects, or due to its discouragement to express feelings or the outbursts of anger to opponent. The destroyed objects could be personal items in the surrounding environment or things that are owned by the opponent.
d) Social aggression. The manifestation of this behavior revealed through offensive behavior to its own self (self-Injury), other people, animals or suicide. This is due to individual's in capability to manage exasperation owned and causing unbearable frustration.

Buss cited by Dayakisni (2003: 214-215) classified human aggression behavior into eight types, namely: direct active physical aggression, direct passive physical aggression, indirect active physical aggression, indirect passive physical aggression, direct active verbal aggression, direct passive aggression verbal, indirect active verbal aggression, direct passive verbal aggression.

Explanation of the eight types of aggression are as follows:

a. direct active physical aggression
b. This aggressive action manifested by directly dealing both individual / group and direct physical contact occurred. Examples: hitting, pushing, hair pulling, etc.
c. Direct passive physical aggression
d. This type of aggressive behavior manifested on physical aggression that carried out by individual / group by means dealing directly with the target but without direct physical contact. Examples of this type of aggression is demonstrations, strikes, silent action, etc.
e. Indirect active physical aggression
f. These kinds of aggression carried out by an individual / group by not dealing directly with the opponent / target. But its expressed through destructive behavior to victim's treasure, burning houses, hire a bouncer, and others. The form of this aggressive behavior done through the help of others to achieve personal goals.
g. Indirect passive physical aggression
h. These kinds of aggression carried out by an individual / group by not dealing directly with the target which manifested in apathy, indifference, neglect, behaviors etc.
i. Direct active verbal aggression
j. This type of aggressive behavior performed by individuals / groups directly, by conduct meetings and express the manifestation of aggression by insulting, cursing, angry, swearing, etc.
k. Indirect passive verbal aggression
l. This type of aggressive behavior performed directly by individuals / groups but there is no verbal contact. The forms of this aggression are to neglect, refused to talk, etc.
m. Indirect active verbal aggression
n. This type of aggressive behavior performed by individuals / groups with not dealing directly to the target. But the aggression manifested by way spreading slander, pitting, insulting in social media, open other's disgrace, etc.
o. Indirect passive verbal aggressive

This type of aggressive behavior carried out by individuals / groups with not dealing directly to the target. However it manifested in acts like give no support, does not use voting rights, etc.

Based on the above explanation, it is known that aggressive behavior can be expresed through the many treatment / activity. Control of an individual in perform aggressive behavior can be circumvented in various ways. That can be done by adults / educators if found children / student who often show aggressive behavior, is by exploring the background of the aggressive behavior emergence before deciding the provision of appropriate assistance to individuals who demonstrate aggressive behavior with the duration and form which cannot be in tolerate.

Davidoff explain the causes of a child can be aggressive. Those factorsinclude:

1. Internal Factors

A factor that comes from within the individual. Internal factors include;

a. Psychological

1) Behavior is instinctive. Instinctive behavior is amotive in human. Motive was divided into two instincts as proposed by Sigmund Freud (Corey 1989) described with eros (life instinct) and Thanatos (death instinct). According to Freud, aggression rooted in the death instinct which directed to others.

2) The learned behavior. A learned behavior can be interpreted as the result of individual's experience in interacting with the social environment.

b. Biological. Their injuries, especially in the head may underlie the aggressive behavior of individuals. Hereditary disease in the suffering and does not go away can lead to a sense of deep sadness trigger aggressive individual.

c. Genetic. Gene is an influential factor in the formation of neural brain that regulate aggressive behavior.

d. Situational. Sick as well as pain, depressed and so forth is the cause of someone behaving aggressively.

2. External Factors

Is an external factors that comes from outside the individual, which includes:

a. Social

1. Frustration.

Frustration can influence the occurrence of aggressive behavior. John Dollard (2006) in Utami stated "Frustration can root the aggression" If individual experienced frustration, those frustration is increase. The tendency of aggressive behavior will also increase.

2. Direct provocation

A form of direct provocation such as ridicule, humiliation, intimidation and defamation can increase the desire of individuals to behave aggressively. Aggressive behavior committed by children when constituted by a direct provocation can still be said to be reasonable aggressive behavior. Because it is based on the desire to defend and protect themselves from unpleasant behavior given from its friend. While the aggressive behavior that aim to harm, injure, or harm another person is an unnatural aggressive behavior that need immediate help.

3. The influence of the mass media show

Exposure / show which contained abusive behavior can grow aggression behavior on child. The more often children exposed to abusive shows through games, television shows, and so forth, the tendency of children to apply aggressive behavior in daily activities also increased.

b. Environmental factor

Environmental factors which referred here include the impact of air pollution, air temperature, noise and crowds due to the number of people population that too much. This indirectly increases the leap of aggressive behavior that will be done by someone.

Meanwhile, according to David O.Sears, et al (translation by Michael Adryanto, 2000: 12-18), there are four factors which precipitating aggressive behavior. These factors can be explained as follows:

1. Strengthening (reinforcement)

Strengthening is perngubahan desired behavior by way of punishment or reward, if individuals were rewarded he will strive to do good things and not repeat the error, whereas if the individual was sentenced without the reward then he will learn to act aggressively.

2. Imitation

Imitation is the process of complete imitation to figures who can be a parent, close relative, adults around or even movie stars, as well as other figures. Based on the modeled behavior, children have a picture to imitate such behavior, regardless of the good or the bad that can be caused.

3. Social Norms

Aggressive behavior can also be controlled by social norms. Social norms that control this aggressive behavior can cause a complex pros and cons. For example, there are social groups who argued that revenge by violent means is a matter that can be justified. While those action was brought criticism from another group norms.

4. Instrumental Aggression

Aggressive behavior is based on the desire to achieve goals - a particular purpose. This background can be varied, can occur because of the desire of the subject themselves or other's desires who are willing to give in return if someone willing to do aggression to achieve its objectives. For example, the assassin who kills for reward money, is not merely of its hatred or feelings of anger.

From above factors, it can be concluded that aggressive behavior is not merely occurs because of one reason only, but aggressive behavior can occur due to many factors. Both internal and external factors with various goals or desires.

Bandura (Kim Fong Poon-McBrayer and Ming-gon John Lian, 2002) in Setiawan suggested criterions that need to be considered in determining child's aggressive behavior, namely:

a. Quality of aggressive behavior, degree, or size, levels of aggressive behavior towards victims both physical and psychological attack, humiliation, damaging other people's object.
b. The intensity of the behavior, how often aggressive behavior performed that harm or en danger the victim.
c. There is a deliberateness, in commit aggressive behavior, there is an explicit intention, deliberately aggressive behavior. Characteristics of the observer, people who observed aggressive behavior that conducted by someone. This will vary as will be determined by gender, socio-economic, ethnic, experience aggressive behavior and so on.
d. Subject avoided when other people suffer as a result of his/her actions, no guilty feeling or innocent.
e. The characteristics of the offender itself, such as age, gender, experience in aggressive behavior, and so on.

In the effort to specialize aggressive behavior that will be discussed in this study, aggressive behavior will discussed more deeply based on the aggressive behavior that displayed by early age children during learning activities in kindergarten that used as a data collection place. Aggressive behavior that committed end to the direct physical aggressive behavior, destructive aggressive behavior and direct verbal aggressive behavior.

As one of the parties that play role in children's education, guidance and counseling should be involved in efforts to solve the problems which experienced by learners at various levels. Before providing assistance, school counselors need to know the role and capacity of the intervention that can be provided as the development process of learners in accordance to period and developmental tasks that expected to be achieved well.

The counselor have important role to guide the learners and directing the development task achievement by improving problem-solving skills possessed learners. Guidance itself can be defined as the provision of assistance by a person or some individuals in order to develop its skills in accordance with prevailed norms (Prayitno and Erman Amti 1994: 100). Guidance which delivered to learners need an underlying objectives - specific objectives to be achieved primarily related to the alleviation of the problem.

Permendikbud No. 111 year 2014 mandated the importance of guidance and counseling services in kindergarten. Nevertheless, nowadays at the level of kindergarten in this country has not been found the structural position of counselor or guidance and counseling teacher for guidance and counseling since its services is together in the service of learning. In kindergarten the functions of guidance and counseling more preventive and developmental. The activity of counselor or guidance and counseling teacher at kindergarten level in the components of responsive services, conducted mainly to provide advisory services to the teachers and parents in addressing intrusive behaviors (disruptive) (Dikti Depdiknas, 2007).

The aim of education in kindergarten is to help to lay the basis toward attitudes, knowledge, skills and creativity development which needed by students in adjusting to their environment and for the

growth and further development. For this to be achieved optimally, it will required adequate guidance and counseling services. Kindergarten children age is the period of individuals who undergoing a rapid process growth and development and are fundamental for the next process. (Sujarwo & Naharus Surur, 2016).

Aggressive behavior is a form of behavior that should be handled by counselor / tutor since this behavior can disturb others, especially peoples around the child with its behavior. If aggressive behavior of children is not controlled, then the chances that behavior will be raised even into everyday behavior - increasingly large. Before providing assistance, the counselor / mentor teachers need to find out the background that led to the emergence of aggressive behavior of children. This is based on social learning theory which proposed by Bandura. There are statements that could be associated with child's aggressive behavior such as learning is a reaction to the stimulus, whereas the reaction or the interpretations of the stimulus not only after the individual doing itself. Most of individual behavior are the result of observation / study of the behavior of others. The basic assumption of this theory is the majority of individual behavior is obtained as a result of learning through the observation of the behavior which displayed by other individuals that became a model. Individual will imitate other's behavior (model) if such behavior has a pleasant effect, otherwise if the individual finds that model's behavior has unpleasant effects then it will be less motivated to behave the same. For example, there is a child observing the behavior of kid A who crying hysterically, slamming goods around him then the parent granted the child's request in order to stop the behavior as well as its crying. Such behavior will be observed and be an example for the child, it will be considered as one of the efforts to achieve the desire/ observation process as well as imitation not just come from closest peoples, but it could be from child's spectacle every day.

In order to provide guidance to child with aggressive behavior, the counselor can implement some of these things according to the understanding of the function in the guidance (Izzaty, in Utami).

Following are the explanation of those matters:

a. Teach all children social skills to interact with others. Child need to get the direction concerning social skills, thus it's expected that they can adapt and put the proper behavior in the social environment where they developed. The purpose of teaching social skills is, children are able to bring their self so its welcome in their social environment.

b. Creating a conducive school environment. The efforts to control children's aggressive behavior is not only done by parents, but also required to cooperate with various parties with regard to children,

such as school parties. Schools need to create a conducive environment, by pressing the level of frustration or stress in children. With these efforts so it's expected aggressive behavior in children can be reduced.

c. Implement a learning activities program with role play method, socio-drama. Through these methods, children are expected to have an understanding that in order to solve the problem not always through violent. Therefore, teachers should be able to package the material being taught through this method, so that the message can be understood students.

d. Provide opportunities for children to expressing their desire and strength in certain ways, for example by providing alternative activities that can reduce frustration which can encourage the aggressiveness of the children. The example is when some child angry due its toy was taken by friend. To relieve the child's emotions so the child do not behave aggressively is like by providing other toys to children as the replacement of the toy gun.

Based on explanation above, the role of counselor / tutor in controlling aggressive behavior on children need to be developed to become a joint effort between parents, class teachers and the peoples around the children. The control that carried out by adults are expected to be used as a model by the child in selecting social behavior to avoid violence and to support their development in society.

2. Methods

Research method is a specific way that conducted in a planned, systematic, and organized way that each formed stage will leads to problem solving (Purwanto, 2007: 164).
A. The research approach
1. Type of research

To determine the effectiveness of the guidance and counseling role in dealing with aggressive behavior of early age children in the kindergarten so thetype of research that will be used is descriptive research with qualitative research methods. With the use of this type of research its expected the overview of research will fully, accurately and systematically described. The research approach that will be used is case study. A case study approach is a thorough investigation of an individual, or institution or group. In the education field, case study usually carried out to determine the background and natures of children to a problem (Purwanto, 2007: 160). In the study, the use of case study is considered as a way to gather an accurate description of the past. The case study method frequently considered the effort as a detective (Sobur, 2003: 48)
2. Data Sources

This study applied qualitative research methods, the data to be collected consist of words and statements that discuss the study variables. The

data source is the subject from which the data was obtained. When the researchers used questionnaires or interviews in the data collection, then the data source is called responder namely people who respond or answer questions from researcher, whether written or oral (Arikunto, 2010: 172). Sources of data in the study was divided into two. Its namely primary and secondary data sources. The primary data source were the classroom teacher, counselor, and principal. The primary sources was supported by children's development data. As for the secondary sources can be obtained from the information of parents and students.

Data which want to collected and discussed in this study includes:

a. The form of aggressive behaviors of children
b. The background of aggressive behaviors of children
c. Efforts that made by tutor in controlling aggressive behaviors
d. The effectiveness of guide and counseling (BK) role in controlling children's aggressive behavior

Data Collection Techniques

According to Sugiyono (in Sari 2015) data collection techniques are the most strategic step in the study because the main goal of the study is to get the data. In collecting the data, the data collection is done by three methods. The methodswere interview, observation and documentation. Data analysis that performed on these research applieddata triangulation which have been obtained by using several data collection methods as mentioned above. In practice, the data collectionwas intended to complement the obtained results in order to gain unbiased data.

Interview is a technique of data collection by asking questionsorally and respondents verbally answered as well (Purwoko & Titin, 2007: 36). Satori & Khomariah (2009) distinguishes interviews in qualitative research as follows:

a. In-depth interviews, namely interviews which conducted in the context of participatory observation. Researchers involved intensively with the research setting, especially on its involvement in the lives of informants
b. Gradual Interviews, namely interviews which conducted in accordance with the schedule that has been made, researcherwill not deeply involved in the lives of informants, but the interview process can be repeated many times.

Interviews were conducted with principals, classroom teachers, and shadow teachers who directly involved in learning activities with the children on a daily basis.

While for the observations, the researchers applied non-participant observation techniques. Whereas researchers was not directly involved in the activities to observe the characteristics and behavior of children who appeared during learning activities take place. These observations were conducted in some predetermined time. In achieving its objectives, observations wereperformed by some colleagues in each school to with instrument that has been provided by the researchers so the focus on the research can be maintained.

In order to complete the data related to the research purposes, documentation was selected as one of the efforts to improve the validation and reliability of the data obtained.

Problem Focus which discussed in this study was the effectiveness of guidance and counseling role at early age child education to overcome child's aggressive behavior. The role of counseling was not limited to the counselor treatment, sincesome early age child education schools do not have counselor. Then the role of the counselor was represented by the class teacher / tutor who also collaborated with the principal

B. Data Credibility Test

In qualitative research the validity of a study can be measured by using some particular test, as expressed Satori and Komariyah (2009) that "qualitative research considered to be valid if it has a degree of confidence (credibility), transferability, dependability, and certainty (conformability) ". According to Sugiyono (in Sari, 2015: 54) the credibility test of qualitative research results data, were conducted through the extension of observation, increasing the diligence in research, triangulation, discussions with colleagues, negative case analysis and member check. Based on this, the credibility test in this study using triangulation. Triangulation (Afifudin 2009) is a data validity checking technique that utilizes something else beyond the data for the purposes of checking as a comparison of the data obtained.

C. Analysis of Data

Analysis is an effort to unravel a problem or focus of study into its component parts so that the arrangement or order is clearly visible. Qualitative data is a source of comprehensive description and has sturdy bases, also contains a description of the processes that occur within the scope of the local (Satori & Khomariah, 2009: 200). In qualitative research, there are at least three stages for data analysis, flow method of Miles and Huberman (in Sari, 2015: 56) explain as follow:

a. data reduction

According to (Patilima, 2007: 96) data reduction is a classification stage, directing, simplifying the data obtained from the field. Data reduction takes place continuously during the data collection conducted.

b. Data presentation

By presenting the data it will be easier to understand what happened, planned the further work based on what has been understood. According to (Patilima, 2007: 97) data presentation steps usually performed by using a narrative description as an

efforts to avoid any form of researcher's subjectivity to conclude an information.

c. Conclusion withdrawal

Drawing conclusions in this flow method is part of measures series that ranging from data collection, patterns identification, configurations, descriptions and so on (Patilima, 2007: 97).

3. Results

Of the 10 private kindergartens that were used as research subjects, it was obtained the form of children's aggressive behavior diversity as follows:

1. Disturb learning activities, shown by the behavior of not listening to the direction of the teacher, teasing, busy playing with the objects in class, often out of the classroom, and so forth
2. Damaging / throwing objects, grabbing friend's stuff
3. The verbally attack indicated by the behavior of yelling, using intimidation phrase like "idiot" "naughty" and etc, making - fun friend (give friends call - specific calls. Such as of fat, cry-baby, etc.).
4. Attack nonverbally which demonstrated in behaviors like hitting, pinching, pulling, and so forth.

Some behaviors above beside obtained from observation, it was also supported by the information from the school. Based on interviews conducted for classroom teachers, principals and teacher assistant obtained additional information which can be summarized as follows:

1. Child's aggression behavior arise due to behavioral habits at home. Example: parents ignore child's behavior, parents meet the demands of a child it showed aggressive behavior, parent / people accustomed to using violence when show anger.
2. Child's aggression behavior arise because children cannot control the emotion
3. Child's aggression behavior arise due to the pressure from the surrounding environment, unpleasant stimulus, the child's condition was not fit
3. Child's aggression behavior arise because the child wants to get more attention from peoples around

Aggressive behavior which showed by children, some of them motivated by some reasons that are less plausible. So there are some aggressive behavior that is not reasonably foreseeable and cannot be tolerated. The form of aggressive behavior in early age child that classified as unnatural include:

1. The child used to commit violence to friends and teachers. Such as punching friends who invite to play, hitting hardly the teacher who ask to engage in learning activities, as well as damaging objects that are used as medium of learning.
2. Children showed symptoms of tantrums (crying hysterically over a long time, it is difficult to

control emotions, and so forth)
3. Children demonstrate authoritarian behavior to their friends who has smaller body / younger age.

Related with children's behavioral characteristics described above. The school principal, classroom teacher and guidance counselor made several attempts to control the child in order to reduce the intensity of aggressive behavior. The efforts was aimed teach children indirectly behaviors that can be done as well as behavior that should not be done and should be avoided. Settlement provided by the school, reflecting the role of guidance and counseling (BK). The role of guidance and counseling that can be observed is reflected in the following efforts:

1. The Implementation of the role playing strategy. Children is an object that easy to imitate behavior through observing the behavior of adults around or in the mass media in comparison to listen to advice. Efforts in giving examples / demonstrate the role in order to achieve the desired goal is a matter that can be studied and understood as a child process of achieving goals. In the role playing strategy, children will be taught how to express the desire, how to express their feelings and how to respond to the stimulus provided by others. When children see an example of problem solving behavior that committed by adult, it was more likely to be applied to them in facing the existing problems. Therefore, it is important for parents and teachers to provide role models to children through daily behavior compared to just give rules / advice on children emerged behavior.
2. Creating a friendly environment. In an effort to suppress the emergence of children's aggressive behavior, parents and teachers need to provide an environment around the child that free from aggressive behavior and minimize the appearance of stimulus that can foster aggressive behavior. This can be done by limiting the access of children in watching the show that showed the forms of verbal and violent behavior. Parents and teachers may aware to facilitate children to be in a safe and comfortable environment for their growth and development.
3. Eliminating positive reinforcement. Aggressive behavior on children may arise because the children get a chance to use aggression in accomplish a desired goal becomes.
4. Punishment. Penalties should be given to give deterrent effect to children in order not to repeat their actions. In punishment, there are several things that need to be considered, namely:
   a. Do not use physical violence
   b. Explain why the punishment given
   c. Be firm and not driven by emotion alone. The punishment is intended to teach children the behavior need to be avoided since the attitude can harming themselves and hurt others
   d. Parents need to know the children's activities

and attitudes, so parents and teachers will able to work together in developing an assertive behavior culture in accordance with the norms and behaviors that keep children from hurting themselves and others

5. Parental Guidance. Class teacher and other schools parties need to collaborate, conduct parents meeting frequently in the framework of sharing, describing the child's progress, coordinate children's circumstances and habits, so both school and parents can educate children in accordance with their own character and develop their potential since early age.

6. Referral (case hand over). In order to handle the student's behaviors that cannot be tolerated and can harm the child himself if untreated, other people and peoples around the children. This referral activities carried out with the parent's involvement. The parties that usually invited to participate in this collaboration is a psychologist. The problems that need to be solved in the form of referral often behavioral disorders that incur considerable risk, or the child is difficult to complete tasks at the development stage due to difficult to control emotions.

The efforts which described above is some effort that can be made by the school asamean to educate children to be able to develop optimally in terms of social-cognition and emotion. When early age children able to grow in a balanced manner according to its age levels, it is expected that theycan adapt well when establishing social interaction together with the surrounding community.

In carrying out efforts to provide assistance to children with aggressive behavior, parents should always be involved and take part to contribute, because parent is the nearest party where children spend most of the day. Parents also has an indirect role in children with aggressive behavior in schools. With the collaboration between the teacher and family it's expected that children able to demonstrate good self-control as well as in showing emotion and reflect a desire that they want to achieve.

In applying these efforts, there are several obstacles that hinder the effectiveness of treatment. These obstacles are:

1. Parents who show little concern for the children's behavior. The attitude of parents who ignore and handed over responsibility for controlling the attitude of the child to the school is a significant barrier effect. Because the control over their children's behavior will be lower when they outside the supervision of teachers so the decrease of children's aggressive behavior intensity will also difficult to developed.

2. Community demands which often provides the final assessment / judgment immediately to children's behavior. As a result, children in the naughty "label" or other titles would be more difficult to improve. Because the negative stigma still attached to them.

3. Class teacher or school who do not understand the importance of the guidance and counseling (BK) roles that able to help the child prevented from deviant behavior or helping the child to control the desires and aggressive behavior that appeared.

From the interviews to school party which conducted with the principal, classroom teachers and assistant teacher, it was obtained result that all schools which have been mentioned earlier agreed that guidance and counseling have an effective role in helping students to possessed the basic development of attitudes, knowledge, skills and inventiveness which needed by students to grow and develop and adapt in their social environment later. Although in its practice only 2 of the 10 schools that really have a based academic education school counselor in the field of counseling, but the role of guidance and counseling (BK) in the school was represented by the other schools parties and also assisted by a psychologist professional if considered in need.

4. Discussion

Based on obtained data of interviews, observation and documentation it was obtain results that in 10 kindergarten which become the research subject, only two of school which have school counselors. On three other schools, counselor role was replaced by a psychologist named "Pusat Tumbuh Kembang/Psikolog Kunjung", while in five other schools counselor role represented by the class teacher.

In the problem resolution, the role of guidance and counseling (BK)appeared clear when there is a problem experienced by students. Guidance and counseling (BK) role that frequently applied when helping children to solve the problem includes:

1. Understand the student's development task based on its age.
2. Prevent children in triggered disruptive behavior in school activity
3. Become mediation and consulting party related to children activities, the everyday situation of children, especially during the learning process to parents
4. Train children's motor activities and stimulate the reasoning power in accordance with the child's level of development.
5. Provide an assessment to children's characteristics in the initial entry and provide assessments for children as long as enrolled as students in school / institution

Of kindergarten that become the research subject, it is known that with the involvement of guidance and counseling (BK) role in learning and teaching, there is some progress on the child that can be observed directly, namely:

1. The intensity of the children's aggressive behavior of decreased. Children's aggressive behavior that still appeared usually motivated by environmental stimuli that made him feel uncomfortable, depressed and anxious by the possibilities that can happen. Therefore, their aggressive behavior to defend themselves. Not to hurt their friends.
2. Children can do better self-control (unnatural aggressive behavior and could not be tolerated become less in number)
3. Children have an understanding that "if I was beaten by someone else, then I would feel hurt and sad, and therefore I should not hit other people"

With the awareness of the importance role of guidance and counseling (BK) in helping educators to reduce children's aggressive behavior, it's expected to related parties such as classroom teacher, counselor, principals and parents were able to place themselves as the aware party and willing to help the children so they can develop well and managed to achieved their development tasks.

It's required a skills training that can be held either by the school itself or in collaboration with the student's parents as one of the parents and institutions activities forums. Thus, the understanding of adults that there is no naughty children but children who need special assistance can be increased.

5. Conclusions

In applying education for early age child, collaboration between parents, the school / institution, as well as the surrounding community proved to provide better impact and more positive reinforcement to the children's development, especially in the form of behavior. Facilitating children to get more ideal models may be one of ways that children are indirectly able to observe behavior and effective problem-solving strategies to be a role model. Facilitating child to a safe environment, convenient as well as potentially supporting the growth is the task of adults who are aware of the importance of early age child education for children, in terms both academically and morally.

Counseling Guidance is one of the Indonesian education system part, has effective enough role to be applied at all levels of education. Focusing on the effectiveness of guidance and counseling (BK) role as an efforts to control children's aggressive behavior, it is evident that the role of guidance and counseling (BK) can be applied and give a significant role in reducing children's aggressive behavior. This is in accordance with the statement of Dikti Depdiknas in 2007, which states that the counselor or guidance and counseling teacher activities at the kindergarten level in the component responsive services, implemented mainly to provide advisory services to the teachers and parents in addressing intrusive behaviors (disruptive).

By involving guidance and counseling (BK) role in solving student's problems, it can be concluded that the results of guidance and counseling role application as an efforts to provide assistance to students, namely:
1. The intensity of children's aggressive behavior decreases
2. Children able to do a better self-control (unnatural aggressive behavior and could not be tolerated less in number)
3. Children have an understanding that "if I was beaten by someone else, then I would feel hurt and sad, and therefore I should not hit other people"

Based on this study, it can be concluded that the role of guidance and counseling (BK) in early age child education is required. Especially in controlling the child's behavior disturbing. As an educator, understanding the science of child development helps educators to get to know the child more closely, to get relevant considerations and appropriate methods to be delivered to children, and be able to understand the relief (treatment) in accordance with the power of reasoning and the age of the child's development. It would be better if the role of guidance and counseling (BK) supported by professional experts who accomplishing a linear degree.

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Inquiry Based Learning Model and Learning Persistence

Mukhoiyaroh[1], I. Wayan Ardhana [2], Adi Atmoko [3], Fattah Hanurawan[4]
[1] Student of Doctoral Program, State University of Malang, Indonesia
[2] Professor of State University of Malang, Indonesia
[3] Lecturer of Postgraduate State University of Malang, Indonesia
[4] Professor of State University of Malang, Indonesia
Email: mukhoiyarohfik@gmail.com

Abstract

The focus of study is on the inquiry based learning model and learning persistence. Inquiry based learning model is model of teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning. There are a four-level continuum (confirmation, structured, guided, open) to be useful in classifying the levels of inquiry in an activity. learning persistence occurs when the emerging difficulties, challenges and barriers, even the seeds of despair. Learning persistence is action that leads to a goal that is ongoing that require a certain amount of time, especially when the face of difficulty. Elements that exist in learning persistence is thus: (1) Belief the ability to do the work, (2) The goal is achieved, (3) Hard effort and unyielding, (4) Continuous in achieving the learning objectives are realized in learning activities and (5) Use of time in accordance with the allocation set effectively. Inquiry based learning model can improve learning persistence, such as positive self, using the learning time effectively, encourage students to effort continuosly to achieving learning goals.

Key words : learning persistence, inquiry based learning model, learning goals

1. Introduction

Educational system should, ideally, encourage children to become exited about learning, to acquire knowledge, and to solve problem creatively. It is widely recognized that education is most effective when it is made meaningful, satisfying, and self reinforcing. Not surprisingly, then, many teachers express the desire to cultivate a love of learning in all their students. Yet children differ in their motivational approaches to school activities as well as in their academic and creative performance. Some teacher profess that the students who are inspired to have ownership over their own learning derive greater satisfaction from their partisipation and attain higher level of scholastic achievement.

Scholastic achievement resulting from the activities of students during in the classroom. Active students in learning activities to be key in the learning process. Teachers can choose several models of learning to encourage students actively in learning activities. Learning activities can be designed by the teacher to get the maximum results. The results obtained not only in the academic aspects, namely learning outcomes and ways of thinking in acquiring kwowledge but also the personal and sosial aspects. These are values, positive attitudes, such as learning persistence, responbility, self esteem, positive interdependence, and communication skills.

Persistence in general, not only in the academic field, but it is a life skill of students that reflects the individual's development is expected, both at the level of the children to the level of adult development (Chien et al., 2012; Dean, 2006; Deater et al., 2007) , Persistence of a child in completing the puzzle game in childhood is required as it is necessary to solve the problems of real life everyday. Thus, this persistence is a sign for the individual in obtaining success in life (Wheatly, 2001). Task persistence of students is very important to be owned by an individual as a life skills as well as skills of the other, the self-esteem, self-efficacy (Chien et al., 2012). Persistence in doing any job in spite of the difficulties, makes the students can develop into individuals who are close to success (Wheatly, 2001). Persistence is also a forerunner of the ability of an individual's expertise, so that certain skills as mentioned Gardner's multiple intelligences, very open to be held.

Learning persistence is positively correlated with academic achievement. Students who choose the task, trying to be persistent and tend to perform at a higher level. Schunk et al. (2008), Ghasemizad et al. (2011) and Boe (2002) found that the more problems that are resolved by children during school hours, the more questions that can be completed on the posttest as a measure of achievement. Lee et al. (2011) in his study found that students who have high academic persistence have high achievement anyway. Research also shows that low persistence resulted in a poor of performance.

Several factors can increase a student's learning persistence can be used by teachers to improve their academic achievement. That factor is the application of learning models involving active students in the class by learning that seeks to optimize cognitive processing. Application of learning models that can

improve academic persistence also involves positive self, positive feedback from teachers to students. The learning model in question is the Inquiry Based Learning Model.

The goal of this article is to identify and summerize inquiry-based learning model and its relevance to learning persistence.

2. Inquiry Based Learning Model

1. What is Inquiry Based Learning Model?
a. Definition of Model

According to language "model" is small copies of something pattern or of materials used as a source of (Merriam Webster.com, 2015). According to a Collin's Dictionary (2005) "model" is design or style especially one of a series of design certain products. Regarding the according to a dictionary of Cambridge (2015)"model" is a pattern of something that could become a reference to reproduce something. Model associated with a thing as learning model discussed in the subjects.

b. Definition of Learning Model

Learning model (model of learning) according to Carroll (1989) is an attempt to check all the elements that contribute to learning and to set this systematically that can be easily applied for the study. There are five elements that contribute to the effectiveness of learning called as model of school learning, namely: 1) aptitude referring to the common students to study; 2) the ability to understand teaching referring to knowledge students; 3) perseverance; 4) opportunities (opportunity) referring to a number of time available to learn; and 5) the quality of learning.

According to Joyce, Weil and Emily (2009), learning model expressed with models of teaching is actually models of learning. Model of learning "as a plan or pattern that can be used to arrange curriculla to design instructional materials and to guide instruction in the classroom and other settings" (Joyce et.al., 2009). Further, according to Joyce et.al. (2009) learning model aims to help students acquiring informations ideas skills, values , ,ways of thinking, and means of expressing themselves and also teaching them how to learn.

Joyce et.al. (2009) elaborating the learning model supported by five important element : 1) Syntax is the procedure of learning activity describes how the model in the action; 2) Social system that describes teachers and students' roles and the relation each other; 3) The principle of reaction, that is describes how teachers see and to response what students do; 4) Support system, that is conditions that must be considered that this model can be done, for example is tools and materials, readiness of teachers and students preparation; 5) The impact of learning directly (instructional) and accompaniment (nurturant).

c. Inquiry-Based Learning

Inquiry based learning is an approach to teaching and learning that places students' questions, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia, 2002). Underlying this approach is the idea that both educators and students share responsibility for learning.

For students, the process often involves open-ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving, as well as "problem finding." For educators, the process is about being responsive to the students' learning needs, and most importantly, knowing when and how to introduce students to ideas that will move them forward in their inquiry. Together, educators and students co-author the learning experience, accepting mutual responsibility for planning, assessment for learning and the advancement of individual as well as class-wide understanding of personally meaningful content and ideas (Fielding, 2012).

Although inquiry-based learning is a pedagogical mindset that can pervade school and classroom life (Natural Curiosity, 2011), and can be seen across a variety of contexts, an inquiry stance does not stand in the way of other forms of effective teaching and learning. Inquiry-based learning concerns itself with the creative approach of combining the best approaches to instruction, including explicit instruction and small-group and guided learning, in an attempt to build on students' interests and ideas, ultimately moving students forward in their paths of intellectual curiosity and understanding.

2. Inquiry Based Learning Model in Research

Inquiry based learning model can be applied for science and social subject. Here is research conducted by Pandey et.al. (2011) who discovered that learning with an inquiry based learning more effective in learning science than conventional learning model. Trna et.al. (2012) said that learning science based on inquiry is learning model according to student learning style in order to increase the students' motivation. So that, training for teachers were prepared to implement inquiry based learning science.

Azizah and Parmin (2012) in the research at UNNES Semarang, found that student on the lecture basic science had skills research and positive attitute of investigating. The students' skills could increased by inquiry based learning model.

The application of inquiry learning model in another subject is social science , namely the history (Brush and Saye, 2005). Shih et.al., (2010) applied inquiry learning model on social science found that learning with inquiry mobile-learning

model inquiry is effective help students in building prescience and improve students' responsibility. Effect of Inquiry based learning model on academic skills in scientific research also have a nurturant effect such is academic persistence. All the effects are spirit of creativity, independence of autonomy in learning, tolerance of ambiguity and a tentative nature of knowledge (Joyce et.al., 2009). Academic persistence it rose from learning process grounded by high curiosity to seek an answers of the problems matters that must be done by independence and students' activities.

Tuan et.al., (2005) found that effectiveness of inquiry based learning could increased significantly on students' motivation in sciences study. Indicators of increasing motivation is increasing self-efficacy , active learning strategies, science learning value, goal performance, goal achievement and learning environment stimulation.

3.   Levels of Inquiry Based Learning

According to Bell, Smetana, and Binns (2005), there are a four-level continuum (confirmation, structured, guided, open) to be useful in classifying the levels of inquiry in an activity. The continuum focuses on how much information (e.g., guiding question, procedure, and expected results) is provided to students and how much guidance you will provide as the teacher.

At the first level, confirmation inquiry, students are provided with the question and procedure (method), and the results are known in advance. Confirmation inquiry is useful when a teacher's goal is to reinforce a previously introduced idea; to introduce students to the experience of conducting investigations; or to have students practice a specific inquiry skill, such as collecting and recording data. For example, you may want students to confirm that the less air resistance an object has the quicker it will fall. Students can create paper helicopters with wings of different lengths to confirm this idea. They follow the directions for doing the experiment, record their data, and analyze their results.

At the next level, structured inquiry, the question and procedure are still pro- vided by the teacher; however, students generate an explanation supported by the evidence they have collected. Using the same paper airplane example, students would not be told the relationship they were investigating ahead of time. They would need to use the data collected showing that airplanes with longer wings took longer to fall to understand that the longer wings created greater air resistance and slowed down the airplanes. While confirmation and structured inquiry are considered lower level inquiries, they are very common in elementary science curricula. These kinds of inquiries are important because they enable students to gradually develop their abilities to conduct more open- ended inquiry.

At the third level, guided inquiry, the teacher provides students with only the research question, and

students design the procedure (method) to test their question and the resulting explanations. Because this kind of inquiry is more involved than structured inquiry, it is most successful when students have had numerous op- portunities to learn and practice different ways to plan experiments and record data.

Just because students are designing their own procedures does not mean that the teacher's role is passive. To the contrary, students need guidance as to whether their investigation plans make sense.

At the fourth and highest level of inquiry, open inquiry, students have the purest opportunities to act like scientists, deriving questions, designing and carrying out investigations, and communicating their results. This level requires the most scientific reasoning and greatest cognitive demand from students. With ample experience at the first three levels of inquiry, students at the fourth and fifth-grade levels will be able to successfully conduct open inquiries. It is only appropriate to have students conducting open inquiries when they have demonstrated that they can successfully design and carry out investigations when provided with the question. This includes being able to record and analyze data, as well as draw conclusions from the evidence they have collected.

4.   Syntax of Inquiry Based Learning

Joyce et.al., (2009) explained that the inquiry-based learning there are two models of scientific inquiry and inquiry training. Syntax of scientific inquiry consist of four phases:

Phase One: Area of investigation is posed to students.
Phase Two: Students structure the problem.
Phase Three: Students identify the problem in the investigation.
Phase Four: Students speculate on ways to clear up the difficulty.

Procedure or phase in Inquiry training model consist of five phases and sub-phase:

Phase One: Confrontation with the Problem
- Explain inquiry procedures.
- Present discrepant event.

Phase Two: Data Gathering – Verification
- Verify the nature of objects and conditions.
- Verify the occurrence of the problem situation.

Phase Three: Data Gathering - Experimentation
- Isolate relevant variables.
- Hypothesize (and test) causal relationships.

Phase Four: Organizing, Formulation an Explanation - Formulate rules or explanations.

Phase Five: Analysis of the Inquiry Process - Analyze inquiry strategy and develop more effective ones.

Banerjee (2010) explained that inquiry phases consist of five phases:

Phase one: Learner investigates scientifically oriented questions,

Phase two: Learner gives priority to evidence in responding to questions,

Phase three: Learner formulates explanations from evidence,

Phase four: Learner connects explanations to scientific knowledge,

Phase five: Learner communicates and justifies explanations

Kuhn and Pease (2008) identified inquiry based learning for student in the middle school had phases:

Phase one: Identification of a question or questions,

Phase two: Design of an investigation to address them,

Phase three: Examination and analysis of empirical data,

Phase four: Drawing inferences and conclusions and justifying them

5. The Advantage of Inquiry Based Learning

The application of inquiry based learning model can be effective if supported by the approriate learning environment. According to Suchman (1964) inquiry learning can be supported by cooperative learning. Cooperative learning is students cooperate in small small groups to assist each other (Slavin, 2009). The member of these small groups consist of two to six people. Thus, inquiry learning model bades on cooperative group is a model learning that each member in the group has a duty and cooperate to discovery (inquiry) with the small theme to collect the data, analyze and to discuss the results.

The advantage of the application of inquiry based learning model with cooperative setting is students has been challenged to optimize ability of intellectual more complex, physical skills and social skills (Barron and Hammon, 2008). Intellectual challenging is encouragement to hold the research from planning academic tasks that should be done, organize data and analyze the data. .Academic tasks carried out by considering the role of members of the group to maintain tenacity in explain to the matter to get result that will be presented to other groups well.

According to Springer's research (1997) in science, technology, engineering and mathematic (STEM) that effecttiveness of inquiry based learning is could increased academic persistence, academic performance and positive attitude in learning .

Some of the findings can be concluded that the Inquiry-based learning model has several advantages. The advantages of the academic aspects are (1) Encourage students to complete students' curiosity of the phenomenon or knowledge through the scientific process; (2) Encourage finding strategies for creative inquiry; (3) Students can learn from other members in the group (4) Every student has a cognitive wealth that can help or add other knowledge so that it can create more intellectual activity which enhances learning when compared with independent study. The advantages of the social aspect is that in the stages of the scientific process is done with a warm learning interactions not only interactions between students, but also the interaction between teachers and students. The social aspect that emerged was (1) The group

members have an equal role with each task; (2) Positive interdependence; (3) Encourage communication skills; (4) Encourage leadership skills; (5) Encourage the skills to manage conflict. While the advantages of Inquiry-based learning model on personal development, namely (1) To assist and encourage the ideas or questions; (2) Raises appreciation for the efforts one member to another; (3) The feeling of safety in cooperative groups, especially for students who have low academic ability; (4) increasing self esteem and (5) Increasing the student's responsibility.

3. Learning Persistence

1. Definition of Learning Persistence

Persistence by Schunk et al. (2008) is "action that leads to a goal that is ongoing that require a certain amount of time, especially when the face of difficulty". In achieving its objectives, one does not reach it easily, since the advent of the difficulties in the process. Some time is needed by individuals to strive continuously to achieve these objectives.

Learning persistence is associated with the effort when facing difficulties. Schunk and Pintrinch (2002) defines learning persistence as a conscious choice by the students to pursue learning activities, the activity of cognitive, metacognitive and emotional though faced with obstacles and difficulties. Bedard (2012) adds that students who persist are characterized by their tenacity. Further said that, when faced with an obstacle or difficulty, students will show persist and will continue to spend time and effort in achieving learning tasks.

Bandura (1986) states "persistence is endurance, or refusal to give up, especially when face with opposition." In other words, persistence is an attempt to keep the task despite difficulties. Difficulties that become the focal point in persistence is a measure of hope when someone has the ability to do the work that is called self-efficacy. Chien (2012) explains the persistence of a certain attitude and determination that maintain over time even though there is a failure or setback. Chien (2012) also found that children who have a high score on the persistence proved to be less anxious and do not blame others when trying to find a solution to a difficult problem.

Persistence is associated with the use of the allocation of time (Li, 2004; Foll et al., 2006; Vanteenkiste et al., 2004). Research shows that learning persistence that refer to student involvement in solving difficult tasks as measured by levels of a specific time. Persistence in a person can be measured from its involvement in a number of tasks that were able to be resolved in accordance with the target. Target in the form of learning objectives have been planned in learning. Target achievement in the face of adversity in the form of exit or problem solving that can be done with some period (Foll et al., 2006).

Some of the above description can be concluded that the learning persistence occurs when

the emerging difficulties, challenges and barriers, even the seeds of despair. Elements that exist in academic persistence is thus: (1) Belief the ability to do the work, (2) The goal is achieved, (3) Hard effort and unyielding, (4) Continuous in achieving the learning objectives are realized in learning activities and (5) Use of time in accordance with the allocation set effectively.

2. Factors That Can Help Improve Learning Persistence

Some of the factors that influence students' learning persistence is as follows:

a. Gender

Gender factors influencing the persistence of tasks that men on average longer in the learning persistence with positive feedback from the women (Breen, 2012; Rozek, 2012 and Chabaya et al., 2009).

b. The age and mental maturity

Students with the level of cognitive according to Piaget already exist at the level of concrete operations were age 12 years arrive at the college level and even the level of graduate proved to be upgraded his persistence with learning autonomy support (Vanteenkiste et al., 2004; Assor and Kaplan, 2002 and Been et al., 2002).

c. Culture

Culture attached to the individual where he resides and holds the value or cultural group (Matsumoto and Obana, 2001; Chabaya et al., 2009; Heine and Raineri, 2009 and Boe, 2002).

d. The involvement of students in learning activities in the classroom.

When a person is active cognitive learning task, it will be able to find a settlement in the task it faces (Matsumoto and Obana, 2001). Learning activities appear in students' learning strategies and instructional strategies teachers also have contributed to the persistence of student tasks (Vanthournount, 2012; Martens and Witt, 2004). Forms of instructional skills that lead to academic persistence is to treat students in accordance with the level of progress of diverse learners (Martens and Witt, 2004). While the students' learning strategy that supports student learning persistence Vanthournount in the study (2012) is a cognitive processing strategies.

e. Positive self.

Positive self-contained on the student, ie self-esteem, self-efficacy and self regulation. Students have high confidence to the completion of tasks tend to be persistent in completing its tasks than students who do not have the confidence (Ziegler, 2002).

f. The timing of study and the length of time learning.

Students learn with good timing will give a good influence on the completion of the task than did not have enough time to learn (Johnson and Bishop, 2006).

Several factors can increase a student's learning persistence can be used by teachers to improve their academic achievement. That factor is the application of learning models involving active students in the class by learning that seeks to optimize cognitive processing. Application of learning models that can improve academic persistence also involves positive self positive feedback from students and teachers to students. The learning model in question is the inquiry based learning model.

4. Inquiry Based Learning Model to Improve Student's Learning Persistence

The Inquiry based learning model can influence the persistence of learning which includes: (1) Belief the ability to do the work; (2) Completeness of goal is achieved; (3) Hard effort and unyielding; (4) Continuous in achieving the learning objectives are realized in learning activities and (5) Using the time in accordance with the allocation set effectively.

1. Inquiry Based Learning Model Can Improve Positive Self

Implementation of Inquiry based learning model with cooperative small group consist of 3-6 students. According to Cohen (1994b), cooperative small group learning is defined as "students working together in a group small enough that anyone can partisipate on a collective task that has been assigned clearly". One group of students working together to find a solution to the problems in the subject matter guided by the structure of learning steps. Some of the steps or stages in the inquiry learning practice assisted by teachers. Teachers are trying to manage classes and guide students in the learning process. In this case, the skills of teachers to develop the Zone of Proximal Development (ZPD) students needed. ZPD is the distance between the actual development level is determined by independent problem solving and the level of potential development determined through problem solving with the help of an adult or collaboration with peers that are more capable (Vygotsky, 1978). In the third stage of learning the structure of Inquiry Training Group, for example, the data collection and verification, the teacher's role is important to guide the students formulate the questions related to problems in the learning material to be found. If the question is not appropriate, then the teacher can bring the discussion back to the focus of the problem.

The treatment of teachers in the learning process to help students have a positive attitude towards him. Treatment of teachers who help students through the correct process in learning, whether it be related to the stimulation of the subject matter as well as verbal and non-verbal feedback, and help the process of socialization in the study group had a positive impact in the students themselves. The positive impact on students is one of the students to have the confidence to be able to carry out the task of learning (self-efficacy). Confidence of students to work on assignments difficulties in learning Inquiry Based

Learning model acquired from the experience achieved something that emerged from the treatment of teachers. Conduct or actions of these teachers in the form of providing direction, facilities, manage the process of socialization of each individual student to perform a learning task by considering the development ZPD of students. Actions of teachers in this study as stated by Barron and Hammond (2008) as the teacher's attention with careful attention to create a cooperative learning process in place to achieve the learning objectives.

2. Inquiry Based Learning Model Can Improve Use of Learning Time Effectively

Inquiry Based Learning was conducted in order to find answers to the issues related to science learning materials. This learning presents a challenge to the students related to or knowledge of the unknown which is why it is referred to as a difficult task. In connection with the difficulty of the task, Martens and Witt (2004) defines the task difficulty as the ratio simplification of something that students knowns to the unknowns in an assignment. This is indicated by on-task behavior that requires a certain amount of time, raising it to knowns. When the increase of knowledge a student has achieved 85%, then the on-task behavior of students began to decline. This is due to the subject matter is no longer a challenge for students. The ideal learning that makes the students involved, according to him there is in the range of 70-85% of the known students. Below 70% or above 85% of students are no longer engaged in learning. The other side, of the difficulty of the task the students are related cognitive maturity. Difficulties experienced in the day yesterday that difficult, to be something very easy on this day. Or material that is difficult today, tomorrow may be the day to be something very easy. This is what makes students learn. Thus, the learning material appropriate to present material that is always change.

Inquiry Based Learning presented a planned material performed by the teacher through orientation problems in materials science learning is always change. The subject matter was prepared by based upon sillaby that had been developed by an educational institution, and yet still allow teachers to elaborate into units of knowledge that can be found by students in the learning process. The new knowledge that allows students to be attracted to dive in further to spend more time to find answers to the problems of the subject matter.

3. Inquiry Based Learning Model Can Improve Continuity Working Learning Tasks.

Inquiry Based Learning is a learning model that is designed to help students develop the ability to think, solve problems and intellectual skills of students through real situations or be tested in the classroom. Collaboration students in learning model to resolve the issue can encourage inquiry and dialogue with, the development of thinking skills and social skills (Arends, 2007). Inquiry Based Learning

Model is a learning model that aims to find a solution to the problem. Learning tasks difficult of students can be done well when the teacher is able to manage learning. A difficult task can be overcome by introducing students to the stages, dividing the portions are small, so that students feel that each stage was small and was able to overcome. The portions are small in knowledge in the learning model Inquiry Training Group is to be resolved by a small group of students. Small groups of students work based learning steps are guided by the teacher. The procedure in this learning process aims to sustain the progress of students in the learning task. Learning tasks that are difficult, if getting the support of teachers with regard ZPD of students, then students have confidence in her competence, which ultimately tangible learning task completion activities.

Stages in Inquiry Based Learning well done when students in each group took on the role and responsibilities for the purpose of the group. Role as a writer, a spokesman for the group or arrange the questions in the problem being solved if it is understood by the students who get the role and tasks, then this is where the process of social progress. Verbal and nonverbal communication, giving or receiving feedback from other students or from the teacher with the principles of sustainability ZPD students can build the learning stages that eventually achieved the learning objectives.

4. Inquiry Based Learning Model Can Improve the Hard Effort and Never Surrender.

According Wheatly (2001) studied that the persistence arises when an individual has the objective of learning to be achieved. In pursuit of learning, students face the challenges or difficulties that come from factors inside and factors outside the student. Factors of the students of the ability that is mastery of the material or mastery of other skills. Outside factors such as student learning facilities, environment, family, culture and the form of other challenges. Inquiry Based Learning Model conducted by units of jobs done by students with a series of procedures. Details of the task can be achieved with effort. Enterprises in the form of tangible or intangible progress made progress in each stage or a small task force. Stages of processing tasks can be performed because of their ability to manage and administer its potential shortcomings in the way. This can be done by teachers with instructional see the development ZPD of students. With that feeling of being able to complete the task into the capital for the implementation progress in achieving goals.

5. Inquiry Based Learning Model Can Improve Achieving Learning Goals

The main theme of the persistence of learning in how students have difficulty learning. In the face of the difficulties facing the goal or target, then that is considered difficult task can be broken down into units small task, so that difficulties can be eliminated (Martens and Witt, 2004). Persistence is an important

cause of learning in learning achievement. Several studies have described it. Lee et al. (2011) found that students who persist characterized by its involvement in the form of learning or cognitive behavioral involvement, which can further improve learning achievement. Ghasemizad et al., (2011) proved that embodied in the persistent effort is the determinant for the achievement of learning for students. While Vanthournount et al., (2012) elaborates that persistence combined with the students' learning strategies that students use to determine the success of student learning. Learning strategies oriented to the happiness of the students and motivate students independently by Martens and Witt (2004), proven to improve student learning persistence.

Persistence of students in learning to achieve the learning objectives embodied in the execution of learning tasks (task persistence). Lee et al., (2011) stated that the persistence of learning can be measured from the tasks performed by the students in the achievement of learning objectives. Learning tasks students can intangible various activities, for example to demonstrate the skills, tasks and other so-called time on-task. (Martinez & Brock, 2003).The manifestation of the achievement of learning goals in Inquiry Based Learning is the achievement of problem-solving ability, ability in problem solving process in the form of the activities of students during the learning, skills in social processes within the group as well as skills in the development of personal values.

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Analyzing Resilience as One of Non-Cognitive Factors in Achieving Students Academic Success

Riskiyana Prihatiningsih
State University of Malang,
Graduate School of Guidance and Counseling, Malang, Indonesia
riskiyana.kiki13@gmail.com

Abstract

Non-cognitive skills include attitude, behavior, and strategy of students in living a daily life. The skills are essential for the students because those are some factors that facilitate the students success at school. Academic success is an achievement expected by parents, teachers, and, of course, the students. The achievement has always been made identical with cognitive skill or IQ owned by the students in order to achieve academic success. On the other hand, the important thing is that it is not the only factor which makes the students achieve the academic success. Resilience is the ability of a person to face a problem, to brace him/herself, or to change difficult condition to be better. It is one of non-cognitive skills which are definitely essential for the students in order to achieve the academic success. The students with their numerous problems are required to be strong in under any circumstances. The role of parents and teachers, especially school counselor, is needed in building and educating the students to be formidable. Thus, it is necessary to analyze that resilience as one of the non-cognitive skills contributes to the students' academic success.
Keywords: Non-Cognitive, Academic success, Resilience

1. Introduction

Academic success often becomes an indicator of students learning performance. Even, it becomes an indicator of a country's success in the field of education. Therefore, it is identical with the good achievement in the school grades. It is widely assumed by the parents and teachers that good or successful students are those who have good academic grades.

However, many people do not understand that beside the academic skills, or commonly referred as cognitive skills, there are non-cognitive skills which are essential for students. Non-cognitive skills highlight attitude, motivation, and personality that could contribute quite good performance in achieving student's academic success. Nevertheless, the non-cognitive skills are not yet considered to be the main point in the contribution of students' academic success achievement.

On the other hand, many things happen to the students in Indonesia nowadays, the flow of information which is getting faster, and the technology which is inherent in daily life. It certainly has positive and negative sides; therefore today students are having a tremendous challenge in their daily life as a student. The problems faced by the students are also increasingly varied, from the conflict of family, friends, study, or others. Not a few students who choose to end their lives because of the problems faced as in the following case, cited from the online national news at jpp.com on January 12, 2016, in which a student in Bengkulu chose to end her life because of personal problem depression. Another interesting case is that Jenifer who is a Vietnam descent girl living in Canada has the heart to kill her parents. She depressed because of her parents' demands to always be excellent in school. It made Jenifer deliberately planned the murder of her parents in order to be free from the pressure experienced, cited from tribunnew.com on September 1, 2016. Both phenomena happened are the picture of students who are not able to resolve the problems occur in their lives. It consequently disrupts their school life and academic success could not be achieved.

Resilience is one of non-cognitive skills that make students become formidable. The students who have good resilience according to (Glennie, 2010) is the students who have the following characteristics: self resliance, hopeful, optimistic, skilled in seeking for help, keeping away from stressor, relax, and have a positive relationship with their parents and friends. The students who have a good resilience would be more eager to live their school life and definitely have positive impact in achieving their academic success. This is because the high-resilient students are able to survive in any conditions which occur in their lives. Furthermore, they tend to be smart in taking a stand and use their own abilities or potentials in living their lives as students in order to achieve the academic success. Therefore, it is important for the teachers, parents, and school counselors in building the resilience of the students so that they possess fighting spirit and toughness in facing their daily lives. A thorough

study related to resilience is necessary to determine the effectiveness of resilience as one of the non-cognitive skills to achieve the students' academic success.

2. Discussion

Resilience or toughness is defined as the tendency to resurgent or retreat from the difficult or harmful situation, which involves the ability or capacity to respond, survive, and develop themselves and stay healthy even in difficult situations (Rebecca Russo, 2007). Reselience is generally defined as a dynamic process in which an individual demonstrates adaptive functioning in facing significant adversity (Schoon, 2006). The concept of resilience by Masten et al, 1999 in (Schoon, 2006) typically refers to (1) a positive result after experiencing adversity, (2) an ongoing positive and effective functioning even in a harsh or less-advantaged environment, and (3) a significant traumatic healing.Resilience could be translated as the ability of a person to come up in facing adversity, strengthen him/herself, or even change the difficult conditions to be better.

The process of the resilience formation according to (K. Reivich, 2002)is that the determined process of resilience is dynamic process in the form of a complex interaction between external elements and the internal world. Furthermore, they recognize that the external world and the past experience play the role toward the resilience. On the other hand, based on the study, they believe that the internal factors are more determinative in the individual resilience level. For example, the relationship with family affects the level of individual resilience. Similar opinion is conveyed by Grotberg in (Rojas, 2015), that if the relationship with family is good, it can trigger the resilience to build well. However, the opposite happens; if the relationship with the family is not good, it tends to make the level of resilience is low.

Various pressures experienced by the individual in the past, such as poverty, malnutrition, parents' divorce, and childhood psychological and physical abuses (external factors) are able to form a stiff way of thinking (internal factor). This is the trigger of the low resilience of individual. Certainly, the individual-past-experienced external factors could not be easily removed from the individual memory. Also, the environmental condition where the individual lives is difficult to be changed for the individual.

Academic resilience is the ability of those who are successful in academic despite their poor socio-economics and less-advantaged backgrounds so that they have been predicted to not be able to achieve the academic success. In general, academic resilience is defined as the resistance to face difficulties, stress, or pressure in academic settings Grotberg in (Rojas, 2015). Context of academic resilience related to the achievement of academic success is certainly the school as a place in which the students carry out academic activities in order to achieve the academic success. Therefore, the school has the most powerful function in building the resilience.

Numerous studies on how to build the resilience have been conducted, one of which is based on the study focusing on the importance of taking a comprehensive school multidimensional approach to build the resilience conducted by Catalano, Hegarti, Oesterle, Fleming & Hawkin, 2004; Durlak et al, 2011; Rowe & Stewart, 2009 in (H. Cahlil, 2014). It helps the school to build the resilience by way of (1) Partner, which is done by school communities, including families, local community, and public service; (2) Lead, which is leadership activities at school by employing a comprehensive approach; (3) Teach, which is done by teaching social and emotional skills for all students at all levels; (4) Support, which is done by giving support to the students who need more assistance; (5) Refer, which refers to those who need help that is appropriate with the students' needs. Implementation of this definitely needs the supports of many parties, either the entire school communities, parents, and residents around the school. Therefore, they are given the knowledge of resilience and how their roles are. For example, a good relationship between teachers and students tends to increase academic performance and social development of the students. A study of Van Uden at al, 2014, shows that interpersonal attitude of teacher has a great effect toward the students learning, well-being and resilience.

Key component of building resilience, as mentioned above, is SEL or so-called Social Emotional Learning. This approach is designed to support teenagers in developing important life-skills, such as building relationship, asking for help, and taking decision, also helping them to overcome various complex problem challenges around, such as relationship, emotion, and stress. Materials include six topics: (1) Emotional Literacy, (2) Personal strengths, (3) Positive coping, (4) Problem-solving, (5) Stress management, (6) Help-seeking.

Next is a program developed to increase resilience by (Finkelstein, 2005), that the intervention of characteristics are as follow: (1) treat the family members as an interconnected system, (2) create a care and nursing with a safe and consistent environment, (3) provide examples of appropriate interpersonal behavior, (4) build skills of coping, self-care, welfare, and interpersonal communication. The result of the study shows that their approach is effective toward the groups tested.

A study shows the importance of playing in building resilience. Playing has special feature that allows children to try and pursue a relatively safe

strategy in order to complete each challenge. Playing encourage physical and emotional flexibility through exercises and unpredictable situations and attitudes. This is what allows the children to modify their attitudes to meet their environmental challenges so that they could change the environment by themselves occasionally. This flexibility is inseparable in the process of playing (S. Leste, 2008). The founded key that the children play set the attitude as the key to develop the resilience. Therefore, it gives significant contribution for the welfare of children, according to Masten and Obradovic, 2006. This evidence shows that playing contributes to the development of the resilience through a number of interrelated system including: (1) Emotional regulation, (2) Fun and Enjoyment of the positive feeling boost, (3) Stress response system and ability to respond uncertainty, (4) Creativity and ability to create something new and different connection, (5) Learning, (6) Love toward people and environment, (7) Problem-solving.

The rich playing environment is the varied, inspiring, and physically interesting environment which maximizes the potential of socializing, creativity, resourcefulness and challenge. It is a place where children feel free to play in their own way. Quality of the playing place offers the opportunity to freely interact with or experience as follows: (1) Children and teenagers with the option to play alone or with others to negotiate, cooperate, fight, and resolve conflicts; (2) Natural – weather, season, shrubs, trees, plants, insects, animals, and mud; (3) Outdoors – handmade materials which can be manipulated, moved and adapted, built and destroyed; (4) Nature Elements, earth, air, fire, and water; (5) Challenge and risks taken on physical and emotional levels; (6) Playing with identity, role play and dressing up. (7) Movement, running, jumping, climbing, balancing, and rolling; (8) Rough and tumble, play fighting. (9) The senses, sounds,tastes, textures, smell and sights. (10) Feelings, pain, joy, confidence, fear, anger, contentment, boredom, fascination, happiness, sadness, rejection, acceptance, sadness, pride, and frustration (Wels Government, 2014).

Building the resilience which is integrated with playing has a lot of aspects as the approach. Based on the ten mentioned aspects, it can be developed to be one of the effective approaches to build the resilience. However, it should consider the uniqueness of each student so that the resilience could be well-built, and the students enjoy every process.

3. Closing

Academic success which has always been made identical with the cognitive skills becomes an indicator of the students, parents, and teachers to make the students improve their cognitive skills constantly. On the other hand, non-cognitive skills are not well understood by many parties. However, if the skills are developed, they could also make the students be able to achieve the academic success. One of the non-cognitive skills is resilience, which means the ability of a person to be able to rise in facing adversity, strengthen him/herself, or even be able to change the difficult conditions to be better. Meanwhile, academic resilience is the ability of those who are successful in academic despite their poor socio-economics and less-advantaged backgrounds so that they have been predicted to not be able to achieve the academic success. Generally, academic resilience is defined as the resistance to face difficulties, stress, or pressure in academic settings (Grotberg in Rojas, 2015:65).

To build the resilience needs a lot of supports among the parents, teachers, and environment so that the students are able to be resilient. For example by conditioning the school with system, partner, lead, teach, support, and refer. It is then strengthened by the use of SEL (Social Emotional Learning) approach. Next is the approach to build resilience by focusing on the relationship of the family system. Then, the last is to build resilience as the part of playing.

Based on the three approaches, the most possible approach to be employed is the first approach, in which the conditioning is carried out at school. Academic resilience tends to create resilient students in the academic life as well as to be able to achieve the academic success. It requires a systemic conditioning at school as partner, lead, teach, support, dan refer. All parties are involved and have awareness and knowledge on how to createse an atmosphere and build resilience. This is also supported by SEL as the cohesive curriculum of the learning in order to build the resilience of the students.

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DEVELOPING OF MEASUREMENT INSTRUMENT FOR COUNSELOR'S PERSONAL COMPETENCE

Ulya Makhmudah
ulyamahmudah@gmail.com
Guidance and Counseling Department, Teacher Training and Education Faculty, Sebelas Maret University

Abstract

The success of counseling is not only determined by the knowledge and skills possessed counselor, but personal characteristics become the most powerful determinant in counseling. Being an effective counselor is necessary to know yourself, know the client, understand the intent and purpose of counseling, as well as control of the counseling process. Counselors personal competence is one of the four competencies that must be mastered by the guidance and counseling teacher the pedagogical, social, and professional competence. The purpose of this study was to produce a measurement to reveal the mastery of counselor personal competence at the student of guidance and counseling program. The measuring instrument developed by Permendiknas 27 Year 2008 concerns the standard of counselor competence. The method used in this research is the development of research methods. Development procedures were conducted: 1) preparation, 2) the preparation of instruments, 3) review on instrument feasibility by experts and practitioners, 4) revision of instruments, 5) field test, 6) final repair. The results were obtained in the form of a scale measuring instrument counselor personal competence that consists of 55 items that has been tested on 150 students of guidance and counseling program in the area of around Surakarta, with the level of reliability of 0.668. Suggestions put forward were the need for further studies to test the validity and reliability of the instruments in the broader region.

Key words: measuring instrument, counselor's personal competence.

1. Introduction

1.1 Background

The success of counseling is not only determined by the knowledge and skills possessed by counselor, but personal characteristics become the most powerful determinant in counseling [1, p: 18]. Mastery of academic competence to be supported by the mastery of personal competence, so that the counselor is not only capable of sheer rhetoric, but more than that, a counselor is expected to show characteristics that are empathetic and able to be an role model for the client. Furthermore, the urgency of personal competence counselors also is believed to be a factor in determining the success of counseling: "... success in counseling depend more upon the personal qualities than upon correct use of specified techniques" [2, p: 56]

The counselor's behavior is a mirror of his personality, which can affect the outcome of counseling. Indirectly, attitudes and behavior counselor for the counselee is the object of observation, it is especially associated with the behavior of counselor in dailylife. Counselors are being warm and humble are more likely to bring a sense of comfort inside the counselee. Conversely, counselors who speak rude, arrogant, and not be able to respect others, tend to be abandoned by the counselee. The body language of a counselor during the counseling process can also support and empower the presentation of oral or verbal. The accuracy of a counselor in attitude and choosing words during the counseling process, is also the most important factor to build trust and comfort to individuals who served.

"Guidance and counseling services with regard to the formation of the behavior and personality of the client. Through counseling is expected to form both clients' positive attitude (good morals) and good personality. These efforts will be effective if it is done by someone who has a good personality too "[3, p: 117). The counselor can be a 'model' for the counselee to deal with various problems in life. As has been stated previously that the actions of a counselor or teacher of guidance and counseling is an "model" for others, especially for students and individuals who are served. Speech and behavior of a counselor is a reference used as a model by others. Therefore, counselors need to be careful in speaking and acting, for speech and good behavior from a counselor encourage counselees to mimic the speech and behavior as the same.

A counselor is expected to become a person who is consistently good words and manners. Consistent in word and manner is an indicator of personality to reach maturity, because someone who is not able to be consistent between words and manner, it will not gain the trust from others. In providing

advice, direction, and guidance to clients, a counselor is expected to have been able to carry out what it conveys to clients. This is done to avoid any inconsistency, if it turns out, a counselor has not been able to carry out what he told to clients.

1.2. Literature Review

Competence is a "Set of knowledge, skills, attitudes, and values as a performance that affects the roles, actions, achievements, and work." [4, p: 16]. Competence is also defined as: "The combination of knowledge, skills, values and attitudes that are reflected in the habit of working and acting." [5, p: 195]. From these opinions, it can be explained that the competence is the ability or skill that is adequate and sufficient to perform certain tasks or activities, the ability of the intended form of knowledge, skills as a requirement to perform the task.

"The terms of personality is a translation of the term in the English language is 'personality', the word is derived from the Latin is *per* and *sonare* which means mask (disguise) worn by the performer. Personality can be interpreted as a manifestation of the behavior of someone who might as actual behaviors (substance) or that is not true (wearing a mask) "[6, p: 84]. Based on these opinions, it can be understood that personality is something that the difference between one individual to another individual. The difference is occurred because a person may show the actual behavior, or even displays behavior that is not true (pretend). The counselor's personality is defined as: "Personality counselor is something that is very important in counseling. A counselor should be mature, friendly, and can empathize. "[7, p: 37]

Further related to the competence of the counselor's personality is defined as "counselor personality competence is the ability personality steady, stable, authoritative, become role models for students, and noble." [8, p: 57]. Based on these opinions, it can be understood that personal competence is the ability of the steady counselor's personality can be a role model for the client. Based on the conclusion, it can be understood that the individual can be considered to have a good personality, when he is able to interact and blend with the environment. Similarly, a counselor can be categorized as a professional counselor if he has been able to interact and blend together well as a counselor. Here is presented personal competence that must be possessed by a counselor, based Permendiknas 27 of 2008 [9]:

1. Faith and believe in God	a. Show personality who believe and fear God b. Consistent in carrying out the religious life and tolerant with other faiths c. Show good character.
2. Respecting and encouraging the values of humanity, individuality and freedom of choice	a. Applying a positive and dynamic view of human as a spiritual being, moral, social, individual, and potentially b. Appreciate and develop the positive potential of individuals in general and client in particular c. Concerned for the welfare of human beings in general and client in particular d. Encouraging human dignity according to their human rights e. Tolerant of client's problems f. Being democratic.
3. Demonstrate integrity and stability of a strong personality	a. Showing commendable personality and behavior (such as authoritative, honest , patient, kind, and consistent) b. Showing stable emotion . c. Sensitive, empathy, and respect for diversity and change . d. Featuring a high tolerance in coping client with stress and frustration
4. Demonstrate high-quality performance	a. Showing clever, creative, innovative, and productive . b. Passionate, disciplined, and autonom c. Attractive and fun . d. Communicate effectively .

2. Method

2.1 Subject Research

Subjects of the research were 150 students of Guidance and Counseling Program in the area of Surakarta. Respondents involved in field tests in this study were students of the fifth semester of Guidance and Counseling program from the four universities in Solo Raya. Fourth universities are Sebelas Maret University, Veteran Bangun Nusantara University, Tunas Pembangunan University, and Slamet Riyadi University. The consideration on choosing the fifth semester students become the subject of research in this study, because, in fact, they have taken the course of "Personal Development Counselor".

2.2 Research Instruments

The instrument used in this study is the psychological scale which is based on personal competence counselor. The psychology scale consists of statements that include four key competencies, which are translated by counselors' personal competence. The fourth of these competencies are: 1) Faith and fear of God Almighty; 2) Respect and encourage the values of humanity, individuality and freedom of choice; 3) Demonstrate integrity and stability of a strong personality; 4) Featuring high-quality performance.

2.3 Research Procedure

This research used research and development method (R & D). The reason to use this type of research, because the final of the research process is to develop products such as scientific measuring tools of counselors personal competence, acceptanced by the user, can be applied effectively in helping students for future academic achievement. Developing procedures performed in this study are as follows:

a. Preparation: (conducting preliminary studies on personality traits required by the counselee counselor Indonesia, and literature studies related to personal characteristics of effective counselor).
b. Preparation of instruments, the instruments are prepared based on the theory study of counselors personal competence.
c. Feasibility instrument test (experts and practitioners test).
d. Repair of instruments
e. Field test
f. Final repair

3. Results

The result obtained from this study is the measurement tool of counselor's personal competence that has been tested by experts. The team of experts in this study consisted of two groups, the first team is practitioners and the second team is experts in guidance and counseling. Practitioners involved in this study were three guidance and counseling teachers from Surakarta who has experienced at least five years as a teacher of guidance and counseling. The team of experts consisting of three lecturers who requested consideration and contribution in this study is lecturers in counseling and guidance program that comes from different Universities of the province of Central Java, Yogyakarta and West Java.

Measuring instrument that has been validated by experts is a form of psychological scale which is based on the study of theory. The psychology scale consists of statements that include four key competencies, which are translated by counselor's personal competence. The result of expert validation is a development in outline and the scale of counselor personal competence. The main input of expert guidance and counseling related to the outline of instrument is to be more effective in using the phrase. The input of experts with regard to the psychological scale that has been made is an item that more general. Based on these inputs, it serves good improvement in the outline of instruments, as well as in a scale of psychology item.

Table 1.
Item Distribution in Every Aspect

No	Aspect	Total Item
1	Faith and believe in God	11
2	Respect and encourage the values of humanity, individuality and freedom of choice	15
3	Demonstrate integrity and stability of a good personality	28
4	Demonstrate high-quality performance	16
	Total	70

The next stage is conduct limited test to the scale of psychology that has been enhanced, to the students of third semester of Guidance and Counseling Program of FKIP UNS. The test is done to see the readability of the instruments. In this limited test, the respondents are 38 people. The collected data then was analyzed using Microsoft Excel, so it is known there are 15 invalid statement items, and obtained reliability

Table 2
Descriptions of item validity based on instrument try out

No. Item	Validity	Meaning
1	0.552	Valid
2	0.416	Valid
3	0.3366	Valid
4	0.3674	Valid
5	0.3967	Valid
6	0.3241	Valid
7	0.143	Invalid
8	0.3358	Valid
9	0.3924	Valid
10	0.145	Invalid
11	0.617	Valid
12	0.3924	Valid
13	0.3929	Valid
14	0.3978	Valid
15	0.2704	Invalid
16	0.4469	Valid
17	-0.126	Invalid
18	0.126	Valid
19	0.155	Invalid
20	0.334	Valid
21	0.3701	Valid
22	0.3625	Valid
23	0.043	Invalid
24	0.416	Valid
25	0.3572	Valid
26	0.3893	Valid
27	0.3924	Valid
28	0.3888	Valid
29	0.4045	Valid
30	0.4437	Valid
31	0.333	Valid
32	0.3325	Valid
33	0.435	Valid
34	0.2966	Invalid
35	0.507	Valid
36	0.183	Invalid
37	0.507	Valid
38	0.374	Valid
39	0.38251	Valid
40	0.34	Valid
41	0.363	Valid
42	0.293	Invalid
43	0.124	Invalid
44	0.416	Valid
45	0.41595	Valid
46	0.432	Valid
47	0.41595	Valid
48	0.447	Valid
49	0.073	Invalid
50	0.574	Valid
51	0.291	Invalid
52	0.465	Valid
53	0.552	Valid
54	0.374	Valid
55	0.491	Valid
56	0.254	Invalid
57	0.618	Valid
58	0.455	Valid
59	0.357	Valid
60	0.302	Invalid
61	0.491	Valid
62	0.223	Invalid
63	0.661	Valid
64	0.593	Valid
65	0.507	Valid
66	0.374	Valid
67	0.599	Valid
68	0.39	Valid
69	0.498	Valid
70	0.416	Valid

Tabel 3
Description of item validity based on field text

No. Item	TOTAL	Meaning
1	.067	Invalid
2	-.048	Invalid
3	.303	Valid
4	.185	Valid
5	.310	Valid
6	.246	Valid
7	.106	Invalid
8	.328	Valid
9	.325	Valid
10	-.048	Invalid
11	.210	Valid
12	.166	Valid
13	.274	Valid
14	.313	Valid
15	.364	Valid
16	.303	Valid
17	.161	Valid
18	.369	Valid
19	-.003	Invalid
20	.307	Valid
21	.411	Valid
22	.410	Valid
23	.159	Invalid
24	.121	Invalid
25	.308	Valid
26	.244	Valid
27	.093	Invalid
28	.291	Valid
29	.440	Valid
30	.211	Valid
31	.129	Invalid
32	.204	Valid
33	.378	Valid
34	.198	Valid
35	.026	Invalid
36	.144	Invalid

37	,242**	Valid
38	,172*	Valid
39	,281**	Valid
40	,352**	Valid
41	.155	Invalid
42	,358**	Valid
43	,419**	Valid
44	,173*	Valid
45	,223**	Valid
46	,392**	Valid
47	,196*	Valid
48	,212**	Valid
49	,337**	Valid
50	,216**	Valid
51	,306**	Valid
52	,456**	Valid
53	.144	Invalid
54	,212**	Valid
55	,408**	Valid
56	,223**	Valid
57	,328**	Valid
58	,273**	Valid
59	,263**	Valid
60	,401**	Valid
61	,360**	Valid
62	,264**	Valid
63	,447**	Valid
64	,424**	Valid
65	,312**	Valid
66	,268**	Valid
67	,296**	Valid
68	,237**	Valid
69	,252**	Valid
70	,177*	Valid

Based on Table 2 there are 15 invalid items. The invalid items are number: 7, 10, 15, 17, 19, 23, 24, 36, 42, 43, 49, 51, 56, 60, and 62. The instrument has been tested it was later revised especially to 15 invalid items. The improvements are especially done on perfecting every sentence that does not have an ambiguous meaning. The previous items are 70 items. The decision to fix the invalid item, based on the opinion of Crocker and Algina (2008: 81): "As items are drafted, it is advisable for the test developer to ask qualified colleagues to review them informally for accuracy, wording, grammar, ambiguity, and other technical flaws."Invalid" items can then be revised as necessary. "

Measuring instrument which has been improved then tested more broadly to 150 respondents. Respondents were involved in a broader test in this study were students of the fifth semester of Guidance and Counseling Program from the four universities in the area of Surakarta. Fourth universities are: Sebelas Maret University, Veteran Bangun Nusantara University, Tunas Pembangunan University, and Slamet Riyadi University. The reason for choosing students of fifth semester as respondents based on the data and the fact that the fifth semester students have taken the course "Personal Development Counselor". The collected data was then analyzed using Pearson correlation in SPSS version 20.

Here are presented the results of the test validity counselor's personal competence on each item, after the field test, the 150 students of Guidance and Counseling Program in the area of Surakarta on table 3.

Based on Table 3 is known that there are 13 items that invalid statement, the thirteenth of invalid items are: 1,2,7,10,19,23,24,27,31,35,36,41,53. The coefficient of the validity of each item indicates the extent to which the item is likely to be retained in the instrument.

The difference between the numbers of valid items in try out and the results of the field test as a result from repaired sentences on each item. In this instrument, invalid items based on field test are not used. As the final decision, the researcher does not do repairs back on items that have been declared invalid. Number of valid items based on field test results are 57 items, is considered sufficient to represent all aspects of personal competence counselor. Based on the test results, we can conclude wider distribution of items in every aspect, as outlined in Table 4 below:

Table 4
Distribution of Item in Every Aspect

No	Aspect	Number of invalid items	Total invalid items	Total Valid Item
1	Faith and believe in God	1,2,7,10	4	7
2	Respect and encourage the values of humanity, individuality and freedom of choice	19, 23, 24	3	12
3	Demonstrate integrity and stability of a good personality	27, 31, 35, 36, 41, 53.	6	22
4	Demonstrate high-quality performance	-	-	16
	Total			57

4. Discussions

4.1 Validity and Reliability Instruments

'Validity coefficients ranging from 0.30 up to 0.50 has been able to give a good contribution to the efficiency of an institution.' Thus, it can be understood that if the validity of an item > 0.30 then the item is worth to be maintained, but if the validity of the items < 0.30 then the item is not recommended to be maintained. "Whether a validity coefficient is considered satisfactory or not, the judgment is returned to the user test, or to those who are interested in using the results of the tests measure."[11, p:148]

In Table 3, it has seen a few items with validity coefficient of less than 0.30, but based on the data processing is concluded that the item is valid, so that the items are retained in this instrument. From the Table 3, it also known that reliability coefficient is 0.826, which means that the instrument is categorized as reliable for widespread use. Reliability is calculated based on the number of items that are valid in the instrument, namely a number of 57 items. Reliability testing is only done once, as recommended by [12, p: 60]:

"On the scale used to measure a single attribute, intercorrelations between components expected to be high, because these components are designed to measure the same thing. Furthermore, for testing the reliability of the testing is done only for the whole item is selected, so that there is a reliability coefficient of the scale, not the coefficient of reliability of components."

As see in Table 4, the distribution of items of every aspect of personal competence counselors are not the same, but every aspect is represented in the indicator and item statement. The table also provides information that the 70 items in field test, only in aspects "Demonstrated high-quality performance", all items categorized as valid, it happens because the item statement is simple and easily understood by the respondent. As for the aspect of "Demonstrate integrity and stability of a good-personality" an aspect that some items are invalid, because the statement item contains practical experience in the field, so that the respondents were in fact still a student did not master it well. By looking at this data, it can be assumed that 57 valid item does not contain an ambiguous meaning, easy to understand, and it represents the measurement objectives as established, namely to determine the extent of the procurement of student guidance and counseling to counselor's personal competence.

4.2 Usage Of Measurement Of Counselors Personality Competence

Measuring personal competence scale of counselors is expected to be used as a way to discover the needs / assessment for students in the aspects of counselors personality who have not mastered. It is necessary to support efforts to improve the performance of counselors, especially to prepare qualified counselors candidates. "Assessment of needs is the foundation for program development activities accountable. The needs assessment process is not only dominated by speculative opinions, but also the fact finding activities, which in turn enables the program to develop the real activities of their clients. "[13, p: 568]

In the end the result of the measurement counselor's personal competence can be used as a consideration to develop and improve the curriculum at the University level, in order to make personal competence that has not been controlled by the relevant study on materials subjects. This measurement is also useful as a means to measure the students' competence themselves, so that they can

continue to improve and enhance the personal competence.

4.3 Urgency Of Competence Personality For Counselors

Counselor's personal competence is one of the four competencies that must be owned by a counselor, three other competencies are: professional competence, social competence and pedagogical competence. Mastery of personal competence plays an important role in carrying out duties as a counselor, [14, p: 123] "...personal qualities and theoretical/clinical issues are actually tightly interconnected. When counselors choose particular counseling theories they are acting in response to personal qualities, and when they offer counseling, they are interpreting the counseling theory which they have adopted through reviews their experience." Those opinion reinforces the idea that personal competences have the same status as professional competence, where when a counselor using one of the theories of counseling, then basically he was instrumental in reaction to personal traits, and when a counselor was doing counseling, they choose techniques that suit their experience.

Another opinion about the personality of a counselor [15]: "The personal characteristics of the counselors have been demonstrated to contribute to counseling outcomes, moreover the use of any particular techniques. For instance, counseling programs admitted who demonstrate empathy, tolerance, a sense of well-being, social intelligence, self-esteem, and psychological mindedness are more likely to become effective counselors. This opinion supports the idea that the counselors who show good character, such as being empathetic, tolerant, prosperous, and has a high social intelligence tend to like to become an effective counselor.

5. Conclusion

The conclusion that can be derived from this study are generated Personality Competence Scale counselors based on four aspects of the counselors personal competence, namely: 1) Faith and believe in God; 2) Respect and encourage the values of humanity, individuality and freedom of choice; 3) Demonstrate integrity and stability of a good personality; 4) Featuring a high-quality performance. This instrument comprises 57 items valid statement and has a reliability coefficient of 0.826. It can be

concluded that the scale of personal competence resulting from this research can be used more widely.

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Development Model Guidance Group Technique to Improve The Inauguration Positive Discipline Students

Iswatun Khasanah, DYP Sugiharto, Imam Tadjri*
Pringsewu, Lampung, Indonesia
IAIN Raden Intan, Lampung, Indonesia
iiskhasanah61@yahoo.co.id

Abstract

The purpose of this study was to produce a model of group counseling with a positive affirmation techniques are effective for improving student discipline. Model guidance of the group with a positive affirmation techniques of counseling services provided by the group to take advantage of the inauguration of the right to an understanding and the development of personal and group development, for group members. Subjects included in the study, including; expert guidance and counseling as a validator of experts, teacher guidance and counseling as a validator practitioners, and students as subjects limited trial implementation Guidance Group Model With Positive Conservation Techniques. This research in the Research and Development (R & D), with research steps as follows: with research steps as follows: (1) Preparation of Development Model, (2) Formulate Model hypothetical, (3) Feasibility Model Model hypothetical, (4) Repair Model hypothetical (tested I), (5) Formulate Model End, (6) Formulate Model Formulate Model End (tested II). The results of field trials showed the level of discipline of students has increased. The level of student discipline before the guidance of the group was 56.5% and after the guidance of the group increased to 81.75%. An increase of 25.17%.

Keywords: Model guidance group, Positive affirmation techniques, and Discipline

1. Introduction

Discipline is obedience to honor and implement a system that requires people to submit to decisions, orders, and regulation applicable (Ngainun Naim, 2012:142). Opinions expressed Ngainun Naim suggests that discipline is an attitude to obey the rules and conditions set unconditional, in addition to means obey and abide by the rules, discipline also implies obedience to the commands of a leader, strong attention and control the use of time, responsibility for the tasks mandated. Discipline has an important role in directing human lives to achieve its goals, without any discipline of the person does not have a benchmark of what is good and bad in its behavior.

Disciplinary aspect is important for the world of education, especially in secondary schools, The age of entry at the stage of adolescence, adolescence is a period of transition that is essential in the development of critical thinking, Keating (in Santrock, 2012:426). The transition to junior underway together with the social changes, family, and individual in life teenagers. This transition is often pressure on teenagers, one source of stress is the transition from top-dog to the lowest position in the school, Santrock, (2012:433).

Service group guidance is guidance and counseling services that allow some students together through group dynamics acquire a variety of materials from the group leader or a particular resource and jointly discuss a certain subject (Education, employment, personal and social) are useful for understanding and supporting their everyday lives, both as individuals and as a student, and for consideration in decision making (Prayitno and Amti, 2004:302).

The opinions above illustrates that the group counseling services are conducted in group activities can be used as a media interventions to improve student discipline. But the phenomenon is happening on the ground shows that guidance and counseling services in the district of Lampung Pringsewu still dominated by fields of tutoring with a classical setting and focuses on information services. The field of personal and social guidance interpreted as special services provided to troubled students. The activity is rarely done due to the limited time teachers guidance counseling, were not given sufficient time to provide counseling services. The main factors that account for the low quality of guidance and counseling services because of the stacholder in schools does not fully support the existence of guidance and counseling services, so that services provided less than the maximum. Therefore, most of the guidance and counseling teacher in junior high school district less than the maximum Pringsewu provide guidance and counseling services to students.

Preparation of guidance and counseling materials not based on the needs assessment. The facts admitted by the coordinator of guidance and counseling teacher at junior high school N 1 Banyumas, that in providing services within the classroom teacher guidance and counseling just repeat the material used in previous years. Number of guidance and counseling teacher at jumior high school N 1 Banyumas also disproportionate. Of the 701 students there were only 4 teachers guidance and counseling, and two of them is not a graduate of S1

guidance and counseling. These conditions are less than ideal as it should be, because the ratio is 1 teacher BK take care of 150 students.

Condition guidance and counseling services as above, particular group counseling services to be one of the causes of the behavior of the students lack discipline. The key factor in the cause of undisciplined behavior is increasing because the school to apply punishment, for students who violate school rules will be sanctioned according to the offense committed by the student. Conditions such as this would lead to students feeling deterrent moment, and will return to repeat the same mistakes. In fact, guidance and counseling services have a positive contribution in improving the discipline of students in the school. Anet research results Aryati (2012) showed that behavioral counseling model can improve student discipline. Then the research I Gede Tresna (2013) Application of behavioral counseling model with systematic disentisasi techniques and counseling to minimize anxiety rational emotive face evaluation. The results showed that behavioral counseling is more effective to obtain the highest average amount in minimizing the anxiety level.

Undisciplined behavior of students is perceived by the teachers at the school at the time of teaching and learning. This complaint is often perceived by other schools in the area of Banyumas Pringsewu, ie at school, junior high school Negeri 2, and junior high school PGRI. According to information from the coordinator of guidance and counseling teachers in Banyumas, problems often arise include: 1) often arrive late, this is done students with a variety of reasons; (2) truant; do students before school hours; (3) do not wear uniforms with the full; (4) not timely to collect the duties; even not accumulate if not in the bill repeatedly by teachers (5) smoke, carried out during recess.

Based on interviews with teachers guidance counseling in junior high school Negeri 1, then in junior high school and junior high school PGRI 2 Banyumas Lampung that the behavior does not discipline the students are still common, and it is true that the school is still applying punishment to students, as a result of the effect of the punishment of students increased to behave undisciplined, previously students had mediocre level of discipline with punishment provision, students behave undisciplined even more unfavorable.

If this condition is not addressed, it is concerned that the behavior is not discipline students will increase. So that the learning process will be disturbed by the condition.

In order to solve the above problems we need a model in the development of guidance and counseling services, particular group counseling services to improve discipline students of junior high school N 1 Banyumas. Seeing the characteristics of group counseling services and the level of discipline, the right concept and or technical basis for the development of the model is positive reinforcement, according to Walker & Shea (in Komalasari, 2011:161) states that positive affirmation is to provide a pleasant confirmation after the desired behavior displayed which aims to have the desired behavior tends to be repeated, rising and settling in the future.

This technique is applied to teachers, parents, and if to implement a positive affirmation can improve certain behavior, especially behavior discipline. Due to the positive affirmation has the advantage of one of them is to improve and maintain behaviors and as a way to discipline children (Purwanta, 2012:61).

2. Methods

2.1 Research Design

This study uses research and development (research and development). Methods of research and development is the method used to produce a specific product, and test the effectiveness of these products (Sugiyono, 2007:407). The basic consideration for the use of this approach are the opinions Borg and Gall that research and development of effective strategies to develop and validate a product of education. Research in the Research and Development (R & D) has a research steps as follows: (1) The preliminary study stage; (2) Designing a hypothetical model; (3) Feasibility hypothetical model; (4) Preparation of Initial Model; (5) Test the Effectiveness of Early Model; (6) Results Product (Late Model).

2.2 Testing Products

The products were tested in the research of this development is the service model of group counseling techniques inaugural positively to improve discipline students. Product trials conducted to test / assess / judge whether the model developed meets the criteria as a model of guidance and counseling services are effectively used in schools.

2.2.1 Trial Design

1. Test the feasibility of the model. In order to test the feasibility of hypothetical model, researchers conducted tests and test expert practitioners. Expert test conducted by expert guidance and counseling, while the practitioner test carried out by the teacher guidance and counseling.

2. Test the limited field / empirical testing. Carried out to determine the effectiveness of the developed model. The empirical testing conducted at junior high school Negeri 1 Banyumas Pringsewu Lampung as research areas.

2.2.2 Subjects Research

This study was conducted in several stages with a different subject. At the preliminary study stage, the selected object is a class VIII student with the number of 98 students is determined by purposive sampling. At this stage of the development and validation of the subject is the expert guidance and counseling as many people as validator 2 and 6 teachers expert guidance and counseling as a validator practitioners. Based on consideration of the number of group members in the

service group guidance is 10, then the pilot phase model of the subject as many as 10 students were determined by purposive sampling.

2.3 Research Variables

This study has two main variables, namely the guidance of the group with positive affirmation technique and discipline.

2.4 Research Sites

Location of the study is divided into two, namely the location for testing practitioners (teachers' guidance and counseling junior high school Negeri Lampung region and location for the execution / implementation of the model in junior high school N 1 Banyumas Lampung.

2.5 Techniques and Data Collection Instrument

2.5.1 Qualitative Data

Qualitative data collection through interviews, observation, and validation of experts and practitioners.

2.5.2 Quantitative Data

Quantitative data collection is done by using a psychological scale. According to Azwar (2012:6) scale tends to be used to measure the affective aspects, such as interests, attitudes, and various other personality variables. Aspects to be measured in this study is the discipline of students, then the scale used is the scale student discipline. Operationally this scale is used for: (1) determine the level of student discipline in general as a basis to develop a hypothetical model; (2) select research subjects who will become members of the group in the implementation of the developed model; (3) determine the level of discipline of students before and after tutoring services group with a positive affirmation techniques (determine the effectiveness of the developed model).

2.6 Validity and Reliability Instruments

2.6.1 Test Validity

The data obtained were then tested the validity of an item by item total correlation technique product moment with the 5% error level. Formula or technique that can be used to measure the validity is the product moment correlation technique proposed by Pearson (in Arikunto, 2006:170).

2.6.2 Test Reliability

In a reliability test, researchers will continue to use a manual count with a standard error of 5% and a count of the SPSS series 20. Here's the formula to determine the level of reliability of research instrument (Arikunto, 2006:196).

2.7 Data Analysis Techniques

This study uses two methods of qualitative and quantitative research that is integrated, then the data analysis was done in an integrated. Data analysis in this research is directed into three stages, namely:

2.7.1 First Stage

Analysis of experimental data on the first step of quantitative and qualitative. Quantitative procedure is performed by calculating the percentage of the level of discipline of students. Qualitative procedures performed to interpret the description of the objective conditions of the implementation of group counseling services in schools. The results of this analysis as a basis for preparing the initial hypothetical model.

2.7.2 The Second Stage

Analysis of the data at the 2nd stage using qualitative procedures. Shape analysis is to test the feasibility of the model with inputs from experts and practitioners validator. The results of this analysis are used to make improvements from the initial hypothetical model (models tested 1).

2.7.3 Third Stage

Data on the phase 3 were analyzed by qualitative and quantitative procedures. Forms qualitative analysis is to examine the implementation process models developed. While quantitative analysis is performed by calculating the percentage of student discipline after being given a model of counseling services group with a positive affirmation techniques. The results of this analysis are used as a basis for preparing the final model guidance services group with a positive affirmation techniques to improve discipline junior high school students.

In order to gauge the effectiveness of group counseling service model with a positive affirmation techniques to improve student discipline, design that will be used by researchers is the pre-experimental: one group pretest - posttest design. In this design there is an initial evaluation before being given treatment and final evaluation after the treatment. Treatment Question is a group counseling service with inaugural techniques. Thus the results of treatment can be determined more accurately because it can compare the situation before and after the treatment was given.

To test the hypothesis use quantitative data analysis to non-parametric statistical techniques, namely use Ranking Marked test (Wilcoxon test). Wilcoxon test was used to test the significance of comparative hypothesis 2 samples are correlated when the data and the ordinal shaped or tiered (Sugiyono, 2012:205). Wilcoxon tests sought by finding the difference between the initial evaluation by the group score group score the final evaluation. Furthermore, the difference between the initial evaluation score and the final evaluation by rank (level). Determination of rank or hierarchy starting from the smallest thing to the biggest. In this technique, the magnitude of the difference in numbers (difference) between the positive and negative very calculated. According Sudjana (in Setiadiharja, 2012: 1) how to test Wilcoxon are:

1) Give a sequence number to each of the absolute price difference between X Y. absolute smallest price to be numbered or rank 1, absolute price difference next consecutively numbered 2 and finally the largest to be numbered "n". If there is a difference in the absolute price equal to the serial number are averaged.

2) For each sequence numbers also give marks obtained from the difference between the X-Y

3) Calculate the number of serial numbers that are in (3) pick up on the amount of the smallest absolute price. Call this the same as J. A number is used to test the hypothesis.

Hypothesis action in this study is a model of group counseling with a positive affirmation techniques to improve discipline students of junior high school Negeri 1 Banyumas Pringsewu Lampung. Hipotesis tersebut adalah hipotesis asli/alternatif (Ha). To test the null hypothesis Ha converted into (Ho), group counseling service model with a positive affirmation technique can not improve discipline students of junior high school Negeri 1 Banyumas Pringsewu Lampung. Proof of the Ha and Ho will be accepted or rejected, the number of rank / level small table we compare with the prices of critical Wilcoxon test with error level of 5%.

1) Ho accepted if T (the smallest ladder)> T table Wilcoxon, then Ha rejected.

2) Ho is rejected if T (the smallest ladder) <T table Wilcoxon, so Ha is received.

3. Results

The result showed the actual condition of group counseling that had been held in junior high school Negeri 1 Banyumas Lampung covering (1) adherence to group counseling services; (2) the purpose of group counseling; (3) The components of group counseling; (4) planning group counseling services; (5) stages of group counseling services; (6) evaluation and follow-up and (7) the factors supporting and hindering the implementation of group counseling services. According to the research group guidance has been implemented in junior high school Negeri 1 Banyumas Lampung, But not continuously so the results are not yet effective. There are some barriers that cause results not effective achievement of the implementation of group counseling services in junior high school Negeri 1 Banyumas Lampung, both in terms of guidance and counseling teachers as providers of care and the leader of the group, students as members of the group, the time and the purpose of performing the service, the type of material / topic of discussion, as well as the costs and the implementation was inadequate. The concept of guidance and counseling in junior high school Negeri 1 Banyumas Lampung still like a common format that typically are done at school, in another sense that the guidance of the group in junior high school Negeri 1 Banyumas Lampung is still conventional. In the implementation was not used specifically approach or a particular technique in group counseling services so that the effectiveness of the service is not achieved optimally. Implementation and follow-up evaluations have been done but the implementation is not always relevant to the program planned. The results of the study of the discipline conducted on students of junior high school Negeri 1 Banyumas Lampung with respondents 98 students obtained results of 4.79% of the students have high discipline categories, and 27.35% students had moderate discipline categories, while 62.96% less discipline categories, and categories low low 4.90%. From the data of these studies show the majority of students are still lacking discipline and some still are being, in order to improve discipline students need guidance application engineering group with a positive affirmation for students.

Thus the group counseling services for the improvement of student discipline in junior high school Negeri 1 Banyumas Lampung is not optimal because it has not been used approaches and techniques that need development program in group counseling services. For that from the above results , sees the need to develop a model of group counseling with a positive affirmation techniques that may help counselors Banyumas junior high school Negeri Lampung to improve student discipline.

Then from the pre-test and post-test that has been processed , it turns out there was an increase to discipline students . The comparison results can be seen in the bar chart as follows:

	AF	AM	AP	ED	FM	NA	RR	SA	VS	YD
Pretest	122	154	158	87	217	96	116	79	208	119
Postest	200	208	198	180	219	178	202	170	211	194
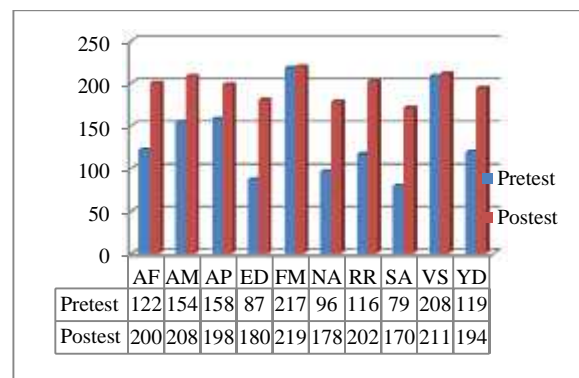
Test the effectiveness of the service model of group counseling with a positive affirmation techniques to improve discipline junior high school students were analyzed by non - parametric statistics through the Wilcoxon test. Here are results of test the effectiveness of the model developed in the acquisition of a total score of discipline on table 1.

4. Discussion

Based on the results of group guidance has been implemented in junior high school Negeri 1 Banyumas Lampung , but not continuously so the results are not yet effective. There are some barriers that cause lack of effectiveness in the achievement of

n	s	initial evaluation X1	final evalua-tion X2	difference (X1-X2)	ladder	level mark	
						+	-
1	a	122	200	78	6	6	0
2	b	154	208	54	4	4	0
3	c	158	198	40	3	3	0
4	d	87	180	93	1 0	1 0	0
5	e	217	219	2	1	1	0
6	f	96	178	82	7	7	0
7	g	116	202	86	8	8	0
8	h	79	170	91	9	9	0
9	i	208	211	3	2	2	0
1 0	j	119	194	75	5	5	0
Amount						5 5	0

Table 1

the results of the implementation of guidance services group in junior high school Negeri 1 Banyumas Lampung , both in terms of teacher guidance and counseling as a service provider and the leader of the group , the students as members of the group , the time and the purpose of performing the service , the type of material / a topic of discussion , as well as the costs and the implementation was inadequate.

The concept of guidance and counseling in junior high school Negeri 1 Banyumas Lampung still like a common format that typically are done at school, In another sense that the guidance of the group in junior high school Negeri 1 Banyumas Lampung is still conventional. In the implementation was not used specifically approach or a particular technique in group counseling services so that the effectiveness of the service is not achieved optimally. Implementation and follow-up evaluations have been done but the implementation is not always relevant to the planned program.

The results of the study of the discipline conducted on students of junior high school Negeri 1 Banyumas Lampung with respondents 98 students obtained results of 4.79 % of the students have high discipline category , and 27.35 % students had moderate discipline categories , whereas the category of discipline less 62.96 % and low category low 4.90 %. From the data of these studies show the majority of students are still lacking discipline and some still are being , in order to improve discipline students need guidance application engineering group with a positive affirmation for students.

Thus the group counseling services for the improvement of student discipline in SMP Negeri 1 Banyumas Lampung is not optimal because it has not been used approaches and techniques that need development program in group counseling services. For that from the above results , sees the need to develop a model of group counseling with a positive

affirmation techniques are expected to help the counselors

5. Conclusions

Based on the findings of the data analysis, the start of phase research introduction to phase trials conclusion models can be taken as follows :

1). Overview of the implementation of group counseling services in junior high school Negeri 1 Banyumas Lampung showed that group counseling services are basically not been carried out by guidance and counseling teachers effectively. Implementation is still using traditional means and guidance board so as to provide maximum results yet. Results of preliminary studies related to the image of the tendency of discipline class VIII junior high school Negeri 1 Banyumas Lampung average is at a low category is the category High 4.79 % Average 27.35 % , 62.96 % and Low Less than 4.90 %. 2). It has been found the formulation of the final model development group counseling techniques inaugural positively to improve the discipline of students consisting of : (a) rational, (b) objectives, (c) benefits, (d) the principle of implementation, (e) the target intervention, (f) competence counselor, (g) implementation procedures, and (h) the evaluation and follow-up. 3). Model group counseling with a positive affirmation technique effective for improving discipline eighth grade students of junior high school Negeri 1 Banyumas Lampung. The effectiveness of group counseling models can be seen from the significant differences in scores discipline students (pretest) and (post - test), the results of which mernunjukkan no increase in student discipline before and after given guidance services group with a positive affirmation techniques.

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SOCIAL SKILLS TO IMPROVE SOCIAL ADJUSTMENTS BY PEERS TUTORING

Elisabeth Christiana, S.Pd.,M.Pd

Surabaya State of University

christiana_elisabeth@yahoo.com

Abstract

Generally Adolescence is known as the transitional period. Therefore, in this time individuals switch from children to adults. Teens involved in peer relationships are very strongfor finding their identity. Individuals who begin to enter their teens should be given help to address some problems to be face. Teen issues in the context of the social adjustment also there are some points that need to be faced such as awareness in positioning it self on the social environment, establish good relationships with family, school and communities, and to understand the values, norms, and rules that exist in social life. Lack of understanding social adjustment in adolescence may lead to individuals experiencing barriers and problem in the neighborhood

Teens have relations or a strong attachment with their peers than with parents. Teens need. their full attention to peers to be able to face various problems. So the peer need for help and support from peers to affect teenagers or students who have a low level of social adjustment. Social skills are the skills that earned by individuals through the process of learning used in relating to others and the environment is good and right. One way that students are able to improve the social adjustment with the help of peers through social training

Keywords: Social Skills, Peer Tutoring, Social Adjustment

1. Introduction

Adolescence is generally known as the transitional period. Therefore, individuals in this time period switch from children to adults. Teens involved in peer relationships are very strong for finding their identity. Generally some experts divide three stages experienced by youth 12-15 years is called early adolescence, middle adolescence 15-18 years and 18-21 years are called late adolescence (Deswita 2006 in Maslihah, 2011). Adolescence is a time filled with concerns. In addition to the crisis of identity or self-identity, adolescence has several characteristics on him. According Gunarsa (1983), in Umami (2009) that the teenager has characteristics include 1) the existence of awkwardness in the association and stiffness in movement, 2) resistance and challenge parents and adults 3) anxiety, 4) the amount of fantasy, delusion and boasting 5) a tendency to form groups.

According Schneiders (1964) in Amaliah (2014: 76) argues that social adjustment as an individual's ability to react effectively and beneficial to social reality, situations, and relationships so the demands or needs in social life are met in a way that is acceptable and satisfactory. Adolescents in the development of social need help from others to be able to confront shared problems, require the guidance of various stakeholders, and mutual attention to each other. However, adolescents have relations or a strong attachment with their peers compared to older people. Individuals who are able to understand and be able to adapt in a social environment will be spared from the negative effects that appear in peer relationships and vice versa, if the individual is less or not be able to adapt in the social environment, it can lead to conflict, frustration, and stress. Conditions linkage adolescents in peer relationships is also delivered by Santrock (2004: 415), namely: "Conformity to peer contains the desire to engage in the world of peer groups such as dressing together with friends, and spending most of her time with the group members. Conformity positive behavior towards peers, among others together peers to raise funds for the benefit of humanity ".

1.1 Social Skills

Social Skills Cartledge& Milburn (1992) which states that a person's social skills is ability when solving problems so that it can adapt in harmony with the surrounding community. Likewise opinion of Comb &Slaby (1997: 162) that stated social skills is ability to interact with others in a social context in a specific way so that it can be accepted or considered beneficial for him, the quality of life, and others. Social skills is also one of the three kinds of skills that are put forward by Sukmadinata (2000), namely intellectual skills, social skills, and motor skills (Syaodih, 2007). According to Gresham, Sugai, and Horner (2001) (Bremer and Smith, 2004: 1), social skills level of students ability to establish and maintain interpersonal relationships right, it can be accepted by others, build and maintain friendships, and put an end to interpersonal relationships negative or evil.

Based on the opinions of the above it can be seen some of the characteristics of social skills, namely: social skills (1) skill or prowess someone to relate to others in the vicinity, (2) is manifested in various forms of behavior are appropriate, (3) the ability of the used in solving the problem, and (4) do

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in order to improve the quality of social life. Social skills are considered important because various studies mentioned that there is a fairly close relationship between social skills of students with different abilities such as cooperation in group, interacting with peers, join in a group, make new friends, dealing with conflict, and learn to work together. Lack of social skills of students will result in low student achievement the loneliness and tends to manifest self-esteem is low, and there will likely be Dropt-out from school (Muijs and Reynolds, 2008: 203).

1.2. Peers Tutoring

Peers have an important role for teenagers, because teenagers often puts peers in priority position compared with parents or teachers to declare his loyalty. Social contacts among teenagers or peer group can provide a positive influence for its development. In the book signs of Guidance and Counseling (2007: 228), that the definition of peer guidance is the guidance conducted by Djoni Aminudin, 2012 Universitas Pendidikan Indonesia repository.upi.edu learners to other learners, where learners who become mentors previously given practice or guidance counselors. In the book Guide Implementation Guidance and Counseling in Secondary Schools (2008: 32), that definition of guidance peers is guidance and counseling service to given by learners particular on learners others in realizing the developmental tasks and alleviate the problems faced by both field personal, social, learning and career. Prayitno (1996: 123), defines that peer guidance is guidance and counseling services in schools by using students to help peer, peer mentors, the students prepared before hand by the supervising teacher. Syamsu Yusuf (2009: 84), stating peer guidance is the guidance conducted by students against other students. Students who become mentors previously given practice or guidance counselors.

Based on the above opinion, it can be concluded that peer counseling is the process of guidance and counseling services are performed by students (who have been given training and guidance counselors) to other learners in order to alleviate the problem. Importance of Relationships Peer There is no doubt that the family is one of the main social context is most important for children's development. Nevertheless the development of children is also strongly influenced by what happens in other social contexts. Djoni Aminudin, 2012 Universitas Pendidikan Indonesia repository.upi.edu seperti relationships with peers. Laursen (2005: 137) confirms, that the peers are factors that affect the life of the teenage years. Laursen affirmation can be understood by the fact that young people in modern society as it is today spend most of their time together with their peers (Steinberg, 1993: 154). This phenomenon also occurs in the high school / SMKdan equals that mostly teenagers. The limited number of adults in the school environment makes students spend more of their time with other students who are mostly the same age. Peers become an important role model in addition to parents and teachers. Research conducted Buhrmester (Santrock, 2004: 414) show that in adolescence closeness of relationships with peers increased dramatically, and at the same time closeness adolescent relationships with parents decreases dramatically. Buhrmester research results are corroborated by Nickerson & Nagle (2005: 240) that in adolescence communication and confidence to parents is reduced and shifted toward peers to meet the need for proximity (attachment). Another study found that teenagers who have a close relationship and interaction with older youth will be encouraged to engage in delinquency, Including sexual intercourse at an early stage (Billy Rodgers &Udry, inSantrock, 2004: 414). While that alcoholic teenagers do not have good relationships with their peers and have difficulty in building trust in others (Muro and Kottman, 1995: 229).

Adolescents need the reflection of a teenager Djoni Aminudin, 2012 Universitas Pendidikan Indonesia repository.upi.edu lainnya, and require physical contact that respect, teens also need attention and a sense of comfort when they face a problem, need someone who will listen sympathetically, serious, and provide an opportunity to share the difficulties and emotions such as anger, fear, anxiety, and doubt (Cowie and Wallace, 2000: 5). Peers are children with a level of maturity or less the same age. One of the most important functions of the meaning of the peer group is to provide resources and comparation about the world outside the family.

Through peer groups of children to receive feedback from their peers about their capabilities. Children rate anything they do, whether he is better than his friends, the same, or worse than other children do. It would thus be difficult to do in the family because siblings are usually older or younger (not peer) (Santrock, 2004: 287). Peer relationships both will greatly help the development of the social aspects of the child's normal. Silent child who is rejected by peer and feel lonely at risk of suffering from depression. Aggresive Children towards peers at risk in later development problem like number of delinquency and Drop out of school. Gladding (1995: 113-114) revealed that the peer interaction allows the identification process, cooperation, and collaboration. Such processes will be colored by the process of forming a typical behavior in adolescents.

1.3. Social Adjustment

Walgito (2004) says that the definition of the adjustment in the broadest sense is a situation where individuals can merge with the surrounding circumstances or otherwise individuals can change the environment in accordance with the situation himself.

Hurlock (2002) defines social adjustment as

the success of a person to adapt and adjust to other people in general and against the group in particular. Afifudin (in Gerungan, 2003) mentions that social adjustment is an attempt to create conditions matching between a person and the surrounding communities resulting shaped relationship reciprocal harmony between the two. Schneiders (1985) argues that social adjustment is the extent to which an individual is able to react in a healthy and effective relationships, situations, and social reality which is a requirement of social life. Kartono (1985) states that social adjustment is the ability to react actively and harmony of social reality and the situation and could hold social reaction healthy can respect the rights of their own in the community, can get along with others with the Master; teachers can directly affect the concept of individual self with the attitude towards the task of learning and social behavior as well as attention to students. They helped people develop a pattern adjustment socially approved. Teachers who have better social adjustment, usually full of warmth and being receptive pupil.

School rules; school regulations introduced in approved individual behavior and behavior that is not approved by the members of the group in which individuals learn what is considered right and wrong by social groups. For example, rules about what should and what should not be done while in the classroom, school corridors, cafeteria, washroom, playground and so on. According Schneiders (1985) social adjustment in school is influenced by: the family environment; family environment made up of parents, children or brothers. Family is the most important aspect for the development of personality and individual adjustment to live comfortably and successfully. Adjusments in family includes: 1) a healthy relationship among family members, 2) no rejection or favoritism from parents to their children, 3) there is no hostility, hatred or envy. School environment; when people go to school, the majority of his time is spent on activities related to the school. Social adjustment in school include: 1) respect and capable social .Attitude; meaning that people were able to show attitude fun for others, were also participating and can function well in social activities. Personal satisfaction; marked by a sense of satisfaction and happiness because it can take part in group activities and capable accept ourselves as we are in a social situation.

According Soekanto (2003) there are several aspects that underlie a person's social adjustment are: a.Imitasi or imitate; imitation does not happen by itself, but there are other psychological aspects that come into play. The psychological aspect is nature and admire the accept what is being imitated. In the process of imitation, imitating individual active situation, while imitated in passive state. Individuals who imitated inactive gives what he had done. b.Identification; identification of a drive to become synonymous with others. Identification committed against a person who is considered ideal. This process is more profound than the imitation process because it does not just imitate, but there is a common desire of people identified as.c.Sympathy; sympathy is a process initiated by a feeling attracted to other parties. In this process the emotional aspect plays an important role. Sympathy is driven by a desire to understand others and cooperate with others. This works well if both sides understand each other.

According Kartono (2005) aspects of social adjustment as follows:

a. Have feeling or affection is strong, harmonious and balanced so that always feel happy, kindness in attitude and was able to remain cautious.

b. Have mature and integrated personality as a whole. It is characterized by its beliefs, both to themselves and the others, to have an attitude of responsibility, to understanding others and self-control. c.Have satisfying social relationships, characterized by the ability to socialize well and participated in the group. d.have structure of a healthy nervous system and has the resilience to hold psychic adaptation. e.haveproductive personality, can realizing self to carry out the acts of immorality.

Based on the above it can be explained that aspects of social adjustment among others is presentation real adjustment to the various group, social attitudes and personal satisfaction, imitation, identification and sympathy. In addition to individual have should feelings / affection is strong, has a mature and integrated personality, have a satisfying social relationships, have a healthy nerve structure, and has a personality that is productive.

2. Methods

This research includes the study of research literature to find references relefan theory to the case or the problems found. References theory obtained by the research literature studies serve as the basic foundation and a major tool for research practices middle of the field.

The type of data used by the author in this study are primary data by observation and secondary data is data obtained from journals, books documentation, and internet.

2.1 Data analysis

The data have been obtained and analyzed by descriptive analysis method. Descriptive analysis method is done by describing the facts which are then followed by analysis, not merely outlines, but also provides an understanding and explanation taste.

3. Discussion

3.1 Social skills is the ability when solving problems so that it can adapt in harmony with the surrounding community. Likewise opinion of Comb &Slaby (1997: 162) that stated social skills is ability to interact with others in a social context

in a specific way so that it can be accepted or considered beneficial for him, the quality of life, and others.

Social skills are considered important because various studies mentioned that there is a fairly close relationship between social skills of students with different abilities such as cooperation in groups, interacting with peers, join in a group, make new friends, dealing with conflict,and learn to work together.

Lack of social skills of students will result in low student achievement

the loneliness and tends to manifest self-esteem is low, and there will likely be Dropt-out from school (Muijs and Reynolds, 2008: 203).

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3.3 Hurlock (2002) defines social adjustment as the success of a person to adapt and adjust to other people in general and against the group in particular. Afifudin (in Gerungan, 2003) mentions that social adjustment is an attempt to create conditions matching between a person and the surrounding communities resulting shaped relationship reciprocal harmony between the two.

In the process of helping team peer learning separately adjust social, youth as mentors need to be given the ability, social skills such as the ability to provide knowledge in the form of materials and training . The material for Social skills training include:

1. Empati; understanding, compassion, and concern for others.
2. Afiliasi and resolution communication two-way / interpersonal relations, cooperation and conflict resolution
3. Develop positive habits manners / decency, independence social responsibility

4. Conclusions

Social adjustments is an individual's ability to react effectively and beneficial to social reality, situations, and relationships so that the demands or needs in social life are met in a way that is acceptable and satisfactory. Adolescents in the study of social adjustments require the participation of peers to provide guidance. Guidance peer in question is one means of interaction teenagers so as to give support for the optimization of their development, including increased self-confidence. In the process of helping peers to learn to adjust social, youth as mentors need to be given capabilities such as the ability of social skills. Skills someone to maintain a personal goal to be achieved with good relations with others in a way that is socially acceptable.
Social skills include:

1. Empati; understanding, compassion, and concern for others
2. Afiliasi and resolution communication two-way / interpersonal relations, cooperation and conflict resolution
3. Develop positive habits manners / decency, independence social responsibility

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Aktivitas Pembelajaran Eksperiensial untuk Mengembangkan Kesadaran Multibudaya Calon Konselor(sebuah studi aksi pada pembelajaran di perguruan tinggi)

Muslihati*
Jurusan BKP Universitas Negeri Malang
***Corresponding author email: muslihatiyusuf@yahoo.com**

Abstract

At a work place some employees gather with diverse cultural backgrounds. In recent global context, the employees at a company can be derived from different races, ages, even different religions. Diversity is a potential and also possible to lead many problems. In this context, cultural diversity understanding is significant in term of establishing an excellent teamwork among the employees. Cultural diversity in the workplace must be introduced in the vocational school it's designed to provide vocational education and preparing student entering work place. Vocational schools are traditionally distinguished from three-year studies by their focus on job-specific training to students who are typically bound for one of the skilled trades. Developing cultural diversity understanding in vocational school can be developed through cultural based career guidance and counseling. This paper aims to explain the strategies and technique to develop cultural diversity understanding among young people. Watching movies, intensive dialogue, living in diverse community can be implemented through experiential learning model.

Keywords: cultural diversity understanding, experiential learning model, multicultural community

1. Introduction

Salah satu pertanyaan yang muncul dalam hubungan konseling adalah bagaimana konselor dan konseli yang masing-masing memiliki perbedaan budaya dapat bekerjasama secara efektif? Pertanyaan tersebut dapat terjawab melalui penerapan sikap, pengetahuan dan ketrampilan terapiutik yang bertujuan menghormati keragaman budaya oleh konselor dalam proses konseling. Perbedaan budaya konseli dan konselor dapat dijembatani dengan penerapan kompetensi multibudaya konselor dalam proses konseling multibudaya.

Kajian mengenai konseling multibudaya penting dilakukan, karena menurut Das (1995), hubungan konseling perlu mempertimbangkan beberapa prinsip yaitu; (a) setiap budaya memiliki cara yang khas dan bermakna dalam menghadapi dan menyelesaikan masalah, (b) semua hubungan konseling merupakan hubungan multibudaya karena variabel budaya termasuk di dalamnya, yaitu; ras, etnik, kewarganegaraan, kelas sosial, gender, orientasi seksual dan kondisi fisik (c) kondisi sosial budaya tertentu mempengaruhi kebutuhan akan layanan konseling (d) konseling merupakan sebuah bentuk karya khusus budaya Barat berkaitan dengan penanganan masalah psikologis, (e) setiap budaya memiliki cara formal dan informal dalam menangani masalah individu.

Beragam formulasi definisi konseling multibudaya telah diutarakan oleh para ahli diantaranya; Vontress (1988, dalam Das, 1995) menjabarkan konsep konseling multibudaya sebagai hubungan antara konselor dan konseli yang berbeda budaya, etnik, sosial ekonomi. Das (1995) kemudian memaknai konsep ini sebagai hubungan konseling di mana konselor dan konseli berasal dari kelompok budaya yang berbeda dan memiliki asumsi serta pola pandang yang berbeda terhadap realitas sosial. Sementara itu Pedersen (2000) mengartikulasikannya sebagai hubungan konseling yang disertai perbedaan mempersepsi lingkungan sosial yang dibawa ke dalam hubungan bantuan (helping relationship). Sue & Sue (2003) mendefinisikan konseling multibudaya sebagai peran dan proses hubungan terapiutik yang memperhatikan perbedaan dan kesamaan dalam keragaman antara konselor dan konseli untuk mencapai tujuan membantu konseli. Dalam prosesnya, pengalaman hidup dan nilai-nilai budaya konseli, identitas konseli termasuk identitas spesifik dan kelompok.

Beragam definisi tersebut menggambarkan bahwa perbedaan aspek budaya, sekecil apapun antara konselor dan konseli menjadi indikator bahwa sebuah hubungan terapuitik berupa konseling dapat dikategorikan sebagai konseling multibudaya. Konseling multibudaya baru dapat terwujud apabila dalam prosesnya, konselor menunjukkan empati dan ketulusannya dalam memperhatikan dan menghargai kekhasan aspek-aspek multibudaya pada konseli (perspektif emik) dengan memperhatikan dimensi universal pelaksanaan konseling (perspektif etik).

Adanya keragaman yang selalu mewarnai kehidupan dan mempengaruhi pola berfikir dan berperilaku manusia maka, konseling multibudaya menaruh perhatian pada pentingnya perspektif emik dalam konseling. perspektif ini mengharuskan konselor memahami karakteristik beragam budaya, ras, dan etnis sekaligus memahami intervensi khas sebuah budaya. Konselor diharapkan menerapkan

"resep budaya khas" dalam proses konseling. dilain pihak, konselor juga harus tetap berpijak pada perspektif etik yang mengharuskan konselor menerapkan prosedur konseling yang dipandang bersifat universal (Speight, Myiers, Cox and Highlen, 1992; Sue dan Sue, 2003). Perspektif emik mempengaruhi jalinan hubungan baik (rapport) dalam proses konseling. Topik netral sebagai pembuka wawancara dan komunikasi konseling dapat terinspirasi dan dirangkai secara tepat dari salah satu aspek multibudaya tersebut. Dengan kata lain, konselor perlu memiliki dan mengembangkan kompetensi multibudaya.

Kompetensi multibudaya merupakan kemampuan konselor dalam bekerja secara sensitif dan efektif dengan konseli yang berasal dari beragam budaya dan variabelnya. Sensitifitasnya terwujud dalam upaya konselor untuk memahami, menghargai dan menghormati kekhasan budaya konseli, serta peka terhadap hambatan budaya yang mungkin muncul. Sedangkan efektifitas terlihat proses intervensi konseling. Sensitifitas dan efektifitas berjalan beriringan dengan memadukan prinsip-prinsip etik dan emik dalam konseling. Seorang konselor yang memiliki kompetensi multibudaya dan berusaha mengembangkannya akan dapat; menyadari bias, asumsi, nilai-nilai dalam dirinya sendiri berkaitan dengan masalah perbedaan warna kulit dan masalah pada kelompok minoritas dan marginal. Konselor tersebut juga akan berupaya memahami tatapandang konselinya tanpa melakukan penilaian individual. Karena sikap dan pemahaman yang telah mewarnai perilakunya maka dia akan mengembangkan dan menerapkan intervensi peka budaya dalam praktik konseling (Sue, Aredondo & McDavis,1992).

Salah satu model kompetensi multibudaya dikemukakan oleh Locke yang termuat dalam Brown dan Srebalus (1986) berupa kontinum kesadaran multibudaya. Menurut Locke (1992) konselor bertanggungjawab mengembangkan pemahaman dan kesadaran multibudaya—dengan mengacu pada kontinum tersebut—agar dapat menghadapi keragaman budaya konseli. Dengan kata lain, kompetensi tersebut merupakan modal untuk bekerja secara efektif dengan konseli yang berasal dari latar

Kontinum kesadaran multibudaya berisi tujuh rangkaian komponen kesadaran multibudaya konselor mulai dari kesadaran diri hingga komponen penguasaan ketrampilan. Setiap komponen kesadaran pada kontinum ini dapat berkembang seiring proses belajar. Tujuh rangkaian komponen tersebut yaitu: kesadaran diri, kesadaran pada budaya diri, kesadaran pada faham rasis, faham seksis dan issu kemiskinan, kesadaran pada perbedaan individual, kesadaran pada budaya yang berbeda, kesadaran para keragaman dan ketrampilan intervensi konseling. Meskipun menggunakan istilah kesadaran multibudaya, namun pada hakikatnya bagian-bagian kontinum Locke dapat dikategorikan sebagai kompetensi multibudaya mengingat kontinum ini mengjangkau aspek sikap, pengetahuan dan ketrampilan multibudaya.

Sebagai kontinum pertama, kesadaran diri (self-awareness) merupakan sikap penting yang menurut Locke perlu dimiliki terlebih dahulu oleh konselor. Komponen ini merujuk pada elemen tradisional dalam filsafat Yunani yaitu pemahaman diri (know theyself). Komponen ini memang berkaitan erat dengan pemahaman diri dan kesadaran atas segala kondisi mental dan fisik yang terjadi pada diri seorang konselor. Pemahaman diri konselor yang diperlukan sebelum dia memahami orang lain. Kesadaran diri juga menyangkut dinamika intrapersonal dan interpersonal. Keduanya merupakan proses yang terjadi dalam dinamika keyakinan, sikap, opini, dan nilai-nilai pada diri seseorang. Dalam hubungan pemberian bantuan (helpingrelationship) yang konteks masyarakat yang beragam diperlukan pemahaman diri oleh konselor mengenai bias personal, nilai-nilai dan minat pribadinya yang dibentuk oleh budaya (Locke, 1992).

Kesadaran diri berkaitan erat dengan kontinum yang kedua yaitu kesadaran kebiasaan secara pribadi dan kesadaran pada budaya diri. Menurut Locke (1992:2) komponen ini akan berpengaruh besar dapal meningkatkan kepekaan konselor terhadap budaya yang berbeda. Konselor membawa nilai-nilai budaya pada situasi konseling. Nilai-nilai budaya dapat menyebabkan munculnya pengharapan terhadap perilaku konseli. Dalam

Gambar Abstraksi kontinum kesadaran multibudaya Locke yang diadaptasi dari Brown dan Srebalus (1986)

belakang budaya yang beragam.

konteks pelatihan pengembangan kesadaran

multibudaya, konsepsi budaya calon konselor, dapat dieksplorasi melalui sejumlah pertanyaan misalnya, bagaimanakah pemahamanmu mengenai namamu dan makna dibaliknya. Bagaimanakah signifikansi budaya atas namamu. Dalam konteks budaya asalmu, adakah perayaan tertentu ketika namamu diberikan. Eksplorasi semacam ini diperlukan karena penamaan anak merupakan salah satu contoh bagaimana pengaruh budaya adalah bukti dan sangat beragam. Bahasa berkaitan secara khusus dengan kelompok budaya baik itu formal, informal, verbal dan non verbal. Bahasa mempengaruhi jaringan budaya dimana seorang individu berpartisipasi dan memberikan kontribusi nilai pada budaya. Pentingnya kesadaran diri konselor dalam memahami nilai-nilai budaya, pengalaman masa lalu dan kebiasaannya juga diutarakan oleh Ibrahim (1991), Das (1995), dan oleh Speight et al. (1991).

Kesadaran pada masalah rasism, seks dan kemiskinan merupakan kontinum yang ke-tiga. Rasisme, seksisme dan kemiskinan merupakan salah satu masalah budaya yang harus dipahami konselor. Kekurangpekaan pada isu-isu tersebut dapat mempengaruhi sikap dan perilaku. Masalah rasis dan seksis terkadang dianggap sebagai persoalan biasa. Padahal masalah ini merupakan bagian dari sistem keyakinan personal dan merupakan bagian dari budaya yang sangat besar. Sementara itu, konselor juga harus mampu menghargai kekurangberuntungan aspek ekonomi (Locke, 1992; Dobbins & Skillings. 1991).

Pada titik kontinum ke-empat, konselor harus memiliki kesadaran mengenai perbedaan individu. Kontinum ini terkait dengan kekhasan individu yang perlu pertimbangkan tidak saja berupa aspek fisik namun juga aspek kejiwaan. Kontinum ini perlu dimiliki karena adakalanya konselor akan berhadapan dengan konseli yang memiliki keterbatasan fisik.

Kontinum ke-lima berupa kesadaran pada budaya lainnya. Keberadaan budaya yang berbeda perlu disadari, dipahami dan dihormati. Sikap sedemikian menjadi bagian dari kesadaran multibudaya konselor. Keempat level sebelumnya memberikan latarbelakang dan pondasi yang sangat diperlukan bagi konselor untuk mengeksplorasi sejumlah dinamika budaya. Satu hal penting yang perlu diperhatikan oleh konselor adalah kata-kata sensitif begitupun dengan bahasa tubuh dan perilaku non verbal yang berkaitan dengan kelompok budaya tertentu.

Kesadaran akan keragaman merupakan kontinum ke-enam. Keragaman merupakan sebuah keniscayaan dalam kehidupan manusia. Sejak pertama kali berdiri, negara Indonesia diwarnai keragaman suku, bahasa dan budaya. Keragaman itu dipersatukan dalam wadah bangsa Indonesia. Keragaman merupakan kebanggaan namun dapat menimbulkan perpecahan. Untuk menghadapinya diperlukan sikap toleransi dan saling menghargai

satu sama lain, agar kedamaian dalam masyarakat multikultur dapat terwujud.Titik kontinum kesadaran multibudaya yang terakhir atau ke-tujuh adalah ketrampilan intervensi konseling. Level ini merupakan implementasi sejumlah teknik konseling secara aplikatif dan kontekstual. Tuntutan dari kontinum ini adalah kemampuan konselor dalam menerapkan sejumlah ketrampilan intervensi konseling yang sesuai dengan konteks budaya mereka. Bila merujuk pada perspektif etik dan emik maka, dalam kontinum ini seorang konselor diharapkan dapat menerapkan sebuah teknik konseling tertentu dengan memperhatikan kekhasan budaya konselinya. Konselorpun perlu melakukan langkah eklektif meramu teknik konseling dengan pertimbangan nilai-nilai dan kebiasaan konseli bahkan bila perlu upaya intervensi khas dari sebuah budaya tertentu.

Pentingnya kompetensi multibudaya bagi konselor berimplikasi pada pendidikan konselor, praktisi dan peneliti konseling multibudaya. Pendidikan konselor dituntut mengembangkan kesadaran multibudaya para calon konselor melalui pelatihan dan pembelajaran. Tuntutan itu juga berlaku bagi organisasi profesi konselor agar mereka menyediakan pelatihan bagi pada konselor agar dapat meningkatkan kesadaran multibudaya. Sementara, praktisi BK dan pendidik konselor ditantang untuk menelaah beragam problem pendekatan etik dalam konseling multibudaya melalui penelitian, diskusi dan konsultasi.

Pengembangan kompetensi multibudaya dalam pendidikan konselor, terdapat tiga aspek penting yang harus diperhatikan yaitu; desain kurikulum dan metode, training klinis dan supervisi serta penelitian dan pengembangan teori. Secara operasional, pendidikan konselor perlu disertai perspektif multibudaya secara terintegrasi dalam beberapa mata kuliah utama. Secara khusus, calon konselor harus memahami pendekatan emik dan etik. Dalam bidang klinis, para konselor yang telah berpraktik, perlu terus mengembangkan diri termasuk kesadaran multibudayanya (Speight, Myiers, Cox and Higlen, 1991). Secara khusus Das (1995) mencatat pesan penting agar praktisi pendidikan konselor jeli dalam memilih, menentukan dan menerapkan metode pelatihan kompetensi multibudaya konselor. Das juga menyarankan agar kurikulumnya selalu di up grade agar sesuai dengan perkembangan dan kebutuhan aktual.

Upaya pengembangan kompetensi multibudaya juga dilakukan dalam proses perkuliahan. Terdapat tiga kelas perkuliahan yang dilibatkan dalam pengembangan ini. Kelompok treatment dilibatkan dalam proses pelatihan dan perkuliahan konseling multibudaya pada musim semi 1990 yang berlangsung 15 minggu dan setiap pertemuan berlangsung selama 3 jam, dengan total pertemuan sebanyak 45 jam. Perlakuan pada kelompok eksperimen dilakukan dalam rentang

waktu yang hampir sama dengan kelompok control walau tidak melalui perlakuan dan materi serupa. Sementara itu, kelompok kedua mengikuti perkuliahan KMB pada musim panas 1990 sebanyak 12 kali dengan lama perkuliahan 6 minggu dimana terdapat dua kali pertemuan di setiap minggunya. Setiap tatap muka berlangsung selama tiga jam. Atau total jumlah perkuliahan adalah sejumlah 36 jam. Adapun kelompok ketiga mengikuti format pelatihan yang agak berbeda dan mereka tidak disertai kelompok kontrol. Mereka dilibatkan dalam workshop "konseling pada masyarakat yang beragam" Counseling in Diverse Population. Kegiatan ini hanya berlangsung selama tiga minggu dan pertemuan dilaksanakan setiap akhir pekan pada hari Jumat selama lima jam (antara jam 16.00-21.00) dan selama 9 jam di hari Sabtu (09.00-18.00). Jumlah keseluruhan pertemuan dalam workshop memakan waktu 42 jam. Dari hasil pengukuran diperoleh gambaran bahwa ketiga kelompok mengalami perkembangan kesadaran multibudaya. Intensitas perlakuan pada kelompok pertama memberikan pengaruh yang lebih signifikan di bandingkan kelompok kedua dan ketiga.

Paparan bukti tersebut menimbulkan ketertarikan untuk melakukan penerapan strategi pembelajaran melalui pengalaman untuk mengembangkan kesadaran multibudaya calon konselor melalui proses pembelajaran karena proses tersebut sekaligus dimaksudkan untuk meningkatkan kualitas pembelajaran konseling multibudaya.

2. Methods

Untuk menerapkan pembelajaran melalui pengalaman sebagai strategi pengembangan kesadaran multibudaya calon konselor sekaligus meningkatkan kualitas pembelajaran konseling multibudaya dipilih rancangan penelitian tindakan kelas. Rancangan ini dikategorikan sebagai pendekatan kualitatif karena sebagian besar data yang dikumpulkan berupa kata-kata, tindakan dan gambaran proses jalannya perkuliahan (Bogdan dan Biglen, 2003).Terdapat dua aspek penting dalam penelitian ini. Aspek pertama adalah tindakan yang diwujudkan dalam bentuk langkah perbaikan proses pembelajaran yang disebut sebagai aspek action. Kedua, perekaman data terhadap semua proses tindakan tersebut sebagai aspek research. Keduanya dilaksanakan bersamaan dalam langkah-langkah yang sistematis. (Mcniff dan Whitehead, 2006; Dick, 2000).

Secara umum, pada konteks perguruan tinggi khususnya pendidikan konselor, penelitian tindakan kelas diperlukan dalam peningkatan kualitas proses pembelajaran secara berkesinambungan. Secara khusus, penelitian yang bersifat studi mandiri (self-study) ini, juga penting bagi pendidik konselor, untuk memperbaiki kinerjanya dalam memfasilitatori pembelajaran calon konselor. Hal ini dikarenakan PTK memiliki tahap refleksi. Tahap ini menjadi perwujudan hakikat profesi konselor sebagai praktisi yang senantiasa melakukan refleksi diri (reflective practitioners).Tahap ini dapat membantu pendidik konselor dan para calon konselor melakukan refleksi diri dan refleksi proses kegiatan pembelajaran. Pada akhirnya, refleksi pembelajaran juga berkontribusi pada peningkatan kualitas seluruh proses pembelajaran di lembaga pendidik konselor secara menyeluruh.

Peneliti terlibat penuh (partisipatori) dalam proses perkuliahan baik sebagai perancang beberapa termin pertemuan maupun sebagai pengamat dalam beberapa kali pertemuan pembelajaran dan bekerjasama dosen pembina. Kelas perkuliahan konseling multibudaya menjadi latar penelitian yang berlangsung selama semester satu semester yaitu pada gazal 2010-2011. Mata kuliah ini memiliki 2 sks/4 jam, berdurasi 100 menit pada setiap pertemuan. Kelas diikuti 38 orang mahasiswa.

Data yang diperoleh dalam penelitian tindakan kelas adalah data gambaran proses pembelajaran berupa deskripsi jalannya situasi pembelajaran, kinerja dosen dan aktivitas serta hasil kerja mahasiswa. Untuk melengkapinya, data kuantitatif berupa skor hasil pengisian skala kontinum kesadaran multibudaya juga dikumpulkan.Pengambilan data dilakukan selama proses pembelajaran berlangsung. Pengumpulannya menggunakan sejumlah instrumen antara lain; lembar refleksi mahasiswa. Pedoman observasi proses pembelajaran, pedoman wawancara, dan skala kontinum kesadaran multibudaya. Data kualitatif diperoleh melalui observasi, refleksi perkuliahan secara tertulis, dan wawancara kelompok terarah. Sebagian data dikumpulkan dengan teknik observasidengan menggunakan lembar observasi.

Refleksi dilakukan melalui wawancara kelompok terarah dan penulisan lembar refleksi secara berkelompok. Wawancara kelompok terarah dilakukan dua kali yaitu setelah ujian tengah semester dan menjelang ujian akhir semester. Sedangkan penulisan lembar refleksi secara berkelompok dilakukan selama empat kali sesuai banyaknya siklus tindakan.

3. Results

Pengembangan kesadaran multibudaya calon konselor yang dilaksanakan melalui pembelajaran menjadi pengalaman selama empat siklus tindakan pembelajaran ini memberikan pelajaran berarti bagi peneliti dan peserta didiknya. Pengalaman ini merupakan perwujudan pandangan Sagor (2000) yang menyebutkan bahwa salah satu hakikat penelitian tindakan kelas adalah upaya pengembangan kemampuan pendidik, dalam konteks penelitian ini adalah pendidik konselor. Pandangan

itu pulalah yang dikemukana oleh Kemmis and McTaggart (1988), McNiff (1997), and Schon (1983, 1987) yang menegaskan bahwa sangatlah penting bagi seorang pendidik dan pengajar merefleksi kinerja pembelajaran yang telah dilaksanakan agar dapat memperbaiki kinerja secara berkesinambungan.

Dalam setiap siklus, langkah-langkah pembelajaran melalui pengalaman yang diterapkan yaitu (1) aktivitas pengalaman konkrit mahasiswa baik yang diberikan oleh dosen maupun bersifat pengungkapan pengalaman konkrit mereka di masa lalu (2) menugaskan mahasiswa merefleksi dan memetik makna dari pengalaman mereka sebagai wujud dari langkah observasi reflektif (3) menggali konsep-konsep abstrak sebagai wujud pengalaman dan hasil belajar mereka, dan (4) menantang mereka untuk melakukan rencana penerapan hasil belajar sebagai bentuk langkah eksperimentasi aktif. Dalam langkah tersebut mereka menuliskan dan mempresentasikan sejumlah komitmen diri sebagai pribadi dan calon konselor terkait kesadaran multibudaya.

Aktivitas melalui pengalaman yang diterapkan antara lain terapi biblio, terapi video, dialog dengan nara sumber atau sang inspirator, dan penggalian pengalaman diri. Pilihan metode pembelajaran tentu tidak sesuai dengan yang semula tertuang dalam proses awal penyusunan rencana penelitian. Pilihan tersebut didasarkan pada refleksi dan sejumlah masukan dari mahasiswa dan dosen pengampu mata kuliah guna memaksimalkan capaian pengembangan kesadaran multibudaya.

Pada siklus pertama, proses pengembangan kesadaran diri dilakukan melalui aktivitas mengenali unsur budaya dalam dirinya dengan mengeksplorasi makna nama dan nilai budaya diri mereka, mulai dari arti nama, sejarah budaya tentang nama tersebut, suku, asal daerah, hobi, kebiasaan yang dinilai baik, kebiasaan menurut mereka perlu dikurangi atau dihilangkan. Melalui aktivitas tersebut pemahaman diri dan budaya diri mahasiswa dapat berkembang. Locke menegaskan bahwa pemahaman diri konselor diperlukan sebelum dia memahami orang lain. Dengan memahami kebiasaan dirinya maka mahasiswa sebagai calon konselor dilatih untuk memahami dinamika intrapersonal dan interpersonal. Keduanya merupakan proses yang terjadi dalam dinamika keyakinan, sikap, opini, dan nilai-nilai pada diri seseorang. Calon konselor juga dapat memahami nilai-nilai dan minat pribadinya yang dibentuk oleh budayanya.

Kesadaran diri berkaitan erat dengan kesadaran kebiasaan secara pribadi dan kesadaran pada budaya diri. Menurut Locke (1992:2) komponen ini akan berpengaruh besar dapal meningkatkan kepekaan konselor terhadap budaya yang berbeda. Konselor membawa nilai-nilai budaya pada situasi konseling. Nilai-nilai budaya dapat menyebabkan munculnya pengharapan terhadap perilaku konseli. Dalam konteks pelatihan pengembangan kesadaran multibudaya, konsepsi budaya calon konselor, dapat dieskplorasi melalui sejumlah pertanyaan misalnya, bagaimanakah pemahamanmu mengenai namamu dan makna dibaliknya. Bagaimanakah signifikansi budaya atas namamu. Dalam konteks budaya asalmu, adakah perayaan tertentu ketika namamu diberikan. Eksplorasi semacam ini diperlukan karena penamaan anak merupakan salah satu contoh bagaimana pengaruh budaya adalah bukti dan sangat beragam. Bahasa berkaitan secara khusus dengan kelompok budaya baik itu formal, informal, verbal dan non verbal. Bahasa mempengaruhi jaringan budaya dimana seorang individu berpartisipasi dan memberikan kontribusi nilai pada budaya.

Dalam aktivitas eksplorasi, mahasiswa memperoleh pengalaman nyata sekaligus menggali ulang pengalaman nyata secara konkrit sebagai pengalaman belajar mereka. Melalui pengalaman konkrit keseharian tersebut, diharapkan mahasiswa belajar memperoleh pengetahuan dan pengembangan sikap terkait kesadaran diri dan budaya diri. Mengenai hal ini, Kolb, Boyatzis dan Maenemilis (2000) menyatakan bahwa dalam teori pembelajaran melalui pengalaman, belajar dimaknai sebagai sebuah proses dimana pengetahuan dibangun melalui transformasi pengalaman. Kolb (1984) serta Kolb dan Kolb (2009) menyebutkan pula sebelumnya bahwa pengetahuan merupakan hasil kombinasi dari pemahaman dan penjelmaan pengalaman yang telah tertransformasi. Ini berarti pemahaman dan pengalaman mahasiswa membentuk pengetahuan dan sikap mereka. Bila dikaji berdasarkan pandangan Kolb, Boyatzis dan Maenemilis (2000) maka proses pembelajaran yang telah dilaksanakan dapat dimaknai sebagai perwujudan pengunduhan dan pemahaman pengalaman yang berhubungan secara dialektikal yaitu pengalaman nyata dan konseptualisasi abstrak. Proses belajar mahasiswa juga telah sampai pada pertautan dialektikal pengubahan pengalaman yaitu observasi refleksi dan eksperimentasi aktif melalui komitmen diri mereka untuk semakin menyadari dan mengontrol kesadaran dirinya dan menghargai budayanya. Pengalaman nyata mahasiswa dalam mengembangkan kesadaran diri melalui eksplorasi pengalaman keseharian merupakan awal dari proses refleksi. Dalam tahap refleksi inilah kemudian pemahaman yang diperoleh diasimiliasi dan disarikan menjadi konsep abstrak sebagai gambaran implikasi baru terhadap tindakan yang akan dilakukan. Implikasi ini dapat diuji secara aktif dan menjadi panduan dalam mewujudkan pengalaman baru dalam kehidupan nyata sebagai pribadi dan sebagai konselor.

Pada siklus kedua difokuskan pada pengembangan kesadaran pada masalah seksisme, rasisme dan kemiskinan maka penayangan film bertema masalah tersebut merupakan salah atu pilihan metode pembelajaran melalui pengalaman.

Pemilihan film The Freedom Writers, sebuah film Hollywood didasarkan pada beberapa pertimbangan yaitu, pertama tema perkuliahan ditafsirkan ke dalam sub tema pengembangan kesadaran pada rasisme, seksisme dan kemiskinan, dan tema film ini sesuai dengan sub tema tersebut yaitu perjuangan melawan rasisme, seksisme dan kemiskinan. Kedua, penayangan film merupakan salah satu metode pembelajaran yang dapat meningkatkan antusias dan keterlibatan mahasiswa dalam proses belajar.

Gladstein & Feldstein (1983) menjelaskan bahwa pemutaran sejumlah film popular dalam pendidikan konselor telah lama dilakukan. Koch & Dollarhide, (2000) dan Pinterits & Atkinson (1998) juga menulis bahwa film telah digunakan dalam untuk mengajarkan tentang etika, melatih ketrampilan, mengembangkan kesadaran multibudaya dan juga digunakan sebagai media bimbingan kelompok. Melalui film, pebelajar mengalami dan hanyut dalam cerita film sehingga dapat digunakan sebagai salah satu media dalam aktivitas pembelajaran melalui pengalaman. Penayangan film sebagai salah satu aktivitas pembelajaran dipilih karena mengikuti rekomendasi dari Pinterits and Atkinson (1998). Keduanya menyarankan agar film popular dalam membelajarkan konselor berhadapab dan mengatasi masalah keragaman dan multibudaya, terutama bagi pada konselor. Aktivitas tersebut mampu merangsang calon konselor dalam mengembangkan dialog dan diskusi mengenai isu multibudaya dalam konseling. Di samping itu, film juga dapat memberikan efek emosional yang cukup kental bagi pemirsanya.

Bila ditelaah dari pandangan Arthur & Achenbach (2002), maka penayangan film The Freedom Writer sebagai metode dan materi pembelajaran kesadaran pada rasisme, seksisme dan kemiskinan dalam proses pembelajaran melalui pengalaman merupakan pilihan metode dan materi film yang sesuai untuk pembelajaran yang bertujuan mengembangan wawasan multibudaya khususnya prasangka antar ras. Cerita dalam film tersebu dapat pula diarahkan untuk mengubah kesadaran diri mahasiswa, pengetahuan mengenai kelompok lain, serta ketrampilan klinis mereka.

Kisah perjuangan Gruwell seorang guru muda mengentas anak didiknya dari masalah hidup yang berakar dari stereotip dan perjudis telah menoreh kesan mendalam bagi mahasiswa. Film tersebut telah memberikan pengalaman dan kesan emosional yang mendalam bagi mahasiswa. Kondisi ini tentunya sesuai dengan pendapat Pinterits dan Atkinson (1998) yang menyatakan bahwa pengalaman belajar melalui film multibudaya kemudian dapat meningkatkan kesadaran diri calon konselor mengenai fakta kehidupan disekitarnya yang tidak bebas dari masalah multibudaya. Tyler and Guth (1999) juga mengemukakan bahwa penayangan film popular seperti The Freedom

Writers akan sangat berguna sebagai media penyampai materi pembelajaran yang menggugah kesadaran diri mahasiswa.

Dari film tersebut mahasiswa belajar melalui contoh kisah nyata tentang ketulusan dan kreatifitas guru mengembangkan sikap hidup peduli dan cinta damai pada diri muridnya yang sebelumnya cenderung kasar dan apatis. Proses refleksi yang dilalui mulai dari merumuskan pemahaman penting, pembandingan nilai-nilai budaya dalam cerita film dengan nilai-nilai budaya para mahasiswa serta uraian pelajaran penting dan inspirasi dari cerita film tersebut, menggambarkan adanya proses observasi reflektif dalam diri para calon konselor di kelas tersebut. Proses belajar tidak berhenti di situ saja, kesimpulan pelajaran penting yang paling berkesan bagi mereka adalah seorang guru harus harus kreatif, tulus dan senantiasa berusaha memahami kondisi siswa dan kebutuhan jiwa siswanya. Simpulan tersebut merupakan gambaran konseptualisasi pengamalannya secara abstrak. Proses memahami dan mentransformasi pemahaman menjadi sebuah konsep abstrak mengindikasikan terjadinya proses prehention dan comprehention. Sebagai calon konselor mereka berkomitmen bahwa mereka akan selalu berusaha menghargai setiap perbedaan dalam diri konseli, menghadapi konseli dengan beragam teknik sesuai kebutuhan konseli dan berusaha terus belajar mengembangkan diri dan menjadi inspirator bagi konselinya. Komitmen para calon konselor merupakan wujud tahapan pengujian secara aktif terhadap hasil belajar. Tahapan ini diharapkan terus bersiklus menjadi pengalaman nyata ketika sikap dan komitmen mahasiswa teruji dalam kehidupan riil, di sekolah dan di masyarakat.

Penerapan teknik biblio melalui novel terpilih yang dijadikan sebagai penopang proses identifikasi budaya konselor-konseli, tidak berjalan dengan baik. Tugas membaca novel sastra berjudul Para Priyayi karya Umar Khayam kurang disambut hangat oleh mahasiswa. Pemilihan jenis bacaan nampaknya menjadi akar persoalannya. Mahasiswa kurang menyukai novel sastra namun lebih menyukai novel popuper semacam novel popular pendek atau teenlith dan novel drama semacam ayat-ayat cinta dan ketika cinta bertasbih. Mengenai jenis bacaan yang diminati remaja, kesimpulan penelitian Welmin dkk (2004) mengenai minat baca masyarakat Jawa Timur yang menyebutkan bahwa usia pembaca mempengaruhi jenis bacaan yang diminatinya. Sementara itu, lembaga survey Neilsen menyebutkan bahwa remaja cenderung menyukai tabloid dan majalah gaya hidup dibandingkan jenis bacaan lain untuk genre yang sama (Majalah Bisnis, Jasa & Perdagangan, Jumat, 01/04/2005). Mengenai jenis bacaan yang diminati mahasiswa di jurusan-jurusan ilmu pendidikan, dalam penelitian Hardianto (2009) mengenai minat baca mahasiswa FIP di Univ. Negeri X menjelaskan bahwa sebagian besar mahasiswa menyukai bacaan popular seperti buku mengenai

kisah sukses wirausaha muda, chicken soup, dan buku-buku motivasi dibandingkan buku teks perkuliahan dan novel sastra.

Tugas membaca novel Para Priyayi direfleksi metode GURU, meskipun hanya berdasarkan pengalaman tiga orang mahasiswa yang tuntas membacanya. Dalam prosesnya, tiga orang mahasiswa menuturkan isi cerita novel dan menjelaskan pengalaman belajar mereka mengenai nilai-nilai yang berbeda dan sama dengan nilai-nilai dalam dirinya dan sekaligus memetik sejumlah inspirasi dari cerita novel tersebut. Proses ini mengindikasikan bahwa melalui bibliolearning mahasiswa dapat memperoleh pengalaman mengidentifikasi karakter utama dalam cerita, mengemukakan pengalaman belajarnya dan mengekspresikan emosi serta mengembangkan wawasan, namun tidak sampai pada kemampuan untuk memecahkan masalah. Penggunaan biblio dalam konteks pembelajaran untuk pengembangan kesadaran multibudaya didasarkan pada pandangan Hansen dan William (2007) yang menyatakan bahwa bahwa bilbioterapi dapat digunakan dalam mengembangkan kesadaran multibudaya konselor. Menurut mereka, metode ini dapat menggantikan metode ceramah yang cenderung hanya bersifat satu arah saja dan kurang menghadirkan pengalaman emosional.

Gambaran semangat dan antusias mahasiswa sangat berbeda antara ketika mahasiswa mengikuti pembelajaran melalui film dan pembelajaran melalui biblio. Aktivitas menonton film dan tayangan lainnya lebih disukai mahasiswa dibandingkan aktivitas membaca yang menuntut berpikir lebih serius. Pesan melalui tayangan film yang dramatik lebih mudah dicerna dan dinikmati oleh mahasiswa. Gambaran ini mengindikasikan bahwa budaya membaca di kalangan mahasiswa belum dapat mengimbangi budaya menonton, terutama menonton televise dan film. Capaian belajar mahasiswa berupa perkembangan kesadaran diri, kesadaran budaya diri, kesadaran pada rasisme dan seksisme terlihat dari bukti secara kualitatif dan kuantitatif. Bukti kualitatif terlihat dari gambaran refleksi dan komitmen diri para mahasiswa mengenai kesadaran diri dan upaya untuk terus berkembang. Sedangkan bukti kuantitatif terlihat dari rerata skala kesadaran multibudaya yang mereka peroleh. Capaian kesadaran pada titik kontinum pertama hingga keempat tersebut dikembangkan pada kontinum berikutnya melalui proses pembelajaran pada siklus selanjutnya.

Metode yang beragam membuat mahasiswa senantiasa bersemangat. Aktivitas yang menyenangkan dan memberi mereka pengalaman baru sehingga mereka tidak hanya asal hadir dalam pembelajaran namun juga terlibat secara utuh, emosi, kognitif dan tindakan. Aktivitas yang beragam juga bertujuan menutup kekurangan pada metode tertentu seperti penayangan film yang membutuhkan waktu lebih panjang dari durasi waktu perkuliahan. Sementara itu, aktivitas pembelajaran yang ditujukan mengembangkan aspek afektif tersebut ternyata tampak kurang seiring dengan pengembangan aspek kognitif terutama penguasaan konsep dan teori, hal ini dikarenakan mahasiswa kurang aktif secara mandiri membaca diktat dan buku-buku teks yang telah ditentukan oleh dosen.

Pada siklus ketiga, pengalaman belajar yang diperoleh mahasiswa adalah mengembangkan kesadaran pada perbedaan individual, kesadaran pada budaya yang berbeda dan kesadaran pada keragaman. Antusiasme terlihat dari catatan reflektif mereka yang menjadi pembuktian kualitatif. Sementara itu perkembangan kuantitatif dapat dilihat dari rerata skala kesadaran multibudaya yang mereka peroleh pada siklus ini. Selanjutnya mahasiswa mengalami proses belajar yang menjadi ajang penerapan capaian kesadaran multibudaya mereka melalui praktik konseling multibudaya. Kegiatan belajar tersebut merupakan titik kontinum terakhir yatu intervensi konseling. kompetensi tersebut dilatihkan melalui proses pembelajaran pada siklus selanjutnya.

Ketrampilan intervensi konseling merupakan komponen kompetensi multibudaya sebagai perwujudan penguasaan komponen kesadaran multibudayan dan pengetahuan multibudaya. Dalam rangkaian kontinum kesadaran multibudaya Locke, ketrampilan intervensi konseling merupakan titik terakhir yaitu kontinum ke tujuh.

Pengembangan ketrampilan konseling multibudaya yang dilatihkan dalam pembelajaran meliputi; perancangan dan pengadminstrasian instrumen asesmen autentik konseling multibudaya dan pelaksanaan konseling multibudaya. Mahasiswa dilatih mengidentifikasi nilai-nilai budaya konseli melalui instrument pedoman wawancara dan pedoman observasi. Untuk melatih ketrampilan intervensi konseling sebagai kontinum ke tujuh dikembangkan melalui serangkaian praktik konseling lintas budaya. Latihan dilakukan melalui model O-Group dan triadik. Model O-Group memberikan pengalaman belajar tersendiri bagi praktikan. Mereka belajar mengontrol segala tindakan dalam proses konseling meskipun model ini sering kali menimbulkan kecanggungan pada diri praktikan karena menjadi fokus sorotan pengamatan. Sedang dalam latihan secara triadik mahasiswa lebih santai berlatih karena tidak diawasi oleh puluhan pasang mata.

Proses latihan pengembangan instrument dan praktik konseling dihadapan rekan sekelas pada hakikatnya merupakan penerapan penerapan dari prinsip pembelajaran eksperiensial. Kolb dan Kolb (2009) menyebutkan bahwa salah satu prinsip dasar pembelajaran melalui pengalaman yaitu pembelajaran dirancang sebagai sebuah proses, bukan terfokus pada hasil. Untuk mengembangkan ketrampilan calon konselor dalam merancang

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instrument konseling multibudaya dan ketrampilan intervensi konseling multibudaya, maka mahasiswa dilibatkan dalam proses pembelajaran yang memungkinkan mereka menerima balikan dari pengamat. Respon dan balikan tersebut dapat meningkatkan keefektifan upaya belajar mereka. Dengan demikian maka kemudian mahasiswa akan terus berupaya untuk belajar kembali guna memperbaiki kesalahan yang pernah dilakukannya ataupun yang pernah dilakukan oleh teman yang diamatinya.

Perasaan canggung ketika diamati oleh teman sekelas merupakan pengalaman belajar dimana mahasiswa mengalami proses belajar secara holistik. Mereka mengasah ketrampilannya melalui keterlibatan fungsi integrative dalam diri individu secara total-pikiran, perasaan dan persepsi serta perilaku. Proses tersebut mengasah kesadaran dirinya ketika menjalankan tugas sebagai konselor. Hakikat pembelajaran melalui pengalaman yang didasarkan pada transaksi sinergis antara manusia dan lingkungan juga dialami oleh mahasiswa.Terutama ketikamereka berlatih pula membuka diri terhadap koreksi atas hasil kerja mereka dan belajar dari keunggulan hasil kerja kelompok lain. Mereka juga belajar diamati dan dikritik ketika berlatih praktik konseling.

Kelemahan mahasiswa dalam mengidentifikasi masalah budaya pada diri konseli dikarenakan mereka masih belum banyak berlatih melakukan hal tersebut. Frekuensi latihan dapat mengasah kepekaan mereka dalam mengenali nilai-nilai budaya konseli melalui tampilan fisiknya dan kemudian menggunakan data tersebut dalam proses konseling. Sebagaimana pernyataan Kolb dan Kolb (2009) bahwa pembelajaran melalui pengalaman bukanlah proses sekali jadi melainkan akan membutuhkan proses lanjutan terus menerus. Belajar melalui pengalaman merupakan belajar kembali untuk kembali belajar memahami dan melakukan sebuah ketrampilan secara sesuai (relearning).

Karena prinsip relearning itu pulalah metode latihan kelompok O dan triadik digunakan dalam mengasah ketrampilan intervensi konseling. Dengan mengetahui kekeliruan yang teramati oleh sesama pebelajar, mahasiswa dapat mereflesi diri dan belajar terus menerus untuk meningkatkan kemampuannya. Proses belajar kelompok dengan pola kelompok O dan triadik memiliki sisi kekurangan dan kelebihan tersendiri. Latihan dengan model triadik dalam kelompok kecil memberikan kebebasan berekspresi bagi mahasiswa. Melalui pola ini mereka seolah dapat berlatih dengan bebas tanpa merasa canggung karena diamati dengan serius secara detail oleh berpuluh pasang mata rekan kelas dan dosen pembina, termasuk peneliti. Sementara itu, melalui latihan dengan pola kelompok-O mahasiswa dapat belajar untuk mengendalikan rasa canggung dibawah pengamatan puluhan pasang mata sekaligus

memperoleh respon atas segala tindak konselingnya. Proses ini menjadi pengalaman konkrit sekaligus melakukan observasi reflektf melalui pengamatan terhadap latihan sebaya mereka.

Dibutuhkan waktu yang cukup panjang dengan latihan intensif terarah dalam mengasah ketrampilan intervensi konseling multibudaya. kompetensi tersebut dapat diasah melalui latihan mandiri dengan menggunakan tahapan pembelajaran melalui pengalaman. Refleksi dan penyimpulan abstrak atas setiap pengalaman belajar mematangkan kompetensi seorang calon konselor.

Implikasi pada praktik pembelajaran calon konselor adalah Program pembelajaran di perguruan tinggi memerlukan sinergi kinerja antara dosen dan mahasiswa. Sebagaimana disebutkan oleh Hidayah (2009) bahwa salah satu komponen penting yang mendukung efektivitas pembelajaran di tingkat perguruan tinggi adalah perangkat sistem prosedur pembelajaran. Terkait dengan hal tersebut, temuan pembelajaran yang berimplikasi pada praktik pembelajaran adalah penyampaian informasi mengenai rencana pembelajaran berupa silabus dan rencana pembelajaran semester yang perlu diberikan kepada seluruh mahasiswa di awal pembelajaran. Implikasi ini merupakan respon terhadap temuan penelitian mengenai silabus yang baru diterima mahasiswa melalui coordinator kelas pada pertemuan pertama, sementara itu diperlukan waktu untuk membagikan pada seluruh mahasiswa di kelas tersebut. Tradisi ini kurang menguntungkan bagi progresifitas proses perkuliahan karena biasanya silabus yang diberikan hanya satu eksemplar. Kondisinya akan berbeda apabila setiap mahasiswa telah menerima silabus di awal perkuliahan, bila perlu sebelum perkuliahan dimulai. Mengetahui silabus secara utuh sejak awal perkuliahan memungkinkan mahasiswa memperoleh informasi mengenai deskripsi mata kuliah dan tugas tugas yang perlu disiapkan. Selanjutnya, kesiapan belajar mahasiswa dapat lebih terbentuk sedari awal.

Penerapan pembelajaran melalui pengalaman dengan beragam strategi dan aktivitas pembelajarannya sangat diperlukan dalam penyiapan kompetensi konselor. Model pembelajaran ini perlu dipelajari dan diterapkan oleh pendidik konselor dalam pembelajaran calon konselor. Pengalaman konkrit dan tahap refleksi terhadap pengalaman tersebut dapat menjadi proses pengembangan kompetensi konselor secara utuh, tidak semata-mata penguasaan konseptual berupa pengetahuan semata. Bahkan dalam upaya penguasaan konsep-konsep teoritik, model pembelajaran melalui pengalaman juga perlu diterapkan.

Secara kontekstual, metode ini dapat menjadi pilihan dalam mengembangkan sikap dasar konselor dan ketrampilan teknis konseling. Kunci utama langkah ini yaitu melakukan refleksi diri secara objektif dapat sangat membantu calon konselor dalam mengukur capaian belajarnya.

Melalui refleksi diri, para calon konselor dapat mengevaluasi dirinya dan kemudian mengelola perilakunya di masa yang akan datang. Sementara langkah konseptualisasi abstrak dapat melatih calon konselor mengembangkan ketrampilannya dalam menyimpulkan atau mensintesa informasi. Kemampuan yang disebut Gardner sebagai sythesizing mind disebutkan oleh penggagasnya sebagai salah satu kemampuan penting yang perlu dimiliki setiap individu dalam menghadapi air bah informasi di abad digital ini. Tentu saja kemampuan ini juga perlu dimiliki seorang calon konselor dalam menentukan sikap dan pengambilan keputusan dalam kinerja profesinya kelak.

Penerapan metode pembelajaran inovatif perlu didukung dengan suasana belajar yang hangat, egaliter dan komunikatif dan bersifat dialog sangat diharapkan oleh setiap mahasiswa. Suasana tersebut dapat meningkatkan antusiasme mahasiswa dalam belajar. Suasana yang kaku dan bersifat monolog, bahasa verbal dan non verbal dosen juga dapat mendukung terbentuknya kenyamanan suasana belajar.

Terkait dengan teori dan praktik tahapan pembelajaran melalui pengalaman. Model pembelajaran ini merupakan metode yang sesuai untuk pengembangan kompetensi profesi pendidik terutama konselor. Namun perlu operasionalisasi rinci mengenai langkah-langkah penerapan setiap tahapan pembelajaran eksperiensial, terutama ketika akan mengembangkan sikap. Tahap eksperimentasi aktif sering kali tidak dapat diwujudkan di kelas karena keterbatasan waktu belajar, semantara eksperimentasi aktif di luar kelas memerlukan komitmen dan kejujuran pebelajar dalam melaporkan ujicoba kemampuannya dalam situasi baru.

Tahapan pembelajaran melalui pengalaman memiliki kemiripan penelitian tindakan kelas. Lingkar tahapan pembelajaran ini bermula dan berakhir pada pengalaman. Tahap pengalaman konkrit pada hakikatnya memiliki esensi yang hampir sama dengan eksperimentasi aktif. Posisi eksperimentasi aktif pada hakikatnya dapat menjadi pengalaman konkrit dalam siklus kedua tahapan pembelajaran melalui pengalaman. Pandangan ini didasarkan pada landasan filosofis model pembelajaran itu sendiri, di mana setiap pengalaman konkrit akan selalu diproses melalui refleksi agar dapat diperoleh abstraksi konseptual sebagai wujud adanya pembentukan hasil belajar baik berupa pengetahuan baru maupun sikap dan ketrampilan baru. Prinsip ini dapat digunakan oleh fasilitator pembelajaran calon konselor untuk menumbuhkan kebiasaan belajar aktif dan progressif pada diri mahasiswa untuk memperoleh pengalaman belajar baru maupun pengalaman mengujikan kemampuan barunya dalam konteks berbeda.

Sedangkan implikasi pada kajian lanjutan mengenai kompetensi multibudaya dan terapan teori pembelajaran melalui pengalaman adalah; Sejumlah temuan dalam proses penerapan pembelajaran melalui pengalaman sebagai strategi pengembangan kompetensi multibudaya ini memberikan implikasi pada kajian lanjutan mengenai kompetensi multibudaya dan penelitian mengenai penerapan teori pembelajaran melalui pengalaman. Terlebih karena kajian mengenai konseling multibudaya dan kompetensi multibudaya masih belum banyak dikaji secara komprehensif di Indonesia. Sementara itu, konteks multibudaya niscaya akan menjadi konteks layanan para calon konselor, baik di Indonesia sebagai Negara multibudaya maupun di negara lain. Kajian mengenai pelatihan kompetensi multibudaya melalui pembelajaran melalui pengalaman dengan metode penelitian yang berbeda perlu dilakukan.

Selain itu, kompetensi multibudaya sebagai sebuah kebutuhan bagi profesi pendidik tidak hanya diperlukan oleh konselor. Temuan penelitian yang menunjukkan bahwa para calon konselor menyadari adanya prasangka dan stereotip pada diri mereka, maka kondisi sedemikian dimungkinkan juga terjadi pada diri konselor yang sudah bertugas maupun pada diri calon guru. Untuk itu konselor yang sudah bertugas juga dipandang perlu mengembangkan diri melalui pelatihan kompetensi multibudaya. Pembelajaran eksperiensial sebagai sebuah model pembelajaran dapat berkembang pola penerapannya melalui kajian komprehensif. Pada hakikatnya, model pembelajaran ini bersifat eklektif. Model ini masih memungkinkan untuk dikembangkan, Bila prosedur refleksi observatif dikembangkan oleh Remer maka prosedur dan pola konseptualisasi abstrak dan eksperimentasi aktif juga dapat dikembangkan melalui serangkaian kajian.

4. Conclusions

Serangkaian tindakan pembelajaran melalui pengalaman yang diterapkan dalam penelitian ini terbukti dapat mengembangkan kesadaran multibudaya calon konselor. Pengembangan terjadi didasari modalitas sikap kesediaan untuk belajar dan kemauan untuk berubah menjadi pribadi yang lebih baik sebagai seorang konselor yang akan berinteraksi dengan konseli sebagai makhluk budaya. Proses belajar dari siklus ke siklus memberikan pengalaman berharga bagi mahasiswa dalam mengembangan kesadaran diri, kesadaran pada budaya diri, kesadaran pada perbedaan individual, kesadaran pada keragaman dan budaya yang berbeda dan mengembangkan ketrampilan intervensi konseling dengan pendekatan multibudaya, termasuk di dalamnya mengidentifikasi nilai-nilai budaya konseli serta menggunakan nilai-nilai budaya sebagai materi upaya memandirikan konseli dalam menghadapi dan menyelesaikan masalah.

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STUDENT'S LEARNING BEHAVIOR PATTERNS AT STUDY PROGRAM GUIDANCE AND COUNSELING

Ella Faridati Zen[1], Adi Atmoko[2]
[1]Guidance and Counseling Study Program, Faculty of Education, State University of Malang
Malang, Indonesia
[2]Guidance and Counseling Study Program, Faculty of Education, State University of Malang
Malang, Indonesia
*Corresponding author email: ella.faridati.fip@um.ac.id, adi.atmoko.fip@um.ac.id

Abstract

Producing high quality graduates, is the commitment of Guidance and Counseling Study Program, Faculty of Education, State University of Malang. The quality of graduates is a result of student's learning, influenced by their learning behavior patterns. The research's aims are, to uncover the pattern of student's learning, as a step in developing a needs assessment modules tutoring, as the media in the process of academic advisory. The study used a descriptive correlational design, to describe (a) students' learning activities; (B) barriers of learning; and (c) barriers of learning's effect of students' learning activities. The data were collected by questionnaire instrument, were analyzed by using percentages and simple regression. The results showed (1) the majority of the quality of student learning in the category enough; (2) In general, students do not experience barriers of learning; (3) factors that hinder learning activity gave a negative influence of the quality of student's learning, means that the higher barriers of learning, the lower of the quality of student learning.

Keywords: learning, learning behaviors, learning inhibiting factors

1. Introduction

Higher Education as a part of the national education system has a strategic role in the intellectual life of the nation and promotes science and technology. Higher education has the objective to: (a) develop students' potential to be a man who has faith and piety to God Almighty; and has noble, healthy, knowledge, skills, creativity, independent, competency, and culture for the sake of the nation; (B) produces graduates who master branch of Science and / or Technology to meet the national interests and improving the competitiveness of the nation; (C) produce science and technology through research that observe and apply the value of Humanities for the benefit of the nation's progress, and the progress of civilization and welfare of mankind; and (d) to realize the Community Service-based reasoning and research works that are beneficial in promoting the general welfare and educating the nation (Law No. 12 of 2012, Article 5). In order to achieve the goals of higher education, the College serves as a place of learning as well as student and community education forum future leaders (Suharsaputra, 2015: 32).

The focus of education in universities is to develop high quality human. Human being has capability of being self-sufficient, ability to adapt and survive in the turmoil of the world in the era of globalization. Accordingly, the College is expected to produces critical students, and also an observers who dare to have the correct and original opinion even though it may be different or contradictory to others, and have interest and high motivation to learn (Semiawan, 1999).

In higher education, according to Suharsaputra (2015: 238), there are three interrelated concepts with each other, learning, teaching and the process of learning. Learning is a process of behavioral changes of students, in the cognitive, affective and psychomotor aspect. Teaching is an effort of educational institutions (Universities), as a students's learning process.

At University, the process of teaching is done in a way to manage, organize, and facilitate various conditions that encourage the process of student learning. Meanwhile, learning is an educational interaction process between educators (faculty) and learners (students) in a particular learning environment to achieve specific learning goals. Based on that idea, the effort to improve the quality of student learning that produces graduates who excel, can be started from the improvement of teaching and learning.

Guidance and Counseling Study Program, Faculty of Education, State University of Malang, as a provider of higher education, has a vision to be a superior Study Program and became a reference in the implementation of the three responsibilities of the field of guidance and counseling. Based on this vision, the mission of the dharma education is organized educational learning in the field of guidance and counseling.

Other objectives to be realized in the dharma education are, produces qualified graduates and they have ability to provide guidance and counseling independently and to make the course as a reference in the development and application of science, technology and art in the field of guidance and counseling (FIP catalog, 2015).

Producing high quality graduates, is the commitment of Study Program Guidance and Counseling that enforce at the State University of Malang's Business Strategic Plan 2015 - 2019. In that strategic plan, stated that education and learning in State University of Malang has objectives : (a) Students have development of potential and personality through education and experience high quality learning; (B) produces graduates who has high acceptability in national and regional (Business Strategic Plan of State University of Malang, 2015-2019). The realization of high-quality graduates, depends on the student learning process which is is implemented, teaching as management and supervision efforts by universities and learning institutions led by trained lecturers (Suharsaputra, 2015: 238).

Learning, to be regarded as individual behavior change based on experience (Learning is as a change in an individual that caused by experience) (Slavin, 2007: 152). Experience in learning is something or experienced by individuals when interacting with itself or with another person. Changes in learning is a process, it can be observed in the form of changes in cognitive, affective and psychomotor (Hitipeuw, 2009).

The learning process takes place in the individual or student. Suharsaputra (2015: 246) argues the learning process in individuals through stages: (1) preparation of learning ; (2) attention; (3) the acquisition or receipt of the information; (4) incorporation of information; (5) The storage of information in the memory; (6) reproduce; (7) assessing the knowledge ; (8) study and (9) the stage of motivation. In student's daily practice, the learning process can be simplified

into stages: (a) preparation of following the lecture; (B) following the lecture on campus and (c) follow up the results of study.

According to Biggs, student's orientation of learning (in Suharsaputra 2015) can be categorized into , students who are committed to the academic / high academic orientation and students who has low commit non-academic / academic orientation. Students with academic commitments will learn deeply (deep learning) and meaningfully. They feel that learning is a necessity, so they are going to learn with pleasure, and using cognitive activity to master the course material.

On the contrary, students who have non-academic commitment, only learn on the surface level. Students attempt to memorize concepts and facts without trying to understand their course material.

The quality of higher education graduates, influenced by how the learning process is done by the students. The learning process takes place within the students. So, the quality of learning outcomes as expected, depending on how the quality of the study carried out by a student, whether he is oriented to academic or non-academic.

Adi Atmoko et al's research of behavior study of students majoring guidance and counseling which conducted at 1994, showed that: about two-thirds (66.3%) students showed frequent chat and not reading while they are waiting between classes, 67.3% of the students are still lacking use the library as a place to read, about half the students are not ready, a week before the exam last even 30% of them were not ready on the night before the exam, and two-thirds of students do not do self-learning activities as well as about half of the students were not use learning plan (Atmoko, et al. 1994).

It seems that the results of these studies, is still relevant today. Observation that glimpse of students' learning behaviors , showed symptoms that similar to Atmoko's research. Students are still chatting when the professor entered the lecture hall, they do not take notes while following the lecture, play handphone while attending the class, taking a seat on the aisle in the back and forth. The symptoms of behavior show an example of behavior that has less effectiveness in learning.

Allegedly the lack of effectivity students's learning behavior patterns, partly due to non-optimal

academic advisory process, particularly in providing tutoring to students. Academic Mentorship is a service provided by Academic Advisor Lecturer (DPA), which aims to assist students in completing their study program, in accordance with the interests and abilities.

Academic Advisor Lecturer's role in guiding the students in order to complete the study in a timely manner, to help them solving the academic and non-academic problem, providing service planning studies each semester as well as making the track record of the advisory process during the study period each student (Rector Regulation No. 17 of 2014).

Module tutoring expected to be used as an alternative media in the process of academic advisory. Through the media module tutoring students are expected to master the skills learned in college. In addition, the presence of media in the form of modules tutoring, is expected to improve the quality of interaction between academic advisor lecturer with student guidance. Then the idea arose to develops modules tutoring for students Guidance and Counseling study program.

This study is intended as a step assessment that needed in the development process modules. More specifically the study aimed to describe students' learning activities, inhibiting factor in learning, as well as the influence of barriers to learning to learn behavior patterns. The results of the research will be used as the basis for developing materials tutoring module. With the availability of tutoring module, is expected to improve the learning ability of students so that the quality of graduates guidance and counseling study program can be improved.

2. Methods

This study is a step in the analysis of research needs tutoring module development. Needs analysis is intended as an activity to gather and analyze information about students' learning behavior, as a basis for developing learning modules material.
There are 358 students of Guidance and Counseling

Study Program, Faculty of Education, State University of Malang, 2015/2016 class. Samples were taken in a cluster. Each class is represented by a single class, determined randomly, so as to meet the four classes that represent each class by the number of students as many as 151 people.

Data were collected by questionnaire technique, using an instrument in the form of students' learning activities scale and a scale factor that inhibits the activity of student learning. The instrument was developed by the research team. The draft instrument tested on 35 students of Guidance and Counseling Study Program, is not selected as the research sample, to measure the validity and reliability.

Test of the validity of the instruments carried by exploratory factor analysis, then compiled and only valid point that will be used. Instrument considered valid if the instrument has a loading factor equal to or greater than 0.5 and clustered in one particular component of the same. Invalid question disqualified, excluded from the research instrument. The trial resulted in a scale of learning activities, a total of 33 items with a valid reliability 0.80, scale factor that inhibits learning valid 17 items with a reliability 0.89.

Data learning behavior and the factors that hinder learning analyzed by percentage. As for seeing the effect of barriers to learning to students' learning activities, were analyzed using simple regression techniques. Before conducted regression analysis, the data must first be tested for normality and linearity as a prerequisite in the regression test.

3. Results

Instrument is distributed into 151 students. After checking the data, there are only 141 were eligible to be analyzed. The results of the analysis are reported in accordance with the purpose of research.

3.1. Description of Student Learning Behavior Guidance and Counseling

The results of the analysis of the students' level of activity can be seen in Table 1. as follows.

Table 1. Levels of Student's Learning Activities

Learning Activity Level	F	%
Very less learning activity	1	0,7
Less learning activity	23	16,3
Quite well	102	72,3
Excellent learning activity	15	10,6
Total	141	100

Based on data above, it can be said that the students' learning activities in Guidance and counseling study program is in the category quite well. For most students (72.3%) of their learning activities is at a level good enough. In addition, the data also shows that only a few students were learning activity has been very good (10.6%). Similarly, few (16.3%) of students has less learning activity. After viewing profile learning activity levels mentioned above, it can be concluded that most of the students of Guidance and Counseling Program, Faculty of Education, State University of Malang, has quite well learning activities well.

3.2. Description of Student's Learning Barriers Factors in Guidance and Counseling Study Program

The results of the analysis of barriers of learning, students in guidance and counseling study program, can be seen in table 2 below.

The results of the analysis that shows above is, most of the students stated that the factors that influence learning, both internal factors and external factors strongly support their learning activities. Only a few students who expressed their obstacles in their learning activities, which is only 1.4%. Thus it can be said that the majority of students strongly supported by internal factors and external in their learning.

Factors that strongly support learning activities of most students at Guidance and Counseling Study Program (with a percentage of >50%), including: (1) The condition of the hearing; (2) The physical condition; (3) The state of general health; (4) Attention of parents; (5) The pattern of interaction with parents; (6) The pattern of interaction with brothers; (7) The learning facilities (books, laptop, etc.).

While the factors that are considered a barrier (with a percentage between 10% - 30%), including: (1) learning motivation; (2) The habit of daily life; (3) socio-economic situation of the family; (4) Attention parents; (5) hang out with friends, everyday; (6) non-academic activities outside campus followed; (7)

Table 2. Level of Student's Learning Barriers

Level of barrier	F	%
Strongly support	85	60,3
Has enough support	54	38,3
Hindered	2	1,4
Total	141	100,0

followed by Student Activities; and (7) The environment in which to learn at home / at boarding house.

3.3. Effect of Barriers to Learning Against Student Learning Activities Guidance and Counseling Study Program

In order to prove the effect of barriers to learning to students' learning activities Guidance and Counseling Study Program, the data were analyzed with regression analysis techniques. Summary of data can be seen in Table 3 below.

Table 3. Summary of Data Statistics

	Learning activity	Factor that inhibits learning
N	141	141
Missing	0	0
Mean	92, 2482	28, 6525
S D	11, 62212	5, 58184
Minimum	47, 00	17, 00
Maximum	119, 00	49, 00

Table 4. Summary of Results of Regression Analysis
ANOVA:

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	386,013	1	1386,013	10,994	0, 001[b]
Residual	7524,269	139	126,074		
Total	18910,312	140			

a. Dependent Variable. students' learning activities
b. Predictors: (Constant). factors that hinder learning

In the ANOVA table above shows that the price of the $F = 10.994$, with sig $0.001 < 0.05$. Based on the results of this analysis can be interpreted that the regression model was feasible, the variable factors that hinder learning deserves to be a predictor for students' learning activities.

The results of the regression coefficient calculation, can be seen in Table 5 below.

In Table 5 above, it can be seen that the statistical value Collinearity VIF figures obtained by 1. There is not an inlinearity on variable factors that hinder learning and student learning activity variables.

Based on the regression coefficient table above, it can be seen that statistic values obtained Constanta at 108.400 with error 4.96. Average standard beta coefficient value of -0.271 with a significance of $0.001 < 0.05$. The results of the analysis can be said that the variable factors that hinder learning, is

Table 5. Table Regression's Coefficients
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	108,400	4,962		21,846	,000	98,589	118,211		
Factor of Barrier's Learning	-,564	,170	-,271	-3,316	,001	-,900	-,228	1,000	1,000

significantly and negatively by 27% of the level of student activities. This means that students' behavior is influenced by barriers to learning, by 27%. In addition, there are 73% of factors beyond the barriers to learning that affect the behavior of student learning. The regression equation can be expressed as follows: Y "BX1 = C + + e = 108.4 + (-0.271) X1 + e, where X1 is the factor score barrier + error. The inhibiting factors adversely affect the behavior of student learning. This means that the higher the barriers to learning the lower the quality of students' learning behavior.

4. Discussion

Based on the analysis, as described above, it can be concluded that only a few students of Guidance and Counseling Study Program who has behavior of study in very good category. Most students at Guidance and Counseling (72.3%), has behavioral learning in the category quite well. The data also show that there is still a small portion of students Guidance and Counseling Study Program who have poor learning behavior, ie by 16.3%.

When compared with the results of Adi Atmoko et al. Reviewed BK students conducted in 1994 (Atmoko, 1994), it seems the quality of students' learning behavior has not been improvement toward the better. The result of Adi Atmoko research showed that most students have uneffective learning behavior.

Although it has been demonstrated to improve the quality of learning behavior, but the quality still needs to be improved in order to be excellent. The new data showed few students that the quality of learning that are in the very good category, is 10.6%.

Student's behavior learning in Guidance and Counseling Study Program as such, is still worrying, given the vision that carried Guidance and Counseling Study Program, State University of Malang becomes a superior Study Program and becomes a reference in the field of guidance and counseling. It also mean leads students and the productivity of graduates were also superior and can be references.

Has excellence students and graduates, views on how the student achievement gains are realized in the form of IP (GPA). Acquisition of high GPA should certainly be supported by behavior patterns learned very well. Because previous studies showed better behavior patterns will increasingly higher learning achievements that can be obtained.

Student's learning behavior in Guidance and

Counseling Study Program were more in the category quite well and the new bit of this excellent, needs to get serious treatment in relation to the achievement of goals, mission and vision have been implemented. Improved student learning behavior according to the pattern of university education should be promoted. One way this can be achieved by providing tutoring to students.

Fauzan's research (1992) showed that the pattern of learning behavior or poor study habits can be changed by using a strategy of self-governance. Thus, learning behavior was pretty good, can also be changed, improved to be excellent.

The pattern of behavior of student learning needs to be improved, according to Gie (1995) and Arai (2003) are regularity and discipline in learning either learn at home or studying on campus, preparing themselves in following the lecture, including coming to a college in a timely manner, concentration in following the lecture, make lecture notes, active in discussions.

Use the facilities of learning which is available as maximum as possible, learning at home (in your own home or in a boarding house) in a timely manner in accordance with the schedule that has been owned, reading and learning materials that will be discussed tomorrow , check the material obtained from college, make summaries, tasks, notes and so complementary.

According to the factors that influence the behavior learning of students, both factors of the environment and the factors, the results showed that in general, the students do not experience barriers of learning. Both internal and external factors of students strongly supported in their learning behavior at the moment, where the quality of the learning behavior they are in good enough category.

The research data shows that the factors that strongly support according to most students in Guidance and Counseling Study Program is the condition of students themselves, covering physical state including hearing and health course in top shape. Outside factors were very supportive of their learning barrier, include parental concern, patterns of interaction with parents and brothers and the availability of learning facilities such as a book, laptop etc.

While the factors that adequately support students' learning activities covering aspects of intellectual intelligence and their talents in the field of personal-social, socio-economic circumstances, non-academic activities outside the campus in the following and student activities that followed.

While the factors deemed hampers, although experienced by a minority of students (less than a

third), includes learning motivation, habits of behavior in everyday life, socio-economic circumstances the family, the attention of parents, friends hang out everyday activities of non-academic outside followed campus, student activities were followed and the environment in which learning at home / at boarding. These factors, although elected by a small fraction of students, but still require attention. If these factors are ignored, it is possible to be a learning barrier for most students.

According to Dimyati and Mudjiono (2006), there is an important motivation for learners, including students. Motivation will awake student in the learning process. High awareness of the process that is being passed in the course of learning to encourage the learning activities. Similarly, the daily habits. Since the beginning, students need to have a great awareness of the positive learning habits. These positive habits need to be studied and socialized. We need guidance in learning for students.

If we see how the effect of inhibiting factors of learning on student's learning behaviors in Guidance and Counseling Study Program, the analysis shows that the learning barriers adversely affect the behavior of student learning. This means that the higher the barriers to student learning, the lower the quality of student learning. Thus, it is necessary that barriers to learning are minimized so that the quality of learned behavior that can effectively increase.

It is known that the behavior of the students' guidance and counseling needs to be improved so as to achieve excellent quality. In order to pursue learning behavior at a very good level, it is necessary to understand the obstacles in their learning, the next obstacle is sought to be minimized in such a way.

As identified above, that of factors that, among others, the motivation, the conditioning of daily life, socio-economic circumstances the family, the attention of parents, hang out with friends everyday, activities of non-academic off-campus that followed, student activities were followed and the environment in which learning at home or at boarding house.

So these factors that it is necessary that the condition is a barrier, it could turn out to be a supporting factor. These factors need to be included as an ingredient in materials module tutoring.

According to Marzano (in Suharsaputra, 2015) related to the behavior of learning, there are five dimensions of learning, which need to be considered in order to produce effective learning behavior. The fifth dimension in learning according to Marzano include: (1) positive attitude and perception about learning, (2) acquiring and integrating knowledge, (3) extending and refining knowledge, (4) using knowledge meaningfully, and (5) productive habits of mind.

Dimensions are arranged in hierarchical learning, where the dimensions of the beginning of the foundation for the next. Having a positive attitude and perception towards learning to be held in advance so eventually in the habit of thinking productively as an outcome of learning behavior that is effective at very good levels. The most effective learning is the result of the interaction of the fifth dimension is that the type and at the same time shows the level of capability in thinking.

The first attitude and a positive perception of learning, as a strong foundation in acquiring knowledge. Next, the learners or students who seeks to acquire knowledge and integrating it with the knowledge that you already have. Knowledge is then expanded through a process of analysis, comparison, synthesis, abstracting (the third dimension), until it can choose the learning outcomes to be implemented in a more meaningful life (the fourth dimension). If the dimensions of the study carried out continuously, so that it becomes a regular and skilled, the habit of thinking productively will be part of an effective learning behavior in daily life.

It seems that the idea of Marzano can be used as a basis in developing the module material tutoring the students. In hierarchical learning skills developed starting from the first dimension to fifth, namely the formation of attitudes and positive perceptions of learning, acquire and integrate knowledge, broaden and selecting knowledge, define and implement the knowledge in a meaningful life and eventually owned a habit of thinking that is productive as a form of learned behavior whose effectiveness is very high.

Based on the results of the discussion above it can be concluded that the student in Guidance and Counseling Study Program's behavioral learning still needs to be improved so as to achieve the level of learning behavior is excellent or very effective.

Learning behavioral aspects that need to be improved include preparing learning behavior in university classes, learning behavior at the time following the lecture in the classroom, learning behavior in following up the results of the lecture. In addition, students also require an increase learning behavior in the home and learning behavior on campus outside the lecture. Material about the factors that influence learning behavior also needs to be discussed, because the study of factors that affect the learning behavior.

In an effort to increase learning behavior, the dimensions of learning proposed by Marzano need to be considered as a strategy to improve the behavior of effective learning. The formation of a positive

attitude and perception in learning needs to be built sooner, then later trained learning dimension, until mastered the highest dimension of learning, productive habits of mind.

5. Conclusions and Recommendations

5.1.Conclusion

The quality of student's learning behavior at Guidance and Counseling Study Program, Faculty of Education, State University of Malang, in general, is at a good level. In order to achieve the goals that Department will produce excellence graduates and compete at national and regional level, the student should be assisted to improve their learning behavior at a very good level.

How or learning skills that need to be improved include how to prepare, in lectures, by following the lecture, how to follow up the results of study, learning at home, how to learn on campus, how to prepare for the exam and how to manage your learning activities.

In general, student of Guidance and Counseling Study Program do not experiencing barriers of learning. Factors that inhibit learning negatively influence 27% of the level of students in Guidance and Counseling Study Program.

5.2. Suggestion

Based on the above conclusions, it is recommended to developer module tutoring for students, developing materials module consists of how to prepare in college, how to attend classes, how to follow up the results of study, how to prepare for the exam and how to manage your learning activities. For faculty, it is advisable to always use a learning model that provides an opportunity for students to improve skills in learning. Student-centered learning will hone the skills of students in learning.

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A Solution-Focused Counseling Model to Improve Counselees' Self-Discipline

M. Ramli

State University of Malang, Malang, Indonesia
*Corresponding author email: m.ramli25@yahoo.com

Abstract

Self-discipline is the ability and the will to control self in achieving the desired objectives. The character is one of the most important aspects of personality in increasing counselees' success of their lives in personal, social, academic, and career. To increase the counselees' success, it is important to improve their self-discipline effectively and efficiently. For that, it is needed a counseling model that can be used to help counselees improve their self-discipline effectively and efficiently. One of the models is a solution-focused counseling. The counseling model emphasizes collaboration of a counselor and a counselee to find the strengths, resources for developing self-discipline, and exceptions for self-discipline problems that can be used as solutions to improve counselees' self-discipline. In practice, the model of counseling consists of the stages of building a good relationships, goal setting, determination and implementation of the solution, and the termination. The counseling techniques used consist of exception-finding questions, miracle questions, scaling questions, presession change questions, formula first session task, giving feedback, and compliments. This paper focuses on the basic principles, techniques, and process of solutions-focused counseling model to help counselees improve their self-discipline optimally for the success of their lives in personal, social, academic, and career.

Keywords: solution-focused counseling, self-discipline, counselees

1. Introduction

One of the main tasks of the school is to improve students' self-discipline (Duke & Jones, 1985). According to Rogus (1985), self-discipline is the ability and the will to do what needs to be done and learn from the results of one's own efforts. On the other hand, Feltham and Dryden (2004) suggested that self-discipline is the practice of orderly behavior established by oneself not by others. In addition, self-discipline according to Tracy (2010) is the ability to do what should be done, when we should do it, whether we like it or not. Thus it can be said that self-discipline is the ability and the will to control self in achieving the desired objectives.

Based on the notion of self-discipline above, self-disciplined counselees are individuals who behave appropriately based on their own direction and not under the direction of others to achieve the expected goals. Therefore, the locus of the individual's control is internal. To that end, self-disciplined counselees will work hard because they realize that their efforts will make them successful not because they are afraid of being scolded by their teachers or their parents. Similarly, self-disciplined counselees who are independent and responsible for they are able to manage their own behavior to achieve their goals.

Self-discipline is one of the principal characters of counselees' personality that is strategically developed to achieve the goal of whole national education (Ramli, 1999). In addition, the self-discipline (1) has a very important role in the lives of young people, (2) enhances students' achievement, and (3) outdates IQ in predicting students' academic performance (Tylor, Kuo, & Sullivan, 2002; Duckworth & Seligman, 2005). Therefore, the guidance and counseling program as an integral part of the school education system is required to emphasize its services to help counselees improve their self-discipline for the preparation of excellent generations of Indonesia. Improving counselees' self-discipline effectively and efficiently requires effective and efficient services. Therefore, it calls for effective and efficient counseling service models. One of the counseling models is a solution-focused counseling. The counseling model is important for the improvement of self-discipline because some studies showed that the model is efficient and effective in developing aspects of the individual's personality that's on average lasted three sessions (DeJong & Hopwood, 1996 in Prochaska & Norcross, 2007).

There are some studies that show the effectiveness of solution-focused brief counseling to increase counselees' self-discipline. Among them, (1) a research of singgle-session brief counseling in a high school by Littrell, Malia, & Vanderwood (1995) showed that the solution-focused brief counseling (SFBC) effective for improving counselees' self-discipline as part of personal matters; (2) a research of effectiveness of solution-focused brief therapy in a school setting by Franklin, Moore, & Hopson (2008) showed that the SFBC effectively address the problem of self-discipline as part of

counselees' internalizing behavior; (3) a research of systematic review of solution-focused brief therapy with children and families by Woods, et.al (2011) showed that the SFBC effective for improving self-discipline as part of counselees' internalizing behavior; and (4) a research of effectiveness of solution-focused brief group counseling to improve self-discipline of junior high school students by Arofah (2015) showed that the SFBC effective for improving counselees' self-discipline of junior high school.

A solution-focused counseling model is derived from the solution-focused brief therapy (SFBT). It is one of the most important postmodern counseling models (Corey, 2013) and the most popular counseling model that is used in school education in the United States of America (Tang & Erford, 2004). This model was established and developed primarily by Steve de Shazer and Insoo Kim Berg in the 1980s at the Brief Family Therapy Center in Milwaukee, United States of America (Capuzzi & Gross, 2009; de Shazer & Dolan, 2007; Sharf, 2004). In its development, solution-focused brief counseling is influenced by counseling models that have evolved at the time, including brief therapy developed by Milton Erickson (Gladding, 2009), behavioral models, models of cognitive-behavioral and family systems therapy (Seligman, 2006).

The solution-focused counseling model is much needed in the era of the counselees and psychological helping agencies requiring short and effective counseling services. Similarly, brief counseling skills are needed by counselors who work in a helping service expected to provide more services with a shorter time (Gladding, 2009).

This Counseling model is becoming increasingly popular in counseling services for practicality, efficiency, and effectiveness in helping counselees (Sciarra, 2004). Besides that, now, solution-focused counseling is a counseling model that is most widely used by practitioners of helping profession (Sperry, 2010). The counseling model is effective in helping families, couples, individuals, children, and adolescents with a variety of life issues and problems (Roeden, et al, 2011; Franklin et al , 2007; Prochaska & Norcross, 2007; Newsome, 2005; Watkins & Schultz, 2001; Schultz & Ososkie, 1999) .

Basic Principles of Solution-Focused Counseling

A solution-focused counseling is one of the postmodern counseling approaches that is based on a positive and optimistic view of human nature (Corey, 2013; Gladding, 2009). Human beings are healthy and competent. This approach is a nonpathological counseling approach which emphasizes the importance of human competence rather than incapacity, and strengths rather than weaknesses. In addition, the humans are able to build solutions that can improve their lives. Humans have the ability to solve the challenges in their lives. Whatever the influence of the environment on humans, counselors believe that through counseling, counselees are able to construct (build) solutions to their problems. Therefore, they are also capable of constructing solutions to their self-discipline problems.

In practice, solution-focused counseling does not use a theory of personality and psychopathology developed at this time. Solutions-focused counselors believe that we cannot understand with certainty about the causes of individual problems. Hence, counselors need to know what makes people better and healthier into the future, that are better and healthier goals. Individuals cannot change the past, but they can change their purpose/purpose. Better objectives are able to solve problems and deliver to a more productive future. Counselors need to know the characteristics of good and productive counseling purposes: positive, process, present-oriented, practical, specific, counselees' control, and based on the language of the counselees. Instead of a theory of personality and psychopathology, and past problems, solution-focused counseling focuses on present moment that is guided by specific and positive purposes based on counselees' language and under their control (Prochaska & Norcross, 2007).

Solution-focused counseling services based on the assumptions as follows: (a) counseling should focus on solutions rather than problems for the occurrence of beneficial changes, (b) a strategy of effective counseling is to find and change the exceptions (moments of free from self-discipline problems) into the solutions, (c) small changes lead to larger changes, (d) counselees have the resources necessary to resolve the issues and problems, (e) the counselor should focus on the development of meaningful purpose constructed by the counselor and counselees with emphasis on what expected by counselees than ideas/opinions of the counselor (Charlesworth & Jackson, 2004; Sklare, 2014).

There are some basic rules as the basis of counseling. They are as follows. The counselor should (a) avoid browsing/exploring problems, (b) be efficient in counseling services, namely the counselor should achieve the goal optimally with the least number of meetings of intervention, (c) realize that insight/understanding of the problem and its causes does not provide a solution because the counselor should focus on action rather than discussion of the problems experienced by the counselee, and (d) focus on present and future. If counselees realize that at this time the solutions already exist in itself, it can boost self-confidence. If counselees think about what will happen in the future and realize that a solution is available, it can build confidence that everything will be better (Charlesworth & Jackson, 2004).

In the process, counseling focuses on the solution talk rather than the problem talk. The counseling process is orientated for increasing an awareness of exceptions to the pattern of the experienced self-discipline problems and the selection of change process consciously. Increased awareness of the problems is an exception to the pattern can create solutions. Selection process of change can determine the future life of the counselee. Some empowering options are as follows; "(1) if it works, don't fix it. Choose to do more of it, (2) if it works as a little, choose to build on it, (3) if nothing seems to be working, choose to experiment, including imagining miracles, and (4) choose to approach each session as if it were the last. Change starts now, not next week "(de Shazer & Dolan, 2007; Prochaska & Norcross, 2007).

A counseling relationship has an important role in solution-focused counseling. It is a collaboration between the counselor and counselees in building solutions together. A collaboration emphasizes solutions to counselees' problems and counseling techniques used by a counselor. The counselor as an expert on the process and structure of counseling that help the counselees build their goals towards solutions that work. Counselees as experts about themselves and the goal to be achieved. Counselors are active in moving the focus as soon as possible of the problem to the solution. Counselor directs counselees to explore the advantages and build solutions. Counselors encourage counselees' initiatives and help them to see and use their responsibilities better

(Prochaska & Norcross, 2007).

Techniques of Solution-Focused Counseling

Solution-focused counseling has a set of techniques used by the counselor in the counseling process. Some of the techniques generally used are as follows (Prochaska & Norcross, 2007; Gladding, 2009; Corey, 2012; Sklare, 2014).

1. Exception-finding questions: questions about the moments when the counselee is free from the problems of self-discipline. The discovery of exceptions helps counselee clarify the change conditions, has the strength and ability to solve problems, provide tangible evidence of completion and helps the counselee to find the forgotten strengths used to achieve the expected goals. For example, "When were you able to manage this problem calmly?" "When did you do differently from that now?" "Let me point out times when you are free from the self-discipline problems!"

2. Miracle questions: questions leading counselees to imagine what would happen if a problem is experienced miraculously resolved. This technique helps clarify goals and highlights problem exceptions by stimulating the counselee to imagine a solution and eliminate obstacles in solving problems

and building expectations for the expected changes. For example, counselees were asked, "Imagine that one night, while you were asleep, there was a miracle and all your problems of self-discipline that you put forward today resolved. How do you know that the problem was solved? What were you doing at that time which shows that the problem was resolved completely?"

3. Scaling questions: questions that ask counselees make the abstract become concrete, vague become clear by quantifying strengths, issues, circumstances, or counselees' changes. Generally, scaling questions are used to help counselees see their progresses. For example, " On a scale ranging from 1 to 10, where 1 means you have no control at all to your self-discipline problems and 10 means you have full control over your self-discipline problems, then on what number will you put yourself on that scale ? And "What will you do when you go up one number on the scale?"

4. Compliments: Written or oral messages designed to provide reinforcement, rewards, and praise for the strengths, progresses, and positive characteristics for the achievement of the counselees' objectives. This technique is often used before counselees given the task at the end of counseling sessions. For example, the counselor statement, "I am very impressed with the zeal to achieve your goals so that you can explain in detail about the objectives, the means that you will implement to achieve these objectives, and the ways that will be used in dealing with barriers to achieve the goals."

5. Presession change questions are the questions that are aimed at finding an exception or explore solutions that have been attempted by counselee before the counseling session. The goal is to create hope for change, emphasize the active role and responsibility of counselees and show that change can occur outside the counseling room. For example, the counselor asked, " Since the last meeting, did you notice any change in you? " or "Since the last meeting did you find a new way of seeing the self-discipline problems that you experience? " or "Since our conversations on the phone last week, what changes have you experienced so far ?"

6. The formula first session task: The format of homework given to counselees by the counselor to be done between the first and the second meeting. For example, the counselor said , "Between now and the next meeting, I hope you can observe what happens to your self-discipline problems that you want to continue to maintain so that you can explain it to me at the next meeting." At the beginning of the second counseling meeting, counselor asks counselees what has been observed so far and ask him what he wants to continue to be maintained with regard to the counselee's self-discipline.

7. Giving feedbacks is a technique used by counselors to convey messages to the counselees in

order to be motivated to achieve the desired objectives. Feedbacks consist of three elements, namely compliments, bridging statements, and the tasks assigned to the counselees. Compliments contain counselees' progress made to achieve the goals effectively. Bridging statement contains a sentence that connects the destination to a given task. Tasks contain what counselees need to be done to achieve the desired objectives consisting of observations or actions taken to achieve the goal. For example, "I am very impressed with your attention to your self-discipline problems. You can explain the expected goals in detail. Similarly, you can express clearly the ways to implement your self-discipline. More than that, you have a high motivation to carry out the ways to implement your self-discipline. In order to achieve an increased learning achievement so that you can move to number 5 in the scale, then I hope that you carry out the ways to implement self-discipline that you pointed out earlier."

Process of Solution-Focused Counseling

The following counseling process consists of the counseling process at the first meeting and the second and/or subsequent meeting.

Process of First Meeting/Initial Session Counseling

The counseling process at the first meeting consisted of the establishment of good relationships, goal setting, determination and implementation of the solution,and termination as follows .

Establishing good relationships

This stage consists of activities as follows: (a) creation of facilitative conditions, (b) conversation of neutral topics, and (c) explanation of the counseling process.

a. Creation of facilitative conditions

Fostering relationships is necessary to establish good relations and collaboration between the counselor and counselees to the achievement of the expected changes. In the establishment of a good relationship, counselors show attention, acceptance, appreciation, and understanding of the counselees as unique individuals.

b. Conversation of neutral topics

One way to immediately interact on initial counseling session is conversing neutral topics (eg, about counselees' hobbies) to build awareness of the counselee on the advantages and sources of her strengths for the development of solutions to their self-discipline problems.

c. Explanation of the counseling process

At the beginning of counseling, the counselor needs to explain the implementation process of solution-focused counseling so that counselees understand the process and highly committed in the implementation of such counseling. For that, the counselor told counselees that counseling aimed at helping them to achieve the expected goals. Therefore, the counselor will ask questions that the counselee find solutions to achieve the expected goals. The counselee is expected to be open to answer the counselor's questions and do not need to worry because all talks are confidential not addressed to anyone without the consent of the counselee.

Establishing Goals

This stage consists of (a) identifying the goals of counseling, (b) asking miracle questions followed by asking instances of miracle followed by asking reciprocal relationship questions regarding to the miracle instances, and (c) asking another miracle instances followed by asking reciprocal relationship questions relating to the miracle instances (two or three times)) .

a. Identifying goals

Counselors and counselees collaborate to set goals that are positive, specific, observable, measurable, and concrete. Basically, goals can be one of the forms of the following purposes: (a) changing what is done in problematic situations, (b) changing the view or frame of mind about the situation of the problems encountered, and (c) assessing the resources, solutions, and strengths of counselees.

Having built up a good relationship with the counselees, the counselor asked the counselee, "What do you want to achieve from your presence in this counseling session?" or "What is the purpose to be obtained with your coming to this counseling room?" The expected counselee answer is a positive goal that is the goal containing of what will be done and not what they do not want to do or that they want to stop. For example, "I want to go to school on time every day." not, "I would not come late to school." If counselees' answers are negative, the counselor directs the counselee to express a positive goals by asking a question, "Instead of coming late, what would you do." or, "what would you do so that you do not come late?"

b. Asking miracle questions followed by miracle instance questions and then followed by reciprocal relationship questions regarding to the miracle instances.

To specify the positive objectives put forward by counselees, the counselor asks miracle questions relating to the problem or the expected goals of the counselee. Relating to counselee's above purpose, the counselor asked a miracle question as follows: "Imagine that one night, while you were asleep, there was a miracle and all the expected goals now achieved completely. What did you know which showed that the goal was reached? What did you do that showed the goal was achieved completely? "For example the counselee replied, "I woke up this morning to prepare to school." Then the counselor asked a question of reciprocal relationships to generate observations from important people around counselees as follows: "Who would notice this

change (to wake up early in the morning) first?"
"What was his/her reaction (father / mother / brother / friend / teacher) when he/she saw this change? Then how would you react to her/his reaction?

c. Asking other miracle instance questions followed by asking reciprocal relationship questions relating to the miracle instances (two or three times).

The counselor asked other miracle instance questions to counselees, for example, "What else would you know/do after that miracle happened? After counselee answered the miracle instances, the counselor asked a reciprocal question relating to the miracle instance. For example, "Who would know these changes? How would he/she react to the changes? And how would you react to his/her reaction? "Repeat the miracle instance questions and reciprocal relationship questions as much as two or three times.

Determining and Implementing Solutions

At this stage, the counselor implement activities as follows: (a) asking exception questions to achieve the objectives followed by the reinforcement questions to reinforce counselees to apply solutions to achieve these objectives, (b) asking other exception questions to achieve the objectives followed by the reinforcement question to reinforce counselees implement the solution to achieve these goals (two/three times) and (c) asking questions that can equip counselee with solutions in dealing with obstacles in achieving goals .

a. Asking problem exception questions to achieve the objectives followed by reinforcement question for effective actions / thoughts

After counselee suggests three or four miracle instances, counselors ask exception questions to identify solutions in achieving the desired objectives. For example, "Tell me some times when some miracle instances has happened in your life? " or "Come up to me some moments when miracle instances have you experienced even a little?" For example, the counselee replied, "When I slept the night at the latest at 10.00 PM, then I could get up early in the morning." the counselor then asked counselees a reinforcement question to reinforce effective actions or thoughts to the achievement of these objectives. For example, "Great, you can get up early in the morning after a night's sleep not later than 10:00 PM. How could you do it?"

b. Asking other exception questions to achieve objectives followed by reinforcement questions to strengthen effective actions/thoughts (two/three times)

exception Questions and reinforcement questions towards counselee exceptions are repeated two/three times to identify some solutions that can be used counselees to achieve their objectives by using exception questions. For example, "Tell me some other moments when the miracle instances have happened in your life?" or " On what moments, other miracle instances (mention miracle instances described earlier) happening to you? " followed by reinforcement questions for counselees' answers by stating, "How could you implement it?"

c.Asking questions that can equip counselee with solutions in overcoming obstacles to achieve goals .

To help counselee identify barriers to the achievement of objectives and ways to address them, the counselor asks questions such as, "Even though you know how to reach your goals (eg, a counselee is able to study regularly based on his/her scheduled time), what will be done to overcome (eg, the temptation of very interesting TV shows)?"

Termination

The counselor Activities at this stage are (1) asking scaling questions to assess the progress of counselee, (2) providing feedback to counselees, (3) agreeing about the subsequent meeting, and (4) closing the meeting.

a. Asking scaling questions to assess the progress experienced by the counselee

Assessment of counselee progress and planning the next objectives can be done by asking scaling questions. For example,"On a scale ranging from 1 to 10, where 1 means you have no control at all on the self-discipline problem/objectives and 10 means you have full control over your self-discipline problem/achievement of the desired objectives, then on what number will you put yourself on that scale?" and "What will you do so that you can go up one number on that scale?"

b. Giving feedback to counselee

Counselors use techniques of giving feedback to deliver the messages about the counselee progress in constructing the solution and giving the task to improve the achievement of the counseling objectives. For example, the counselor statement,"I am very impressed with the high attention to your self-discipline in learning. You can explain the purpose of learning in detail. Similarly, you can express clearly the study skills that will be implemented. More than that, you have a high motivation to carry out the study skills. In order you can achieve increased learning achievement so that you can move from number 4 to number 5 in the scale, then I hope that you carry out the study skills that you have put forward."

c. Planning a further meeting

Counselors and counselees plan further meetings if necessary. Therefore, the counselor and counselees make an agreement on follow-up meeting. For example,"What do you think, do we need to hold a second/next meeting?" If necessary, the counselor asks, "So when can we meet to see the progress of solutions for your goal attainment (such as increased self-discipline in the study)?"

d. Closing the meeting

After all stages of counseling have been passed through then counselor closes counseling interviews to be continued in the second meeting (if

there is an agreement that the next meeting is necessary) by satating,"Good, because we have managed through all stages of counseling at this meeting, then we close it and we met again next week, the second meeting."

Process of Second Meeting/Subsequent Session Counseling

The counseling process at the second/subsequent meeting consists of establishing good relations, eliciting progress, progress assessment, and termination.

Establishing good relationships

This stage consists of two activities, namely the creation of facilitative conditions, and review previous meetings followed by informing counseling goal and process of the second/subsequent meeting.

a. Creation of conditions facilitative

Fostering relationships necessary to establish good relations and collaboration between the counselor and counselee to the achievement of the expected changes. In the establishment of a good relationship, the counselors show attention, acceptance, appreciation, and understanding of the counselees as unique individuals as was done at the first meeting.

b. Review the first meeting followed by informing objectives and processes of the second meeting counseling

After receiving the counselee, the counselor begins the meeting by reviewing the previous meeting and explain the implementation of the second/subsequent meeting of counseling, for example, "At the previous meeting you decided that you would like to go to school on time every day. For that, you would like to sleep earlier each night so that you could get up early in the morning. At this meeting we will discuss the progress of achieving the goal and then I will ask you some questions as the previous meeting so that you can achieve the desired objectives."

Eliciting counselees' progress

This stage consists of (a) identification of the counselees' progress, (b) amplify counselees' progress, (c) reinforcing counselees' progress, and (d) identification of other progresses.

a. Identifying counselees' progress

The Counselor identifies progress that has been made by counselees to achieve the expected goals by asking "What progress have you done since the previous meeting?"

b . Amplify counselees' progress

The Counselors amplify progress being made by counselee by asking questions that help counselees realize how their behavior changes affect the other. Therefore, the counselor asks reciprocal relationship as follows, "Who would notice your change and how would   they respond to you?" and "How would you respond to them in return?"

c . Reinforcing counselees' progress

The counselor affirms/strengthens counselees' progress by asking a question,"Great, then how could you implement these efforts well ?"

d. Eliciting other progresses (repeating two or three times)

Counselors identify, amplify, and reinforce the other progresses in achieving the desired objectives. For example,"What the other progresses have you done?" Then counselors amplify the progress by asking reciprocal relationship questions, " Who would notice this change and how would they respond to you? " "How would you respond to them?" Then reinforce the progress by asking, "Good, how could you implement these efforts so that you could achieve the desired objectives?"

Assessing Counselee's Progress

After counselees elicit some progresses in achieving their goals, the counselor helps the counselees assess their progress by asking scaling questions. For example,"On a scale ranging from 1 to 10, where 1 means you have no control at all on the self-discipline problem/objectives and 10 means you have full control over your self-discipline problem/achievement of the desired objectives, then on what number will you put yourself on that scale?" and "What will you do so that you can go up one number on that scale ? "

Termination

This stage consists of (1) discussing the needs of the next/subsequent meeting, (2) providing feedbacks, and (3) closing the meeting.

a. Discussing the subsequent meeting needs

The counselor and the counselee discuss the need for subsequent meeting by asking, "How do you know that we no longer need the next/subsequent meeting? " or "At what number on the scale of 1 to 10 which shows that we no longer need the next/subsequent meeting?"

b. Giving feedbacks

Counselors provide feedbacks consisting of counselee progress, bridging statement between the statement of objectives and tasks, as well as the tasks to be done by counselees to achieve their goals. For example , "From the beginning to the end of this meeting I appreciate the progress (mention three or four progresses) that you have put forward to achieve the expected goals (mention the expected goals). To achieve the expected goals then I hope you noticed/do things (Mentioned tasks to be done /noted by counselee)."

c . Closing the meeting

After implementing all counseling stages at the second meeting, the counselor closes counseling interviews to be continued at the next meeting (if necessary) by stating , "Finally, we 've made it through all the stages of counseling at this meeting. Therefore, we will end this meeting and we met again at the next counseling session (if there is a subsequent meeting)."

2. Conclusions

Improvement of counselees' self-discipline is a requirement for the achievement of the whole national education goals. Therefore, the counseling program is required to improve counselees' self-discipline effectively and efficiently. To achieve these objectives requires an effective and efficient counseling service model. One of these models is a solution-focused counseling model. The counseling model based on postmodern perspective that emphasizes collaboration of the counselor and counselees in constructing solutions for achieving the desired counselees' objectives in a relatively short time. The counseling model empowers the counselees as individuals who are experts about themselves and the goals to be achieved, while the counselor as an expert about the counseling procedure but did not know much about the characteristics and purposes of the counselees.

The process of solution-focused counseling in the first meeting, in general, through the stages of establishing good relationships, goal setting, determinating and implementing solutions, and terminating the session. At the second/subsequent meeting consists of establishing good relationships, eliciting the progress of the counselee, assessing the counselee's progress, and terminating the session. In practice, the counseling model uses various techniques such as exception-finding questions, miracle questions, scaling questions, compliments, Precession change questions, the formula first session task , and giving feedback.

Through the process and techniques of counseling, solution-focused counseling model facilitates the counselees identify sources of strengths and advantages in finding exceptions to the self-discipline problems experienced by counselees so that they are able to construct solutions to achieve self-disciplined individuals in their lives. The learning experience in counseling can be applied to construct solutions to the achievement of other goals in counselees' life.

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The Integration of Entrepreneur Based Learning to Enhance Creativity of Elementary School Students

Iis Ani Safitri[1], M. Ragil Kurniawan M.Pd[2]
[1]Ahmad Dahlan University, Yogyakarta, Indonesia
[2] Ahmad Dahlan University, Yogyakarta, Indonesia
*Corresponding author email: Dityasafitri26@gmail.com, Ragilkurniawanpgsd@gmail.com

Abstract

The increasing of unemployment in Indonesia is the common problems that have not reached appropriate solution. Education is expected to be the answer to the problems but it looks helpless. If the education will continue like this, it can be huge disadvantages for our demographic bonus and would be a major disaster for the nation of Indonesia. The author proposes an idea of integrating edu-preneur based learning for elementary students to improve children's creativity. The purpose of this paper is that education is not only aimed in achieving cognitive, but affective and psychomotor aspects. Edu-preneur teaching self-reliance, have spirit, creativity and high interpersonal ability. It should be taught since the early age to make a generation who have entrepreneurial spirit. This integration is mean to make the values of entrepreneur be in school learning strategy which is inserted in an ongoing lesson. The expected values are active, hard work, discipline, interpersonal skills and self-contained and directed learning. So that children have the values of entrepreneurs that will create a generation that has high creativity and high spirit that will address the problem of lack of creativity.

Keywords: entrepreneur, creativity, elementary school students

1. Introduction

Indonesian society has experienced a crisis of confidence in education. Education is not considered able to answer the problem in Indonesia, especially about the quality of human resources. HR born from the education system has not been able to survive when facing the world of work, even many graduates are unemployed. According to Endang (2011: 4) the number of open unemployment of graduate education units at elementary and secondary education are increasing year by year. Unemployment data released by the Central Bureau of Statistics (2009) showed evidence that many people still need to improve their productivity.

11/05/2015 quoted in the compass of fidel Ali, the Central Statistics Agency (BPS) recorded unemployment rate in August 2015 reached 6.18 percent, an increase over the same period in 2014 amounted to 5.94 percent. In the past year, unemployment rate increased and the number of unemployment increased by 320.000. This is caused by the education system in Indonesia is still the aspects cognitive, affective and psychomotor aspects are still sidelined.

This is in accordance with the opinion Munandar Utami (1992) based on the results of a survey conducted Indonesian Education Sector Survey Report, explained that education in Indonesia emphasis on skills and rote routine solely. Children usually are not driven ask questions and use the power of imagination, raise issues alone, looking for answers to problems or show a lot of initiative.

Examples in this case, the daily lessons students are always required to always memorize formulas, memorizing theories and scientific concepts. Learning does not provide a boost students to solve problems and think critically so that it triggers the low level of students' creativity.

Learning continues like this will indirectly limit the creativity of children to develop their potential. Creativity that it shall be able to give birth to millions of innovative ideas, hampered by the system established by Indonesian society itself. In this case creativity is very urgent to develop.

Because it used to memorize, the child will not be accustomed to develop their potential. So that the education system as it will print less generation of creative, critical and problem solver, when faced with circumstances beyond the school environment. This will be pointed of the lack of conversation because of the lack of creativity of students who are not trained and optimized. Someone who has a high creativity will have a different point of view in dealing with problems that occur. Difficulties and obstacles will be seen as a great opportunity.

In addition to educational factors above, the low creativity also resulted in low levels of entrepreneurs in Indonesia. Many Indonesian people who want decent work, but did not think to create jobs to improve the viability of society. As disclosed by David Mc. Clell and (2009: 433) in Kuntowicaksono (2012: 46) says that a country can prosper if the amount of entrepreneur (entrepreneurs), there are at least 2% of the total population. In 2007, the number of entrepreneurs in the United States reached 11.5%, while in Singapore there are at least 7.2%. Indonesia number of entrepreneurs revolve

only 0.18% or 400,000 souls.

Creativity is very important for a person, as a life skill that should be owned in facing the challenges of life in this global. The importance of creativity is also listed in the National Education System No. 20 of 2003 which in essence is through education, among others, are expected to develop students' potentials to become a man of pious, noble, skilled, creative, and independent.

In addition Utami Munandar (2004: 1.7) much to explain about the importance of creativity, among others:

1) Creativity is essential for growth and personal success, and it is vital for the development of Indonesia, in this respect the role of parents, teachers, and the community was crucial.

2) The development of quality resource capable of delivering Indonesia to a leading position, at least in line with other countries, both in the construction of economic, political, and socio-cultural, in essence requires our commitment to two things:

a) Development of talents excel in various fields, and b) stacking and development of creativity which basically belongs to each person, but it needs to be identified and stimulated from an early age.

3) The companies recognize enormous significance of the new ideas. Many government departments are looking for people who have the potential of creative-inventive. These needs can be served but not enough.

From the description above can be concluded that creativity is urgently needed, especially with regard to the development of Indonesia that requires qualified human resources who have high creativity. Based on the background with this paper, the authors propose a question, how can any Entrepreneur Integration Based Learning to Enhance Creativity Elementary School Students.

This question formed the basis for doing this study, the expected results of the answers that have been obtained can be used to encourage the whole of primary school teachers in order to have a full awareness of the importance of enhancing creativity through learning-based entrepreneurs. With the hope to maximize the potential of being owned students, so as to create generations of GCC have high creativity in a wide variety of challenges.

2. Methods

One factor that is believed by the public in human survival is education. Education is the key to progress, the better the quality of education held by a society or a nation, it will be followed by improvements in the quality of the community or the nation. The understanding of education contextually is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, society, nation, and country. The ideal function of education could ultimately be used to stimulate change towards the establishment of a state of society aspired.

Increasing the quality of education in Indonesia can be pursued one through innovative lessons, one of them using a learning method based entrepreneurs. Enterpreneur in this case not merely to teach children to trade or business, but more oriented mental attitude through the process yourself by practice and experience for the encouragement of self-motivation. Learning in this context, students are directed to be more active and able to solve the problem.

Entrepreneurship is a soul that has a high motivation, tolerance for risk is high enough, always wanted to do well, unyielding, capable of creating chances, creative, and have the confidence and have a high leadership. The entrepreneurial character is very suitable as a capital to be successful in the global era like today.

According to Endang (2011: 13-14), there are some values and their entrepreneurial that will be integrated through entrepreneurship education includes Honestly, discipline, Hard work, creative, innovative, independent, responsibility, teamwork, leadership, unyielding (ductile), brave, committed, realistic, feel like, you know, communicative, strong motivation to succeed, the initiative.

One of the important characters contained in values above one creative entrepreneurs. Creativity an underlying character. This character can be integrated into the ongoing learning. Creative characters must be instilled early, given the early generation is a strategic position within the embed code to be developed and optimized.

Figure 1. Analogy based education entepreneur

Model

Pembelajaran

1. **Pendidik**

2. **Peserta didik**

3. **Tujuan pembelajaran**

4. **Pengelolaan kelas**

5. **Pendekatan**

6. **Strategi**
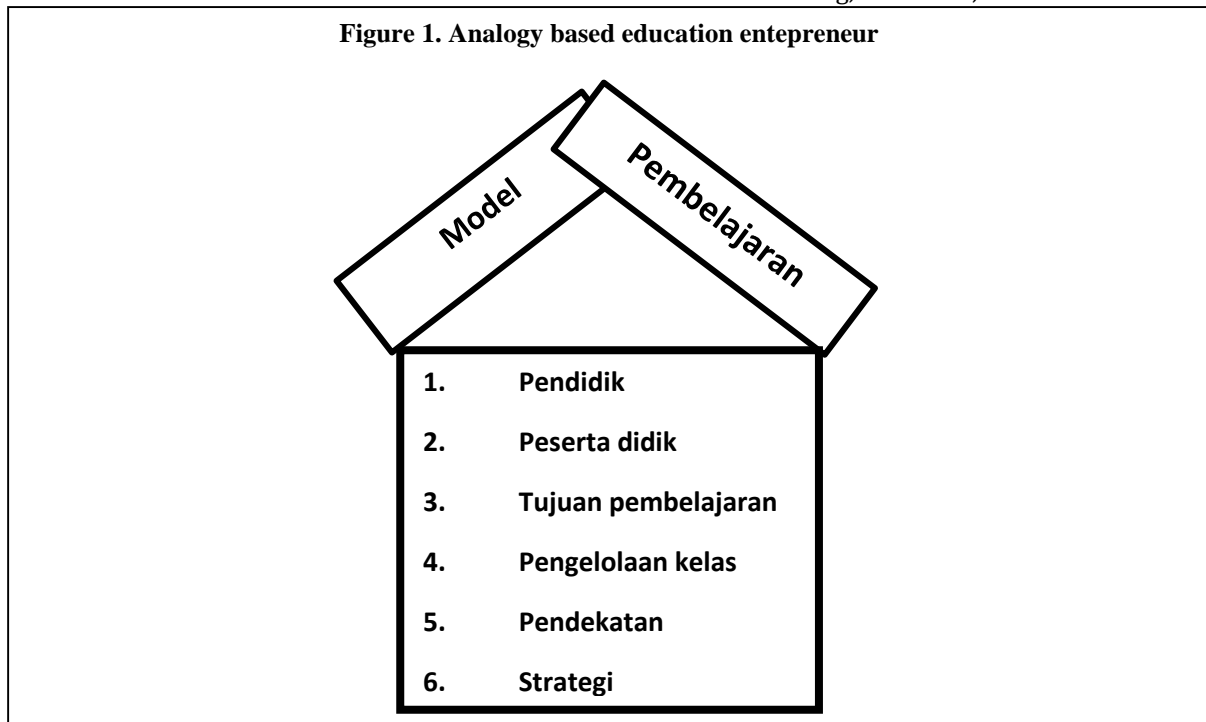
In the implementation entepreneur based learning in the classroom can be likened to building a house. While in learning to be achieved well then it must be planned with a mature concept, as well as building a house building. The house there is a foundation, roof, and the house, analogy becomes a picture that house has a roof as a model of learning in a classroom and then browse the home as a learning device including teachers and students are then the foundation of entrepreneurship as an integrated character.

Planting creative character was introduced and familiarized to the student through the learning that takes place. One example is supposing to teach students in terms of cooperation and creative, teachers can use cooperative learning and group learning. Then for injecting creativity, each group was given the problems were resolved by discussion groups with the guidance of teachers. Planting creative characters that are integrated in the learning-based entrepreneurs as Hidden Curriculum that must be integrated.

How concretely in instilling creative character of learning there are some steps:

1. Teachers know enterpreneur based learning concept and importance of entrepreneurs should be taught early.

2. In designing teacher learning the concept of learning with learning tools with mature mandatory character insert creative learning.

3. Designing a lesson plan well, using models and methods that can increase develop children's creativity. One example of cooperative learning and problem solving.

4. To commit the evaluation study by using a system that can improve the ability of affective and psychomotor student. As an example of active learning students experience learning not only know the formula but also understand and can implement their knowledge in everyday life.

Condition-based learning with creativity enterprenuer will train students and develop their potential optimally. Besides personal will form the students who have the character of a creative, problem solver and have a high self-reliance so that students will be able to face challenges and be able to solve his way.

3. Conclusions

Education-based entrepreneur in this case not merely to teach children to trade or business, but more oriented mental attitude through the process yourself by practice and experience for the encouragement of self-motivation. Learning in this context means that the students are directed to be more active and able to suss out the problem. In this case can be implemented in class, with enterpreneur based learning will improve students' creativity. This step as one of the low HR solution form as evidenced by unemployment and embodies a generation capable of facing global challenges and have high creativity.

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"Randomized Control Trials (RCTs)" as Experimental Research in Guidance and Counseling

Budi Purwoko[1]

[1] State University of Surabaya, Surabaya, Indonesia

*Corresponding author email: budiwoko@gmail.com

Abstract

Randomized Control Trials (RCTs), is an experimental design to test the effectiveness and efficacy of a treatment. RCTs are often carried out in the medical world, and has expanded in social research and education. RCTs controlled the bias experimental research. Randomized means that the research subjects have equal opportunities to be placed randomly in the experimental group or the control group. The term control trials, means that there are other acts as a control. Bias experimental research happen in before treatment, during treatment, and after treatment. Bias caused by: (1) the placement of participants in the group, (2) the application of the treatment, and (3) the measurement of treatment outcomes. RCTs controll the bias by way of: (1) allocation concealment, to keep the bias prior to treatment, and (2) blinding, to keep the bias during and after treatment. Controlling bias produce a more reliable experimental research conclusions and recommendations.

Keywords: Randomized Control Trials, experimental research, guidance and counseling

1. Introduction

Randomized Control Trials (RCTs) is an experimental research designs that control of the biased research strictly. Randomized design means that, research subjects have equal opportunities to be placed randomly in each group action. The term control trials means there are others treatments as a control, that compared with experiment treatment (Berger, Wong, 2009). RCTs included in comparative studies, one treatment group received experimental treatment and control group did not receive action or accept other actions (a placebo / standard treatment). The results of treatment analyzed with statistical tests, by comparing outcomes between the experimental treatment and a placebo/standard treatment. Therefore, the research design is also called quantitative comparative RCTs controlled experiment (Jadad & Murray, 2007). Based on the study design, RCTs classified as parallel-group design. Research subjects in the treatment group give experimental actions, while the control group give different actions as a controls. RCTs aimed to test the effectiveness of treatment (as pragmatic RCTs), and to test the efficacy of treatment (as explanatory RCTs) (Jaddad & Murray, 2007).

2. Methods

This article was prepared by literature study. Relevant literature elaborated to describe the basic concepts and the application of RCTs as the design of the experimental research in the field of.

3. Discussion

3.1 Bias Control Research in RCTs

Bias of RCTs design come from three things, include: (1) the placement of participants in the group, (2) when the treatment is applied, and (3)
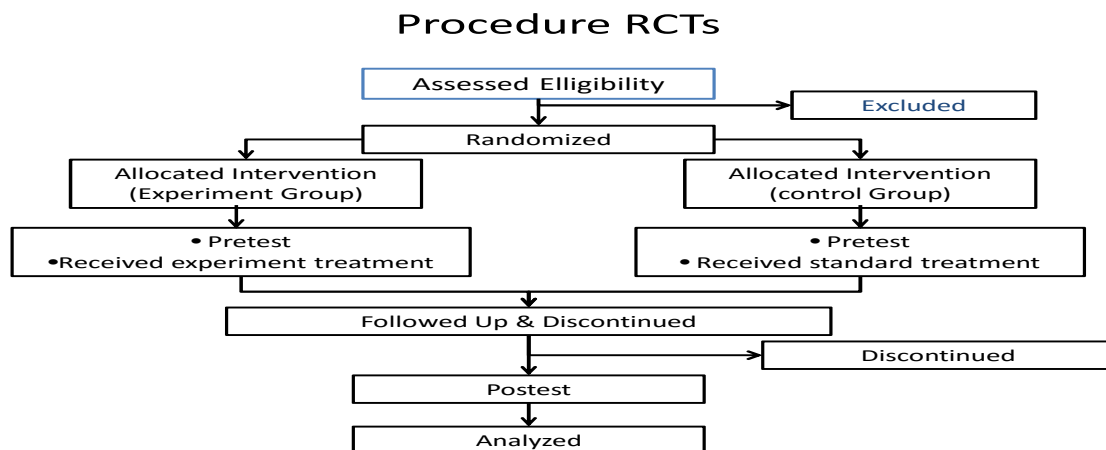
Figure 1. RCTs: Application Design
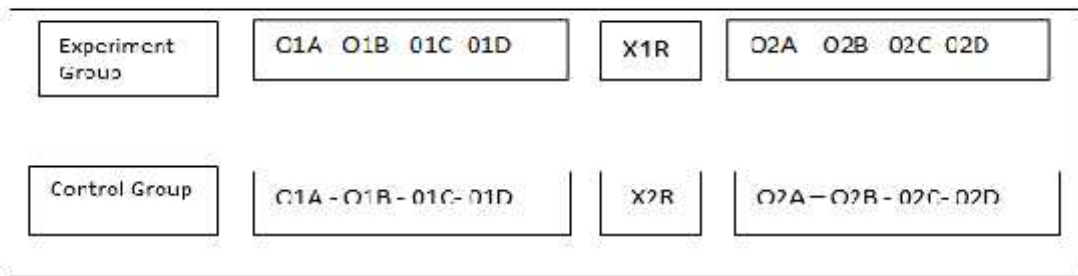
Figure 2. RCTs: *Parallel Design* (adapted from Cook & Campbell, 1979)

the treatment outcome measurement (Jaddad & patterns, namely, (1) allocation concealment, as a placement controlling of research subjects and collaborators in the experimental group and control group by maintaining equity characteristics, and (2) blinding, as a controlling of the bias during and after treatment by way the research subjects, therapist (counselor), and data managers are not aware of being in the treatment group or the control group (Domanski, McKinlay 2009).

Blinding in RCTs design, as an attempt to control bias treatments by parties involved in the research unaware/unknown, that they work in the control group or the treatment group (Nezu, Nezu, 2008). In the triple blinding controlled aspects

include: (1) blinding of participants, (2) caregivers/counselors blinding, and (3) assessing investigator who gathering and processing data. Blinding can be worked by: (1) placement randomly by lot, (2) hidden agenda, by not informing the purpose and design of the study, (3) as well as the separation between actors. In this scheme, participants, collaborators, and assessors are expected not know that they are working in the control group or the treatment group (Limas, 2010, Purwoko, 2014).

3.2 RCTs'S Application

The RCTs design can be described as flow chart 1 follows.

Tabel 1. Research Subjects Assesed Eligibility

Num.	Name	School	Assesed Eligibility							
			requisite 1	requisite 2	requisite 3	requisite 4	requisite 5	requisite 6	requisite 7	requisite 8
Exsperiment Group										
1	Student A	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
2	Student B	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
3	Student C	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
4	Student D	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
5	Student E	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
6	Student F	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
7	Student G	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
8	Student H	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
9	Student I	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
10	Student J	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
11	Student K	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
12	Student L	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill

Num.	Name	School	Assesed Eligibility							
Control Group			requisite 1	requisite 2	requisite 3	requisite 4	requisite 5	requisite 6	requisite 7	requisite 8
1	Student Aa	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
2	Student Bb	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
3	Student Cc	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
4	Student Dd	SMA CC	fill	fill	fill	fill	fill	fill	fill	fill
5	Student Ee	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
6	Student Ff	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
7	Student Gg	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
8	Student Hh	SMA DD	fill	fill	fill	fill	fill	fill	fill	fill
9	Student Ii	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
10	Student Jj	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
11	Student Kk	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill
12	Student Ll	SMA EE	fill	fill	fill	fill	fill	fill	fill	fill

Based on Figure 1, the steps of RCTs application include: (1) Assesed Eligibility, namely the testing requirements of the participants and therapist (counselor) in order to have equal characteristics (balance) in the treatment group and the control group. (2) Randomization, namely that participants, therapist, and assessors who have assesed eligibility taked randomly in the treatment group or the control group. (3) Allocated intervention, namely placed participants, therapist, and the assessors in the treatment group and the control group. (4) Pretest and action, are assessors perform initial measurements on the participants. Furthermore, therapist apply experimental treatement and standard treatment in each group. (5) Checking the sustainability of the action, namely the adequacy checking of the experiment treatement and standard treatment implementation until the termination phase. (6) Posttest, are assessors apply measurement after the participants attained experimental and standard treatments. (7) Analysis of the data, namely analyzing experimental and standard treatement outcomes by statistical comparison test (Matthews, 2006).

The design of parallel RCT showed in Figure 2. There are two groups of participants who were given different actions, namely: (1) the experimental group who given the experimental treatment (X1R) and (2) The control group who given standard treatment/a placebo (X2R).

The notation "R" indicates that the two groups of study subjects applied randomization, the notation "X" signifies action is given, and the notation "1" and "2" indicates two types of different treatment. Either to study subjects in the treatment group or the control group, given a pretest measurements (O1) and posttest (O2). Therefore pretest and posttest includes four measuring devices are the same then denoted: (1) notation O1A and O2A are symbols of pretest and posttest to measure perceptions of conflict, (2) notation O1B and O2B are symbols of pretest and posttest to measure the attitude of dealing with conflict, (3) notation O1C and O2C are symbols of pretest and posttest to measure how to resolve conflicts, and (4) notation O1D and O2D are symbols of pretest and posttest for the measurement results a settlement of the conflict. Thus in kolompok both treatment and control group pretest applied four measuring devices, namely: O1A, O1B, O1C, O1D, and applied four posttest measurement tools are: O2A, O2B, O2C, and O2D.

3.3 Randomization to Subjects Research and Actors

Tabel 2. Counselor Assesed Eligibility

Num.	Sekolah	Name	requisite 1	requisite 2	requisite 3	requisite 4	requisite 5	requisite 6
1	SMA CC	Counselor A	fill	fill	fill	fill	fill	fill
2	SMA CC	Counselor B	fill	fill	fill	fill	fill	fill
3	SMA CC	Counselor C	fill	fill	fill	fill	fill	fill
4	SMA CC	Counselor D	fill	fill	fill	fill	unfill	unfill
5	SMA CC	Counselor E	unfill	fill	fill	fill	unfill	unfill
6	SMA DD	Counselor F	fill	fill	fill	fill	fill	fill
7	SMA DD	Counselor G	fill	fill	fill	fill	fill	fill
8	SMA DD	Counselor H	fill	fill	fill	fill	fill	fill
9	SMA DD	Counselor I	fill	unfill	fill	fill	fill	unfill
10	SMA EE	Counselor J	fill	fill	fill	fill	fill	fill
11	SMA EE	Counselor K	fill	fill	fill	fill	fill	fill
12	SMA EE	Counselor L	fill	unfill	unfill	unfill	fill	unfill

Actions

RCTs placed research subjects and actor in the experimental group and the control group randomly, after assesed eligibility. The factors that affect treatment outcome synchronized as a control variable (Solomon, Cavanaugh, Draine, 2009). Equality characteristics of the study subjects, include: (1) The characteristics derived from the identification of confounding variables. For example, in resolving conflicts proficiency are: (a) how the solution to the conflict; (b) opposed to the conflict; (c) the intensity as a result of the conflict; (d) long conflict; and (e) a desire to resolve conflict. (2) Gender research subject, (3) age of the study subjects. Some of it has become a reference in the study subjects assessed eligibility (Purwoko, 2014).

The perpetrator as a source of research bias must be controlled by selecting randomly after assessed eligibility (Solomon, Cavanaugh, Draine, 2009). Counselor's assessed eligibility based on the following considerations, include: (a) accepted by counselee to solve the problem, (b) graduated from counseling departement (c) certified as counselor, (d) work experience of at least five years, (e) willing to help counselees to issues rated completed, (f) assessment scale of minimum good counseling skills. The criteria to be considered as an attempt to control the equality counselor. Results of the assessment scale counseling skills and counselor identification requirements can be seen in Table 2 (Purwoko, 2014)..

Steps randomized subjects as well as the perpetrator of a study include: (1) the test requirements of the prospective research subjects and the perpetrator, (2) draw the subject of research and the perpetrator, and (3) the installation of research subjects and actors draw action. Examples of the results of the draw of research subjects can be seen in table 1 below (Purwoko, 2014).

4. Conclusions

Randomized Control Trials (RCTs) is an experimental research designs that control of the biased research strictly. RCTs application include: (1) assesed eligibility, (2) randomization, (3) allocated intervention, (4) pretest and action, (5) Checking the sustainability of the action, (6) Posttest, (7) Analysis of the data. Bias of RCTs design come from three things, include: (1) the placement of participants in the group, (2) when the treatment is applied, and (3) the treatment outcome measurement. Bias controlled by the two patterns, namely (1) allocation concealment and (2) blinding. RCTs placed research subjects and actor in the experimental group and the control group randomly, after assesed eligibility. The factors that affect treatment outcome synchronized as a control variable.For the theoretical review paper, use a suitable format based on the full paper's contains.

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Career Planning Attitude of Javanese and Chinese Student

Sinta Saraswati and Zakki Nurul Amin
Guidance and Counseling Departement Program
Universitas Negeri Semarang
Semarang, Indonesia
sinta.fip@gmail.com or zakki.nurul.amin@mail.unnes.ac.id

Abstract

Related to career planning and career choice theory that can be examined from the family context and ethnic diversity. Cultural differences between ethnic groups affect personality, attitudes and behavior. Javanese and Chinese are two ethnic groups who are majority and minorities. This article discuss about the career planning attitudes of Javanese student and Chinese Student. Career planning is defined as a preparation for the determination of career selection. In the Chinese family provides a strong attention and have economic network, the tradition of business generations, make Chinese students since early childhood have readiness in career planning. While on the Javanese family, with philosophy "*alon-alon asal kelakon* (slow but sure)" they more focus only on academic success at school. These article have implication for career guidance and counseling service in schools, especially on the information career and career counselling for Javanese and Chinese student.

Keywords : *career planning attitude; javanese student; chinese student*

1. Introduction

Career is defined as the significant period of a person's life that is unique, complex, and lasted throughout for lifespan (Brown & Lent, 2005; Kidd, 2006; Zunker, 2006; Supriyatna & Budiman, 2009). Every person have development of tasks that need to be completed, includes career development task for high school students. More specifically, Conger (in Yusuf, 2009) proposed that a career for High School students is socially recognized as a way to meet a variety of needs satisfaction, develop feelings exist in the community and obtain something that desired to achieve the purpose of life.

Refer to development stages, high school students as a adolescence aged between 15-18 years. Adolescence is the time for the individual to start making career planning and career exploration. The main focus is individuals began to seek the interest, capacity, and values as a basis for defining a specific career choice (Brown, 2002; Zunker, 2006).

Furthermore, significant career development takes place during adolescence. Adolescents begin to clarify their career identity (Erikson, 1963 cites in Rogers & Creed, 2011), develop an awareness of vocational interests and realities, and undertake career-related tasks, such as career planning and career exploration, as they increasingly think about their future career (Super, 1990 cites in Rogers & Creed, 2011).

Adolescent is difficult time for a teenagers to make career planning and exploration. Not all teenagers can planning the career and take decisions with easy. In fact often still found career problems on students, for example students don't have a steady understanding about the continuation of education after graduation, confusion in career selecting and studies program will be taken, not understand the kind of work that matches the capabilities of themselves, and fear will not find jobs in the future (Supriyo, 2008).

Problems of individual career can be derived from internal and external, impact on the obstructed planning career, low academic satisfaction, low achievement, and difficulties adjustment career (Urbanaviciute et al, 2016). In other words it can be concluded that adolescence is the time for the individual to start career planning and search for career information and began to make the career decision. High school students need to draw near the existing gap between hope and career obstacles, they need to develop competencies in make alternative career planning with considering the ability, opportunities and multifaceted career (ABKIN cites in Depdiknas 2008).

Attitude interpreted as "predisposition" or "tendency" to act or behave (Sugiyo, 2006). The attitude to the career is the direction of individuals to the field of specific career. The attitude to the career is affective aspects related to the tendency of the individual response to the hope for the future and curiosity, consists of career planning and career exploration.

Career planning is an act or behavior in the career development process. Career planning is a student activities related to the selection and career decision-making. Career planning is the whole process that used by a person to choose the purpose of his career and the path to reach that goal (Werther & Davis, cites in Purwoko, 2011). With the existence of career planning, students can prepare a strategy to

achieve the goal of the career assigned.

According to social cognitive career theory (SCCT; Lent, Brown, & Hackett, 1994), a variety of person, environmental and behavioral variables influence the career choice process. In general social cognitive theory explains that establishment of individual behavior occurred of a mutual interaction between determinant personal, behavior and the environment, which is known by the term triadic reciprocity (Ardiyanti, 2015).

The concept related to career planning and career choice again with the environment can be seen also from the family context. The family systems approach to career development proposes that the ability to explore and consider career options and make appropriate vocational decisions for a young individual may be directly influenced by the quality of family interactions, boundaries, and emotional interdependencies perpetuated within the family (Hargrove, Inman, & Crane 2005).

Kidd (2006) explained that outcome expectations such as family, friends or significant other others also influence the career decision-making. Super (cites in Munandir, 1996) stated that the family environment, cultural stimulus and socio economic factors contributing to students career decision making and career pattern. In line with the opinion Guan (2016) asserts that the family environment is an important factor can formed the student's career development, especially on the transition from school to career choice and decision-making.

Culture and values of family environment are developed as a control mindset mechanism and its relevance to the career development can be seen also from the ethnic diversity. Ethnic is a concept describes a group of people who have cultural ties and a common identity that is derived from the common nationality, tribe, race or religion (Koentjaraningrat, 1986; Santrock, 2003; Rahman, 2009).

Someone who is descended from the family of ethnic groups also formed an identity that makes himself feel have and become part of a group (Sjamsudin, 2008). Cultural differences can give birth to a personality. It can be determine the attitudes, value, norms, and the orientation of the life. A cultural ideology has been held by each of the ethnic groups will produce a different perspective and varies against career attitude.

Javanese and Chinese are two ethnic who are the most prominent. The relationship between them often described as the relationship majority and minorities. The phenomenon is, Chinese was considered have the career orientation and ambitions better than Javanese (Christiania, 2005). Although it is often found the conflict in the career attitude children. The problem happen because contradiction between family outcome expectations and the children interest. It impacted child experiencing psychological problems in the career that cause anxiety, fear, stress in the description of the future career (Sholikin & Aziz, 2011; Fouad & Winston, 2005; Keller & Brown, 2013).

Career choice conflict is very vulnerable occurs on the culture of the family-oriented community, including on the Chinese and Javanese family. First on the Chinese family that communication patterns and decision-making flows from the higher status (Geldard, 2011). This is experienced also by Valentine and Hendry (Chinese students who attend in Salatiga), each reveals there are differences and conflict between the career choices himself with the family (Amin, 2014).

Based on the introduction, in this article will discuss about the career planning attitude of Javanese and Chinese students. Hope with this article can be made enrichment of the theory and add the knowledge of guidance and counselling, especially related to the students career planning attitude based on the background of the family of Javanese and Chinese.

2. Key Concept (Definition)

A.   Career Planning Attitude

One of the aspects of the career orientation that develop by Super (cites in Sharf, 2006) i.e. Career Development Attitude. Attitude interpreted as predisposition or tendency to act or behave (Sugiyo, 2006). The career attitude is the direction of the individual tendency to specific career field. It is affective aspects related to individual response about future career orientation and curiosity, consists of career planning and career exploration.

According to the Super (Sharf, 2006) career planning is shown as information seeking activity and how individuals involved in the information seeking process, this condition supported by the knowledge of the various elements on each job. While according to Supriatna & Budiman (2009) career planning is a student activity that lead to the career decision in the future.

There are at least five students career planning activities that need to be facilitated by the counselors (Supriatna & Budiman, 2009), that are: (a) learn all information about careers, starting from the conception about careers, decision making steps, career type, how to obtain a career, how to switch careers; (b) discussions with the eldest (such as his parents and sisters, counselor, teachers and chaplains) about the plan future careers. (c) Join the course in accordance with interest career field; (d) participated in extracurricular activities or work part-time, in accordance with the demanding career; (e) join the training or education that is compatible with the future careers interest.

Can be concluded that career planning is the preparation and making of the design activities that support continuing education and the work, it can be

done by talking to adults about the future career planning, follow the appropriate course with career interest, follow extracurricular or part-time jobs and training.

B. Javanese Student

The descendants of students understood as students who have a line of descent from a particular family. This is related with ethnic identity developed by each personal. In general, children will directly inherit the ethnic groups from both parents when one bright spot for the parents from the same ethnic. But often ethnic identity is an idea affiliate construct where an individual is viewed by themselves and by others including on one ethnic or cultural groups in particular. One individual can choose to associate himself with a group of especially if no other choice (e.g. a person is of mixed ethnic or descendants of mixed race). The affiliation can be influenced by race factors, birth and symbols (Cheung, cites in Sjamsudin, 2008).

In mixture marriage between two different ethnic, children from both will choose affiliated to one of the ethnic groups. For example Javanese male married Sundanese women, settled in Tasikmalaya, their children become "half-Java and half Sundanese." his children free to choose affiliated, may to Sundanese if he still remain in Tasikmalaya or in the geographic regions known as the land of "Pasundan." But generally the children who have become "Indonesia" is rarely questioned the identity of its ethnic again, except to arrange the KTP (resident sign card). Then they are free to choose the father, ethnic or ethnic mother.

So it can be viewed as indicating that that Javanese student's is in fact Javanese identity on students who have the background and the particular characteristics of the Javanese family. On Javanese student's, is students who have a line of descent from the Javanese family and have special characteristics Javanese culture.

C. Chinese Student

Previously has explained that the students with the line of a certain family ethnic on the fact of the matter is an ethnic identity on the students with the background and the particular characteristics of the ethnic family. With the existing ethnic identity on a person will make himself feel have and become part of a group of ethnic groups and become the reference in think, feel, and behaves that directs on the identity of the group.

In general Chinese in Indonesia is divided into two classes namely "China totok" and "China descent". The China totok is immigrants and the descendants of the marriage between fellow China, still speaking in mandarin and Chinese culture oriented. And the China descent is a society of mixed ancestry that consists of the adults and children who was born in Indonesia and is a mixture between the China and Indonesia have the orientation on the Chinese tradition fade, using local languages for the daily talks. The second is generally found in Indonesia.

Can be understood that Chinese students are who have a line of descent from the family of China and have special characteristics of Chinese, like languages or special physical displays the characteristics of skin color and yellow eyes slanting eyes, black hair with the height category (like race mongoloids).

3. Discussion

A. Career Planning Attitude of Javanese Students

In the respective ethnic families, there is a pattern and characteristic in the system of life that comes from the culture and successive inherited in the family. Santrock (2003) explains some differences in the pattern of the system of the family of inter-ethnic groups. Education on Javanese family aim to produce children not only smart, but more stressed in the later, they educated to become social youthful, preferring the achievement of happiness and harmony of life (Martaniah, 1984).

While in the case of the selection career and jobs, for the Javanese is very depending on the career aspects and conditions of the place where he was staying, for example when someone stay in the slope, he would choose to become farmers, when in industrial area, most will choose to become the employees of the factory. But on the fact, one things that typical of Javanese is trying to seek solace and harmony in live with trying to find a job that provides guarantees the livelihood of the constant, and afraid against the risk to keep it on the zone "comfortable" will his career, as career choice to become civil servant.

Magnis & Suseno (in Suparlan, 1999) said that uniqueness of the Javanese community lies in its ability to maintain the authenticity of the culture. But this time, Javanese orientation has change. The life of "adem ayem (peaceful)" and always hold the philosophy of "nriman lan pasrah (receive what the existence and submissive)" has changed along with the development of the era. Javanese from day to day to keep working hard to improve economic life. Changes in ethnic mindset is the result of acculturation culture with Chinese.

Career planning attitude of Javanese students, with culture "alon-alon asal kelakon (slow but sure)" creating students perceptions that not the time to think about the work. They chose to more focus on learning to be successful in schools. Although the condition is not applicable when it is the condition that requires a child to work, for example due to the limitation of the economy, Amin (2014) asserts that Javanese students in general does not have the motivation to work part-time or create personal business. There is a feeling afraid with work will be interrupted learning time. In addition parents also strengthen the mind that the most important thing is to get a good value on the subject. Only a few Javanese parents that preparing his son on this career in job.

But besides that, Javanese students is more open to discussions with the eldest in regard and follow the

course in accordance with career field is preferred. It can be understood because the Javanese family is more democratic, in order to determine career choice focus more on the talent and the interests of children (Amin, 2014).

B.   Career Planning Attitude of Chinese Students

Related with Chinese culture, Setiawan (2001) proposed ini generally Chinese community in Central Java has a living environment that is separate from the Java community. Almost every city in Central Java is a region called the "Pe-Cinan", which means the settlement of Chinese people.

Although Chinese in the daily lives associate with Javanese, they are rarely willing to identify himself as the Javanese people. Most of them consider themselves higher than Javanese. This is caused by their tradition where holding firm indigenous peoples. In addition the Chinese have a powerful motif, because basically they feel as a minority nation but have the view that they are superior people (Suryadinata, 2003).

In the case of career selection of Chinese, closely connected with the bussines tradition, entrepreneurs, and were enterprising that already has been because of the historical background by successive. Based on the historical record since the days of the kingdom in Indonesia, Chinese citizens known as a group of skilled trade and business. Even with the Chinese cleverness, they take-over trade in Indonesia, even in the world. It related with Chinese economy orientation to get benefit is the material. They also have economic principles, that the outcome must be spending under income, although in a way that is not often though, that aims to boost their identity as a minority (Hanaco, 2011).

When viewed on career planning aspects defined as a preparation for the creation of the design of the selection of careers future, the existence of a strong attention from the Chinese family make career planning of Chinese students better than the Javanes. Chinese family have economic network, business tradition in the family by successive, make Chinese students since early age more have readiness in career planning in the future (Amin, 2014). Not even rarely that Chinese student's since adolescent have developed personal business independently.

Hanaco (2011) also emphasized that the Chinese have the possitive attitude and self-concept toward career with developing the attributes of such as resilient, diligent and endurance, hold reliant, innovative, mature planning, marketing capabilities, and involving the family to construct they career.

But in other hand, because of historical factors and strong trade tradition from the Chinese family, make them weak on career exploration (Amin, 2014). It is strengthened that communication patterns and decision-making in Chinese family flows from the higher status (Geldard, 2011).   It also impact on high outcome expectations from Chinese family on the career decision-making. They have the philosophy that business that has been built more success from time to time.

C.   Implication for Career Guidance and Counseling Service

Career guidance and counseling services in schools are expected to help students understanding world-to-work information, self-identify, and have goal toward the formation of individuals who are fully functional. While career counselling service is directed to help students arrange educational and career planning, and also help student to have career decisions-making skill (Munandir, 1996).

Implications in the career guidance and counseling service to Chinese students more directed to maintain and keep in order aspects of career planning students. Some of the things that can be pursued is to provide career information service about "the importance of the role of the family in career planning students", career information service or content service about "activities that support career planning students".

While on the Javanese students, career guidance and counselling service more directed to improve the ability to the aspects of career planning. Some of the things that can be pursued is providing service information about "the benefits of the following activities that support career planning", provides information services and the mastery of the content about "activities that support career planning students", also can be given through group counseling with the theme of "the benefits of work part-time".

But in addition inert problem career, often also faced covert problems both in terms of personal, social and family. These problems are often perceived as a heavy load, especially related to career decision that will determine the pattern and the way of life of a person. Therefore it is important that the implementation of career counseling for high school students for Javanese as well as Chinese students. Career counseling is not only talent test provide work to children and give them know. In the discussion between counselors and students for any problem, finally resulted in the good decision and full consideration of the mind, sense of understanding, ego and our perspective (Munandir, 1996).

The implication on career counselling, counselors need to get an understanding of the social system in the client's family. It is crucial for counselors to learn about the patterns of childrearing, for example east culture which focuses on the norms to keep the ties and obligations in the family (Matsumoto, 2004; Dayaksini, 2004; Geldard, 2011).

4. Conclusions

From the explanation it can be concluded that the family environment and cultural stimulus contributing to the students career planning attitude. Education on Javanese family aim to produce children not only smart, but more stressed in the later, they educated to become social youthful, preferring the achievement of

happiness and harmony of life. They is focused on the development of his career, them more stressed that academic nature or personality development.

While on the Chinese students closely connected with the bussines tradition, trade, and were enterprising. The strong attention from the Chinese family make Chinese students have better career planning more than Javanese. They are economic network, business tradition in the family in generations. Not rarely Chinese students since early age has been introduced and invited to participate in developing the business. In other hand, Chinese students more have readiness in planning his career in the future.

At the end according cultural values, as a counselor must be able to develop appropriate ways to help every client. Understanding of student's characteristics will be support effectiveness of guidance and counseling services. Ideally, counselor must have knowledge about the group and the specific culture that became the client background.

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The Development of Solution-Focused Brief Group Counseling Guidebook to Improve Student's Achievement Motivation at Vocational School

Bambang Dibyo Wiyono[*]
State University of Surabaya, Surabaya, Indonesian
*Corresponding author email: bambangwiyono@unesa.ac.id

Abstract

The quality of vocational school graduates is influenced by the graduates' competence attainment that is manifested in academic achievement. Some studies show that academic achievement is influenced by achievement motivation. Increasing motivation is expected to occur through the solution-focused brief group counseling. The research aims to produce solution-focused brief group counseling guidebook that meet appropriateness standards so that it can improve student's achievement motivation. The research used development model developed by Borg and Gall. Model development consists of 10 steps: (1) research and collecting information, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) field operational testing, (9) final product revision, (10) dissemination and implementation. This guidebook was developed to the stage of validation by expert guidance and counseling. The data were collected through a questionnaire. Based on the research results, it can be concluded that the solution-focused brief group counseling guidebook are feasible used to improve student's achievement motivation.

Keywords: solution-focused brief group counseling guidebook, achievement motivation

1. Introduction

The quality of vocational graduates is strongly influenced by the achievement of competencies of graduates are realized in academic achievement. Some research shows that academic achievement is strongly influenced by the achievement motivation. McClelland (in Wahyudi, 2010: 5) in research concludes that achievement motivation and able to contribute up to 64% on learning achievement. Research Fyans and Mechr (in Wahyudi, 2010: 5) states among three factors: family background, state / school context and achievement motivation, the last factor is the best predictor for student achievement. Research Suciati (in Wahyudi, 2010: 5) concluded that the contribution of 36% achievement motivation on learning achievement.

Achievement motivation concept was first proposed by Henry A. Murray in 1938 in twenty taxonomy needs. Achievement motivation according to Murray (in Schunk, Pintrich & Meece, 2008: 171) is a hard thing needs finishing, mastering, outperformed, rival and surpass other individuals and to overcome obstacles and achieve high standards. Furthermore, McClelland (1987) states that the achievement motivation is an attempt to achieve the best possible results with reference to a certain standard of excellence (standards of Excellence). McClelland (1987) also gives the individual characteristics that have high achievement motivation, namely: (1) like a task that has a moderate level of difficulty; (2) take personal responsibility for their performance; (3) seek feedback on the performance conducted; and (4) have a high innovation power in the completion of the task.

The results of the analysis Purwanto (2011) on the theory of achievement motivation cognitive approach menghasilan trident model of achievement motivation. The achievement motivation components namely: value-duty, self-efficacy, and goal orientation. Value-assignment is an individual's belief that the tasks facing it interesting, important and useful for him at a time when that will come. Self efficacy is the belief in the individual's ability itself to be able to master academic tasks successfully. The goal orientation is formulating objectives or goals that really wants to reach individuals in academic situations faced.

McClelland (1987) states that individuals who have high achievement motivation will derive long-term benefits that the success of the work and success of entrepreneurship. Mahone research results (in McClelland, 1987: 251) shows that individuals who have high achievement motivation will choose a selection of realistic work with the capabilities and performance of today. Furthermore, according to McClelland (1987) individuals who have high achievement motivation is very likely interested in and able to do business with a good, moderate risk-taking in business, to take personal responsibility for performance, pay attention to the feedback in terms of costs and benefits, and find ways- new or innovative ways to make new products or provide new services.

Fatchurrochman research results (2011: 68) on the effect of achievement motivation on learning

readiness, implementation and achievement of competence prakerin productive in vocational subjects concluded that achievement motivation and have a positive influence in supporting student learning readiness. Achievement motivation will have a positive impact on students' progress, which is realized through the seriousness in preparing learning activities. Achievement motivation also has a link that is positive in the success of prakerin for students. Readiness to learn the students gave a positive influence on the attainment of productive subjects. The higher the students' readiness to learn, it will have an impact on the achievement of competence. Implementation prakerin affect positively towards the attainment of productive subjects.

Based on the study above, it can be strongly suspected that the low student achievement motivation as one of the root of the low quality of vocational school graduates included. This was confirmed by the results of research Hutagoal (2009) which shows that the motivation to give positive and significant impact on the quality of vocational education. Similarly, Wijayanto descriptive study (2012) showed that low motivation is one of the factors that cause learning difficulties vocational students.

Low achievement motivation can lower academic achievement. Low achievement motivation that can lead to students avoid learning, school performance was not optimal, like delaying the completion of the task, it is easy to give up when it fails, and avoiding feedback from the teacher. For most schools, this factor even raises issue of a dilemma, because with low achievement motivation, it is actually difficult for vocational students to be able to master and have adequate skills. But sometimes school students must pass in order to maintain the viability of the school. Practices like this to be lasting because it indirectly supported by the majority of students who pursue only the purpose school graduation or diploma status, not to master science.

Initial studies for vocational teachers Mambaul Ulum Bata-Bata Pamekasan obtained the result that 60% of students are often late work and collect assignments, the work done is still lacking in the face of challenges and academic tasks difficult, less serious in learning and are not too concerned with results learning achieves. Such habits result in student achievement results are not satisfactory. This is supported by the data subjects' learning achievement productive whereby 30% of the students have to perform remedial actions to reach minimum completeness criteria in particular courses automotive and electronics expertise. Furthermore, interviews were conducted with 30 students, 20 students admitted to often work on assignments and tests at random because it relies remidi. Students are confident that teachers will definitely provide value

above minimum completeness criteria after attending remedial. This is confirmed by observations of researchers in the classroom, where the weakness of teacher feedback on student learning outcomes in the form of return of assignments, homework and test/ quiz students.

Some facts obtained from the results of research and preliminary studies on achievement motivation showed the importance of strategies to address low achievement motivation vocational students. This phenomenon needs to be resolved because it has a short-term impact and long-term for student life. Short-term effects such as the decline in student achievement, while the long-term impact in the form of failure in work and entrepreneurship (McClelland, 1987).

Efforts assistance provided counselors in order to help solving the problems faced by students is one of providing counseling. Counselors are expected to have the ability to skillfully, master, and apply the counseling approach effectively and efficiently in order to realize that professional counseling services in schools. Thus, it takes one counseling approach that takes into account aspects of effectiveness and efficiency in bringing about change counseling in helping counselees resolve the problems encountered. Charlesworth & Jackson (2004) stated that a solution focused brief counseling suited to the school setting because it can provide effective counseling and a shorter time.

Corey (2012) says that group counseling is very suitable for teenagers because it provides an opportunity to express the conflicting feelings, explore self-doubt, and realize the interests to share attention with other group members. Furthermore Sklare (2005) says that a brief group counseling focused solutions have much promise for counselors who want a practical and effective approach to the school setting.

Development using a development model developed by Borg & Gall. This model consists of a 10-step development, namely: (1) research and information gathering; (2) planning; (3) develop a preliminary form of the product; (4) The preliminary field tests; (5) major product revision; (6) The main field test; (7) the revised operational products; (8) Operational field tests; (9) the revision of the final product; (10) the dissemination and distribution. Model Borg & Gall selected the following reasons: 1) can be used to develop treatment materials, 2) can provide flexibility to developers to access at any steps without losing the content and meaning in accordance with the development goals.

2. Methods

Solution-focused brief group counseling guidebook developed by Borg and Gall development model (1983). This model is called research and

Tabel 2.1 Criteria of Interpretation

No	Rentangan	Kriteria	Alternatif Keputusan
1	81% - 100%	Very good	Used
2	61% - 80%	Good	Used & reviewed
3	41% - 60%	Enough	Reviewed & revision
4	21% - 40%	Less	Revision
5	0% - 20%	Much less	Not used

Source: (Riduwan, 2012)

development (research and development), which consists of 10 development steps are: (1) research and information gathering; (2) planning; (3) product development; (4) The expert test; (5) major product revision; (6) limited testing (test beginning); (7) the revised operational products; (8) field test; (9) the revision of the final product; (10) the preparation of the final product. Development stages is not done as a whole but only until the fifth stage because it was considered sufficient to guide development.

After the solution-focused brief group counseling guidebook arranged, further validation expert or expert assessment (expert judgment). Expert judgment awarded to two doctorate in guidance and counseling with expertise in a solution-focused brief group counseling. The purpose of validation of these experts is to look at the feasibility guidebook. Questionnaire assessment scale form (1-2-3-4). Each figure is given meaning: 1 = unclear/incorrect; 2 = unclear/inaccurate; 3 = clear/precise; 4 = very clear/ very precise.

Qualitative data analysis perpetrated against expert advice. The qualitative data presented in a transparent manner for the consideration to revise and improve product development.

Descriptive statistical analysis used to process the data obtained in the form of percentage analysis. Percentage techniques used to present data that is an upper frequency response of the subject try products that have been developed. The analysis technique used to process the data according Sugiyono (2008), namely:

$$P = \frac{\text{Total score answers}}{n \times \text{highest score}} \times 100\%$$

Furthermore, to calculate the overall percentage of subjects tried to use a formula percentage. This percentage technique is used to present data which is the upper frequency response tests on the subject of product development. The formula used is:

$$P = \frac{F}{N}$$

Decision-making level of the qualification used guide books interpretation qualification criteria as follows:

3. Results

Rate experts solution-focused brief group counseling guidebook involves two experts are: Dr. Triyono, M.Pd. (expert 1) and Dr. Blasius Boli Lasan, M.Pd. (expert 2). The following presentation of data on the test results the expert guide focuses solution brief group counseling on the general guidelines.

Expert assessment of the overall guidelines as contained in table 3.1 shows the total score = 30. Total percentage of all subjects can be calculated by the formula:

$$P = \frac{\text{Total score answers}}{n \times \text{highest score}} \times 100\%$$

$$P = \frac{30}{5 \times 4} \times 100\%$$

$$P = 150\%$$

After the results of the overall percentage of the

Table 3.1. General Guidebook Assessment

No.	Rated aspect	Expert 1	Expert 2
1.	Accuracy of rational treatment	3	3
2.	Clarity concept of behavior	3	3
3.	Specificity treatment goal	3	2
4.	The precision of the treatment subject	4	3
5.	The accuracy of the role of leaders and members	3	3
	Total score	16	14
		30	

Tabel 3.2. Assessment of Implementation Guidebook Counseling

No.	Rated aspect	Expert 1	Expert 2
1.	Clarity implementation procedures counseling	4	3
2.	Clarity phases of counseling	3	4
3.	Clarity of the pre counseling	3	3
4.	Clarity activities first session	3	3
5.	Clarity activities of the second session	3	3
6.	Clarity activities of the third session	3	3
7.	Clarity activities of the fourth session	3	3
8.	Clarity aftercare counseling	4	4
9.	The accuracy of the instrument used	3	4
	Total score	29	30
		59	

number of subjects (F) is obtained then calculate the percentage (P) using the formula:

$$P = \frac{F}{N}$$

$$P = \frac{150\%}{2}$$

$$P = 75\%$$

Based on the criteria of interpretation as table 2.1 then P = 75%, including the criteria of "good" and seeking alternative decisions "used and reviewed".

Expert assessment of the overall guidelines as contained in table 3.2 shows the total score = 59. Total percentage of all subjects can be calculated by the formula:

$$P = \frac{\text{Total score answers}}{n \times \text{highest score}} \times 100\%$$

$$P = \frac{59}{9 \times 4} \times 100\%$$

$$P = 163,89\%$$

After the results of the overall percentage of the number of subjects (F) is obtained then calculate the percentage (P) using the formula:

$$P = \frac{F}{N}$$

$$P = \frac{163,89\%}{2}$$

$$P = 81,94\%$$

Based on the criteria of interpretation as table 2.1 then P = 81,94%, including the criteria of "vey good" and seeking alternative decisions "used ".

Comments and suggestions provided by the experts include the following:

a. Rational aimed at discussion guide for counselors so solution-focused brief group counseling precedence over achievement motivation.

b. The concept of treatment should be brief, straightforward, and focus on the strategies that will be explored.

c. Objectives should be tailored to the nature and purpose of solution-focused brief group counseling.

d. Characteristics of the subjects need to be equipped with the characteristics of the local culture and local characteristics.

e. The role of the leader and the group members should be more specific and comprehensive.

Comments and suggestions of experts was received positively by the researcher and do repairs. Based on the results of expert assessment, then generally solution-focused brief group counseling guidebook fit for use.

4. Discussion

The development of solution-focused brief group counseling guidebook developed by Borg and Gall development model (1983). At the stage of information gathering, planning, and product development, researchers collected reference to a solution-focused brief group counseling. Researchers conducted the integration stages solution-focused brief group counseling presented by Walter & Peller with stages given by Metcalf (Corey, 2012).

Solution-focused brief group counseling guidebook comprises components: Part I General Guidelines consist of; (A) rational, (b) solution-focused brief group counseling, (c) the purpose of counseling, (d) counseling objectives, (e) the place and the characteristics of the counselee, (f) the role of leaders and members. As for Part II Implementation Guide consists of counseling; (A) procedures for implementing counseling, (b) stages of the implementation of the counseling.

Long duration of counseling implementation as described in the procedures for implementing the components of the planned individual counseling sessions range from 40-50 minutes. This is according to research Baskoro (2013) which states that the duration of a solution-focused brief group counseling

should be approximately 60 minutes to reduce boredom counselee.

Components counseling implementation stages include: pre-counseling, the first session, second session, third session, fourth session, post-test counseling. At the time of pre-counseling, counselee asked to fill out a consent counseling. Corey (2009) explains that the consent form filled out by the counselee an ethical and legal requirements which are an integral part of the counseling process. Similarly, Gladding (2009) states that in counseling some things need to be done by the ethics counselor is to give consent form.

Implementation stages counseling is equipped with purpose, procedures and techniques, as well as examples of conversations the counselor as a group leader. The group leader gives assignments between sessions since the first session, second session, third session, a fourth session. This is consistent with the statement of De Jong & Berg (in Corey 2012) that giving jobs to members, which can be regarded as a chore. Observational task to ask members to pay attention to some aspects of life. The process of self-monitoring helps members noticed a difference when there are better, especially what is different about the way of thinking, feeling, or behaving on achievement motivation.

One part of the guide focuses solution brief group counseling developed by researchers is the question of scale. Questions scale was developed along with the columns so as to facilitate the counselee to measure the position and progress of achievement motivation experienced more objectively. This is in anticipation of a counselee who thinks of himself too high or too low.

5. Conclusions

Based on the research results, it can be concluded that the solution-focused brief group counseling guidebook are feasible used to improve student's achievement motivation.

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Counselors' Strategies to Improve Self-Control Students in School

Yogi Budi Hartanto*
State University of Malang, Jalan Semarang 5, Malang
*Corresponding author email: yogibudih@gmail.com

Abstract

Weak students' self-control occurs not only from one source but it happens because the accumulated problems of the educational process that he got from family, community, and school. We can'tt judge on one aspect only. One of the alternatives that can be done is to teach self-control skills and create situations that encourage students to remain in control of himself against various temptations impulse that comes from the student neighborhood. This also revive the role of family, school, and community. These three components must work together optimally, especially in the family neighborhood, in which the role of parental influence social and emotional education that is not touched by the students. Various forms of student's behavior is the result of the process of education in our country, where parents, teachers, and the community should be more responsible. Therefore, the counselor should be able to read the situation so as to determine the appropriate strategies to improve students' self-control.

Keywords : Self-control students, Counselors' Strategies, Role of parents

1. Introduction

Law No. 20/2003 states that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character and skills required him , community, nation and state. This means, for the next generation of educated nation needed a systematic engineering is such that the output of the educational process will be spawned generation of people who have a character that breathes noble values of the nation and religion.

In fact, systematic engineering which is then translated into the national education system through Law No. 20/2003 has not met the expectations of society. The indicator is the perception of the quality of education in schools is always directly proportional to the values of academic students. So that the focal point of the school and the community is always drawn to the academic value. The implication is that in the minds of the people always assume that a good school is a school that is able to print their students succeed in academic values.

So that happened at school, the learning process is still too much emphasis on academic or intellectual aspect alone on the other hand the quality of teachers is still low. While the non-academic aspects, such as moral values, social-emotional values have not been empowered optimally, and the result is still far away as expected. Cultivation of moral values and emotionally only through certain subjects such as PPKn and Religion. It was still some weaknesses in the delivery of material that still only use the lecture method. So the impact on shallow understanding of the character of the students. Certainly the absence of the character education would affect the students' attitude in dealing with problems of everyday life.

The phenomenon of a negative character adolescents often become a source of news in the media, among others, is violence, fights, mischief, cheating on tests and so on. Based on data from the Executive Summary of the National Strategy for the Elimination of Violence Against Children 2016-2020 Ministry of Women Empowerment and Child Protection (Ministry-PPA) as much as 84% of students have experienced violence at school. While 75% of students admit to violence in schools. Even known, since 2011 to 2015 there were a total of 6147 Children in Conflict with the Law or ABH (*Anak Berhadapan dengan Hukum*). The most most was in 2014 that as many as 2,208 ABH.

According to research conducted by Kushartanti (in Puji, 2014: 3) in SMA Negeri 1 Surakarta, 90% of students often cheat, cheat rare 3% and 7% never cheated. In addition, the results of a national survey of America (2002) found 67% of six thousand students of first and second year college stating that they cheated in high school.

From the results The results of the National Survey of Developments Abuse and Illicit Drugs In Group Student in Indonesia in 2011 showing of 100 schoolchildren / students there are 4 people ever abusing drugs, three people misused in the last year, and 2-3 people in the past month. The figure is lower than in the two previous surveys, which is about eight people never used and never abused five people in the last year.

Lickona (1996) considers that the actions of destructive and irresponsible committed young people, such as crime, drug use and premarital sexual behavior is caused by the absence of good character. In the world of education, educators have a lot of effort to overcome the unfavorable behavior in their students Borba (in Sorbi, 2015: 2), for example tighten the rules and supervision, set the proportion of students and number of classes, taught how to resolve conflicts and association. But it often has not worked and the learners they exhibit behaviors that are less in line with expectations.

Santrock (2003: 523) revealed that juvenile delinquency can be described as a failure to develop enough self-control in terms of behavior. Self-control is defined as the ability to formulate, guide, organize and direct forms of behavior that could lead to positive consequences Ghufron (in Munawaroh, 2015: 7) Lack of control against her will cause teens do not have restrictions themselves against the effects of negative neighborhoodal, so that teens can be involved with delinquency behavior.

Although it has many emerging academic research related to self-control, but unfortunately very little attention is given to how empirically and theoretically self-control can be applied to the practice of education. The studies mainly on self-control, held for this just to fulfill academic responsibilities as a condition to get the title. The study was also mostly still just working on cognitive areas not yet become a single system or a school program. Giving the impression that the task to improve the control of the student is the teacher's task Counseling components while other schools as well as students, teachers, school personnel, parents, and people are not involved in this process. It is more obvious when the counselor always fails to communicate with the school component.

2. Causes of Differences In Students' Self-Control

Why do some students have more self-control than the other students of the same age? It is undeniable that the neighborhood has a tremendous influence on changes in student behavior. Social learning theory proposed by Bandura (1963) emphasizes the neighborhood as a determinant of behavior that is important and not the individual internal factors. Individuals do learning by imitating what is in the neighborhood, especially the behavior of others. The behavior of other people who imitated referred to as a model of behavior or behavioral examples. If imitation was obtained reinforcement, the behavior that imitated it will be the behavior itself.

2.1 Parenting Styles

Since it was born babies and toddlers actually have not had a way to control yourself. Neighborhood in which he grew up that includes parenting parents from birth until the age of 3 years will help the toddler form of self-control ability to eventually be able to predict ability to control himself six years later. (Olson, Bates & Bayles, 1990).

The toddler berumur18 month placed in stressful situations will make it frustrating. Toddlers whose mothers had parenting boring or disrupt their activities tend to create distress or suffering. Conversely, infants whose mothers gave positive parenting guidance better able to control themselves (Calkins & Johnson, 1998). Another study showed that when mothers are sensitive and responsive to their infants aged 1 year to maintain and pay attention to the condition of emotional and mental as well as encouraging independence, then the child will have a better attention and better able to control himself in the 6 to 12 months later (Bernier , Carlson, & Whipple, in press)

By the age of adolescence, parenting parents are negative will continue to be associated with lower self-control students from time to time. In this way, maladaptive patterns of interaction can become entrenched, put children at higher risk of behavioral problems (Eisenberg et al., 1999).

According to Gottfredson and Hirsch (in Sigmeunt 2016: 7) says that the "lack of control is a deficit resulting from the lack of care or attention from parents, punishment, and training provided. Main causes of low self-control makes parenting ineffective. Some of the following conditions are indispensable when socializing with children. First, to develop self-control children need parents who observe their behavior. Second, parents should be able to recognize aberrant behavior. Thirdly, they should be punished if the misbehavior appeared "

For Gottfredson and Hirschi (in Sigmeunt 2016: 7) "parenting parents is a key factor for the development of self-control. In addition, they also discussed the direct effect of parental supervision not only on themselves but also on the control unruly behavior. They expect the surveillance to prevent a criminal act or direct analog: "Doing oversight might prevent a criminal act or analog behavior and at the same time also train children to refrain from such conduct" (Fig. 2.1).

According Cullen (in Sigmeunt 2016: 7) assumes that the "socialization of the family is the primary source and the most important of self-control. Therefore, parenting parents can mediate family influence of other factors (eg, negligence, single parents, and the number of children) and all the other factors of self-control that leads to criminal or analog behavior. That means that factors such as not having a direct effect on self-control or criminal activity "

2.2 Neighborhood

Disorganized neighborhood often characterized by social and economic problems such as high levels of poverty, slums, and the high mobility in the area around the residence. Contacts of residents to other social institutions such as schools, health centers, places of worship, and access to public facilities is lacking. For families who have high levels of income and high purchasing power will probably migrate to a better neighborhood. What about the families who have low income and families who do not have the clarity of the prospects for the future who move from one region to another? Poverty creates additional problems and everyday stress in the family. Parents often live from day to day without a realistic long-term goals. Because of the stress of parents, children they lack parental supervision and enough affection. Then it will certainly affect the students' lack of self-control. Accumulation of low self-control students will potentially cause other negative issues such as the problem of dropouts, drugs, and so on. Then there any neighborhood influences such as the presence of a neighboring residence to student self-control?

In the disorganized neighborhood characterized by high mobility shelter, heterogeneity is high, high poverty, people who are not interested in the neighborhood where they live, did not identify himself with the neighborhood and seldom become part of the social part of that community. Is different from the regular neighborhood where social networking functions and social cohesion are given, people know each other better and to identify more strongly with the neighborhood. So the neighbors in an organized neighborhood can react to deviant behavior of children indirectly (that parents will be given information about their children's behavior by neighbors) or directly intervene. Here parents supervise their children and get strengthening the supervision of affection for the students is more effective when getting the intervention of neighbors.

This means on the neighborhood organized by the social cohesion on the one hand and social and informal controls on the other hand, the effects of parental supervision at self-control students and juvenile delinquency is becoming increasingly strong. Parental supervision in an neighborhood organized not independently affect self-control students and teenagers. In a disorganized neighborhood where social networks are not functioning or are very weak social interactions with neighbors, parents' parenting is not supported by the neighborhood. Disadvantages parenting can not be compensated by the influence of neighbors. So that the relationship parent supervision and control themselves in a different organized and disorganized neighborhood, the interaction between the neighborhood context and characteristics of different parental supervision.

2.3 Schools

Schools like family only have the authority and the authority to take action against deviation student behavior. There are several advantages where schools exceeded the family institution. Schools can be an effective social control for student behavior because teachers can monitor against several students at once. Teachers when compared to most parents would have no difficulty in recognizing the disruptive behavior or deviant. In addition, when compared with families, schools generally have more clearly defined rules regarding order and discipline. So hopefully they can also monitor the behavior of the offending. In other words, in particular schools and teachers have the capability and ability to effectively transform and create conditions so that students are able to socialize well that influence the development of self-control students. However schools can not be alone in doing it but it requires a cumulative interaction with one another with the family. The reality in the field of communication parents and students often only occurs in case of changes in student behavior or deviant behavior. Rarely counselors and parents communicate regularly intensively on the development of personal, social, and student learning.

Children grow up in a culture that puts a high emphasis on the importance of self-control tend to develop self-control abilities faster. Pre-school education institutions in Korea had formal instruction, sitting a long time, and give free time to play a little. Likewise in China, the institution of pre-school education there is also a very structured and provides plenty of opportunity to practice self-control, Good preschoolers Korea and China have better skills than their US counterparts on the tasks of self control (O & Lewis, 2008; Sabbagh, Xu, Carlson, Moses, & Lee, 2006).

2.4 Peer Influence

Peers give a significant contribution to behavioral change. Septiyuni research results (2015) about the influence of the peer group (peer group) against the bullying behavior of students in the school mentioned that illustrates that 13% of students in school bullying behavior is influenced by a group of peers. While the rest of 87% influenced by other factors, namely the parents' parenting, self-esteem, school neighborhood, and the media. This also applies to the phenomenon of smoking that occurs in school-age students, based on research Komasari (2007) states that teens are smoking more efforts to be accepted in their neighborhood. Nearly 28% of the study mentioned that the largest consumption of cigarettes when they're hanging out with his friends that if they hang out at the mall, staying up late, picnic or get-togethers alone. So appropriate to conclude that children tend to find friends with similar attributes but also that social

affiliation in turn encourage and reinforce the same characteristics.

2.5 Technological Innovation

The technological innovations developed rapidly these recent years entertainment and activities to promote the emergence of virtual communication through social media. So that such an effect on the intensity of student learning at home and school. A study conducted at several middle schools, high, and students observing the intensity of student learning at home. During the 15 minutes in the house they found on average there were 2 and 3 distractor technology into learning (eg, TVs, cell phones, facebook) (Rosen, Carrier, and Cheever, 2013). The study concluded the average students study less than six minutes before switching to the technology that inhibits learning.

3. Counselors' Strategies In Improving Students' Self-Control

The question then is it possible for the counselor to be able to enhance the students' self-control? While the counselor's ability to participate in supervising the child is limited by the time and effort. Not easy for counselors to control them one by one. Moreover, the challenge is so easy for students to access entertainment and information nearly 24 hours a day. For example, when students tried to focus their homework from school, notifying of facebook reads thus inviting the student to interact virtually. It is of course a social media application, how to Whatsapp, BBM, Instagram, YouTube. Imagine if all such notifications appear simultaneously! There is little possibility that students can focus and concentrate on studying. If just access alone may be sacrificed is the time, but what about the information or interaction that invites the emotions resulting student can not control themselves like cyberbullying cases, for example. Then of course it will cause students to become unmanageable, such as anger or crying for no reason.

3.1 Managing Self-Control Skills

Publication of the results of research on a wide range of interventions to improve students' self-control has been carried out. Various suggestions and recommendation approach has also been widely discussed and tested its effectiveness as an example of the research conducted by Piquero, et al (2010), which examines the effectiveness of various programs designed to improve self-control on the student obtained as Social Skills Development, Cognitive Coping Strategies, Video Tape training / Role Playing, Immediate / Delayed Rewards, Relaxation training. The result is an increase in self-control program that can improve

self-control child / adolescent and interventions are also proven to reduce delinquency and problem behavior. The results of these studies at once concluded that overall that self-control can be trained, that self-control can be improved, and that the decrease in delinquency and behavioral problems following increased self-control.

But of the various approaches and interventions proposed by the experts was criticized by Duckworth (2015) because it was too theoretical and dwell on the cognitive areas troublesome education practitioners to practice in the field. According to Duckworth education practitioners require operational language that allows them to practice these interventions in the field.

So how do students have to avoid these influences? Duckworth (2015) states that there are several strategies that can be done to improve self-control on the school-age students through situational cognitive strategies and strategic. In situational ideally done by situational selection namely by choosing a place or person who can facilitate self-control For example, a student might be able to realize that doing homework will be easier to do in the library, carrying only a book in his bag and did not include smartphones , He might be able to concentrate more to complete the task. Especially if you were in the library when he saw the other students are intense about their work. This is realized because it is not possible when doing homework at home because of the large distractor that he will face when doing it at home

Next is teach them to modify the neighborhood. This step is a strategy aimed to change the state of the physical and social order to facilitate self-control. For example, an adult will eat less when using a small dish and drink less when using glass smaller Wansink (in Duckworth, 2016: 331) Another example in the context of the school is that students who are struggling to overcome the temptation to use electronic devices on during their learning night for example they might ask the help of parents to put on the television and hide their eyes on a place they do not know. Or maybe they could take out the batteries from the remote television or put it in a higher place and hard to reach. Students who have a habit of playing online games and Facebook might be able to turn off the Internet or wireless networks while.

The latter is the cognitive strategies in this section focus on how to facilitate self control through cognitive areas. In this section there are three levels namely attentional deployment, cognitive change strategies, and response modulation. Attentional deployment requires directing the focus to the shape of the situation by reinforcing the desired impulse or reduce unwanted impulses. Cognitive change strategies require thinking about the situation in a different way. In this way we can assess the argument by imagining

ourselves as spectators third party contrary. It is the same as when preschoolers to pretend that marshmallow just only an image and if the adults describe smoking as a poison. The latter is the response of our voluntary modulation can suppress unwanted impulses or reinforce the desired boost. In simple terms the strategy is done by simply saying "no" to temptation and say "yes" to the desired behavior when the impulse comes.

3.2 Teachers And Parents' Role

Effectiveness of an intervention program involving teachers and parents have been proven to provide a significant impact on changes in student behavior. However there is very limited research involving the participation of teachers and parents in interventions. As empirically Bierman (in Alegre 2016: 58) who use the Fast Track PATHS (Promoting Alternative Thinking Strategies), a program of social learning emotional teaches self-control, understanding, emotional awareness, skills, social relating with peers, and resolve social problems aim to promote social and emotional competence. The program is conducted in cooperation by teachers and project staff. They found that the program was effective in reducing aggressive behavior and encourage pro-social behavior, especially for male students.

The same was found by Webster-Stratton and Herman (in Alegre 2016: 59) who studied the Incredible Years Series, a set of programs based on cognitive theory that using interventions that consists of 60 lessons in the social emotional for students from kindergarten to grade 2 SD , They found improvements in students' problem-solving and conflict resolution skills. When the program is combined with social emotional learning from parents and teachers, the impact is stronger and students also showed aggressive behavior is reduced.

Cooperation and participation of parents and teachers in the Program is the increased control is absolutely necessary so that parents and teachers can discount the positive ability to manage the emotions of students. The reality on the ground, it may be difficult to communicate counselor intervention program involving teachers and parents. The main teachers at the school colleagues or even the principal. It may happen if there is no communication between the components in the school. Therefore, we recommend a counselor before intervening should be able to present the urgency of the need for intervention programs that are created based on data assessment needs of students in the school and also the exposure of cases often occur.

As well as also for the parents, the counselor should be able to provide information on the importance of their involvement to participate intervene in providing appropriate care as well as providing a conducive atmosphere so that students further improve control of himself. Here, parenting education is needed by parents.

Parenting education is the process by which parents 'educated' to support their children's development and learning, to improve parenting identity and strengthen the relationship of parents and children. During the parenting program specific activities developed to increase parental knowledge, skills and strategies to support their children in the face any specific problem (such as discipline, self-control). This activity is different depending on the structure of the goals and expectations of each program. For example, a parenting program may be presided over by one of the counselors, parents, teachers specific fields of specialization for individual or group meetings.

Of course, this parenting must be packed in such a way in order to work properly and in accordance with the expected results. Therefore, be prepared skeleton of the variables needed to be able to make an effective parenting program, making reference to the relevance of the content, teaching techniques, and teacher characteristics. So when developing a program, it is important to identify the elements that most effectively address the needs of older people.

For example program parenting successfully performed by (Fox & Fox, 1992) through the Stop, Think, Act, React (STAR) Program parenting It aims to assist parents in thinking and response to behavior that deviates from their children in order not to react emotionally such behavior. The results indicate that the reduced program parents to use physical punishment and verbal besides the interaction of parents with their children getting better.

4. Conclusion

Differences in self-control school students due to various factors which students are getting education. It is undeniable that the three institutions have greatly affected the students' self-control differences in the family, community, and school. Besides the influence of peers and the existence of technology also contributed to the formation of self-control students. Some of the strategies that can be done by counselors to improve the students' self control exercise self-control abilities of students and to include the role of teachers and parents in providing a conducive neighborhood for students to form self-control. The strategy proposed by Angela Duckworth summarized in situation selection, situation modification, attentitonal deployment, cognitive change strategies, and response modulation can be used as a reference interventions to increase self-control because it is operative to be

implemented by practitioners in education, especially counselors. Parenting programs involving the participation of parents and teachers to discuss how to best care for students will increasingly make self-control improvement programs in schools can be run well.

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MODEL OF INTEREST DEVELOPMENT PROGRAM AT GUIDANCE AND COUNSELING SERVICE IN JUNIOR HIGHT SCHOOL AS A STRATEGY TO OPTIMIZING THE STUDENTS POTENCY IN LEARNING

Eka Wahyuni
Karsih
Guidance and counseling Departement
Faculty of education State University of Jakarta

Abstract

Development and implementation of the curriculum 2013 in schools aim to improve learning outcomes, resulting in process improvements. Although the process will undergo adaptation, because it can not automatically be used. Moreover, for the condition of Indonesia which has a high variability and heterogeneous both from a demographic and quality standards.

In the national curriculum, guidance and counseling services at schools represented in the form of service specialization. Scope of interest is not only limited to follow the child's interest in learning, but as an entry for a guidance and counseling service broadly. Students' interest in the development program required assessment for mapping variances and it will be basic of interest development program. This program begin in Junior High School (SMP)

A model of development resulted by a serie of research and development. This method is refer to R&D from Gall & Borg, Those are 10 steps of research. For this article only reported two steps that has doing, first preliminary research and hypothetical model of program.

Keywords: Interest assessment, specialization, optimization potency, guidance and counseling services

1. Introduction

Education is an important instrument for the advancement of the nation. Every generation must obtain a quality education in order to build a superior generation and efficient. Expectations of quality education so far is still the ideals have not been met. Indicators of the success is seen from the ranking of HDI (Human Development Index) Indonesia is still low order of 121 is still far behind other ASEAN countries (www.voaindonesia.com, 2012). Low human quality will affect the low competitiveness of the nation, so that in the future, this is not enough to be exist at the level of international community of nations. Ironic, who was awarded the nation's vast territory and rich natural resources are helpless and left behind by other countries. No doubt that a quality education can be the answer to all these problems. Discourse on quality education since decades are discussed, various programs are run, including changes in the curriculum continues. However, the format of a quality education is not seen clearly.

Curriculum 2013 is an effort initiated in order to achieve quality education. Of course, these efforts should not be dealt with pessimistic and skeptical beforehand, but must be analyzed from many different perspectives and ongoing evaluation, in order to provide great benefits for improving the quality of education. Guidance and Counseling within the scope of services, curriculum implementation in 2013 is represented by the concept of interest development. Interest development is an early entry for broader service of Guidance and Counseling. Interest development will be associated with the development of talent and potency. Thus the students will be guided and directed to their interests, talents and potency of others, in order to become actual. Curriculum implementation in 2013 running for a year, is run in stages. There are many formats, models and patterns of model are not clear. For teachers as educational practitioners, it will disturb and trouble them in the run, including teachers GC . Teachers are often bothered by the rules are not yet clear as well as the implementation of the services to be provided.

Curriculum 2013 seems to have the spirit to developing potency of every child. It is represented on the interest development. Interests owned subsidiary will direct behaviors, including learning behavior. Learning activities based on the interests will create their own motivation to learn, and will ultimately lead to the optimization of the ability of students.

Components that play a role in the development of interest is the guidance and counseling services. The role and position in the curriculum counseling services in 2013 has been set forth in Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81A Tahun 2013. In this Permendikbud accompanied by appendices containing about some guidelines related to the implementation of Curriculum 2013, in particular guidance and counseling services loaded on attachment IV.

Interest is the development process is to mix all the capabilities that exist to direct people to an activity that interested (Hilgard in Slameto, 1988: 59, Mappiare in Slameto; 1988; 62, Holland in Winkel,

1992). There are several types of interest, Guilford (1956), deviding interests in two large groups, namely vocational or a vocational skill. Vocational interest refers to the field - the field of employment. Professional interests: the interest of science, art and social welfare. Commercial interest: an interest in the work of the business, selling, advertising, accounting, secretarial and other - other. Interest in physical activity, mechanical, outdoor activities, and others - others. A vocasional interests, namely the interest to obtain satisfaction or hobby. For example adventurous, amusement, appreciation, thoroughness and others - others.

There are two factors that support the development of talent and interest, which is a internal factor and external factors. Internal factors, is congenital factor (Genetic) (Joseph; 2004: 31) and personality factors (Asror; 1999; 93). While external factors are environmental factors (Sutiono; 1998; 171). Including the family, school and social

Based on the limitation of the problem in this research, the formulation of the problem to be studied are " What kind of modelof interest development can be used in the curriculum in 2013 at the junior high school students?"

program in 60 secondary schools in Jabodetabek, each of the 10 schools in each city were selected, in Bogor, Depok, Jakarta, Bekasi and Tangerang and Tangerang selatan. Questions in the survey consists of:

1. The implementation of the curriculum in 2013 (national curriculum)

2. Understanding of specialization in service implementation GC

3. The specialization program that has been developed

4. Use assessment as the basis for the interest development program

5. Constraints and challenges faced in implementing the program specialization

This questionnaire is addressed to teachers of guidance and counseling who become responsible in interest development program.

3. Results

There are two results that will be presented in the research results, the first results of the survey, second hypothetical model of interest development. The results of the survey on the implementation of specialization are as follows: Table 1. Implementation

No	Region	Keterlaksanaan		
		Interest Comprehension	Interest program	Use interest asessmen
1	Bogor	40 %	20 %	50 %
2	Depok	60 %	50 %	65 %
3	Jakarta	70 %	20 %	55 %
4	Bekasi	30 %	20 %	60 %
5	Tangerang	30 %	20 %	50 %
6	Tangerang Selatan	40 %	40 %	30 %

Table 1. Implementation of Interest development program in SMP in Jabodetabek

2. Methods

The research method chosen is research and development. Research directed development as "a process used to develop and validate educational product (Borg and Gall: 2003). The product in question is a model of interest development program. According to Borg and Gall (2003), the steps taken in the research development include: (1) a preliminary study, (2) planning, (3) development of hypothetical model, (4) review of hypothetical model, (5) revision, (6) limited testing, (7) the revision of the test results, (8) testing more broadly, (9) the revision of the final model, and (10) the dissemination and socialization.

In a preliminary research was conducted a survey regarding the implementation of interest development

of Interest development program in SMP in Jabodetabek

Referring to the data above is found that many schools are already implementing specialization, there are some obstacles encountered in the implementation of the program of specialization:

1. Support system inadequate
2. Coordination with other teacher colleagues
3. The limited human resources available, related to the ratio of GC teachers and students who are not impartial
4. Less of parents support
5. Lack of interest understanding of students

4. Principle Development of interest

The principle of the development of interest, based on the potential development of students who

will become the basis for self-development, both in curricular and extra-curricular activities. In going through the process asessmen stages which will be the initial data for the development of the interest development program. Thus Directions Interest Search in SMP will be directed to the factor of self-students, environmental or family support and school readiness. These aspects are directly refer to some personal characteristics of students and the environment, school conditions and the condition of the parties responsible for the education of students concerned.

Stages of Development specialization

Referring to this stage in the development of specialization consists of

1. Assessment, there are two targets asessmen, the students and the environment. For students asessmen activities aimed at identifying potencies of students in general including interest, in asessmen instruments used must measure the general ability, talents, interests, and kepribadian. Data is equipped with supporting data in the form of learning achievement. As for asessmen environment is intended to determine the condition and curriculum that includes subjects and / or practices / exercises that can be taken / learnt students on the basis of selection, as well as the availability of school facilities, what is in place students learn to support the selection or interest direction.

2. Communication and information to students, parents and peer teachers. Results asessmen that were analyzed for further informed to the students and parents to understand, because the GC teacher at an advanced stage will give recommendations on the activities to be carried out by students and it is certainly to be known and approved by the parents, so that the planned activities to run smoothly. As for the teacher colleagues, the results of this assessment became the basis for the implementation of specialization, both curricular and extracurricular. This event is held in the form of reflection about the self-understanding. GC teachers guide the students to dialogue and discussion about the level of understanding himself. For those students who do not understand about the nature itself, then the follow-up activities carried out by GC theacher in the form of responsive service or counseling,

Recommendations of interest development is the result of interest tendency description of students to a group of subjects based on the results of the implementation of interest development. The mechanism of making recommendations interest of SMP students done by GC teachers at the end of the second semester of ninth grade, after students receive services interest development program.

Recommendation contains information that can be used as a material consideration in the determination of students in school choice that will be entered. This recommendation may provide information to the GC teacher secondary level of specialization overview of students to a group of subjects or school that would be attended. This recommendation is also beneficial for students as a consideration in determining the choice of specialization in high school.

The role of GC teachers in the interest development program will be provide recommendations and monitoring of the implementation of interest development, to be able to know the progress of the programs that have been run. GC has a partner so that teachers and classroom teachers subject teachers for activities that are curricular and extracurricular constructor for extracurricular activities included.

In extraculliculer activities there are 4 major groups of activities, those are science, language and literature, sports and art. The project is designed such that it provides for the facilitation of the development of interest in the next phase into sustainable development at the high school level and is the basis for the selection of majors in college.

3. The development of interests development program, an advanced stage after the step of self-understanding do. There are two development areas of interest, the first related to academic activities, meaning that the development of specialization in line with curriculum activities. Both extra-curricular, meaning that there is specialization development activities that are outside of the learning activities. For curricular activities program developed a form of enrichment of teaching materials are delivered in learning activities. Form of additional materials and study time outside hours of learning into portions. As for the activities ektrakulikuler GC teachers will provide recommendations eksrakulikuler Atar form that will be followed. Extracurricular activities not only complement the activities of the school, but it is an interest the planned development activities with a structured and have clear goals.

4. Follow-up Program Interest development

Follow-up is done as a step in the improvement and development of the aspects that have been evaluated in the previous stage in the career guidance and counseling program. Follow-up is done to improve the quality of career guidance and counseling program that has been collated.

5. Conclusions

Development specialization in GC into a national decision in line with the implementation of the curriculum in 2013. The role of GC in the curriculum help students develop the potential in line with its interests. Based on survey results regarding the enforceability of specialization courses in junior high school at 60 jabodetabek stated that not many schools are already running. There are several obstacles, especially from an understanding of students and school readiness. For that developed an early model of the development of specialization,

which consists of asessmen, information and communication, implementation and follow-up program specialization specialization program based on the evaluation.

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Increasing Empathy For Special Needs Student Through Experience Learning-Role Playing Technique In 7th Class Yunior High School Twelve State On Surakarta 2014/2015

Gunawan*

Counselor of 12 Yunior High School Surakarta, Central Java, Indonesia
***Corresponding author email: g_antonius@yahoo.co.id**

Abstract

The purpose this research is to describe using experience learning –role playing technique to increasing sense of empathy for special needs student at SMPN 12 Surakarta.

This research to carry out during six month from January until Juny 2015. Subject of this research all student VIIB class 2014/2015 SMPN 12 Surakarta, where counselor to work. Amount of student 30 .

Methods that to use at this research are guidance and counseling action research with two circle involve 4 stage from planning, doing, observation and reflection. Collecting data technique that use with questionare about empathy behavior, observation for role playing procces and interview with student no special needs. Data analysis use descriptive comparative from early condition, fisrt condition, scond condition.

Result research indicate that happens increasing about empathy student's to special needs student from early condition from average score from 45 become 49,6 at firsr condition, and finaally for scond condition available average score 55,66. So that conclusion of this research are available increasing empathy student's to special needs student already to use experience learning -role playing technique.

Keywords: special needs students, role-playing technique, empathy

1. Introduction

Accord observation from counselor at VIIB, to find that student mayority not agree about presence deaf student at their class. From questionare about aptitude to special needs student available 75 % student or 21 person from 28 student have difficulty to adjust with special need student. Threrefore, to handle this problem then neccesarry something ways so that all student can receive presence of special needs students espsecially deaf student.

Ones of any way is experience –learning-role playing in guidance counseling at services. Rafael Linus Ginting, at his research finding result are to reducing negative behavior that with role playing technic can descend significantly bullying behavior both phisicly, verbal, electronic. At others research, Ernie Siregar find any effectiveness social programe social skill can increasing emphaty sense for special needs student.

1.1 Conception of Empathy

According Daniel Coleman, empathy ability is ability to know how feeling others, follow role life field and management and educate student from have fity so politic action, without empathy most real.Endless seems sunc as psichopat ,chlidren rapist (Coleman, 1995 : 136).Essence of empathy is effort each side to feeling of that others feeling, can undestanding opinion, aptitude and others behavior. So that empathy have two basic conseption about empathy are see internal frame of work others adequatly and undersatnding others as an individual with a way entrance to somene-self so that can feeling and concern someone such as that someone concern him-self. but not lack of self-identity.

1.2 Special Needs Student

Definition of special needs student according Mudjito are students with special characteristic that different with generally students without refer not ability about mental, emotion, phisicly. While Dedy Kustawan, give definition about special needs students is student who educately neceserry education that to adjust with special needs have permanent nature and temporaly has special needs.

1.3 Kinds of Special Needs Students

According Mudjito special needs student involve blind, deaf, mental retardation, learning difficulty, behavior disorder, gifted student, studeent health disorder.,phisicly empairment. Indonesian state trough state regulation number 17 years 2010 article 129 mentioned that special needs student involve blind, deaf, mental retardation, phisicly empairmant, learning dificulty, slow learner, autism, narcotic victim, motoric disorder.

1.4 Role Playing

According Martin Yamin, role playing instructional model are one of creative instructional model and new model at problem solving instructional.. Role playing as a learning methods refer action that doing conscious and discussin about role in the groups.(yamin, 2013:148). Ginting has opinion about role playing is methods that effectively to use simulation real situation. At that

methods can maked instruction scneario based operational procedure or activity that will to intrstruc. That method to simulate a situatio near reality. While George Shaftel has opinion about role playing is a instructon model to help student fnding her-self at social world and solving issu with gropup assit. At the mean trough role playing sutdent can learning use ole of life, aware for roles that different.(Uno, 2008 :25)

1.5 Principles Role Playing

Les Lauber say about principles of role playing consist of a) to relate playing with goal of learning, b) determine experinece that will has participant, c) doing role as nature posible, d) to construct situation no role, e) each participant has roles , f) give motivation for each role, g) playing roles, h) to make near reality (Silberman, 2014 :235)

1.6 Function of Role Playing

According Hamzah Uno, say use of role playing are a) to recognize of feeling, b) to obtain inspiration and the undersatnding that influenced for aptitude, value and perception, c) to develop a skil,and aptiude in problem solving,d) to deep matter with all ways (Uno, 2008: 25). From opinian can concluded if empathy funciton can increasing social skill to develop deep social interaction.

1.7 Stages of Role Playing
According Ginting, role playing have stages are
a.   Planing Stages
    1) Warming up , teacher introducing student for issues that describe student problem at the class.
    2) Make a scenario simulation
    3) Doing try out about role playing.
b.   Preparation Stage.involve :
    1) Doing step by step simulation activity apropriate scenario.
    2) To remember student so seriusly follow this activity focused.
    3) Teacher make a note something that can doing dicussion.
c.   Doing Stage., all role playing each duty aprropriate his roles.
d.   Evaluation stages.
    1) Give questions that related the theme role playing.
    2) Request student's opinion about the theme.
    3) Make the resumme from simulation activity related goal of instruction and discussion with students. (Ginting, 2008:58).

1.8 Frame of Think

Empathy is someone ability to feeling, undersatnding, what has felling others. If someone have not empathy , someone no care others especially for special needs student. Special needs students are students are show any characteristic that very different specific such as blind, deaf, mental retardation, behavior disorder, phisicly repairmant, autism, learning difficulty, slow learning.

Experience learning with role playing is instruction model has two function can increasing role play and student,s experience to role, doing at teamwork in groups, to growth sense of care others situaion.Conclusion, through experience learning aprroach role playing can increasing student's empathy fstudent.or special needs.

2. Methods

a. Doing at This research   yunior high school state Surakarta 12th at VIIB class, between January until Juni 2015.
b.Research design use action research guidance and counseling with action planning, doing action research guidance counseling, observation and reflection.
c.Research procedure
1) Fisrt cicrle
a) Planning
    (a) Preparation role playing
    (b) Make scenario role playing with theme empathy.
    (c) Doing instructional with role playing
    (d) Evaluation of role playing.
b) Action : counselor doing expesience learning with role playing technique at big groups.
c) Observation. Observation for counselor, regular student, and special needs student during instructonal learning with role playing.
d) Reflection.
2) Scond Circle
a) Planning
    (1) Preparation role playing
    (2) Make scenario role playing with theme empathy.
    (3) Doing instructional with role playing
    (4) Evaluation of role playing.
b) Action : counselor doing expesience learning with role playing technique at small groups.
c) Observation. Observation for counselor, regular student, and special needs student during instructonal learning with role playing.
d) Reflection.
d. Data collection technique
1)   Empathy scale with Bogardus
    2) Sociometry technique
    3) Participant observation
    4) Interview technique.

Description Early Condition

Number	Empathy quality	Score
1	Highest empathy score	60
2	Lowest empathy score	32
3	Avrage empathy score	45

Description First Circle

Number	Empathy quality	Score
1	Highest empathy score	81
2	Lowest empathy score	32
3	Avrage empathy score	49,6

Description Second Circle

Number	Empathy quality	Score
1	Highest empathy score	82
2	Lowest empathy score	39
3	Average empathy score	55,66

e. Data colection instrument: to data collecting researcher with develop

3. Results

3.1 Description Early Condition

From 30 students, as many as 25 students that show no care for a student by name Cahyo Utomo who deaf student.Score empathy this class at early condition as follows

3.2 Description First Circle

Amount participant who active role playing 21 student.Score empathy this class at fisrt condition as follow :

3.3 Description Second Circle

Amount participant who active role playing 30 student.Score empathy this class at fisrt condition as follow :

4. Discussion

Trough content mastery services in guidance counseling with experience learning –role playing technique can increasing empathy student's for special needs student this cause with experience about empathy create at scenario role playing, student can learning how feeling, undersatanding become student with special needs, so that while student who normal condition.

Role playing technique try student make brave expresison –self, so that all studen can receive others realy.

5. Conclusions

Based hypothesis that trough Experience learning-role playing services can increasing empathy quality for special needs student, in fact from result data analysis from early condition, first condition and scond conditian already guidance and

Table 1
Recapitulation empathy   early condition

No	Qualificationempathy	score
1	Highest score	60
2	Lowest score	32
3	Average score	45,1
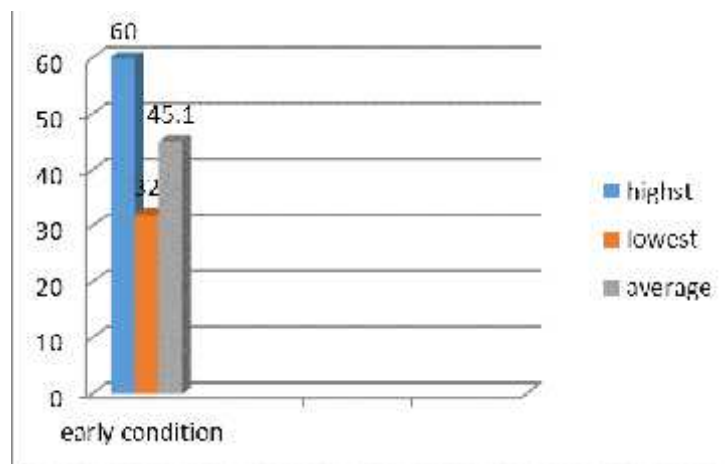
Figure 1
Diagram of empathy score early condition/circle

Table 2
Rekapitulastion empathy score fisrt condition

No	Empathy score	Skor
1	Highest score	81
2	Lowest score	32
3	Average score	49,6

counseling action obtained result as follows :

Empathy average score have increasing fom 45 to 49,6   and finally 55,66, this trend score refer to role playing technique can significantly increasing student's empathy for special needs student.

Participation quality student with role playing technique concern increasing from 12 to 21, and finally 30 stidents, this ini refer that this methods suitable to increasing student'empathy for special needs students.
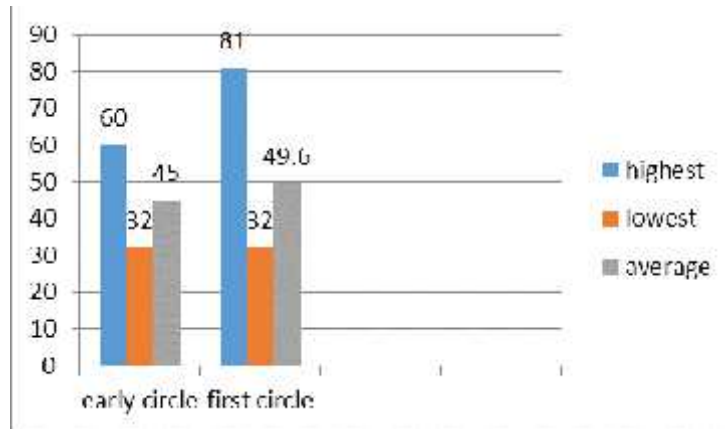
Figure 2
Diagram of empathy score first condition/ circle

Table 3
Recapitulation empathy score scond condition

No	Empathy score	Score
1	Highest score	82
2	Lowest score	39
3	Average score	55,66
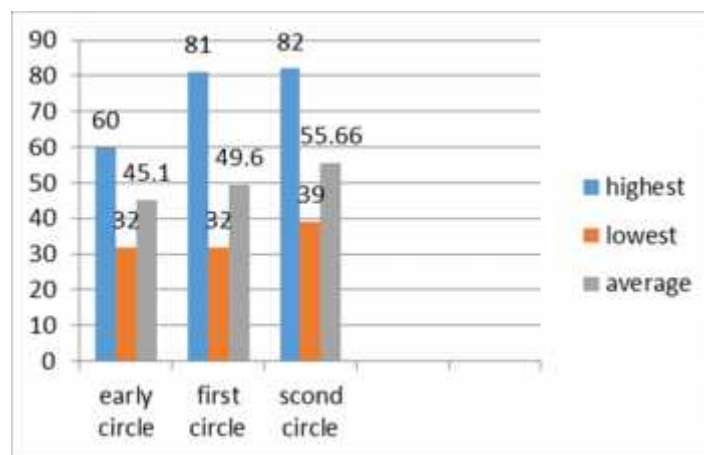
Figure 3
Diagram of empathy score from early circle, fisrt circle, scond circle

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Pattern Of School Refusal Behavior On Student; Background, Triggers And Family Profile

Mochamad Nursalim [1], Nur Hidayah [2], Adi Atmoko[3], and Carolina L. Radjah [4*]

[1]Surabaya State University, Surabaya, Indonesia, [2]Malang State University, Malang, Indonesia

[3]Malang State University , Malang, Indonesia, [4]Malang State University , Malang, Indonesia

*Corresponding author email: [1]mochamadnursalim@unesa.ac.id. [2]nurhidayahum@yahoo.com

[3]adias_65@yahoo.co.id. [4]inaradjah@yahoo.com

Abstract

The purpose of this study are: first, examine the pattern of school refusal from the Freud'theories and from Rogers'theories; second, Recognizing parents profile and school conditions that trigger school refusal. This paper concludes that: first, the school refusal background in Freud is from hallucinations, in the cases studied student are frightened to his teacher manifested as though seeing a ghost in classroom and out classrooms. In Rogers view, the the background of the school refusal i.e.: incongruence between real self-concept and ideal self-concept. In the cases studied, the student indicated by school refusal with the same reasons i.e.: quality of classrooms uncomfortable because only use the fan, while at home using AC. Incongruity between the self-ideal concept and real self-concept makes sense not satisfied and do not think so excited. Second, parents profile who triggered the school refusal i.e.: the parents who often took his son away and let their children do not attend school, and parents quarrel.

Keywords: pattern of behavior, school refusal, background, a trigger, a family profile

1. Introduction

At present, the school has become an essential environment that cannot be separated from the child's life because most of the time children spent on activities at the place. But there are some children who cannot enjoy school activities because of excessive fear feeling (Beidel & Turner, 2005). This fear may be caused by less pleasant events associated with teachers, friends, lessons, or even a problem with the family, which makes the child feel uncomfortable to go to school. Unfortunately, not all children are able to express the problem to others and tend to hide his fear itself (Wenar & Kerig, 2005). It makes them do not get help to resolve his problem although on the other hand they are also difficult to find a way to overcome his fears. Quite often children end up refusing to go to school to avoid the things that he feared.

The attitude of children who refuse to go to school often cause worries to parents because the school is a means to transform the knowledge and skills as a children need in order to be usefull effectively in society (Berk, 2006). Thus, school refusal behaviour which is not handled, it can provide a big negative impact, not only on the cognitive development, but also to the physical and psychosocial development of children (Berk, 2006). The longer children are not in school, the more sedentary behavior and the greater the effort required to make it back to school (Brill, 2009; Kearney & Pursell, & Alvarez, 2001, Haarman, 2009). Therefore, the school refusal behaviour needs to be handled quickly and appropriately.

School refusal is a child's refusal to come to school or attend classes until the school hours (Kearney, 2007). This problem is most common in school-age children and adolescents although it often appears in preschool children (Witts & Houlihan, 2007). To know the general description of the school refusal happens, researchers interviewed Guidance and Counselling teachers. One guidance and counselling teacher in high schools Surabaya. Results of interviews with two guidance and counselling teachers Junior and High School and a teacher at the elementary level, showing the prevalence of school refusal in Surabaya move between 2% to 3%. It comes from one private vocational school guidance and counselling teacher in Surabaya which different and quite shocking.

From the interview above, description that public school students have school refusal between 2% - 3%, while in private schools can reach 8%. The condition of the school refusal in the Surabaya city is higher compared to the school refusal condition internationally which prevalence rate is 2.4% (Setzer & Salzhauer, 2006). In America, Setzer & Salzhauer (2006) suggested the prevalence rate of 1.3% in adolescents aged 14-16 years and 4.1% - 4.7% in children aged 7-14 years.

Ever also conducted interviews of a number of guidance and counselling teachers in East Java, which randomly met when they attend the seminar in Surabaya as the initial data collection. In-depth interviews were also conducted to explore what's behind the behavior of school refusal that occurs at school. Some guidance and counseling teachers

claimed at first he did not recognize the term guidance and counseling teachers. After being given an explanation of the notion the guidance and counseling teachers understand and realize. Most of the guidance and counseling teachers stated that the strike happened at school each semester and almost every class there, it is always repeated.

Guidance and counseling teachers interprets that school strike is a common thing. Guidance and counseling teacher also said although there are students who strike school refusal, even to dropouts, Guidance and counseling teachers claimed that the data was concealed, the school will be embarrassed if many students have school refusal, as well as many parties at school who think that children are chool refusalas a naughty child.

The interpretation of school refusal initial data is clarified that the school refusal occur in schools, not only in private schools, but also happens to public school even occurring at the school who received the title of "favorite school". The interisting thing about "favorite school" is the number of students the school refusal is quite high and and if it is categorized from its severity, It can be classified as "chronic". On the other hand, many guidance and counseling teachers who do not understand fully about school refusal behavior, as well as effective ways to prevent and deal with children who have a school refusal.

School refusal behaviour is also felt by the parents. Irfan (a fictitious name) stated as Kinan parents (Case I), that their child had a school refusal allegedly because Kinan feel the atmosphere at home is different from the atmosphere in the school. Kinan felt in school it was hot especially after the implementation of the curriculum in 2013, when in house comfortable was cool because air-conditioned. Kinan father also stated that in the morning came my son's face began to change, when dusk come he was always cheerful. When morning came face began moody, sometimes crying. Another time he complained of pain, many times to the bathroom, so in the end it did not go to school, and it always repeats itself until today (the interview with Irfan, dated February 27, 2016).Meanwhile, in Case II (Irgi), Irgi Parents (Samad) submit complaints that Irgi school refusal for the past month, Irgi as though seeing a ghost at the school. According to the original Irgi ghost was in the teacher's desk, now ghost was moved to the entrance of the school, so he did not dare to go to school.

Two parent's opinions above supports the idea Kearney (2007) which states there are children who display the strike school only in the morning, by crying, tantrums, complaining of pain, or say do not want to go to school, but after arriving at the school he was able to follow the good activities. There are also children who refused to go to school only at certain

times such as when a new entry after the holidays or days there is a lesson he did not like. However, there are also some children who really do not go to school in a long time (Kearney, 2007).

In view of Rogers (in Corey, 2014), what happened to Kinan (case of 1), there is a difference between the ideal self and the real self. Incompatibility between the ideal self and real self-produce people who dissatisfied and unhappy. Further in the Rogers concept, Kinan has a self-concept of incongruence. Incongruence is a mismatch between self-perceived in actual experience with conflicts and inner turmoil. This is the interpretation that occurs while on Kinan, why he did school refusal.

Another case happened in Irgi (case 2) what happens to Irgi is more appropriate in terms of the theory proposed by Freud (in Corey, 2014). School refusal conducted by Irgi is caused by the subconscious which is caused by mind and emotions to express themselves in the form of a hallucination. Freud stated the existence of the unconscious is often not realized, instead he is a place latent conflicts that affect the individuals behavior. Excessive anxiety on the basis of problems that cannot be overcome is the cause of the hallucinations that occur in Irgi. Hallucination included in the visual hallucinations. Irgi felt false sensation which he saw a ghost or something scary, when there is no stimulus. It could also be interpreted the school refusal that occurred, is the fear Irgi teacher, manifested as if the ghost was sitting on a chair teacher, at other times as ghost standing at the school gate.

School refusal is considered as part of the children and juvenile delinquency, children who do schools refusal classified as "bad boy" when this behavior is not a manifestation of the child and juvenile delinquency. Therefore need a deep understanding of the behavior of school refusal that guidance counseling teachers and schools can to prevent and deal with these issues.

Regarding the handling of the school refusal experienced Kinan and Irgi has been done by each school guidance counseling teachers. Based on interviews with Ms. Yani, dated March 8, 2016) and an interview with Ms. Alfi, dated March 9, 2016, data showed that two guidance counseling teachers informed that Kinan and Irgi been called into guidance counseling, even their parents were invited to come to school. But guidance counseling teachers so far have not found the real problem yet, and cannot help solve. Even Kinan guidance counseling teachers has done home visit three times.

Kinan and Irgi Parents, equally revealed that the parents have been trying to help resolve their problems. According to them, their problem tried to be solved by counseling teacher, they also had to

bring their children to psychologists and psychiatrists, and even had also brought also to traditional doctor but until now no results.

'Review conducted by Meynar (2015) so far, the research school refusal in the form of qualitative research. Besides, a data collection method as inventory, on the other hand in the form of qualitative research with the main tool of observation and interview were rarely performed. Moreover, in-depth understanding of students experiencing study refusal, it should be understood also from the point of view of the student as a suspect of school refusal. It is necessary to dig up breaking down the school refusal in terms of experience of the subject, against its existence, the interactions, the physical material, the situation, the experience of others on the subject, the experience of others against him, the existence and so forth, as well as experienced researchers to the subject experience. This study is to obtain a complete description of communication styles, motivational patterns, self-positioning, self-perception, self-image, in a socio-cultural perspective. This study also examines the school refusal from the perspective of Freud's theory about the unconscious and the Rogers theory about ideal self and the real self, and the concept of incongruence.

Based on initial findings of the school refusal in the two cases that have been presented, the focus of study in this paper include: 1) the school refusal pattern an overview of the perspective of Freud unconsciousness theory and the theory of self from Rogers. Through a perspective review of two theories will be explored in deeper about the background, characteristics, traits, and characteristics that exist in the school refusal 'to depict the school refusal students completely; 2) Recognize Profile parents and school conditions that trigger school refusal.

2. Methods

Determining the subject of this study is based on initial data and proposals from guidance counseling teachers in two different schools. In the first case, the subject is a student of SMA named Kinan, 10 classes were already school refusalfor two months, while in the second case, this student named Irgi, Junior High School students of class 7 already have school refusal during the first month.

More specifically the study of school refusal aimed at students who have serious problems, the subject is a school refusal more than three weeks. The subject of research were students in junior high and high school. This type of research that is selected and used in this study is a combination of research Conversation Analysis and Empirical Phenomenology. In this type of study Analysis of the conversation is a descriptive/ interpretive research focusing first and foremost on the dimensions of the

psychic is behind sounds (vowels and consonants), speech, word choice, sentence structure, accents, and even to see the behavior of non-verbal subject when it occurs a conversation between two or more people in a professional interaction. At the focus of attention is to be found character or manner of the people in the conversation. Conversations in professional interaction was named counseling interview (David Silverman 1994; Mappiare, 2013).

While the Empirical phenome- nological type more emphasis on experience "truly understood by the subject as a whole; subject experience against him, against its existence, against hers, the interactions, the material physical, of the situation, the experience of others on the subject, the experience of others against him, the existence and so forth, as well as experienced researchers to the subject experience (Monte, 1995; Mappiare, 2013).

This research was done in two ways, namely observation and in-depth interviews with a variety of sources, both primary and secondary. Observation is made on the subject during the morning and in the afternoon during school hours. Interviews were conducted with the subject research with in-depth research to gather information about the school refusal.

Data Analysis Methods is the next step of the data collection activities. The data analysis is a process of searching for and compiling a systematic and detailed data obtained during the process of observation and interview. The data obtained will be analyzed and summarized so that it will be easily understood by researchers and others. Analysis of the data in this study follows the opinion of McDrury (1999); Moleong (2006); and Bungin (2014) that includes a) data reduction, b) the display data, and c) conclusion drawing / verification. In this study, there are two kinds of triangulation and source triangulation techniques.

3. Results

3.1 School strike an overview of perspective the unconscious theory of Freud and self-theories of Rogers.

The term "strike schools" in this study were taken from a term used to describe the problems by the parents. In some literature, the term school strike compared with school refusal, school phobia, school avoidance, and truancy. The four terms refers to a person's tendency to avoid school, do not want to come to school, and not at home in school and not felt at home in the school, especially during the hours of the school. Definition of school refusal, school avoidance and school phobia are often interchangeable because it contains overlap elements each other, while truancy is completely different understanding of. Truancy refers to school avoidance associated with delinquency and uninterested to the the school activities. Children who called Truant

attending schools more for reasons of reasons such as lazy, do not want to follow the rules - the rules at school, or prefer other activities such as playing games or as it occurs in children - street children in Indonesia, they prefer play in the streets without usefull activities, They do not have a sense of guilt which means leaving school (Kearney, 2001). While in Indonesia, the term school strike student and naughty (truancy) is often equated, so sometimes children who are school refusal also branded as a naughty child.

Some researchers agree in the case of school refusal   or on school phobia, child avoids, at home, and not felt at home in the school for their emotional distress, fear and anxiety facing the school. They usually feel guilty about leaving school and this guilt makes them more depressed (Wenar, 1994; Fremont, 2003). In contrast to the above opinion, Gelfand & Drew (2003) argues that it is increasingly difficult to distinguish between schools strike with truancy because the emerge behavior was sometimes simultaneously.

Use of the term truancy, social phobia, and school phobia or separation anxiety poses a make problem because only describe certain characteristics and does not reflect the heterogeneity problem of school refusal which can be met every day (King, Ollendick, & Tonge, 1995, in Witts & Houlihan, 2007). Finally in 1990, Kearney and Silverman (in Beidel & Turner, 2005) proposed the term school refusal behavior (SRB) translated "strike schools" for an umbrella the diversity rejection of schooling for children, caused by emotional problems and delinquency (Hendron 2006 ; Beidel & Turner, 2005).

According to Kearney (2006), school-age children can only be described school refusal   if: (1) he/she had left school (continously absent), or (2) he entered the school and left school befores school ended, or (3) he had a big problem behavior every morning before going to school, for example tantrum, or (4) he went to school with anxiety and at school repeatedly run into problems (such as dizziness, go to the toilet, cold sweats).

Gelfand & Drew (2003) divides the breaking down of the school into two sub types: (1) Type I (acute type), this type occurs in children around the age of 5-8 years.   The school refusal acute occurred in the period from 2 weeks to one year. This type has a better prognosis; (2) Type II (chronic), which occurred during the junior high school academic year or more. This type occurs in children of secondary school and show more serious difficulties. This type has not good prognosis.

School refusal usually follows a pattern that is universal. Disorders usually starts when you wake up in the morning. When we have to be ready to go to school, the child will experience a variety of symptoms such as nausea, vomiting, abdominal pain, diarrhea, dizziness, and so on. Things things make him/her angry. Parents usually get provoked and assume the child just fake - he was very sick. Conflict happened. Children are upset, crying, tantrums. But when the time to leave has passed and the parents allow their children not go to school, the child will be happy and healthy again like nothing had happened (Wenar, 1994; Gelfand & Drew, 2003). Kearney (2006) noted the existence of the symptoms of fear, panic, crying, temper tantrums, threatening to hurt themselves, as well as the somatic symptoms .Durlak (1992) stated their emotional distress experienced by children with school refusal, which was marked by unreasonable fear to have to go to school. They can be very fearful, and they do not want to leave home. Children who have a school refusal, when he/she have to go to school that day usually complain of headaches, abdominal pain, sore throat or other illness.Sickness disappears when they arrived back in home,   and it will reappear the next morning when he/she has to go to school again. After the holidays, after illness, or when the child moved to a new school is usually a trigger for the reappearance of the school refusal symptoms.. When children are let to be absent from school, he will be more difficult to move back to a normal school (Kearney, 2006).

Effective treatments should be done to prevent problems that will arise in the future, so that school phobia must be overcome as early as possible (Hogan, 1996). In Fremont (2003) stated that the selection of treatments, among others, include education and consulting, behavioral approaches, interference involving the family, and perhaps by pharmacotherapy.

From the above it can be concluded that the school refusal is a very serious problem and require handling quicly and precisely, because if a child or teenager experiencing it the academical, personal, and social will be disrupted.

3.1.1. School refusal an overview the perspective of "unconscious" Freud theory

Freud with his psychoanalysis has been the approach in the interpretation of behavior. Freud is a figure of the most widely discussed for the existence of the subconscious or the unconscious. According to Freud, the subconscious full deep thoughts and emotions and sometimes can express in various forms, one of which hallucinations. Freud said that although the subconscious is a part that missing from sight and its existence is often not realized, instead he is a deep conflict which will affect the behavior of individuals (Freud in Sharon, 2005). Thus Freud's approach is one approach that gives contribution individuals psychic who are often difficult to be understood by naked eye.

On this basis, Freud's approach will be used to analyze one case of school refusal which is based on hallucinations, namely the students fear go to class and school that caused the students as if seeing a ghost. The approach will be one of the foundations in the reading and study of conversation between the counselor and counselee.

One of the concepts developed Freud is about the unconscious. According to Freud, the basic schematic of the individual soul is divided into three parts, namely conscious containing matters is based, natural pre-conscious that contain memory which can be recalled in conscious with little effort, and unconscious into place for the wishes, desires, thoughts, and emotions within the individual that cannot appear in consciousness, either caused of painful or desire. Freud strongly emphasizes the existence of the unconscious because although it is not realized, the unconscious is actually mostly affects individual behavior.

According to Freud, the unconscious material that contains something painful or desire through repression mechanism that is essentially a mechanism that closes minds, attitudes, and memories from conscious. However, as revealed by Freud, "everything that is repressed is unconscious; but we cannot assert that everything unconscious is repressed "(Freud, 1956) which means that it does not always matter which is in repressed the unconscious.

3.1.2.   School refusal an overview from the perspective self-theory of Rogers.

This study also used the Self Theory of Carl Ransom Rogers to review the behavior of the school refusal. Self is the main constructs in the theory of personality Rogers, which today is known as "self-concept". Self namely the phenomenal thing and consists of observation pattern and conscious assessment than "I" or "Me". The self-concept is largely the result of childhood experiences. The experience of existing relevant and not irrelevant with the self. School refusal behaviour symbolizes his experience by behaving in accordance with the concept itself. The self-concept develops through experience and interaction with the environment and self the concept can change as a result of maturation and learning (Yusuf and Nurihsan, 2008).

In connection with the concept of self, Roger (in Schultz, 1991) explains that in a person there is the concept of a real self and ideal self-concept. The concept of a real self is the true self-concept, original, and already has a basic authenticity embodied in the form of a unique individual, who by Roger later referred to as "self-organismic". While self-organismic most original and most real, according to Roger is the feeling-self, which is

something (experience) is not the nature of cognitive and active, but is intuitive and open yourself to feel the organic experience. According to Roger, feeling is the core activity of the human psyche. On this basis, the purpose of self-actualization tendency is essentially trying to develop a feeling of self as much as possible, so that more comprehensive, adequate, and in accordance with the feelings and experiences of organismic (congruence). Not narrow, stiff, false, and "disabled" (incongruence).

Forms of incongruence self-concept may be a defense mechanism, namely: (1) distortion, which is a self-concept that does not fit with the his/her feeling, but forced to fit into "the confused", for example through rationalization mechanisms, and (2) denial i.e.: effort to maintain the integrity of the concept itself by rejecting the conscious experiences that are harmful to falsify the reality that the is no experience (being defensive). For example, in the cases examined student does not admit his inability to follow the learning activities in the classroom indicated by school refusal with some reasons classrooms quality i.e.: uncomfortable because only use the fan, while at home using Air Conditioner.

In every human being there is always incongruence, including those who are psychologically healthy enough and mature, because they sometimes find themselves threatened by experiences that are inconsistent with the his own concept. But the experiences can be very threatening, can cause fear is so great and can no longer bearable so that in their daily lives can be disrupted, so that any 'therapeutic aid as well as on the neurotic. According to Roger, to be able to cope with the condition of incongruence, then the key is to reduce the positive appreciation on the condition (conditional positive regard) and strengthen the positive appreciation of unconditional (unconditional positive regard). Thus the gap between the organismic experiences with self-concept can be bridged, so that it can be integrated. In the therapeutic process above, there are three aspects that has important role to create congruency. First, there must not be any threat to the structure / self-concept.

Consequently counselor should create a situation that does not threaten his client, so the client has the courage not to be afraid and confidently face and realized the unconscious feelings that have not been symbolized and threaten the security of the concept itself. Thus the assimilation of the unconscious feelings occurred, which means there is a reorganization of the client's self-concept becoming more congruent. Second, the assimilation of the experiences that have not been symbolized able to generate a better understanding or more tolerant of others. That is, it can be more aware and accepting of others as the others, not him as unique person, so it does not need to be throwing or

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projecting feeling that have not been symbolized to others, because it has been accepted in the awareness process, thus forming a self-consistent structure and integrated.

3.2. Parents Profile, school conditions that triggered the school refusal

The cause of school refusal but in general Setzer & Salzhauer (2006) cites four reasons for avoiding school, namely: (1) to avoid the object or situation that is associated with the school that brings distress; (2) to avoid the situations that bring discomfort both in interactions with peers or in academic activities; (3) to seek attention from significant others outside out of the school; and (4) to look for pleasure outside school.

The emergence of the school refusal is usually associated with family factors. A school refusal children has been found to be associated with different patterns of interaction that are less healthy in the family, such as the presence of excessive dependence between family members, communication problems and the issue of the division of roles in the family (Fremont, 2003; Hogan, 2006).

Children experiencing schools refusal usually also show a distinctive personality types. Hogan (2006) report that they tend to have personalities that are sensitive, sensitive to criticism and evaluation. They are less able to manage emotions. Gelfand and Drew (2003) states that most children who have school refusal is a perfectionist who show excessive concern about academic performance. Treatments in school refusal children should be directed to school back as early as possible (Fremont, 2003).

The cause of school refusal is very diverse and varies between children. Specific stimulus that can trigger a schools refusal include (Piliang 2004, Brill, 2007):

3.2.1. Problems in the family school refusal in children may occur due to the problems being experienced by families. For instance event suffering ill of family members makes the child does not want to leave the house for fear of something bad happening to the family members. Besides squabbling parents also triggered the children school refusal, children are reluctant to leave parents feel responsible for assisting parents who are troubled.

3.2.2. Academic Difficulties Children with lower intelligence, learning disabilities, or ADHD have possible problems in school refusal bigger (Beidel & Turner, 2005; Wenar & Kerig, 2005). Difficulties in following subject matter, writing, reading, concentrating, or making them often obtain poor academic performance. They also tend to feel anxious when faced with the tasks at school, even

more so if the teacher or friends give bad judgment against them. This makes the child feel uncomfortable being in school, provoking school refusal that aims to avoid academic tasks at school.

3.2.3. Related Trauma school. The events in the school can bring trauma in children who cause rejection in school. For example, the punishment given teacher can be a traumatic experience for children. Likewise, the experience of being a victim of bullying, where children got unpleasant treatment from friends at school. Not all children are able to tell his fears, they chose to keep the traumatic experience. This makes the child less social support to address the problem. On the other hand, they are also difficult to find a strategy to cope with their own fears. Finally they just refuse to school to avoid the stimulus that makes him feel insecure.

3.2.4. Entering the new environment. School refusal can arise when a child enters a new environment, such as moving house, changing schools, grade, or move classes (Wenar & Kerig, 2005). The new situation requires children to adapt. Some children feel anxious because they do not know the situation to be resolved. Some were concerned cannot be accepted by friends, taught by teachers who are bad-tempered, or not being able to follow the lessons in a new place.

4. Conclusions

First, the background schools refusal according to Freud is from hallucinations, in the cases studied frightened student to his teacher manifested as though seeing a ghost in classes and out classrooms. Meanwhile, in view of Rogers, the background causes of school refusal is there is incongruence between self-concept real and ideal self-concept. In the cases studied, the student does not admit his inability to follow the learning activities in the classroom indicated by the school refusal caused by quality of classrooms uncomfortable because only use the fan, while at home using Air Conditioner. Incongruity between the ideal self-concept and real self-concept makes not satisfied and do not think so excited. Second, the parents profile who triggered the school refusal include the parents who often took his son away and let their children do not attend school, and parents quarrel. While the violence in the school environment can also lead to the school refusal.

Suggestion

First, the researchers suggested further study the 'school refusal background', triggers the appearance of school refusal, as well as the parents profile who triggered the school refusal. The significance is gaining understanding thoroughly the 'school refusal background', triggers the appearance

of school refusal, as well as the parents profile who triggered the school refusal, which facilitate school refusal. Second, educational policy makers are expected to adopt policies that can reduce the occurrence of school refusal because the longer school refusal, the greater the force that is required to return the child to school. Third, the school counselors need to explore various perspectives counseling theories that can be used to solve the problem of school refusal.

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Contributions of Self-Talk in Counseling Processes

Irene Maya Simon
State University of Malang, Malang, Indonesia
irene.maya.fip@um.ac.id

Abstract

Counseling theories in general emphasizes that the relationship between the counselor and counselee is important, so that the focus of the problem becomes not that important. However, cognitive-behavioral counseling theories believe that the change in the counselee is due to different ways of thinking so that way behave differently. One of the thought processes that happen and have a major influence on a person's self is the self-talk. Some research of psychology and counseling related to self-talk prove that self-talk influences on anxiety, behavioral, and also a counseling skills. This suggests that self-talk has an important role in the counseling process.

Self-talk is often occur automatically. Not a few problems that occur in a person caused by a negative mindset (self-talk is negative), so that bring out negative behaviors and ultimately lead to disturbances both physically and emotionally. There are several forms of negative self-talk that need to be known by the counselor and counselee so that they can be sensitive to their self-talk. Another important thing is the dimensions of coping self-talk that need to be identified and managed by the counselor and counselee that can be interwoven the therapeutic counseling process. Counselor and counselee needs to be aware to the role of self-talk it self, it starts from the knowledge of self-talk and how it can control it (coping self-talk).

Keywords: *self-talk*, counseling process

1. Introduction

The theories of counseling in general emphasizes the important of relationship between the counselor and counselee, so that the focus of the problem becomes not so important. According to some theories of counseling, the relationship between the counselor and counselee affect therapeutic counseling relationship, it is not wrong. But the other important things that affect the process and outcome of the counseling is self-talk (speech self). Self-talk is something that seems very simple but almost never discussed. Self-talk is the root of most major psychological problems, because that's where the habits, character, and beliefs are formed. During the self-talk someone stays positive, he is not easily affected by negative things from the outside. Negative things from the outside would have a negative impact on us if it is reinforced by negative self-talk anyway. Firestone (1997 in Pedersen, 2000) argues that the process of self-talk happens inside is often referred to as "the voice". The voice is antiself, antithetical to the survival of the self-system that are criticized, damaging, and punish with prevention and destruction fairly objective to one's potential. Sharf (2004) wrote that the psychological problems, automatic thoughts that often confound, extreme and inaccurate. Nelson-Jones (2005) adds to his opinion stating that sometimes people react automatically, but most of what they think can determine what they do. Thus it can be seen how a person's thinking has enormous influence.

Self-talk can affect someone so big because self-talk has firmly in control of a person's subconscious mind, where the subconscious mind has the influence to nine times more strongly to the conscious mind. Self-talk is often occur automatically. Not a few problems that occur in a person caused by a negative mindset (negative self-talk), so bring out negative behaviors and ultimately lead to disturbances both physically and emotionally. As the influence of a person's self-talk for themselves: attitudes, beliefs, and so on, so does the counseling process. Nelson-Jones (2005) say that counseling is a psychological process where counseling is not static, but contains a movements between and within the minds, both counselor and counselee. Counseling in general is a process of formation and development of interpersonal relationships that are intended to help the counselee in achieving change, growth, and development themselves optimally. Help here is not only helpful but also involves labor, time, thought, and feeling 'the helper' (counselors). Haney and Leibsohn (1999) say that counseling is an interaction in which the counselor focuses on the experience of the counselee, the counselee feelings, thoughts counselee, and behavioral responses counselee with intentional. Nelson-Jones (2005) further emphasizes that one can help the counselee even more effective if they can harness the potential of their minds.

Some research experts associated with self-talk, among others, have been made by Carver and Scheier (in Brinthaupt et al, 2009), where the results of their study showed that self-talk is a reflection of the "meta-monitoring" behaviors a person and as far as where the person's progress in achieving its goals. Further, they argue that self-talk influences emotional reactions and responses towards decline in behavior.

2. Discussion

Self-talk often have other names, such as: inner monologue, inner/internal dialogue, inner speech, private speech, self-verbalizing, auditory imagery, self-statements and self-instructing (Nelson-Jones, 2005; Pedersen, 2000; and Brinthaupt, Hein & Kramer, 2009). Piaget called the talks aimed to yourself this "egocentric speech" (Woolfolk, 2008). In the Indonesian language, often called the speech inside (wicara diri). Similarly, Pearson (2011) which says that self-talk is our internal dialogue, the words we say to ourselves. These words describe and create an emotional statements. A person can feel confident or nervous, motivated or discouraged, all depends on what we say to ourself about ourself. Furthermore, he asserts that self-talk can affect a person's self-esteem, appearance, energy level, performance and relationships with others. It can also affect the health, determine how we react to stress, and can easily help us to change bad habits such as smoking, overeating, or drinking (Pearson, 2011).

Firestone, 1997 (in Pedersen, 2000) argues that the process of dialogue that occurs in often he referred to "the voice". The voice is antiself, antithetical to the survival of the self-system that are criticized, damaging, and punish with prevention and destruction fairly objective to one's potential. Some self-talk is done with the unconscious or automatic, it is not always bad or not good. Pearson (2011) found a negative self-talk can be statements to yourself that focused only on the issue and the form of complaints; "Catastrophizing" situation where someone exaggerate the problem and consider something that happened a major disaster; stereotyping, "should" where often we think that inevitably we have to choose what others want us to do compared to what you actually want us to do; black and white thinking, which we often think with extreme ie success or failure; blaming that state where we often look for someone to blame than the search for solutions to a problem, "yes-but" that when someone gives feedback or view, we think about the reasons why the input or the view cannot be accepted; and generalization, where we use a negative experience in a state or other experience. Blackmer (2010) adds that the problems that usually occur with self-talk, among others: self-talk that focused on the past or the future, because we can control is what is happening now; self-talk focusing on the mistakes or weaknesses; self-talk that focuses only on results, such as "I must win" or "I have to beat him," we cannot control the performance of others, that we can control is our performance, therefore we need to concentrate on what we can do; self-talk focusing on something outside the control or our control, for example, "I hate it when the need to compete on a rainy day" - better focus on what we can do to improve our performance; self-talk that demand perfection of ourselves, for example, "I must win" this can make us become frustrated.

Negative self-talk is unlike the case with coping self-talk (Nelson-Jones, 2005). The difference can be seen from the 'do as well as possible', and 'I have to be perfect'. Coping emphasis on competence/capability instead of perfection. In fact, most people use a combination of negative self-talk and coping self-talk. Negative self-talk refers to everything someone says or failures said to them before, during or after a particular situation that has the potential to contribute in avoiding feelings, physical reactions, and communications were negative. If someone creates a negative self-statements, such as 'I cannot hang' or 'what can I do?', They take the risk to weaken themselves internally through a mind that is not proficient. Consequently, they cannot master their feelings as well as their minds. They also put themselves at risk in communicating externally in a way that is not appropriate.

Dimensions coping self-talk by Nelson-Jones (2009: 268) consists of: alerting self-talk, calming self-talk, coaching self-talk, and affirming self-talk. Alerting self-talk is an attempt to alert yourself to use coping self-talk. Example of alerting self-talk: "stop... think... a potential problem coming up!". Calming self-talk to help clients to face a problematic situation in many ways. Before, during, and after the situation of certain situations, can calm the mind, and thus more able to handle the feelings that are not desirable, such as excessive anxiety or anger that harm. Example of alerting self-talk: "calm down", "take a breath slowly, and deeply." Coaching self-talk helps clients to outline the tasks. Examples of coaching self-talk: "angry will only make things worse." "I could ask calmly what the problem". Affirming self-talk focused on reminding yourself of the significant factors. Examples of affirming self-talk focused on reminding yourself of the significant factors. For example: "I know I can handle it very well". Coping self-talk (Nelson-Jones, 2009: 271) incorporates statements that are alerting, soothing, teaching, and affirm, though not necessarily together at once, for example "stop…think... calm. Think of what I really want to accomplish in this situation. I know, I can handle it very well".

Vygotsky claimed that the speech-self plays an important role in cognitive development by bringing the child toward self-regulation: the ability to plan, monitor, and guide the child's mind and alleviate the problem itself (Woolfolk, 2008). Some studies support the ideas of Vygotsky, among others, Duncan & Cheyne in 1999 (in Woolfolk, 2008), which concluded that children and adults tend to use more private conversations

when they are confused, having trouble, or make mistakes. In 1996, research about how self-talk influences the therapeutic process has been carried out by Nutt-Williams & Hill (in Pedersen, 2000) and the findings stated that:

1. Self-talk related to perceptions about therapy
2. The therapist who think negatively about themselves will feel very unhelpful
3. Self-talk can change the environment, find the meaning of behavior, and regulate behavior.
4. Evaluation themselves contain a motivation
5. The counselee hide their true feelings through self-talk.
6. The therapist is more focused on their self-talk than counselee's self-talk
7. The therapist can use self-talk to manage their anxiety and listen counselee's internal-dialogue.

Hermans & Kempen has also conducted research in 1993 where the results showed that the speech in self-built and rebuilt based on input from the others both inside and outside ourselves. While research Donnelly (1998) showed the importance of social interactions early in the development of self-talk. In his research found that there is significant correlation between positive self-talk the students and their parents, and this does not happen on the negative self-talk. This suggests that self-talk parents can affect the self-talk that develops in their children. Furthermore, the research results Swartz in 1986 declared an asymmetrical between positive coping self-talk and negative self-talk in which the negative self-talk has a huge impact or influence and often preferred someone making the transition is the result of a process of therapy.

Pedersen (2000) presented research about self-talk which shows that by changing the self-talk, we can change feelings and our actions (Zastrow, 1988), can affect self-concept (Philips, 1990), and affect interpersonal relationships (Ledermann, 1996). Nutt-Williams & Hill (1996 in Pedersen, 2000) shows that when the therapist thinking negatively about themselves, they will be judging him useless and assess counselees more negative again. Self-talk is an active way to manipulate the environment, assess themselves, find meaning, and show behavior accordingly. Moran (1986) suggests that traditional models for the training of counselors who focus on behavioral skills are techniques in self-control, self-instruction, and mental imagery. The effectiveness of self-talk also has Aura in 2003 (Iswari & Hartini, 2005), where dieters who use positive affirmation can lose weight and three times more likely to 2 times more likely keep the weight down. This means that self-talk has a huge influence to change the negative view of her teens.

Neukrug (2003: 117) emphasize that how we as a counselor can bring ourselves in relationship counseling can positively or negatively affect the outcome of the counseling. Being a counselor who has a therapeutic characteristics is not easy. Corey (2013: 19) describes 14 characteristics of effective personal counselor or have a therapeutic characteristics, among others:

1. have an idendity
2. respect and appreciate themselves
3. open to change
4. make choices that are life oriented
5. authentic, sincere, and honest
6. have a sense of humor
7. make mistakes and are willing to admit them
8. generally live in the present
9. appreciate the influence of culture
10. have a sincere interest in the welfare of others
11. possess offective interpersonal skills
12. become deeply involved in their work and derive meaning from it
13. passionate
14. able to maintain healthy boundaries

However, Corey [2013, p. 19] stressed the importance of willingness to continue to seek to be individual therapeutic is something very important for a counselor.

3. Conclusion

Psychological counseling process is a process in which counseling is not static, but contains an movements between and within the minds, both counselor and counselee so that it makes the growing importance of a counselor to understand and master their self-talk. Some research indicates the effect of self-talk in person. To be able to master the self-talk or perform coping self-talk, a counselor needs to understand the dimensions of coping self-talk (Nelson-Jones, 2009: 268), namely: Alerting self-talk, calming self-talk, coaching self-talk and affirming self-talk. The counselor needs to train himself constantly to be personalized therapeutic.

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New Paradigm of Career Guidance and Counseling Services:
The answer of the challenges in globalization era

Chandra Dewi, Ahmad Yunus[*]
Guidance and Counseling Department, the School of Teacher Training Program

UHAMKA, Jakarta, Indonesia

[*]Corresponding author email: chandra26dewi@gmail.com, ahmadyunus1650@gmail.com

Abstract

Globalization and all its development have created a very competitive condition in career competition. Everyone competes not only with others, but to compete with himself to courage his demand and need in his daily life. In the past, someone just prepared for a career which was suitable according to his own potency; then, the current direction of the paradigm now changes. Everyone who will plan a career not only must consider his potency, but also he should regard the region where he will work as well as the availability and market demands. The career which is sensitive and responsive to issue of gender equality and human rights also needs building. Therefore, it requires a reform of directing the career of guidance and counseling services. Having a career doe's not merely deliberate one's potency but also it must suit whether or not a person is able to adapt the workplace, become fair and support the human rights and gender issues. The slogan "Right men in the right places" is challenged more since the complexity of the factors may affect such conditions. The awareness to provide career guidance and counseling services in the new paradigm is embodied as the challenge for any counselor today.

Keywords: Career guidance and counseling Service, New paradigm, Self-potency, Region Potential, Human Right, Gender.

1. Introduction: Conditions and Demands in Global Era

It is already known that number of workers in Indonesia increases rapidly. This occurs because the opportunity to hire foreign workers is officially permitted by the government, which makes Indonesian people highly challenged to improve the skills within their talent in the career fields that they have and are interested in. The change of time and technology become challenges that they should consider and overcome. The youngsters who were born in the generation Y and Z are assumed to naturally master the skills of sophisticated digital technology.

Gadgets that always accompany them wherever they are, have become common things used by anyone, either man or woman. They frequently use gadgets for social media, their daily life or workplace. Actually, these conditions also happen to the previous generation. However, the devices and media used through e-mail, telephone or facsimile are much simpler. Nowadays, in the era of digital development which enhance sophisticatedly and rapidly, the youngsters are called generation Z and the old should inevitably begin to deal with the use all of the new technological devices in order to be able to work and communicate with their environment. They should do that because that demands keep changing all the times.

The development of current cooperation among the countries in ASEAN, which are also members of the ASEAN Economic Community (AEC), brings two opposing sides. One side of this thing becomes an opportunity for those who are domestically and internationally competent. The other side is a challenge and even catastrophic for those who do not have a strong self-competence. Actually, when the discourse of globalization starts, people have been connected to each other and have got an open chance to put themselves in various sectors of employment in different parts of the world. However, because a lot of human resources in Indonesia have not been able to compete well yet, they miss a golden opportunity that comes up.

Such conditions would be a great challenge for a counselor. Counselors, with the provisions they have already had, are challenged to be able to provide a service that is able to prepare for general counselor and counselee in particular to take advantage of these opportunities. Regarding to the counseling services, career counseling services in the field of course gets the most central position. During this time, the dominant career services are given to students at the senior high school level, or even in middle school level. As an illustration, once students take college level, the guidance and counseling services are rarely given. The reason of this case is varied, ranging from a lack of resources at the college counselor, unavailability of units of guidance and counseling services, and so on.

The problems mentioned previously are becoming worse. Pupuh Fathurrohman (2014: 63) said that it was no wonder if they overcame difficulties and failures in society though their exam results were good. This might be one factor that emerges "intellectually unemployed". Career guidance and counseling services is not as easy and simple as one imagines. Career guidance and counseling services do not only face an era of free

markets in the global sphere, but also also get over several other challenges.

Some of the challenges are the challenges of gender equality issues, which the counselor is required to implement responsive gender services. The counseling services should not be bias gender, for example, when some work that can be done by both men and women is only allowed to do by certain genders without considering the terms of possibilities and opportunities. Inability to catch issues in the workplace such as women's rights issues say taking pregnancy leave might reduce productivity and stability in the world of work.

The environment in education in the globalization of the world and the technology should adhere it with all resources and efforts in order to realize the noble goal of education which is to educate the nation's children in the sphere of spiritual intelligence, intellectual, emotional intelligence, social intelligence, creativity, and in intelligence adversity as well. The human resources of all components in the educational environment are required and forced to be ready to work with all of the demands of the influence of technology developments and globalization. Administrative fields inevitably have to be friendly, happy, and enjoy all of its work through hardware and software to speed up and simplify the den in the presentation of results instantly be given, sent, requested, reported by the petitioners, "requestor", and connoisseurs policy.

Administrative fields inevitably have to be friendly, delightful, and enjoy all of their work through hardware and software deices to ease and simplify the presentation of results instantly given, sent, requested, reported by the petitioners, "requestor", and connoisseur's policy. Curriculum areas are also required to be more skillful and not to stop wandering with the technology when they should present and seek effectiveness and usefulness of the curriculum that will be presented and used in the learning process and the work of educators as well as learners. Lastly, the field of guidance services as a component of the more responsible with the development of the learners, is also charged in supplying the provision of services and accurate information related to personal development as well as assist in the effective living conditions of everyday either passed or interrupted.

Relating to the counseling services, in this case, the teachers of guidance and counseling and also the education counselors should learn a lot all the elements that exist and occur on the learners and counselee in the surrounding environment. Various elements of mastery and understanding related to the rights that must be admitted, the gender differences are sometimes also insisted them to understand tasks, roles, functions and responsibilities according to their gender. Mastery of knowledge and professional competency appropriately become a mainstay and are equipped to perform tasks such counseling service providers both in an educational setting and outside the educational environment.

Professional competency that is a must for the officers runs the professionalism of the profession in the Government Regulation No.28 Year 2007 which mentions the professionals must have four competencies that are personal competency, pedagogic competency, social competency, and professional competency. As time and technology change, a variety of character and personality of the individual who is in a social environment develops a paradigm of counseling services as well. The services provided are no longer through "face to face" that indeed it is the most ideal but in the middle of digital era growth, inevitably like it or not, it demands the service that can be made via e-counseling or cyber-counseling.

Many types of services that can be provided by the counseling teachers and educational counselors in helping the counselee to resolve the various problems experienced or encountered counselee. The problems experienced by many counselees in their teens when they come to the stage of development of adolescence are discovering their identity since hormonal development occurs and it changes the way of thinking, growth and development of a teenager. In this quest associated with adolescent cognitive development that began the process of further analysis and deeper than any problem or problems they experienced. Teens who have parents and the environment that directly or indirectly have to educate them to develop forward in sharpening cognitive intelligence, emotional, social, and personal are fortune. Thus, they can demonstrate the potency and all things making of interest in theirs.

In the field of education, especially in the school environment, the introduction of the potency, talent, and interest in each learner is carried by many counseling teachers/counselors in education. They can do so through non-test assessment instruments or instrument tests, or via one of the related fields of guidance services that do career guidance. Career guidance services are carried out in primary schools, which is to provide awareness and understanding of the potency of every learner to prepare for the demands of a professional competencies.

In the past, someone just prepared for a career fit in accordance with the potential he has, then the current direction of the paradigm change as it begins to move. Everyone who will design a career not only have to match his potential, but also be seen to match the potential of the region where he will work as well as the availability and market competition. In addition, career sensitive and responsive to the issue of equality of Human Rights (HAM) and gender responsive also need to be built.

The understanding of this potency is as preparation to be ready in competing. Everyone

competes not only with others, but to compete with himself to courage self-adjust to the demands and needs that exist in the field and in the community. In the past, someone just prepared for a career that fitted in accordance to the potency he had; then, the current direction of the paradigm changes and begins to move. Everyone will design a career not only based on his proper potency, but also they will see the region where he will work as well as the availability and market competition. In addition, career sensitive and responsive to the issue of equality of human rights and gender responsive also need building.

Career guidance and counseling services in Cross-Time: Views of Career Services First, Current, and Future

The slogan "Right men in the Right place" is more challengingly given since complexity of the factors that may affect current and establish such conditions. The awareness to provide career guidance and counseling services in the new paradigm is a challenge for any counselor to be realized at this time. The concept of "Right of men in the Right place" now has been influenced by many factors modified. For example, the issue of who is involved "men" is placed in close relation to gender refraction. Related to the issue of a "place" it certainly will be separated to the issues of region and potency which are in.

Career services at the beginning is to focus on the expertise and the desire and needs of the market. Therefore, career guidance services are still based on the output or market needs. The results of the employee's job are not optimal as expected because it is not appropriate to the passion, quality of work and their performance. This may be due to work-ready graduates from vocational school level or conventional that have not obtained a true understanding of how to get and run with good career.

These conditions should be introduced and carried out by guidance and counseling teachers / counselors in school at middle schools up to high schools through career guidance services. The students get the "talent matching" (sometimes known as a "test and tell") which is the dominant form of assistance that is available for people seeking help career (Nathan, 2012: 3). With such a service, it does not give advice about the best career but they will get how to make decisions right job-order, skills take decision-lifetime more conducive and flexible approach as an employee / worker who is responsible for the development of self and opportunities. Hence, it will be recognized that the individuals themselves evolve through several stages of life (Super, 1980 in Nathan 2012: 3).

On the other words, an approach to career guidance services empowers individuals to take responsibility as they are the experts, not the counselor / the teachers of guidance and counseling. Career counselors provide time, support, attention, skills, and structures that enable clients to become more aware of its own resources to live a more satisfying life.

One form of services in the future needs establishing specifically by career counseling. This service is needed as a process that allows individuals to recognize and utilize the resources to take decisions related careers and deal with issues related to their careers. Moreover, it takes into account the interdependence between considerations of career and non-career. However, if it is examined further, there will be an overlap between careers counseling with career guidance services, personal counseling, and coaching.

Consequently, it needs the best solutions for all services related to career counseling in order not to be overlap. One of them is to utilize electronic and digital media for one of these services. With the development of electronic devices in this era of globalization, it can be expected to be one of the new paradigm in counseling or career guidance in answering and overcoming the era of globalization.

New Paradigm of Career Guidance and Counseling Services: Answer of globalization Challenge Era

The problems encountered and experienced by individuals unintentionally derive from themselves and thrive because the environment expected and supported is different from his expectations and creates inconvenience that becomes a problem for the individual. Personal problems related to careers have appeared in society, such as job loss, retraining, relocation, retirement, workplace relations, promotions, career breaks, and stress, and many other career issues that are not and have not been revealed previously. Those conditions start from career problems that also occur in individuals in the primary school environment experienced by learners, such as when choosing majors, confusion, ignorance, lack of understanding, and even laziness to think about the problems they have. All the conditions come up from them and the environment in which they are studying; however, the timetable is less timely presented, the subject or the subject matter is less stimulating thought and challenging the learners, learning methods are conventional, media that are not available or less up to date, or not functioning properly, learning resources are less friendly and boring, classroom environment, schools are not conducive, means of facilities are not available and proper to learning needs. These things happen in each individual and should need guidance. Howthorn (1991) in the Nathan describes the "guidance" (guidance) as "aid for individuals make

choices about education, training, and employment."
(Nathan, 2012: 4).

Regarding to the career experienced and faced by many individuals mentioned above, Glance asserts that it is necessary for every individual to have the right of self-concept, seeing his potency, and interest based on "his passion". The main is the recognition and understanding and assessment on his potency. Thus, he can work and live all the duties and responsibilities without a heavy burden and hinder the career path he starts.

The need of recognition and understanding and assessment of this potency is in the future, individuals can develop all the skills in demand or emerging from their talent. Furthermore, they can assess the importance of skills selected, carried out, and one that makes them spirit full and happy in his career. To develop an understanding and the potency that exists in their self, individuals must recognize and know their skills based on their passion, identity skills that can be immediately done. They can get value and interest to them, it becomes a driving force when they want and need a career. They know their power sources that they already obtain to provide personal pride because it has a value of achievement, satisfaction and can create personal change or pleasure; the power of personal attributes to be taken towards the field of work that will be developed; but not least is the performance level of what would be achieved based on the talents and capabilities. (Nathan, 2012: 100).

For recognition and self-understanding, it can also be done by creating a self-assessment which contains vague statements such as:
• I enjoyed the responsibility;
• I am a creative person;
• I'm hopeless with numbers;
• I want to do something more worthwhile;
• I need a challenge;
• I do not have enough variety in my job.

Career services in the future to face the challenges of globalization in addition to the self-assessment on the potential also need their votes on the ability computer basic. It means besides the ability and potency that need to be achieved, the assessment on the ability and skill to use all things related to the computer needs to be demonstrated. In fact, in the era of globalization, everything relies on computer media in all areas. Therefore, all the elements of environmental education in schools, especially teachers of guidance and counseling / counselors should be aware that computer should not be clueless because counseling services have to be based on computer and service must be performed by cyber counseling. It is considering the development of the world of gadgets and the development of individual character that has got individualists and tends to be shy. Individuals of this type tend to be more outgoing and openly through social media using pseudonyms in their gadgets. Sensitivity counseling teachers / counselors should come to these limits so as counseling and career guidance services in particular can be done via computer.

When ones get accustomed to using computers since there are lot things to do with the computer, inevitably people also have to get acquainted and develop their capabilities on the internet. Through the internet, a lot of information can be acquired and developed according to ones' needs. Specialized career guidance services are conducted by career counselors who must recognize their needs, aspirations and career opportunities influenced by factors such as gender, class, race, disability, and age (Nathan, 2012: 26). Each counselee comes to career counseling and brings a unique response to any issue at hand. One of the fundamental principles of career counseling intervention is that the counselee allows to find a unique solution to a problem, even if the problem is a common problem. Thus, it is already proper for the counseling teachers / counselors to have the ability to master internet facilities. Factors affecting career can be obtained via the internet fully and in details.

Besides self-efficacy, paradigm career guidance services can be seen from the way how the counselors use computer and the internet. They also need to look at adjustments to the potency of the region which means the area where the counselee comes. It could be from in the area where the counselee will develop a career, or it could be seen from the area where the natural resource potential counselee is located. Conditions related to the potency of this region is also answer toward the confusion of the counselee who has no taste and less passionate interest in the motivation of their careers or choose the right career. The condition occurs because the individuality they have is not allowed to grow. Most of the conditions are caused by the feeling that comes from parental values that have been internalized so that people are trying to follow or to realize the expectations of parents without regarding to their potency of the environment of the region where they are located or their originality.

For example, classical education in public schools for boys is desired by their parents to enter a profession that sometimes parents wish unwillingly by their children which gives a lot of pressure on their sons. It is contrastive to the pressure imposed on girls playing a traditional role towards the household, or sent to school only on the direction that leads to secretarial studies. With this globalization era, load conditions either to girls or boys are still happening. Children who suffer and get the brunt of this pressure by Carl Roger re called the imposition condition of worth. Conditions of worth restrict its natural growth and expansion potential and personality, inhibit or manipulating one's development in many ways. If people do not live

according to the expectations of parents (either with tried but failed, or rebelling), feelings of failure and confusion may occur (Nathan, 2012: 29).

Related to job opportunities, the counselor must also consider everything more carefully because the discrimination and oppression are still going on in every field of education and employment. Even if the discrimination and oppression end today, the counselor of career guidance services for many years will reconcile a "backlog" (piles of work) of individuals from minority groups that have experienced discrimination in education and employment. In addition to the domains of negative aspects of oppression that occurs in people who are "afraid of getting caught", they will feel inadequate and not good enough to hold a degree because people who are from lower class have been internalized.

Job opportunities in the current era of globalization are no longer looking at the suitability of a man or woman of the title or the job. With the principles and concepts of gender that men and women are different, they are not differentiated but must be distinguished according to their fate. For the social function of justice and gender equality, people should look at access, control, role, benefits, participation and equality and fairness in making decision. Convention of concerning discrimination in employment and occupation has also been the major project by the ILO as an effort to anticipate the gap right to access certain employment among men and women (APIK secretariat and and the Forum, 1999: 47).

This is in line with the major agenda of gender equality (gender equality) being echoed today. The emergence of women in development thinking (Women in Developments/ WID) is very interesting, because it is based that women are very valuable human resources so that women who are marginalized should be included in the construction (Riant Nugroho, 2011: 137). Career counseling services packages that have been planned should be pursued to answer gender issues and problems. Packs of self-understanding, the introduction of the value of the package, the package understanding the environment, which describe the package and efforts to overcome obstacles, as well as future planning packages, must be properly managed to sensitive issues developing (Bambang Ismaya, 2015: 89).

Career guidance must be responsive and also needs to be aware of the human rights. Career problems that come from each individual are unique and different. Career counselors should notice the possibility of trying to enter the counselee into the "normal" group and the risk of ignoring the person's individuality - the individuality that gives energy to the counselee, and he needs to make decisions and cope with the problem. Awareness should indicate any counselee who comes on development tasks respectively because the stages of life and development tasks are interconnections. Theory of many life stages have been influential and disclosed since 1970 from Levinson et.al (1978), Super (1957, 1980), and Sheehy (1976).

The world of work is relatively unknown or needs further study waiting for the teens. They want knowledge and guidance, but they are also going through a crucial transition period from a structured lifestyle in schools to the less structured world out. Many teens who will be affected by their parents and peers will try to define the meaning and identity of their own on the influences that may be conflicting.

For instance, there are parents who wish their children to go to college, but their friends work immediately after graduating high school. Kids and parents do not look at affordability and substance why friends who direct the work. For these conditions, counselee needs support to think of ideas that "out-of-the-box". It is very useful to give the counselee practice as a framework to bring ideas and initial prior to the session of "vent" together. Counselee will be encouraged to use the "job satisfiers" and summarize their various exercises to focus their ideas, but keep being open minded.

The counselor uplifts them to pay attention to the work carried people around them - friends, neighbors, and anyone who has daily contact with them, and see some of the recommended websites and sources of job information. Sometimes it is also useful to give the counselee career classifications, such as "The Careers Library Classification Index (CLCI)" used in the library and in a career related to information sources work. To help the counselee to think creatively, there should be a lighter approach. Some of the methods specify related suggestions or ideas to bring up various options of career, counselee; then, to categorize those ideas to be "similar", "complementary" and "breakthrough" in linkages with work now or before, or by desires after school. Afterward, the counselee analyzes 'pros and cons "on the list of categorization of their ideas.

People are very varied and unique in their need for support, but access to someone with whom they can talk about their plans and progress are essential for most counselee. People need to be able to discuss the results (good or bad) action taken. Most counselees consider very helpfully to have someone at their side, the trust and respect them, even if they refuse. It is also encouraging to have someone who will give recognition and praise for any success and achievement, and help them celebrate the achievement of the action plan of the counselee. Furthermore, if most counselee receive treatment based on human rights, they still appreciate the offer of further support in the future, if it is necessary.

2. Conclusion: Contemplation Together

Realizing that a counseling service is able to answer all the above challenges is certainly not as easy as when one is talking about an idea and writing. The partnership from various parties later become so important to be implemented. For those who hold policies and have the authority to make such a rule need to view real problems that occur in the real life. With this kind of consciousness, the gap between policy and reality can be minimized. Nowadays there are lots of policies often not been able to answer the aspirations of the practitioner. They are not able to develop themselves without regenerating themselves.

Regarding things done by the practitioners, the awareness to open up and develop a new mind to abandon the old way of thinking is absolutely necessary. A new paradigm, it will neither be accepted with an open mind nor implemented. Practitioners in the field, especially counselling teachers and counseling and counselor education and career counselors, must be willing and able to be sensitive to developments and changes.

The unity and cooperation of the various lines become the final benchmark in an effort to overcome the challenge. Gender mainstreaming issues, the issue of strategic utilization in Indonesia starting from the marine sector (maritime), agriculture, social, and cultural, and tourism should be utilized by a counselor to provide career counseling services are appropriately, and usefully. Hence, it is assumed to be necessary holding seminars, workshops, and assessment of the potential area in Indonesia. In addition, training for practitioners in the field related to the issue of gender mainstreaming in education and counseling services also need giving later in practice. If the circuit this effort can be done, then the nation's competitiveness to face a global challenge can undoubtedly be realized.

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The Exploration Into Happiness Of Javanese Children Aged 4-6 Years Old

Yuli Kurniawati Sugiyo Pranoto[1], Jianzhong Hong[2]

[1] Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Negeri Semarang, Indonesia

[2]School of Psychology, Central China Normal University, P.R China

*Corresponding author email: yuli.kurniawati.sp@mail.unnes.ac.id, jhong@mail.ccnu.edu.cn

Abstract

Children's happiness defined as the average satisfaction at certain period with certain frequencies of positive and negative affect. One of the most obvious questions in the literature over the last few years is the need for research on children happiness (Chaplin, 2009). Children happiness is unique due to different cognitive abilities and experiences. This current study responds to Chaplin (2009) and Thoiliez (2011) impetus to explore more about children perspective of happiness.

The study conduct a qualitative to describes Javanese children's happiness form perspective of children themselves. This research involves 183 Javanese children.

This study clearly shows that Javanese children aged 4 – 6 have higher levels of life satisfaction. However, it is also the fact that some other children lie in the second to the sixth levels. This study can help parent and teacher or other educator who have concern on children's development to build plan in promoting children's happiness by focuses more on source of children's happiness at different age and gender. Limitations and implications especially for education are included.

Keywords: Javanese; children; happiness

1. Introduction

Based on a survey in Germany, Heady (2008) states that the ultimate goal of an individual's life is to attain happiness. His opinion is widely supported by many communities in Germany. It is then inferred that happiness plays an important role in an individual's life. Specifically, happiness is defined as a positive emotional state felt by an individual personally or subjectively (Snyder & Lopez, 2007). Veenhoven (in Abdel-Khalek, 2006) mentions that happiness is life satisfaction, and he defines it as a level of evaluation an individual give to him/her own life. This also applies to children. Happiness is of utmost importance in children's life. They have the right to bright future. They deserve to grow up happily. They are entitled to happy childhood. And cross-cultural surveys in many continents reveal that adults and parents want happiness for children (Diener & Lucas, 1999, 2004).

Positive mind and emotion are the most obvious components for happiness. Seligman (1991, 1995, 2002) argues that positive mood affects thought pattern among children, that happy children are more creative, tolerant, and constructive (Carter, 2005). Happiness in an individual's life represents an ability to grow and regulate and express feelings (Kochanska, Coy, & Murray, 2001; Gottman, 2002). That is good, since young children are expected to be able to develop coping strategies and regulate emotions (Kochanska, Murray, & Harlan, 2000).

Earlier studies on happiness are carried out in the western world. The eastern part of the world has not witness sufficient number of research on this. The concept of happiness is very much influenced by socio-cultural factors (family values). Earlier studies in five different countries (Casas, Figuer, Gonza' lez, & Coenders, 2004), reveal significant correlations between happiness in youth and the values their parents believe in.

This research involves children of Javanese. It is assumed that there are different levels of life satisfaction due to the fact that the parent's value on eastern is associated with children's value on happiness. Proved by by Casas, Figuer, Gonza´ lez, and Coenders (2004), founded significant correlations between parents' and adolescents' values. This parent's value may derived from their parents in past. As mentioned by Bronfenbrenner (1979) that mother's own upbringing gave an effects on her own parenting practices.

Based on above literature reviews, the following research question and hypothesis is formulated: What are Javanese children's self-report on life satisfaction from their perspective?

Children Happiness

Psychologists defines happiness as equivalent as psychological well-being or subjective well-being (Argyle, 1987; Eysenck, 1990). The exact definition of happiness itself is still debated by experts (Diener, 2009; Snyder & Lopez, 2007). Argyle et al. (1989) defines happiness as the average satisfaction at certain period with certain frequencies of positive and negative effects.
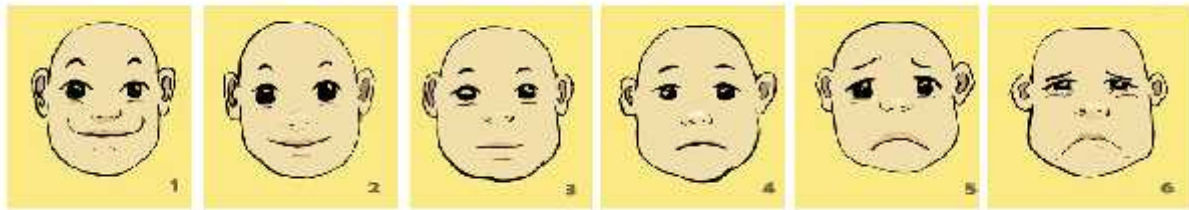
The consideration to conduct more research on the meaning of happiness that is deemed the same as subjective well-being was first proposed by Diener (1984, 1994), who has significantly revised studies conducted to measure subjective well-being and identify its causes and also its theoretical foundation. The subjective well-being is understood as "believe that people get important things they need, including the positive effect of this believe", (Kraut 1979, page. 178).

Based on previous theoretical framework, children's happiness that is known as subjective well-being needs to be understood as the average satisfaction at certain period with certain frequencies of positive and negative affect. Javanese children (aged 4-6 years old) reported of how happy they are in general in their everyday lives.

2. Methods

2.1 Participants

All participants are living in Java islands. This research involves 183 Javanese children.The proportion of the population number of tribes in Indonesia according to the Population Census in 2015 as follows:

2.2 Instrument

Face scale

Children's overal happiness is usually measured using one item scales such as the Facial Scale (Holder, Coleman, & Wallace, 2010). It has been widely used due to its validity and reliability (Abdel-Khalek, 2006).

One of the underlying reasons for the use of face scale is that facial expressions develop signals with certain emotional meanings (Ekman, et.al 1972; Lenti, Giacobbe, & Pegna, 1997). Emotional signals indicate a set of mental categories that are understood as a happy face or a sad face, and the like (Denham, et.al 1994; Markham, & Adams, 1992).

The face scale is a scale used by Andrews and Withey (1976) to measure one's perception on happiness. In this research, the face scale will be modified to look more real, in order to anticipate the fact the young children can only identify three labels of emotions. The face scale is very suitable for children aged 3 as they are already able to recognize certain emotional expressions that are schematically represented, compared to realistic pictures. Further, children aged 3 are best at labeling both happiness and sadness (MacDonald, Kirkpatrick, & Sullivan, 1996).

With the face scale, children are asked to describe the level of their happiness. Using the report of other people who know and understand children is a reliable and valid way to judge happiness or well-being (Lepper, 1998), or even personality (Funder, 1991).

This scale uses the Likert type scale with six simple pictures positioned parallel to the horizontal line. These pictures depict varied mouth expressions, from very upturned (indicating great happiness) to the very downturned (indicating unhappiness) (Fig.10). Researchers ask children to value their happiness as "most of the time".

Figure 3. A Modified Face scale.

This face scale is adopted from Andrews and Withey (1976). It is adjusted to the age of current participants (4-6 years old). This is necessary as the subjects for their research were children aged 9 – 12. Adjustments are made in the form of reducing the number of pictures (from 7 to 6). This is in line with an earlier clinical study that also uses the face scale to identify pain in children. The Faces Pain Rating Scale by Wong-Baker is the dominant method nowadays to measure pain intensity in children. This scale is depicted in Fig. 1. Six faces are shown to 3 year olds or older; 0) is very happy because he is not hurt at all; 1) hurts just a little bit; 2) hurts a little more; 3) hurts even more; 4) hurts a whole lot; and 5) hurts worst (Wong & Baker, 1988).

This face scale has been widely applied in children as respondent, as a graphical representation of emotions that can be recognized by children

Table. 1 Number of ethnics in major society

Ethnics	Population (million)	Percentage	Main area
Javanese	86.012	41.7	Yogyakarta; JawaTengah
Sundanese	31.765	15.4	Jawa Barat

Avalaible at http://www.datastatistik-indonesia.com

(MacDonald, et.al. 1996). Based on the boxplot and Shapiro-Wilk test, the dependent variable "life satisfaction" (which is measured by face scale) for all particular subset of individuals, was not normally distributed. The sig. value of the Shapiro-Wilk test is lower than 0.05, the data is significantly deviate from a normal distribution. However, the test-retest reliability of the face scale was acceptable with Intraclass correlations (ICC2, 1) ranging from 0.659-0.795. It displays the degree to which the response are consistent or having stability over time.

3. Results

That table below illustrates how life satisfaction varies in everyday life, from very happy down to very unhappy. Based on that table, 76.5% or 140 of 183 Javanese children say that they are in level 1 (very upturned), meaning they are very happy. As many as 33 children (18%) state that they are in level 2, meaning they are happy despite feeling sad at times.

Three of 183 children (1.6%) say they are at level 3. One of 183 children (0.5%) state they are at level 4. Six of 183 children (3.3%) mention they are at level 6 (very downturned) or feel very unhappy and they cry a lot.

4. Discussion

One of the most important things to underline in the theory of education is that "the final purpose of education should be happiness" (Naval & Altarejos, 2000). Therefore, it can be inferred that education will not directly make individuals happy, but it should provide an environment that enables individuals to gain happiness.

It should be noted once again the importance of the findings in this research in terms of research in children's happiness in Java, Indonesia. The findings in this research enrich psychological theories on child development, especially on self-concept and happiness. Those findings support the theory of the early social construction of the self-concept, and in turn, affect the model of autobiographical memory. Autobiographical recall which develops when children at 3 to 8 years consists of memories that connect children and their past. At the same time, these memories tell children stories of themselves (Nelson, 1993).

In term of children's level of happiness, most Javanese children are at the level of very happy (very upturned). In line with western study that young children has higher levels of happiness (Park and Peterson, 2006; Thoiliez, 2011). However, it is also the fact that some other children lie in the second to the sixth levels. They still differ in the way they evaluate life satisfaction. Indonesian children might focus on different source to reach the same level of happiness.

On life satisfaction, Javanese children (76.5%) of them say they are at the level of very happy (very upturned). As it is noted, that children from the age of 4 years has started to learn the values prevailing in the family (Betancourt & Lopez, 1993). Specifically, In this case Javanese children learn about values such as ikhlas, sabar, and narima in daily life (Geertz, 1976, p.241). This value might influence children's emotional regulation which caused able to control emotions even for example of being mistreatment of family or friends or even other people

5. Conclusions

This study clearly shows that Javanese children aged 4 – 6 have higher levels of happiness. Most Javanese children state that they are very happy, but further analyses of the data suggest that they still differ in the way they evaluate life satisfaction. Even though the current result is in line with western study that young children has higher levels of happiness, Javanese children might focus on different source to reach the same level of happiness, with gender and ethnic difference in those result.

6. Recommendation for further study

The analysis and results reported in this study have offered ways of thinking about how happiness might be explored with children and thoughts on what to notice when looking for clues about children's happiness.

The results of this study provide an understanding about the happiness of children. However the discussion on children happiness and developmental issues is not yet comprehensive. This is due to the limited age range of the children involved. As children progress through the life cycle, their perspectives might change. What is of concern and what is of greatest importance may changes over time. It should be a challenge for further research to explore the issue of developmental changes in the wider age range. As this study uses interviews to explore the children's sources of positive and negative affection have the significant impact that researchers can simultaneously observe changes in children's ability to express their emotions with age, as it has been submitted by Shipman et al, (2003).

In spite of the findings from current research, a conceptual description of sources of children happiness still blurs. This research only focus on how happy the children are instead of what make the children happy and sad are. It would be beneficial

that source that lead to children's happiness is explored through further research.

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How To Deliver Sexuality Education To Preschool Age Children: A Practical Guide For Parents And Teachers

Andromeda

Semarang State University

*Corresponding author email: andromeda@mail.unnes.ac.id

Abstract

Sexual crimes are systemic and occur repeatedly, evenly distributed in various regions in Indonesia. Any predators are around the child, in their neighborhood. Sexual crimes can take the form of sexual violence (sodomy, rape , sexual abuse) and sexual harassment (sexual activity not yet occurred , but the victim was treated indecent vital organ) . In its prevention would involve several components, they are policy makers, schools, teachers, and the environmental community and the parents. One way to do is through sexuality education, it means the introduction of sexual education of children. Sexuality education is to provide knowledge about changes in the biological, psychological, and psychosocial services as a result of human growth and development, or an education to provide knowledge about the function of the reproductive organs to inculcate moral, ethical and religious commitment in order to prevent "abuse" of the reproductive organs. There are some media which can be used parent and teacher in delivering sexuality education to children. First, the song "Me and My body" as a medium of learning made with a special poem on the theme of recognition and how to protect the body, especially the private area children. Second, with puppets. Puppets included in the category of media objects, more precisely shaped three-dimensional substitute object that contains information on physical characteristics, shape and arrangement. We can use puppets to deliver sexuality education to preschool age children. Third is "Komal" a short video that teaches how to avoid sexual crimes. By teaching sexuality education for children, is expected to prevent children from negative risk sexual behavior or deviant behavior.

1. Introduction

"Indonesia emergency sexual crimes to children!" That line was repeatedly confirmed by the Chairman of the National Commission for Child Protection (Komnas PA) Arist Merdeka Sirait. The fact that the crime which currently dominates, the percentage is nearly 62 percent, said Arist in a ceremony to commemorate the National Awakening Day on May 20th, 2014 (Metro Day, 2014). According to the National Commission for Child Protection, the level of sexual crimes to children has dramatically increased. Early 2014 to April, at least there have been reports of sexual offense cases with 632 offenders and 826 victims. In 2012, Komnas PA has received 2,637 cases reports of violence to children. 62 percent of them, or about 1,700 reports a case of sexual violence consists of sodomy, rape, sexual abuse and incest. The data is increased from the previous year's data, the 2508 report, 1,075 of which were cases of sexual violence to children. In 2010, of the 2,400 cases handled by Komnas PA, 48 percent related to children who are victims of sexual violence (Tabloid Nyata, 2014: 39).

Sexual crimes are systemic and occur repeatedly, evenly distributed in various regions. Any predators are around the child, in their neighborhood. Sexual crimes can take the form of sexual violence (sodomy, rape, sexual abuse) and sexual harassment (sexual activity not yet occurred, but the victim was treated indecent vital organ) . In its prevention would involve several components, among others, policy makers, schools, teachers, and the environmental community and the parents .

Like the iceberg phenomenon, one after another sexual offense cases exposed in the surface . The case was first publicized sexual violence at an international school in Jakarta (Jakarta International School) , the victims were children and have not reached the age of six years. The culprit is a person who is in the immediate environment of children, namely janitorial services officer at the school. Another case is the sexual violence committed by Emon in Sukabumi. No less than 113 children become victims. Most of the remaining victims had been sodomized and sexually abused. There are indications that the perpetrators are also victims in the past. It is feared that the victims today will suffer the same fate as Emon. As stated by Sugijokanto (2014) , almost all pedophiles had been the victims of pedophilia itself , especially when in his youth .

Another shocking fact is the RA. AL-Iman's teacher report stating that two students have demonstrated an adult sexual behavior. After the home visit and interviews with parents, the child's behavior was caused by the absence of privacy restrictions on the activities of adults around the house. The majority of Sekaran people, rent their house to Unnes students. Unfortunately, space limitations make family taking only one room in the house for the whole family occupied. On the reason of space limitations and the childrens age are not yet

teenagers, parents do not make the area or privacy constraints when they engage in sexual activity . This phenomenon is cause for serious concern because of the ignorance of parents has a direct impact on children, causing them show unnatural sexual behavior towards peers and the adults around them.

Sexual offense cases are revealed in the last few months would be a learning experience for parents throughout Indonesia to be vigilant about keeping their children from becoming the next victim. Rosyidatul (in Suara Merdeka , 2014 : 7) expressed the need for a tactical step to tackle this emergency . One way to do is through sex education, namely the introduction of sexual education of children. During this time impressed sex education taboo in the eyes of most people, especially rural people who still feel uncomfortable with everything smelled of sex . For them, the subject of sex is something unusual delivered to children . They are in the countryside surrounding the issue of sexual assume that someday it will be understood by the child without being told the parents. This opinion is certainly not right.

One mode of sexual violence used easily to deceive children young age is the lure of prizes in the form of candy, food or money. More ironically again, the children did not understand the meaning of their vital organs. This occurs as a result of the parents do not provide sexual education to children well. Referring to the background of the sexual offense cases in children, sex education is important given from an early age. For that, parents and teachers should be jointly deliver sexual education to children using appropriate and effective method for pre-school age children.

2. Analysis

Sexuality education should be given early . Why as early as possible ? During this time many parents misinterpret the term sexuality education. For them , sex is pornographic and obscene , so they are reluctant to share information about sex . Parents interpret sex as a conjugal relationship , so that they feel are unethical if introduce it to children since a young age . Sex is actually defined by gender differentiation between men and women are biologically , the reproductive organs , how to maintain the vital organs of the health , hygiene and safety . Children begin to recognize the difference between the sexes when he entered preschool , when he was in the phallic phase . At this stage he began to like " play " a critical genitals and began to ask about sex .

Sexuality education to be very important given when the child is at the phallic phase in order to he get the answer and the right information through the right people. Sexuality education early age can be given through the children's understanding of her condition, the understanding of

the opposite sex, as well as an understanding to avoid violence and sexual harassment. To that end, Rose Mini an educational psychologist (in Coverage 6 SCTV, 2014), suggests that sexuality education for children must be given to parents as early as possible. Precisely begins when the child goes to preschool (ages three to four years), because at this age children are able to understand about their organs. Not easy to teach sexuality to children unless done as early as possible, step by step. A mother can teach children ranging from the simple, and make it a daily habit. Instill understanding in children like to instill notions of religion and morality.

Sexuality education is to provide knowledge about changes in the biological, psychological , and psychosocial services as a result of human growth and development , or an education to provide knowledge about the function of the reproductive organs to inculcate moral, ethical and religious commitment in order to prevent " abuse" of the reproductive organs (Surtiretna , 2001) . Sarwono (2000) describes the general sexual education is an issue of information about human sexuality clearly and correctly , covers the process of conception , gestation until birth , sexual behavior and sexual health aspects of life and society.

Sex is also associated with psychological problems , namely how to run the function as sexual beings , identity roles or types , as well as how the dynamics of the psychological aspects (cognition , emotion , motivation , behavior) of sexuality itself. Someone saw themselves as sexual beings relate to what their parents to show them about the body and their actions . Parents treat boys and girls differently by gender (Perry and Potter , 2011) .

Sexuality education for early childhood can be done through three forms (Rasyidatul in Suara Merdeka , 2014: 7) . First, the introduction of children to their identity and family . You introduce about the child's gender and sex roles related to a specific gender . How children should behave , behave , what to do and what to avoid . They must also know the meaning of family , a place to share the grievances and explore the various kinds of information .

Second , recognize members of their bodies . Through feminine attitude , mother introducing other members of the child's body . Explain the members of the body that must be protected and kept super tight , how the physical and psychological impact that arises when vital organs were injured . The hope so will be embedded in the minds of children about the importance of protecting vital organs and not replace it with material that is not how .

Third , mentions the characteristics of the body . Mother teach our children about the differences in men and women and how to correct association between the two. Keep in mind that sex education should not be done in a vulgar way

because it can have a negative impact on children . As a workaround , parents can use the strategies through games and songs . Equally important to note , convey sexuality education when parents and children alike in a state of relaxed , warm and while chatting at leisure . With sexuality education has been given early , the child does not understand sex from the wrong point of view when they adolescence later. Mother is a " director " appropriate to provide insight to children to avoid sex crimes are rampant today . Associated with the expertise of parents introducing sex education to children not escape from how to know a mother about the importance of early sex education .

There are some steps age and how to provide sexuality education in accordance with the child's age level (Wulansari , 2013 : 3-4) :

1.Toddlers (1-5tahun)

At this age , can begin to instill sexuality education. The way is easy, by starting to introduce to the child sex organs hers briefly . No need to give a detailed explanation for the attention span of a child is usually short . In addition , emphasize also that the genitals should not be shown in vain , and also explain if one is touched with no known parents, then the child should yell loudly and report to parents. Of course, when in an emergency or illness , which can hold only the organ of both parents, doctors and himself. If there is another person holds , say no or report to a teacher . Thus , children can be protected against the cases of sexual violence and sexual abuse against children.

2.Age 5-10 years

At this age, children usually begin to actively ask about sex . For example, children will be asked where he came from . Or general questions such as how the origin of the baby . The answers are simple and frankly usually effective .

3.Transition to adolescence

When a child is growing, it's time you started to explain about menstruation , wet dreams , and also the physical changes that happen to a teenager . You could explain that the little girl will experience changes in breast shape , or will explain their growing feathers around his genitals .

4.Adolescence

At this time , a teenager will experience many changes sexually. You need more intensive instill good moral values to him . Offer an explanation for the loss of free sex as transmitted diseases and emotional consequences .

According to research, sex education early on will avoid pregnancy outside marriage when children grow into adolescence and adulthood later. No need to be taboo to talk about sex in the family. Because your child needs to get the right information from the parents, not from other people about sex. The emergence of great curiosity but not coupled with sex education, then the child will seek answers from others, and it would be scary if sex information obtained from peers or the Internet that information may be wrong. Therefore, protect children from an early age by providing them education about sex in a proper way (Jatmikowati, et al, 2015).

Equip children with sexuality education early, is expected to prevent children from negative risk sexual behavior and deviant behavior. By itself the child is expected to know about sexuality and its consequences when carried out without complying with the rule of law, religion, and customs, as well as the impact of the disease that can be generated from these deviations.

There are the benefits of sex education:

1.To determine the sexual information for children

2.In order for children to have awareness of the importance of understanding the problems of sexuality

3.In order for children to have awareness of sexual functions

4.In order for children to understand the issues of sexuality

5.In order for children to understand the factors that cause the problems of sexuality

Other than given at school, sexuality education also needs to be given at home. To deliver sexuality education to children, Prof. DR. Dr. Wimpie Pangkahila, Sp.And., Confirms a few things that need to be considered by the parent (Winata, 2013: 2):

1.Speak in a natural way, like talking about other things.

2.The talks should not just limited to the biological facts, but also about values, emotions, and spirit.

3.Help your child to feel comfortable with her body, give a touch and hugs to the children so that they feel the love of her parents sincerely.

4.Help your child understand the difference in behavior can and can not do in public. For example, when the child finished showering should wear clothes in the bathroom or in the bedroom. Parents should not be allowed to embed that running naked after a bath. Kids should know that there are personal things from her that not everyone may be seen let alone touch it.

5.Teach children to know the difference of male and female anatomy . Describe the process of the body such as pregnancy and childbirth in simple sentences . From here can explain how a baby could be in the mother's womb . Of course it should be child's cognitive development . The important thing parents do not lie to children , for example by saying that sister came from the sky or birds taken .

6.Children of preschool age also need to know how to protect themselves from fraud and sexual violence committed by an adult . This means that parents tell children that thirst has told " no" to adults is not something that is prohibited .

7.Provide support and a conducive

atmosphere so that children want to come to parents to ask about sex .

8.If the parents can not answer the question of children , do not be ashamed to say " do not know" . Then ask for help or explanation from other people who know .

There are some media which can be used parent and teacher in delivering sexuality education to children. The word comes from the Latin media medius , which literally means middle , intermediate or introduction . According to Gerlach and Ely (in Nggiri , 2014, p. 27) when the media is understood broadly human, material , or events that establish conditions and enable the pupils to acquire knowledge , skills or attitudes .

Pringgawidada (2002) defines learning media as a tool that is used as a channel for delivering course material to study . According Hamidjojo (in Nggiri , 2014) , media are all forms of intermediaries used by man to convey or spread ideas , so that ideas or opinions expressed it could be up to the recipient . Based on the understanding of experts , the authors conclude that the media are all forms of intermediate or introductory information in the context of learning .

According to Sudjana (2002) , medium of teaching was good to have some benefits as follows : (1) . Teaching will attract the attention of students , so the motivation of children to learn ; (2) . The study materials more clearly , making it easier to understand the child ; (3) . Teaching methods should be varied , not solely verbal communication through the narrative of teachers that can cause boredom . Consider the theory, the authors define three methods that are considered appropriate and effective way to convey or teach on sexuality education for children , among others, namely :

1.The song "I Love My body"

The song is a variety of sound rhythmic, associated with hearing and included in the audio media are used as a tool for delivering lessons to be more easily understood by children. Triani (in Cita 2010) explains that the song is a most important and distinct form of human communication, delivered through harmony, melody, rhythm and lyrics that can evoke feelings, creativity and all the memories associated with the possibility that affection / feelings. Related sexuality education to children at an early stage, we can use the song "Me and My body" as a medium of instruction made with a special poem on the theme of recognition and how to protect the body, especially the private area children.

2.Puppet

Puppets included in the category of media objects, more precisely shaped three-dimensional substitute object that contains information on physical characteristics, shape and arrangement (Sadiman, et al, 2002). Parents and teachers can use the media puppets to help the delivery of sexuality

education in early childhood. We recommend using a male figure dolls for boys and girls for the female figure.

3.Short Video "KOMAL" - A Movie about Child Sexual Abuse (CSA) (https://www.youtube.com/watch?v=VkY0xqtw6W8). Video is a kind of teaching media shaped life images or multimedia and interactive and as long as the video presentation can be followed by an explanation or narration from the teacher. Media through a video taken from a short film version KOMAL India (documentation UNICEF), can be dubbed by the teacher using the language of the country or region respectively, displaying how to avoid sexual crimes in early childhood.

3. Conclusions

Early socialization sexuality education to children considered more important and urgent to do, after the community service activities is organized. Based on the discussions that took place, ignorance of parents about the importance of sexual education led to few parents are aware of and responsive to these problems. Their sexuality education delivered was regarded taboo, especially to young children because they are considered not yet time to know it. What do they think about sexuality education is related to sexual activity is private. Though actually is not that the essence of sex education in question.

Ideally, parents are the most important resources for in addition to informing the fact also delivered value (Allgeier and Allgeier, 1991). Parents can introduce early on the child's personal area. Part of the private area is the chest, the part between the two thighs and buttocks. How to care for and protect the child's private area, can also be submitted by parents in simple language. Through songs, fairy tales and movies, early childhood can be introduced with the essential knowledge. It is absolutely necessary, given the number of cases of sexual crimes bermuculan the victims are children. Why sexual crimes so easily happen? One of these children because they do not understand the significance of its vital organs. This is because parents do not provide sexuality education to children well. Especially older people in rural areas who often assume that sexuality education does not need to be taught to children because they are unsure if the kids will mengatahuinya themselves as adults later. Yet if children understand from an early age, then he could not have cheated and victimized. By teaching sexuality education for children, is expected to prevent children from negative risk sexual behavior and deviant behavior (Jatmikowati, et al, 2015).

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READING A BOOK TO ENHANCE ADOLESCENT RESILIENCE IN ORPHANAGE

Eem Munawaroh[1], Esya Anesty Mashudi[2]
[1]Semarang State University
[2]Indonesia University of Education
Email: eemmunawaroh@mail.unnes.ac.id, esyaanesty@upi.edu

Abstract

This study aimed to examine the effectiveness reading books in enhancing three aspects of resilience, I have, I am, and I can in adolescents of PSAA Wisma Putra Ciumbuleuit Bandung. Research conducted at PSAA Wisma Putra Ciumbuleuit Bandung with research subjects 21 high school students using random sampling techniques. The study uses a quantitative approach with a latin square method and one way ANOVA statistical data analysis. This study uses three types of instruments (I have, I am, and I can) using a Likert scale. The results showed reading is effective technique to improving resilience in PSAA Ciumbuleuit Bandung Wisma Putra adolescents.

Keywords: Instruction, Style Guild for Authors, Paper Submission

1. Introduction

Adolescent have two different ways in deal with the adolescent period. First,they optimaly develop with fully support from people and environment arround them. Second, they interact with problems such mental health problems, threats to physical problems,depression, abuse of illegal substances, sexual abuse, poverty, and conflict within the family (Lerner & Steinberg, 2004: 263). Various problems that occur in adolescents period called adversity (Linley & Joseph, 2004: 5). Adversity refers to the negative experiences that have the potential to damage adaptive function or development. Experience to adversity have negative permanent concequences to adolesecent development. There are individuals able to survive and recover from adversity experience, but some of them fail because they stuck in unfortunate situation. The ability to bounce back after pressure or traumatic event known as resilience (Tugade & Frederikson, 2004: 4).

According to expert, Resilience defined as ability to bounce back from a situation or traumatic events. Joseph (Isaacson, 2002) states that resilience is an individual's ability to adjust and adapt to changesand disappointments in life. Some studies show some of adolescent with adversity experience have lack of resilience. Karina findings (2014) on adolescent resilience profile in Malang with divorced parents showed that adolescents with divorced parents have a low resilience. The other study from Apostelina (2014) showed that the adolescent sister resilience with autism at the level of medium or being viewed from two factors that influence the resilience of the risk factors (stressors, strain, distress) and protective factors in the family (relative and friend support, social support, familly hardiness, and coping -coherence).

Finding of Napitupulu (2014) regarding the level of orphanage adolescent resilience showed that adolescents have different levels of resilience that are influenced by the family environment background. This study also shows the importance of external support to adolescents live in orphanage. Volia (2007) conducted research on resilience in young victims of natural disasters in the child's home civil.

2. Methods

The method used in this study is an experimental method with Latin-square design within-subject types (Heppner, 1992: 168). This design was chosen to ensure that the treatment is balanceway with the same frequency.Research conducted at the Social Orphan Children (PSAA) Wisma Putra Bandung at Jalan Ciumbuleuit No. 105 RT 006 RW 02, Ciumbuleuit, Cidadap, Bandung, West Java, which involved 21 adolescents PSAA Wisma Putra as a research subject and given intervention reading books, listening to stories and watching movies.The study has two variables, 1) bibliocounseling technique as independent variable, 2) resilience as dependent variable. The independent variable serves as a strategy to facilitate the development of resilience, while the dependent variable serves as target behavior.

Resilience in this study defined as internal capacity possessed by adolescent of PSAA Wisma Putra Bandung that serves to prevent, face, and minimize the negative impacts of adversity or unpleasant event that occur in participant life. The aspect of resilience are :I have, resilience factors that illustrates external support, I am, resilience factor comes from the individual, and I can, which is the ability of the Youth PSAA Wisma Putra to express feelings and thoughts in communicating with others, solve problems in a variety of life settings (academic, vocational, personal and social) and regulate behavior, as well as get help when needed.

Latin Square Treatment Design

GROUP	ASPECT		
	I HAVE	*I AM*	*I CAN*
A	*Reading Book*	*Listening to story*	Watching movie
B	Watching movie	Reading Book	*Listening to story*
C	*Listening to story*	Watching movie	Reading book

The intervention involving three activities, reading books, listening to the stories, and watching movies. The subject research devided into three group, each group get three intervention with the same frequence regarding to latin square rule. To reveal the resilience of participant, used the instrument of resilience that is divided into 3 aspects of resilience, I have, I am, and I can. Likert scale was used with response options participants starting from Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) with a weight value consecutively, 4,3,2,1. The reason for using an instrument with a Likert scale is that Likert scale were able to reveal the level of resilience in more detail and clear.

3. Results

3.1. Effectiveness of reading book techniques to improve I have aspect in

The researchers used three titles of novel that have same storyline. The book is the novel Sepatu Dahlan, Ibuk, and surat kecil untuk tuhan. This session aims to to improve trusting relationships of participant, especially relationships with parents, family members, teachers, and friends. Participanthad a good role model from siblings, peers, or the people around them. Participanthad the motivation and passion to become an independent individual. In the process, participant are given time week to read the book. To help remember a book the participant had read, the researchers gave form to be filled by participant after they finish reading the book. This form contains the following questions:

a. Who is most preferred character in the book? Explain why ?
b. How the character of each figures?
c. How is the relationship between the roles in the story?
d. How the story in book motivate the participant
e. what the lessons from the book?
f. what the follow up action after participant read the book?

After the process of reading the book is finished the counselor lead a group counseling activities.

There are several obstacles in deliver intervention in Agroup. Since the group A was the first group received the intervention, the rapport between researchers and participants has not been established, there is still a awkwardness among the participants and between the participants and researchers. But it can be solved through the introduction and warming up by the researcher. Because the book has been given a week in advance to the participants, then this first meeting focused on the process of group counseling.

Form of book review has been prepared by each participant as a reminder for the contents of the novel had read. There are 3 different titles that are read by participants, surat kecil untuk tuhan, surat dahlan, and ibuk. Each novel has the same story that is about the struggle of life. The participants were asked to present the essence of the story. Each participant tells the impression gained from reading the story of the novel.After the presentation session is completed, researchers assist participants in implementing the stage of identification and analysis based on competency standards and objectives set in SKLBK. Achievement of competence to make a role model as a reference the behavior of participants can be seen from several factors.

The first stage, all participants describe his idol and explain why they idolize certain figure. As one of the participants who idolized the Prophet Muhammad, because the Prophet Muhammad is the most honest man on earth. Achievement of competence ability to generate motivation from within and outside ourselves to achieve the ideals of the participants can be seen from the determination conveyed by participants at the end of the counseling session. One participant said, "from now on I am not going to give up anymore miss". This indicates that the participants already have internal motivation to face life adversity and achieve its goals.

3.2. Effectiveness of reading book techniques to improving I am aspect in B Group

At this stage, the relationship between participants with researchers already established. Researchers asked participants to express their impression books had read. Because there are three novel with different titles, participant get additional information and other inspirational stories from diffrent book. After the presentations finished, continued with the identification, analysis and generalization activities by providing the questions that had been prepared by the researcher. Achievement indicator of this phase is the ability to love, empathy, and altruistic by the people around him.

3.3. Effectiveness of Reading Book Techniques in improving aspect of group C

The goal of this session is to improving interpersonal and intrapersonal communication with the people around them, participantare able to identify sources of help in solving the problem at the Orphanage and its surroundings, adolescents PSAA Wisma Putra show the ability to control emotions. Group counseling conducted after the process of reading book is finished. In I can aspect, participants were assisted by researchers exploring part of the story that describes the communication skills, problem solving, and emotional control. The ability to control the emotions one of which is explored through the novel when Dahlan come home and watch lot of people mourn his dead mother. How Dahlan express and control his emotions when it became the focus of exploration. The ability to control your emotions in the novel are also shown in surat kecil untuk tuhan, when Keke as the main character getting the news if she is diagnosed with a deadly cancer.

4. Discussion

Result of this study showed that reading a book is the most significant technique in improving the resilience. Improving of resilience caused by several factors, when reading a book, participant are able to actively engage in cognition process to understand the story. Cognitive process in the story will not only improve the functioning of participant cognitive understanding, but also increase cognitive flexibility in developing alternative solutions to problems. Through reading the book, individuals can actively imagine the stories. In addition, read the book provides the opportunity for individuals to understanding each episode or part of the story that are important without a specific time limit. With the process as explained, reading a book can stimulate more active and storing memory in a longer period of time.

Reading books provide free time for participant to appreciate each story in every chapter of book. When participant are able to appreciate each moment in the story, it will affect the memory storage become longer. When the participant were able to save the story in a long time, participantwill make it as one of the references in real life. Researchers used a form to be filled by participant to the remember the story. Content in this form is used as a material group counseling when participant have completed reading.

The improving resilience factor by reading a book rely on three stage of counseling process, identification, analysis, and generalization. At identification stage, the researcher asks participants to identify the character, attitude and events showed by the figures in the book with questions of identification. These questions help participants to identify the story, characters, and events that are compatible with the problems experienced by the participants. At the identification stage, each participant explain their to character, attitude, and events. At analysis stage, the researchers helped participants to understand the events, characters, and the attitude shown in the book by discuss the material. This stage involves the cognitive abilities of the participants a more in-depth, including the flexibility of thinking, thinking of causation, and internalization. Researchers help the participants to demonstrate their understanding of the various alternative solutions to the problems faced by the characters in the book, showing a variety of possible causes for the occurrence of an event, and describes various possible repercussions arising from an act or behavior.

Next phase, the researchers helped participants to internalize the understanding gained from the identification and analysis through a process of internalization. Participants are able to explain the various alternative solutions to the problems face by participant in real life, this phase is themost crucial phase in bibliocounseling intervention. At generalization stage, researchers helped participants to think reflectively. The result of their understanding of the story in the book transform to action plan in real life. Each participant will have an action plan related to solution of real life problem.

5. Conclusions

Reading books are effective to reduce negative emotions and behaviors and replace them with more positive feelings. Reading a book is effective in improving problem-solving skills, developing empathy, and increasing self-awareness. Reading a book with appropriate story will improvingcommunication skills, problem solving, emotional control, and the ability to build a trusted relationship with the people around.

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Teaching on spirituality of the exegesis of the Qur'an and Its Implication on Islamic Counseling at the Pesantren K.H. Aminuddin

Najlatun Naqiyah[*]
Universitas Negeri Surabaya (UNESA)

Abstract

This research aims to obtains informations on implication of teaching exegesis of the Qur'an at the pesantren K.H. Aminuddin on Islamic counseling. This research is undertaken upon 35 students during recently Ramadan 2016. Collecting data has been done through observation, documentation, interveiws and analysis. The results display on betterness of student's understanding of the subject matters and finding a new meaning of life. The technique of the counseling is a kind of observing a new model for Islamic counseling through resurfacing a meaning of ablution (wudu'), remembering to God (dhikir), offering prays (salat), and reading the Qur'an during which counselor works hand in hand with counselees to disclose the Qur'anic values. Moreover, it is through tawakkal by which they submit their humility to God and believe that in any distress situation will be a way out. Put it in clear, it could be summed up that the teachers and counselors of pesantrens need to grasp meanings and values of exegesis of the Qur'an to assist counselees in solving their problems.. Finally, as being a guardian for students does the counselor of the pesantren have to be patient, disciplined, observing all God's commands and reflecting good deeds of the Prophet Muhammad. Moreover, counseling should acts as a role model for students in order to be imitated.

Keywords:

1. Introduction

Providing dormitory for students of the secondary school walks hand in hand with guidance and counseling services. The services take place in a form of individuals and groups. The purpose of such guidance and counseling is to help students to solve one's problems through which implementing it in their span of life. After all, the teenagers are in the process of puberty. They learn to adapt to their environment. In their early teenage, at the age of 11-16, they witness a period of searching for identity. As Saefullah put it (2012: 13), adolescence at the age of 11-16 is the period of overlapping. They witness the change of phases from that of children to teenagers. Thus, they need for guidance and counseling to assist them in preparing for the process of the changes.

The services for guidance and counseling in Pesantren KH. Aminuddin are based on Islamic and cultural values of pesantren. Or in sum, it is based on

values of that of the Qur'an and the Hadith. The target for the guidance is to help students meet their task for learning and for adapting to social environment, and afterward to develop their personal career. Problems facing the teenagers in the pesantren are evolving around a problem of study, bullying, and deliquencies. Some alien cultures such that of Western's ones which unfitted to the tradition of pesantren are, to some extent, seeping into pesantren and to make effect on the students' behavior. One of which is individualism. Otherwise, the pesantren is to imbue students with a tradition of berjamaah (togetherness in doing and working) and inter-relationship. As Hidayat put it (2012: 122), inter-relationship among the students is to treat fairly toward others and whom are around.

For any new students living at the pesantren for first time, they would witness a cultural shock. A different experience on which the students have at home will encounter a quite new atmosphere of the pesantren. Indeed, adaptations would take place at the beginning of the process for adjusting to a new culture. For some, it could be a cultural shock. The cultural shock tends, as put in clear by Kalvero Oberg (2006: 142), to be an accupational disease of people who have been suddenly transplanted abroad. In this sense, pesantren as a new environment which completely of different from one's own former environment is considered as a source of cultural shock. Thus, they need assistance for adapting and implementing tradition of pesantren such as shaking-cum-kissing hand of Bu Nyai Pengasuh, etiquette in eating and drinking, and so on.

In new environment, a new student should be patience in adapting to the rules of "do and don't" in the pesantren during their stay, such as banning for painting the nails, writing words or drawing on body or limb, tattoes, going out of pesantren's domain without permission, skipping the class, a relationship with the opposite sex, and so on. As more the rules violated, more the students will receive guidances and counselings in helping them for the process of adjustment to the regulatory of pesantren. Moreover, personal problems facing students in the pesantren are a lack of discipline in keeping of prayer, to be late for attending class, and pay less attention to the pengasuh and senior students.

Those who have difficulty in adjusting to the regulatory of pesantren would have psychological impact. They are less happy, and felt pressured by the strict regulations in the pesantren. Thus, they feel embarrassed in case of convicted red-handedly for violating, saddened, and underachievement.

Yet another problem facing students in learning process in the school, according to Ismaya (2015: 41), is relating to academic inertia, lack of motivation, bad habits in learning process, etc. One of which is a delaying a task, evading asking for anything beyond their knowledge, paying less attention to the class process, sleeping while studying, paying much time for doing unimportant things, and so on.

It is easy to notice that guidance and counseling through appreciating the culture and Islamic values are applied in the pesantren KH. Aminuddin. Moreover, as being pesantren of Java-Madura, Javanese culture is a culture applied on. As Setiono put it in simple (2009: 117), the value of the family is the essential aspect of the Javanese culture. Some values of which is to respect and to create a harmony (Geertz, 1982). In such a culture, Bu Nyai Pengasuh as a substitute for their parents during their stay at the pesantren deserves their homage; respect for fellow students in the pesantren. It is a way to inculcate a respect for parents and senior persons. In Islam, parents need to be treated with respect as much as possible. This inculcating process is in line with Islamic teaching and in assisting students in make adjustment to the demanded ethic in the society. According to Walgito (2005: 26), children need to the social adaptation, to reduce difficulty in making contact with friends, less isolated, socially awkward, shy, slowness to respond, and so on.

Islamic counseling is a service provided by an expert to help students whose problems as such in order for students to solve their own problems. The results of the guidance and counseling obviously help students to know themselves, their roles and responsibilities, and to adapt to any sheer environments. To be in clear, this counseling is to create a mental health. As delineated by Capuzzi & Gross (1997) and Walgito (2010: 195), mental health consists: (1) self-acceptance, (2) self-knowladge, (3) self-confidance and self-control, (4) a clear perception of reality, (5) balance and moderation, (6) love of other, (7) love of life, (8) purpose in life.

As shown at above-mention pesantren, boarding system could build character. Moreover, the Qur'anic exegesis as an Islamic guidelines which contains instructions for the right and vanity action – on which students of the pesantren are learning in daily basis— is to be a driving force in those character building. During a full of previous the month of Ramadan, students of the pesantren studied this exegesis. Moreover, they as well studied books of fiqh and hadith.

2. Methods

Method of this research used a qualitative approach. The data is collected through documentation, archive, observation, interviews and analysis. Documentation of data includes books used by students in their learning for exegesis. As for the observation used in this research is direct observation by counselor as a mentor to students. In-depth interviews is used, as well as collaboration with three teachers in group discussions. The data collection of research is conducted on students whom learn the exegesis of the Qur'an by assessing their understanding for the subjects and the materials by using an interview on the content and the values which are absorbed.

Guidance is provided through lectures on the exegesis of the Qur'an by a counselor (ustazah) in daily basis for fully month of Ramazan and continued later on twice a week for 3 months consecutively (July-
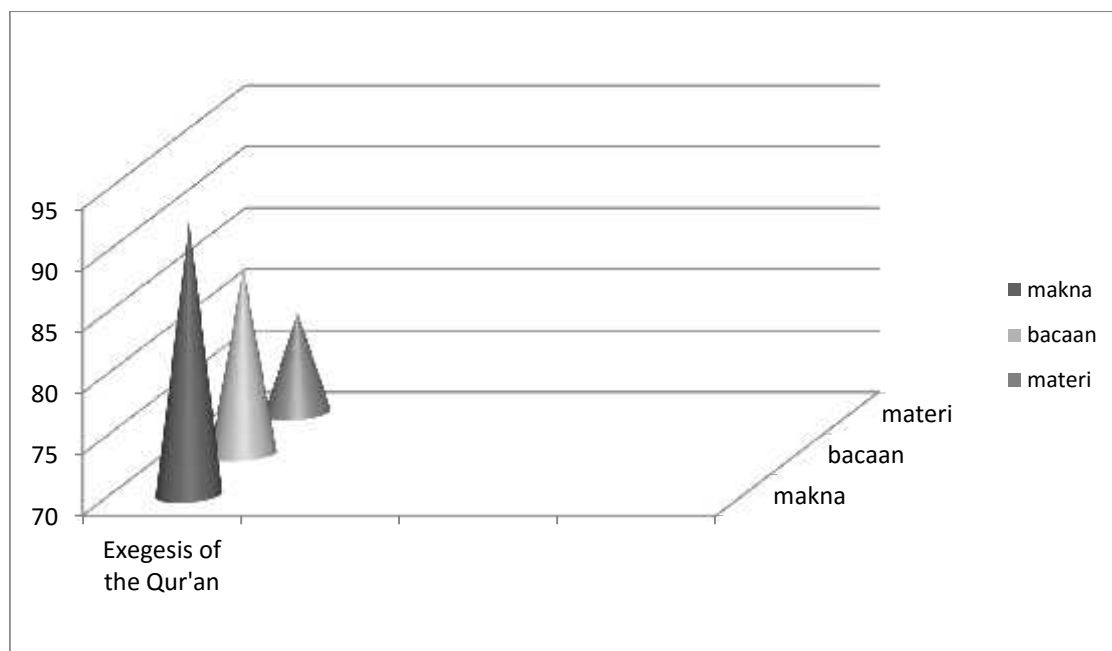

Figure 1. Result of studying exegesis of the Qur'an

September 2016). During which, Islamic counseling was conducted for 3 months, starting in June-August 2016. The subjects were 32 female students whom live in dormitories of KH. Aminuddin. Their age ranges from 13 to 20 years old. The subjects followed the guidance during learing exegesis with method of question and answer and lectures. Individual counseling is undergone while the subjects overcome a such situation as adversity to comply with the rules of the pesantren. In it, crisis counseling is provided based on local and Islamic values. After all, group counseling is as well conducted by the counselor weekly for those been having personal and social problem and difficulty in learning.

3. Results

The results of this study describe the enthusiasm of the students in participating tutoring on exegesis of the Qur'an, includes completing the meaning of the book of the exegesis, on reading and mastering the material.

From Figure 1 it can be deduced that the provision of guidance to learn the interpretation of the Koran provides an improved understanding for Islamic values which consists of 92%, and the reading of the Koran 85%, and 78% mastery of the material. One of the topic in the lecture is on understanding of meaning on human nature. It is said in the Qur'an that men were created by God to be a leader in the world. In exploring the meaning of the leader, then, there is self-empowerment to increase faith and piety to Allah SWT. The student grabbed the understanding that the duty of men is to believe in God and to act in accordance to the Qur'an.

The results show that Students enthusiastically learn to interpret the verses of the Qur'an. They recited the verses of the Qur'an and translated into Bahasa Indonesian. Their activity during the which is to write a translation in their respective book. Then the counselor explains the contents of verses and the meaning of the verses. Ustazah provides questions to be discussed and assignments for each of them.

Students read and memorized the juz amma (short sura), afterward explained the contents of every the short sura. Moreover, Ustazah requested students to read and memorize individually. Their progress of this kind of learning to be recorded in the journal of student. Later on, the journals are assessed by tutors.

The materials for the exegesis of the Qur'an are juz 30 (the latest chapters of the Qur'an), starting al-Naba to al-Fatihah. Group discussion of students are held to discuss and to grab the material of each sura. Afterward, they made a scenario of drama to model the existing characters of the exegesis. There were five groups along with five plays. First of which is a group of Moses went against Pharaoh king. Secondly, meekly children went against rebellious child. Third, figure modeled on Abu Lahab whom hostiles to the Prophet Muhammad. Fourth, the pious

group in compared to those whom deny Allah SWT. Fifth, that is modeled on the patience of the prophet Isa (Jesus the Christ).

The drama on which students could learn about the pious deeds is useful in character building. The results of interview on the rest of the students indicates that they were delighted with role played and learned a valuable lesson from watching the drama played by their friends. Students enthusiastically and actively follow the guidance of the lecture which imbued with various topics.

Conselor: Are students happy with the drama played by his friends?
"I feel great, funny and exciting. I am so afraid that leaving prayers five times, later in the grave to get the punishment from Allah ".
Conselor: What meanings can be derived from the interpretation of the Qur'an?
"I know that Allah and Prophet Muhammad SAW are very loving to the umma. I want to be a pious person who can follow the dictates of Allah and get rid of that is forbidden. It is so as to be happy for me".
Conselor: How to adapt in order to lodge your life fun?
"I'll try to be on time in prayer, diligent to school, listen to the advice of Bu Nyai and help other friends at the pesantren".
Conselor: How could you not following other students staying out of dorm whom paint nails and hair?
"Trying to get along with all the regularities, and be patient to stay in the pesantren in order to became a successful in studying religion and science".

From the above interview, it indicated that students are aware of their stay in pesantren, and try to follow the rules in the pesantren. In order to improve the compliance of the student toward the rules of the pesantren, counselor recited disciplinary rules of "do and don't" of the pesantren KH. Aminuddin. The passages are repeated by all students. The reading of which is carried out every day in the wake of praying Isha'. It stirred new students to feel welcome and at home in the pesantren after attending orientation and guidance activities under provision of teachers, counselors, ustazah, and Bu Nyai Pengasuh.

Individual counseling is provided for the students whose difficulty in their study at the pesantren. This individual counseling is to be for those in dire need and being based on individual basis. Counselors request the student to come up and do assessment. The following step is to monitor through which the counselor gives some tasks for one month. One of which is to memorize the sura Yasin and Tahlil, Burdah, or to recite the Qur'an. Yet another task is to clean their respective room or to sweep the yard of the pesantren. One of the techniques in individual counseling is cognitive behavior modification (CBM).

4. Discussion

Implementation of guidance and counseling through exegesis of the Qur'an seemingly offers a new approach in guidance and counseling for religious communities. In order to develop any rural communities which those based on religion – particularly Muslim community and Islam— is through exploring the values of the Qur'an. The values belongs to the religious community are being "safe and happy" through applying an religious tenets. After all, the values of Javanese culture contains the value of respect and creating harmony within a family and a society.

Implementation of individual and group counseling with cognitive modification in discovering the teaching of the Qur'an will encourage students to solve problems, at least at their stay in the pesantren. Counselors at either a boarding school or pesantren require training in strategies and models of guidance and counseling for the students so as to perform the counseling better. The role of counselors in helping students to mature and to develop their mentality in any pesantrens is badly needed. Student needs "surrogate" parents during their stay at pesantren, and such role is played by ustazah and Bu Nyai Pengasuh.

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Microanalysis As Communication Analysis Methods
In Solution-Focused Brief Therapy (Sfbt)

Mulawarman
Universitas Negeri Semarang
Department of Guidance and Counseling, Semarang-Indonesia
e-mail: mulawarman@mail.unnes.ac.id

Abstract

Language is the fundamental tool of the therapeutic process. The SFBT therapists have assumption that SFBT would often choose to highlight, incorporate, and build on the client's language in a positive way. These assumptions can be tested with microanalysis of the language in SFBT therapy sessions Microanalysis is a lab-based research method that analyzes moment-by-moment communication exchanges and that has also become helpful for understanding the details of language use in therapy sessions. This paper will describe and explain the therapeutic communication by microanalysis, particularly in solution-focused brief therapy (SFBT). This paper focus on background of microanalysis, tools of therapeutic discourses, formulation and reformulation, lexical choice and research in microanalysis.

1. Introduction

Language is the fundamental tool of the therapeutic process (e.g., Strong, Busch, & Couture, 2008), and solution-focused brief therapy (SFBT) pays a great deal of attention to how therapists talk (e.g., De Jong & Berg, 2013; de Shazer, 1994). Specifically, SFBT therapists work from two assumptions that are directly linked to language. First, therapists should use "what clients bring with them to help them meet their needs in such a way that they can make satisfactory lives for themselves" (de Shazer et al, 1986). One of the primary ways to use "what clients bring with them" is to adopt the language of the client(s), rather than imposing the therapist's terminology. For example, SFBT therapists would use their clients' language when helping clients to identify aspects of their preferred future.

The second assumption is that "the language of solutions . . . is usually more positive, hopeful, and future focused" (de Shazer, Dolan, Korman, Trepper, McCollum, & Berg, 2005). That is, SFBT therapists should reflect a positive focus (Walter & Peller, 1992). For example, the therapists' language is positive when they use it to highlight exceptions (i.e., times when the problem was not present), when they use it to orient the client toward the future, and when they offer compliments or comment on times when the client is already doing what he or she wants to be able to do (Berg, 1994; de Shazer, 1991). This kind of therapist

language is consistent with solution building. These two assumptions combine to form our proposal that SFBT therapists would often choose to highlight, incorporate, and build on the client's language in a positive way.

These assumptions can be tested with microanalysis of the language in SFBT therapy sessions. Microanalysis is a lab-based research method that analyzes moment-by-moment communication exchanges (Bavelas, 2011) and that has also become helpful for understanding the details of language use in therapy sessions (e.g., Bavelas, McGee, Phillips, & Routledge, 2000). Several research studies have begun to use microanalysis of expert sessions to examine the relationship between SFBT assumptions about language and SFBT language in practice (e.g., De Jong, Bavelas, & Korman, 2013; Korman, Bavelas, & De Jong, 2013; Jordan, Froerer, & Bavelas, 2013; Tomori & Bavelas, 2007).

2. Backgrounds

The origin of interdisciplinary research on basic communication processes in psychotherapy can be traced directly to the neo-Freudian analyst and respected therapist, Frieda Fromm-Reichmann. In 1955, Fromm-Reichmann initiated the Natural History of an Interview (NHI) project at the Center for Advanced Study in the Behavioral Sciences, near Stanford, because "she was interested in obtaining tangible evidence for her intuitive reactions to her psychiatric patients. She hoped that linguistics and anthropology would be able to provide such evidence, and that detailed study of psychiatric interviews would lead to concrete findings that could be relayed to her students" (Leeds-Hurwitz, cited in Bavelas, McGee, Phillips, & Routledge, 2000).

The NHI project arose in the wider context of the post-war beginnings of the modern field of communication, including the development and application of information theory (Ashby, cited in Bavelas, McGee, Phillips, & Routledge, 2000).

The interdisciplinary Mary Conferences on the application of cybernetics to the behavioral sciences had included some of the NHI participants (notably Gregory Bateson and Henry Brosnin) and helped to initiated a shift in emphasis from intrapsychic process

to social interaction as well as providing a model for interdisciplinary collaboration (Bavelas, McGee, Phillips, & Routledge, 2000).

By the 1960's, what became known as the Palo Alto Group was a combination of the Bateson Group researchers and those at Jackson's Mental Research Institute. Although the early work of the Palo Alto Group was best known for the study of family interaction and the development of family therapy, most of the main members had been directly or indirectly influenced by the NHI project. They had a strong interest both in therapy and therapeutic communication, culminating in the Brief Therapy Center and also in developing a general theory of communication as social interaction (Bavelas, McGee, Phillips, & Routledge, 2000).

Several other groups soon built on the early influence of the Palo Alto Group to develop their own unique therapeutic approaches, but always with a special interest in communication and language as central to psychotherapy: the original and subsequent Milan Schools, Solution-focused Therapy in Milwaukee, White and Epston's Narrative Therapy in Australia and New Zealand, and Jenkin's approach to violence, also in Australia (Bavelas, McGee, Phillips, & Routledge, 2000).

Those approaches takes a broader historical views so it can be seen as offering an alternative paradigms in the field of psychotherapy because, whatever their particular differences, they share some fundamental assumptions, especially when compared to traditional approaches. The traditional paradigm for psychotherapy includes the most familiar approaches: psychoanalysis, client-centered counseling, behavioral therapy, psycho-educational and cognitive approaches, and some kinds of group or family therapy as well. The traditional and alternative therapeutic paradigms seem to us to differ on at least two fundamental assumptions; see Table 1.

Table 1. Two Differences between the Traditional and Alternative Paradigms of Psychotherapy.

The traditional paradigm applies a familiar model of communication to the therapeutic context: The problems are inside the individual's mind and the solutions are inside the therapist's mind, so communication consists of alternating monologues in which information is exchanged. The client describes his or her problem, history, or feelings, and the therapist provides diagnosis, insight, or instruction. In this information-transmission model, communication is implicity seen as a conduit through which these reified ideas can be transmitted (Bavelas, McGee, Phillips, & Routledge, 2000). Language is purely representational; it signifies thoughts, feelings, and truths have an existence separate from language.

In contrast, the alternative paradigm puts a primary emphasis on communication rather than on mental events. Communication is not alternating monologues but a tightly interwoven dialogue; these conservations are always *collaborative* and reciprocally influential. As a result, they are also *co-constructive*: moment by moment, the therapist and client(s) co-create a version of the problem and its solutions. Because of its centrality, we must examine all therapeutic communication at a micro level, even down to the word or phrase. Therapists in the alternative paradigm also do not simply choose to use language to co-construct problems and solutions with their clients whereas traditional therapies can still choose to focus on the "real problem" (Bavelas, McGee, Phillips, & Routledge, 2000).

Reddy (cited in Jordan & Bavelas, 2013) pointed out that there is a widespread tendency to minimize communication as a mere carrier of information; he called this the "conduit metaphor" of communication. We often see this mistaken assumption in psychotherapy, when communication is seen as simply the conduit through which the therapists' model or expertise travels on its way to influencing the clients' cognitive, emotional, or biological processes. A more contemporary view emphasizes the co-constructive nature of therapeutic

(Bavelas, McGee, Phillips, & Routledge, 2000).		
	TRADITIONAL PARADIGM[a]	ALTERNATIVE PARADIGM[b]
Communication in psychotherapy	is done by individuals (alternating monologues)	is collaborative and reciprocal (dialogue or conversation)
	is a conduit for information transmission	is inevitably co-constructive; shapes the information
	involves global influence of therapist on client	involves moment-by-moment (micro) influence
Clients in psychotherapy	have pathologies that should be diagnosed and treated by the therapist	have strengths and solutions that the therapist and client can discover and build on

[a]Therapies that make these assumptions include almost all that began before the 1950's and many that have developed since: psychoanalysis, client-centered counseling, behavioral therapies, psycho-educational and cognitive therapies, among others.

[b]Therapies that share these assumptions include Brief-Therapy, Milan-style Therapy, Solution-focused Therapy, Narrative Therapy, and Invitations to Responsibility, among others.

conversations (e.g., de Shazer, 1991). Solution-focused brief therapy (SFBT) has particularly emphasized the central importance of language in psychotherapy (e.g., De Jong & Berg, 2013; de Shazer, 1994). It is therefore not a coincidence that research on therapeutic communication is especially active in SFBT.

3. Some Basic Tools Of Therapeutic Discourse

The search for interactive phenomena that would occur in virtually all therapeutic conversations has led to focus on three of the discursive tools available to therapists: They can respond to what the client says (called *formulation*), they can ask *questions,* and – in these or other kinds of utterances such as assertions or descriptions – they can choose how to phrase what they want to say (called *lexical choice*) (Bavelas, McGee, Phillips, & Routledge, 2000).

Bavelas, McGee, Phillips, and Routledge (2000) have been analyzing each of these tools in terms of how they function to construct meaning in the therapeutic dialogue. One way to reveal this process is to contrast the kinds of meaning being constructed. To do so, it compared the meanings constructed in the two paradigms described above, specifically focusing on their contrasting views on pathology.

Traditional therapies begin with the notion that individuals come to psychotherapy because there is something wrong with them, usually an intrapsychic pathology (depression, ADHD, low self-esteem, poor communication skills, lack of coping skills or other behavior, etc.), *called as "the assumption of personal deficiency* (Wade, cited in Bavelas, McGee, Phillips, & Routledge, 2000).

Brief therapy quickly rejected the usefulness of pathology and assumed that "people know how to be well". In this view, the problems that individuals bring to therapy are, in principle, transient and often social or external in cause and origin.

Another way of describing the difference is to point out that traditional therapies are *essentialist*, emphasizing the reality of a reified individual pathology, whereas the alternative paradigm is more *constructionist*, emphasizing the social nature of diagnostic labels and particularly the role of language in constructing and re-constructing problems and solutions.

4. Formulation and Reformulation

One of the most common and apparently neutral communicative techniques of the therapist is to summarize or paraphrase what the client has just said. Because it seems simply to echo what the client has said, this tool is often seen as nondirective, that is, as not influencing the client's narrative. Garfinkel and Sacks (cited in Bavelas, McGee, Phillips, & Routledge, 2000) identified the process of conversational *formulation*, by which one of the participants may describe, explain, characterize, explicate, translate, summarize, or furnish the gist of what the other person has just said.

Heritage and Watson (cited in Bavelas, McGee, Phillips, & Routledge, 2000) further developed the concept of formulation by pointing out that, even when they appear to be simple paraphrases, formulations serve three functions: They *preserve, delete,* and *transform* the original statement.

Davis (cited in Bavelas, McGee, Phillips, & Routledge, 2000) introduced the possibility of *reformulation* in psychotherapy, by which the client's statements are selectively transformed into a version that fits the therapist's theoretical orientation.

Phillips (cited in Bavelas, McGee, Phillips, & Routledge, 2000) identified two different parameters of formulation; the first was *problem vs. solution* focus. A problem-focused formulation would select the more positive aspects of the same statement. Second, other parameter was whether the formulation was *open or closed.* Open formulations give the

original speaker an opportunity to evaluate and comment on the formulation.

5. The Function of Question In Psychotherapy

How questions function in psychotherapy? It is striking that therapist in the alternative paradigm ask a lot of questions. The Milan Group were the first to recognize explicitly the usefulness of questioning in their therapy (Bavelas, McGee, Phillips, & Routledge, 2000).

There have been many efforts to classify these questions, but such taxonomies are necessarily static. They extract the question from its living context and cannot describe how it functions in that context.

McGee (cited in Bavelas, McGee, Phillips, & Routledge, 2000) has developed a comprehensive functional analysis of questions that shows what they *do* and why they are often so useful. His starting point is that one of the main functions of questions is to introduce *embedded presuppositions*. That is, they can bring in new ideas without asserting them directly.

In Bavelas, McGee, Phillips, and Routledge's view (2000), because questions inevitably embed theoretically driven presuppositions, there are only two differences between questions in the traditional and alternative paradigms: Whether the embedded presuppositions pathologize or dignify the client and whether the therapist is embedding these presuppositions consciously or only inadvertently.

6. Lexical Choice

Whether in asking questions, formulating the client's statements, or using other conversational forms (e.g., assertions such as advice, interpretation, description, or information-giving), the therapist must choose his or her precise words from those available. *Lexical choice* (van Dijk, cited in Bavelas, McGee, Phillips, & Routledge, 2000) is a technical term for this aspect of discourse, the systematic selection of wording or phrasing and its potential influence on the recipient. For example, Danet (cited in Bavelas, McGee, Phillips, & Routledge, 2000) analyzed the systematic use of the terms "baby" or "fetus" in an abortion trial. The terms "pro-life" and "pro-choice" have also become familiar lexical choices in this debate. Roudlege (cited in Bavelas, McGee, Phillips, & Routledge, 2000) has been examining lexical choice in a particular therapeutic context, namely, the language that psychiatric and many others use to discuss medication.

Two aspects of lexical choice are of particular interest to us: *Metaphors* construct reality in one way rather than another and reflect systematic underlying versions of events. For example, to speak of employees as "team members" or as "human resources" are both metaphors, but they creates very different versions of the employees and their relation to the employer. Second, the process of *re-lexicalization* refers to "generating new wordings which are set up as alternative to, and in opposition to, existing ones" (Fairclough, cited in Bavelas, McGee, Phillips, & Routledge, 2000); "it promotes a new perspective for speakers, often in specialized areas".

7. Microanalysis Research: An Introduction

Microanalysis of face-to-face dialogue, which developed in experimental research and draws on experimental findings (e.g., Bavelas, 2011), has proven to be a reliable method for analyzing videos of therapy sessions in order to uncover the moment by-moment details of communication.

In the first article, De Jong, Bavelas, and Korman (2013) review the development of the principle of *co-construction* and point out that, while widely invoked, it has remained largely theoretical rather than observable.

In order to show how microanalysis can fill this gap, they briefly introduce its basic principles and illustrate how it is possible to observe directly the therapist's contributions to co-construction within a session. The three articles that follow describe specific research projects using microanalysis to understand specific therapeutic practices.

Korman, Bavelas, and De Jong (2013) focus on a familiar therapeutic technique (often labeled paraphrasing or reflecting), which is called *formulation* in the research literature. They show how a therapist's formulation of what a client has said is far from neutral; it will inevitably preserve some parts but will also omit, alter, or even add to what the client said. By a systematic comparison of the formulations at the beginning of sessions by experts from three different approaches, they confirmed their prediction that the SFBT experts preserved more of the client's exact words and added less of their own than did the experts in Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI).

Jordan, Froerer, and Bavelas (2013) examine a different therapeutic choice, which is whether to focus on *positive or negative topics*. They analyzed everything the therapist and client said in each of six full sessions, three by SFBT experts and three by CBT experts. As predicted, the SFBT therapists were significantly more likely to talk about positive aspects of the client's life than were the CBT experts. The analysis also showed that, across all six therapists, when the therapist talked about something negative, the client's next turn was highly likely to be negative as well, whereas positive talk by the therapist led to positive talk by the client.

The study by Froerer and Jordan (2013) builds on the two above studies by examining positive and negative content in formulations by SFBT experts. The results showed how these experts created

solution-building formulations that implemented two key principles of the SFBT model: First, the content of their formulations was more likely to be positive than negative. Second, when they preserved the client's exact words, it was more likely to be in a positive formulation. Their step-by-step analysis procedure demonstrates how clinicians can examine their own formulations as an essential component of co-construction.

Garfinkel and Sacks (cited in Bavelas, McGee, Phillips, & Routledge, 2000) noticed formulations in everyday conversations, in which one person "described, explained, characterized, explicated, translated, summarized, or furnished the gist of what the other person has just said". Heritage and Watson (cited in Bavelas, McGee, Phillips, & Roudlege, 2000) pointed out that formulations inevitably transform the original statement in some way. Davis' (cited in Bavelas, McGee, Phillips, & Routledge, 2000) case study was the first to demonstrate that formulations within therapeutic conversations could be used by the therapist to reframe the client's language and shape the therapeutic agenda.

Building on Phillips (cited in Bavelas et al., 2000) and De Jong et al. (2013) proposed that "In psychotherapy, *co-construction* refers to the proposal that the therapist and the client(s), in their dialogue, collaboratively create what emerges in their session".

Because therapists do not simply repeat back everything the client says, formulations are inevitably selective, which is one way that the therapist influences the co-construction of the session. Korman et al. (2013) expanded Heritage and Watson's (cited in Bavelas et al., 2000) analysis to include and operationalize five functions of formulations in therapeutic conversations: (i) *preserving* some of the client's exact words, (ii) *omitting* some of the client's exact words, (iii) preserving some of the client's words by using *deictic* reference (e.g., "*it*" or "*that*"), (iv) preserving some of the client's language in *altered form* (e.g., a synonym), and (v) sometimes *adding* words that were not part of the client's language (e.g., technical terms or interpretation).

The microanalysis of solution-building formulations could be beneficial for clinicians. For example, practitioners who feel stuck with a given client may find it helpful to record a session with that client and review their own conversational contributions. Identifying times when they used solution-building formulations and observing the client's responses to these formulations may be informative. Additionally, identifying times when they responded in a problem-solving or other non-solution-building way gives clinicians an opportunity to brainstorm solution building responses and to practice creating positive formulations that incorporate the client's language. This practice in developing solution-building formulations could help clinicians to better "lead clients from behind" (e.g., de Shazer et al., 2005).

Supervisors could help supervisees identify solution-building formulations by observing the moment-by-moment interaction between SFBT experts and clients. Discussion between the supervisor and the emerging clinician could focus on which exact words the SFBT experts selected to formulate as well as which words the experts chose to omit (Froerer & Jordan, 2013).

Supervisors could also use Berg's session to show how an SFBT therapist can adapt to the urgent presenting problem of a client and still use solution-building formulations to avoid problem talk. After practice in identifying solution-building formulations within expert therapists' sessions, supervisees could also practice examining their own sessions for when their formulations were consistent with the SFBT model (Froerer & Jordan, 2013).

Teaching, learning, and practicing any form of therapy is greatly also aided by supplementing its general principles with specific examples of practice consistent with these principles. All therapists formulate—it is common practice to summarize, reflect, or paraphrase what the client has said. However, therapists using different therapeutic approaches may formulate and co-construct what clients say in completely different ways. Moment-by-moment analysis of SFBT expert sessions evaluated whether and how these experts actually did incorporate the client's language in their formulations and were therefore implementing some basic assumptions of the SFBT model.

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[17]

A Case Study of Self-Disclosure among Female Street Children that Experienced Sexual Harassment

1. **Mulawarman[1], Edwindha Prafitra Nugraheni[1], Aldila Dyas Nurfitri[2]**

2. [1] Department of Guidance and Counseling, Universitas Negeri Semarang, Indonesia

[2] Faculty of Psychology, Universitas Katolik Soegijapranata, Semarang-Indonesia
E-mail: mulawarman@mail.unnes.ac.id

Abstract

The phenomenon of street children in Indonesia is a complex social issue. Related to the problem of sexual abuse that occurred in female street children, one way that can be taken to overcome this problem is the ability to self-disclosure. Self-disclosure can be reached through an intensive pattern of communication using interview. The purposes of this study are to describe how self- disclosure forms of subjects and what aspects emerge from self-disclosure in the interview process. This study uses a qualitative approach method in the form of case studies. Subjects on this research are two female street children in Semarang city (Indonesia) who have experienced sexual harassment. Results of this study reveal general information about subjects in begining of the interview. They talk about thoughts and feelings in the next session and tell about their sex abuse experience in further interview. The breadth and depth of subject's self-disclosure are found by the motivation, accuracy, time, and intensiveness.
Keywords: *self-disclosure, street children, sexual harassment, sexual abuse*

1. Introduction

Economic crisis in Indonesia has bad implication, such as less job opportunities, while on the other hand, the demands of life must be fulfilled. This condition brings suffering for Indonesian people, especially for the people in lower class. For the sake of family need, not only the parents who have to work, but also their children must participate and help to make a living. Often, a child must be willing to be drop out in order to help their parents. Related to this situation, it is not surprising that the street children phenomenon has rapidly increased.

The existence of street children are often overlooked and not considered by most people. The population of street children is progressively increasing. Based on the real condition, current issues in the spotlight are divided into two cases: sexual assault (sexual harassment) and sexual exploitation of street children. Sexual harassment can be defined as the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assists any other person to engage in, any sexually explicit conduct or simulation of conduct for the purpose, such as producing a visual depiction of conduct; or the rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with them. (Child Abuse Prevention and Treatment Act, 2006, in Carter, 2004).

The data taken from Commission of Indonesian Children Protection (KPAI) mentioned that during 2013 until the early of 2014, the number of sexual abuse of children reached up to 2106 cases (http://www.kespelsemarang.com). Data taken from LRC (Legal Resource Center) for Gender Justice and Human Rights (HAM) stated that in 2014, the number of sexual violence experienced by women in Semarang were as many as 507 cases (http://www.sindotrijaya.com). While the data collected by "Satoe Atap" Community mentioned that the number of cases of female street children who have experienced harassment in Semarang city in 2014 reached up to 475 children. This number have increased and compared to the year of 2013, amounting to 350 children (http://www.mediasemarangonline.com).

The problems of street children are sometimes very complex and can't be overcomed entirely because not all street children can tell what really happened around them related to sexual abuse or sexual harassment or especially for the children who experienced it by themselves. In this case, the self-disclosure of street children should be raised in order to receive new knowledge and experience of others.

Self-disclosure is a form of statement of feelings and reactions to what is experienced by one person to another as well as providing information about a person and his past which is relevant, to provide an understanding of perceptions and reactions of others to what was experienced (Johnson, 2009). Self-disclosure is a necessary factor in interpersonal relationships, because through disclosure of one's self what can be known about his opinions, feelings, desires, attitudes, motivation and so on. There are two aspects of self-disclosure are such as breadth and depth (Brehm *et al,* 2002 in Ningsih). Meanwhile, the dimensions of self-disclosure, such as accuracy, motivation, time, and intensiveness (Culbert, 1968; Watson, 1984; Person, 1987; Cox, 1989, and Taylor, in Gainau).

Given the importance of openness or self-disclosure of subjects even more about the traumatic experience which experienced by subjects to the

researchers in the interview process, are needed to explore about the self-disclosure of subjects for their sexual harassment experiences in the interview process.

This study focuses on self-disclosure of female street children that experienced sexual harassment. Based on the background above, the problem questions in this research are how self-disclosure forms of subjects are and what aspects that emergence in self-disclosure in the interview process are.

2. Methods

This study used qualitative descriptive design, particularly case study design. The experts explained that the case study research strategy is specifically directed to explore a particular case to track the patterns of data, explore a theme or a case that has become the focus of the research questions and issues as well as finding research (Creswell, 2010; Emzir 2010). Case study design also can be used to study almost any topic or type of phenomenon, with the entire range of data collection and analytic methods used by qualitative research on researcher (Gall, Gall, & Borg, 2007).

According to Arifin (2011), a case study is in-depth study of the individual, a group, an organization, a program of activities, and so on within a specified time. The goal is to obtain a complete and in-depth description of an entity. The case study will generate data that can be analyzed to construct a theory. This is because the case study is an exploration of "a system that is bound" or "a case/ various cases" that is from time to time through in-depth data collection and involves a variety of resources that is "rich" in a context. The system is bound by time and place while a case can be assessed from a program, event, activity or an individual (Kusmarni, in http://file.upi.edu). In other words, a case study is a study in which researchers explore a particular phenomenon (case) in a time and activities (programs, events, processes, institutions or social groups) and gather detailed and in-depth information using a variety of data collection procedures during a given period

The main data sources are the female street children who exist in Semarang city. However, other parties may become informants or sources of data from this study as peers and family of the informant. In this study there are two informants planned to be recruited. The informants are street children who are in Semarang city, in particular the existing area of Simpang Lima, Johar Marlet, Poncol Station and Siranda area. The first informant has initial name "SE" and is about 14 years old. "SE" is a street child and researchers usually met her around Siranda area, Semarang. While the second informant or subject has initial name "WN", 16 years old street child who are usually found in the surrounding of Johar Market, Semarang.

The techniques which are used to obtain the data, are: (1) in-depth interviews, (2) focus group discussion, and (3) study of documents (Adler & Adler, 1994; Fontana & Frey, 1994; Moleong, 2005). In-depth interviews conducted to collect data on female's self-disclosure of street children in Semarang. In-depth interviews are conducted specifically for female street children who experienced sexual harassment, but did not rule for the sake of completeness of data, in-depth interviews are conducted by involving significant others, such as family and peers. In addition, focus group discussion (FGD) is also carried out by researchers to collect by more comprehensive data on the process of self-disclosure, especially in sexual abuse cases revealed female street children.

Data analysis techniques which is used in the study is an interactive analytical model by Miles and Huberman (Emzir 2010), which includes the steps of: (1) collecting data, (2) data reduction, reduction (discard) of data is deemed not relevant to the interests of making the thesis guidance strategies, (3) presentation (display) data, a classification, appearance, description, distribution, and so on, and (4) inference or verification.

Examination of data validity is done by using triangulation. The examination is conducted by comparing data with other data (Moleong, 2005). Triangulation of data sources was done by comparing the subject statement with other subjects, including from one setting to another setting. Besides the technique of triangulation is the process of strengthening the evidence from different individuals, types of data in the description and the themes in qualitative research (Emzir, 2010:82).

3. Results

a. The Overview of Street Children's Self-Disclosure

This research aims to reveal the sexual harassment experiences result in traumatic impact. It can be interesting because the experience of sexual harassment is usually just kept and becomes personal secret in some persons and concealed from others even more new people.

In the case of sexual abuse experienced by "SE", researchers were trying to uncover the extent to which the victim is able to perform self-disclosure. When researchers asked forms of sexual abuse experienced, she was able to tell openly what happened, how it happened and her feelings about the incident. In fact, when she told about her traumatic experience, it was the first meeting between researchers and her. Researchers and victim had not met previously. Researchers got an overview about this case from one of NGO board member in

Semarang which is concerned to help street children – Setara Foundation.

Self-disclosure is a process. At first, someone will be covered with new people that are just known. There are some components that will be needed, such as trust and closeness of the relationship between individuals and it can impact the self-disclosure level. It is the same as in the case of "SE". Initially, the researchers did not dare to ask directly (to the point) what events experienced by the victims, but researchers seek slowly to know in advance the character and life of the victim. It can be termed as a neutral topic of conversation that leads researchers and victims to establish a close relationship. Moreover, researchers are new people in the lives of victims who are trying to get in and find out more traumatic experiences of victims.

Once a good relationship between the researchers and the victim is established, then researchers asked her to tell about her experience. She told in detail any offensive things that happened, how she knew the perpetrator and her feeling after that incident.

Researchers introduced to the victim by a member of Setara Foundation. Probably, the impression which was given by researchers and the relationship between researchers and a member of Setara Foundation also gave an effect to the victim's openness. The victim told anything that she had experienced in police station because at that time, she was interogated over there. Although the conditions were unfavorable and crowded, but the researchers were still trying to dig information up about her and she seemed comfortable when talking with them. It can be seen when she was telling, the victim's family came to observe what the researchers did, but the victim did not care and kept telling.

According to victim's confession, the form of her sexual harassment experience is that perpetrator was documenting victim's naked body to stimulate sexual desire, touching some parts of body as stimulation of sexual intercourse. As her confession, what perpetrator did can be categorized from a simple form of sexual harassment to severe. The victim knew the perpetrator through her friend and her neighbor. This relationship continued through mobile phone and social media, such as facebook. Although initially the victim refused, but the perpetrator finally got closer to her. Moreover, the victim's house was quite close to perpetrator's boarding house.

The incidence occurred in perpetrator's boarding house. Victim told in detail about the chronology happened. The victim was wooed by perpetrator, then he took the victim in his bedroom and told her it turned to watch a video porn that had been prepared before. The victim who was not comfortable with that situation would go home, but the door was locked, the lamp was turned off, the victim was forced to accompany him and persuaded to be willing as an object of perpetrator's sexual desire.

Sexual harassment happened not only once but many times from August until December and it was done almost every day. If the victim was not willing to do it, the perpetrator threatened that he would disseminate some naked photos also videos and tell the story what they had done to her parents, friends and others. The threat was successfully made the victim frightened and finally willing to follow any perpetrator's willingness.

For the victim, the first sexual abuse experience has become traumatic memories that it can't be forgot easily. It can be seen by her eyes and expression when she was retelling it to researchers. She felt annoyed, cried on, her voice showing a resentment. She said that since that incident, she became embarrassed and decided not to go to school because she did not feel virgin. After she decided not to go to school, she was transferred to Islamic boarding school, but she still could not be able to forget it. She was told about her experience to her sister. This information was forwarded also from her sister to their father. Her father reported it immediately to police. Then the incident was still being processed.

Turning to the second case, the data was collected through interview process conducted four times towards "WN" as a subject. The first interview could be said as chit chat conversation which it can be categorized as lowest level of self-disclosure, although she showed her openness among individuals but the interpersonal relationships didn't exist. In this first interview, the researchers was more directed to self-disclosure's descriptive dimensions because it contains her life facts, not personal facts, such as her family, habit, hobby, impressed experience, etc.

In the next interview session, more discussion about thoughts and personal feelings, such as love or hate, embarrassing events were shown. The most embarrassing event that is still kept by subject is about the sexual harassment experience. When she was telling unpleasant personal experience, subject started reducing her voice because she was afraid that it could be known by others. The further experience experience was when subject's breast was touched and squeezed by his boy friend when they wanted get out from a crowd after watching rock concert in Simpang Lima area, Semarang. It had happened quite long time ago.

Based on the result of interview above, it can be explained that to reveal the experience of sexual harassment, it takes an approach through meetings intensity and quality of the conversation because at the first meeting, subjects will be more please to tell about their personal experience and has not been told of sexual harassment experience.

b. Aspects of Self-Dislosure of Street Children that Experienced Sexual Harassment

Self-disclosure interpreted as a form of personal information about ourself accurately and are generally confidential, because not everyone can know about particular informations. Information revealed can be life experiences, emotions, feelings, opinions or other things that are rarely disclosed by one person to another. Generally, self-disclosure can easily arise if the communication process has established a close relationship and trust in each other.

In the first case of "SE", her self-disclosure can arise because there are several aspects, such as openness, trust and willingness to listen. Openness means how the subject and researcher can express about what they think or feel each other. When one of researchers attempts to tell her life experiences, the victim can know better her. This is done as a researcher attempts to establish a good relationship with the victim.

Furthermore, the trust means that the other person can convince others to be willing to tell his story to open. Having a good relationship can be established between researchers and the victim, she will be able to bring confidence to the researchers to tell about all his life experiences, including traumatic experiences. If confidence exist in victims, the researchers can easily obtain personal information from her.

Willingness to listen means that other person is voluntarily willing to listen to someone's story. "SE" as victim can disclose her sexual harassment experience to researchers because she feel more comfortable than she was telling it to his sister. Willingness to listen will be seen from the acceptance and response of interlocutors. When she was telling, researchers tried to be a good listener and provided positive support.

Self-disclosure can be seen from several dimensions, such as accuracy, motivation, time, intensiveness, depth and breadth. Accuracy is according to the truth of information that were spoken to the interlocutors. In the case of "SE", the information provided already contains dimensional accuracy due to information given by the victims to researchers, such as sexual abuse experience, chronology of events and feelings.

Victim willing to tell about all her experience because she felt heard and got support from others. The condition of victim who is the youngest of four siblings and is an orphan, made her want to find a friend who is willing to listen to each other. Moreover, according to the victim, although she is the youngest child but she always becomes 'the odd man out'. She feels uncomfortable with those situations. Therefore, when there is someone who is willing to listen, she is able to be open. The urge of victim to reveal about her personal experiences to others, belongs to the dimensions of motivation.

The depth of victim's self-disclosure can be seen from how much she was expressing her experience. According to the victim's confession, researchers are the people who can be trusted. So, she can keep tell anything about herself without hesitation, including a new experience sexual harassment experienced. In addition, the breadth dimension also affects a person's self-disclosure. The more information that can be revealed, it can be said that the victim has higher self-disclosure too. In the case of "SE", researchers asked her to tell about sexual harassment that was experienced. On the next meeting, researchers explored information from victim's family. On further meeting, the victim began to tell all about hers. It shows that in this study there is also a dimension of depth and breadth of the victims.

In the second case, self-disclosure of subject can be seen from several aspects, including: accuracy. Based on the amount of information that has been disclosed, the subject is able to express her personal experience in the relevant information. Individuals share the experiences of sexual harassment at length but with a tone of voice that is slightly deflated. The experience of sexual harassment was really happened exist. On the other hand, the subject is reluctant to discuss sexual harassment experiences with others. Since it has been a long time ago.

The second aspect is motivation. Subject initially have less motivation and convolute to share her experience. Subject felt uncomfortable when she have to tell about her the experience of sexual harassment, because she really hates the perpetrator. Subject's motivation to tell more comes from outside, such as researchers. If researchers did not ask her deeply, she would not tell her problem.

The third aspect is time. Based on this aspect, it can be seen that subject is able to see the conditions and timing of when he had to tell or disclose about herself, especially if her emotion is stable, she will tell more about her personal problems sequentially.

The fourth aspect is intensiveness. Based on this aspect, it can be known that subject revealed her sexual harassment experience intensively to researcher as new people. In addition, when the intensity of the meeting between researchers and subject is raised, the subject will get more flexible and open to researchers.

The fifth aspect is the depth and breadth. From the depths of the disclosure of sexual abuse experiences experienced by the subject, it can be seen that the subject is revealed in depth experience, why she could get indecent acts, especially from her opposite sex. For the first subject, she didn't know clearly the causes of events but the subject was sure because at that time she was a child and did not get the protection from the adults, it is very vulnerable for her to get indecent act from others. In contrast to the second subject, she confessed that the way she dress are very tight and skimpy, so it could have invited unpleasant acts of others.

4. Discussion

In the initial interview session, female street children prefer to reveal general information such as names, hobbies, routines, dreams, and family stories. In the next interview session, they prefer to talk about thoughts and personal feelings, such as love or hate and embarrassing events. Through further exploration, they told to researcher that they truly felt embarrassed because they were having such experience. This event becomes traumatic memories until it can't be forgot easily by both subjects. For the first subject since that incident happened, she has become embarrassed and decided not to go to school because she thought that she was not a virgin anymore. Furthermore, the subject also can feel afraid if she remember about that past event as what happened with the second subject. Many child victims are afraid that they will not be believed or helped (GomesSchwartz et al., 1990; Summit, 1983, in Paine & Hansen, 2002). Research indicates that these fears are borne out in reality for too many children, resulting in lack of legal and/ or therapeutic intervention (Arata, 1998; Berliner & Conte, 1995; Gomes-Schwartz et al., 1990, in Paine & Hansen, 2002).

Female street children are able to reveal the relevant information from their sexual harassment experience at length but slightly lowered tone of voice. Female street children became easier to disclose the sexual harrasment experience when the interviewers also disclose their personal experiences. This makes them feel secure and don't feel as if they were being interrogated. When they revealed that experience they tended to tell it calmly but sometimes their emotion was reflected in their gesture.

There are two aspects of a person's self-disclosure: breadth and depth. Breadth refers to topic of conversation which will rise up if a relationship evolves and will get down if a relationship declines. According to two cases above, this aspect can be explained that the conversation between researchers and subjects were getting evolved started from the surface, such as family stories, hobby,

habit, dreams, until fun experiences. So, in early meeting, they can talk to each other as much as they enjoyed it. Secondly, depth aspect of self-disclosure also is found by researchers. Depth can be measured by what and who are talking, such as thoughts, feelings, particular object, other person, etc. If someone told about what they feel or think, the depth of communication will occur. Both of cases, there are same point about it. Subjects disclosed about themselves started was from fun until bad experiences. Related to research topic, subjects can reveal sexual harassment that experienced, though it took several times to interview them. It's not easy for the researcher to dig information up about sexual harassment experience of subjects. It has been traumatic period along their life. Subject could tell about this kind of experience accurately because they put trust to researcher. Researchers can be an outer motivation that drive the subject to disclose themselves. Motivation is related to people's drive in order to reveal themselves to others. The drive can emerge from theirselves (intrinsic) or outers (extrinsic), such as family, close friends, or people who trusted (Culbert, 1968; Watson, 1984; Person, 1987; Cox, 1989, and Taylor, in Gainau).

The depth aspect of self-disclosure also is influenced by time and intensiveness. Both subjects told about their sexual abuse experience when they feel comfortable and enjoy. They can tell the kind of experience without any hesitation. The subjects also told to the researchers even in details though it was really hurt. Nonetheless, there are differences between the first and the second subject. The first subject could tell in details about her sexual abuse experience, conversely the second subject seemed hard to share her story. It can happen because the first subject got such experience more recent than the second subject. Research consistently indicates that most children either maintain the secret or delay reporting for significant periods of time (Berliner & Conte, 1990; Gomes-Schwartz et al., 1990; Kelley et al., 1993; Sorenson & Snow, 1991, in Paine & Hansen, 2002).

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The Effect Of Skill Goal Setting To Academic Success For Students

Nike Hardianti
State University of Malang
Jalan Semarang 5 Malang 65145
nikeardianti13@gmail.com

Abstract

Academic success skills includes two factors: the cognitive and non-cognitive factors. One of cognitive factors that must be possessed by students to achive academic success. One of non-cognitive factors that must be possessed by students to achive academic success is the skill of academic goals setting. The skill of academic goal seting is self-directed individual skills in achieving academic goals. These skills consist of: The ability to commit themselves to specific goals, the ability to leave negative habits, and create positive habits, the ability to step on the positive, the ability to persevere in the things that happen, the ability to focus on a specific or difficult goal, and the evaluate your self and reward your self. In this case the school plays an important role in shaping the student's academic skills to set goals o achieve academic success. Especially a counselor as psycoeducator responsible for the development of personal – social- emotional students, responsibility for the performance and academic success of the students. Thus the non-cognitive factors have a positive correlation with the success of the students.

Key Word: Academik Success, goal setting skill, psycoeducator

1. Introduction

The growing number of perspective students who enroll at the college level in Indonesia along the Last two decades shows an imbalance between incoming and graduating students. This does not only happen in Indonesia but also in North America and West Europe. From the related sources only 35% of Full-time college students in the United States earn their degree in Four years time in the percentage reached 57% after 6 years (Knapp, Kelly-Reid, Whitmore, & Miller 2007). 25% did not pass at all, even the large number of unsuccesfull like this negatively affect the graduates of public universities, especially views on the quality of the university has also been questioned (Braxton, Hirschy, & Mc Clendon, 2004).

According to paradigm of the demands of technological advances and Information in Indonesia, expected the graduates From Senior High School even universities are competent for the consequences of their chosen field. But in fact, many of the graduates from Senior High School and Universities yet have all the competencies that have been taught in the education. Beside that, students with limited intra and interpersonal competence tend to have a low value even scored worst on test.

Many general factors including lack of goal clarity, decreased motivation, disorganized thinking, mood dysregulation, financial stress, and relationship problems can hinder academic performance and increase the probability of course dropout. Adjusting to the university environment itself can augment the effect of or independently produce risk factors that undermine academic achievement and degree completion (Fisher, 1988).

1. Aspects in Academic Success

1.1 Potential Causes of the Problem of Academic Failure and Departure

Perry (1991) suggested, for example, that many of the changes attendant on the transition from secondary to postsecondary school life can negatively influence student's perceptions of control. Such changes include (a) increased emphasis on success versus failure, (b) heightened level of academic competition, (c) pressure to excel, d) frequency of academic failure, (e) decreased familiarity level with academic assignments, (f) more specific association of decisions with impact on career, and (g) transformation and disruption of social networks. Decreased perception of academic control constitutes an emotional stressor that has been linked with decrements in university performance (i.e., grades, course dropout) in several field studies of college classrooms (Perry, Hladkyj, Pekrun, Clifton, & Chipperfield, 2005).

Many general factors—including lack of goal clarity, decreased motivation, disorganized thinking, mood dysregulation, financial stress, and relationship problems can hinder academic perfor-mance and increase the probability of course dropout (Braxton, Hirschy, & Mc Clendon, 2004).

While the character of students who have academic success are (a) academic goal setting plan from the beginning, (b) motivated by expectations of external(reinforcement and punishment), (c) Use learning strategies that appropriate the character, (d) Choose tasks that maximize opportunities for demonstrating competence, (e) Interprets failure as a sign of low ability and therefore predictive of future failure, (f) Are less likely to undergo conceptual change.

1.2 The Skill on Academic Goal Setting.

The skills on Academic goal setting affect students in acquiring academic achievement. It affects the activity that the student is sure to lead to the achievement of goal, is paying attention, repeating the information in order to remember, doing the effort persistently. A scope that in cludes long-term and short-term life goals or one's career plan. According to research conducted by Locke and Latham (2002) found that people will show better result when they have a purpose in life "demonstrated directly, realized, by the effort and action that lead to the ideal destination that is expected " and avoid anything that is not usefull actions related to the achievement of objectives. (Locke and Latham, 2002).

The skills on academic goal setting is a skill in planning and monitoring the academic progress more spesific and relevant, as well as tasks to get a high score keep students motivated to try. This specific or difficult goals affecting the high performance by directing attention and effort of individuals to the activities of the relevant objectives (Snyder and Lopez, 2002) where as to be skilled in academic goal setting required knowledge and training with the process that focus on the goal with what would be done to be better.

The goals that focus on the work process is a cognitive constructs which mobilizes the motivation for behavior to achieve goals. Behavior is an attempt by individuals to achieve difficult goals by improving knowledge and skills. Individuals will improve their knowledge for the difficult goals, although there is no guarantee that the right knowledge will be found when the action planned and affect goals performance. Locke (2006) stated that to achieve the difficult goal of cognitive strategies and skills needed to develop properly, because the more difficult the task will be increasingly small group of individuals have the skills and strategies to achieve goals.

Bandura (1983) stated that Social cognitive theory focuses skills, set academic goals as the primary motivation. The skills, of academic goal setting is a powerfull tool to increase motivation. First, anticipated satisfaction and desire to achieve goals to mobilizes and maintain then initiatives efforts until the goal is reached. Second, the purpose of allowing people to concentrate on what must be achieve and facilitates the development of strategies to get the desired result. Beside that, the purpose of allowing people to compare current performance against standards achieved.

Locke (2013) stated that the skills to academic goal setting is specific goals. In order to produce a high performance requires a great affort to achieve, thus having a direct impact the specific and difficult goals which produce higher output level compared to general purpose. The goal itself act as internal stimulus which is constant from work motivation set academic goals is a process of motivation for people trying to meet the demands that are belived and able

to push himself that his goals would be achieved. The source of motivation is desire and intention to achieve a goal if people find that their performance did not reach the desired goal. They usually become motivated to improve the efforts or changed their strategy (Locke, 2002; Locke,2006).). The goal can improve the cognition and affective reaction of individuals to show the result in purpose setting the requirements in achieving success (Zimmerman, 2009).

The requirement for success affect the results in goal setting,such as, made relevant choices, made a lot of effort to achieve the goal, persistence to achieve goals, and cognition to develop and change the behavior of goals. It becomes better when individuals are committed to achieve goals. As expressed by Locke (2002) three moderators that indicate the success in goal setting is a) the importance of the expected results on the achievement of objectives, b) the confidence to achieve the goals, c) increasing the commitment.

The skill to academic goal setting is one that needs to have the ability of students to achieve academic goals desired. The achievement of success in realizing it needs the capability to committed himself to realize the desired goals, arrange the steps in achieving goals, planning purposes, plan and focus on positive action, able to overcome obstacles or failure in achieving goals, able to make the new strategy in achieving goals, and be able to avaluate and appreciate the successes and failures of interest. Academic goal setting is a series of activities to be undertaken in achieving goals (Locke, 1990).

The students are expected to plan and monitor the academic progress of more specific and relevan. As well as the completed work and get things done on time as motivated to get high marks. A motivated student graduating with cum Laude so doing it by himself and is able to finish on time. Streneous afforts to achieving the objectives in accordance with their wishes and it's tendency to set the goals mild or severe according to ability. Motivation is one of the basic principies of the individual to work harder for their own purpose rather than goal setting by others (Elliot & Dweck, 2005).

Cheung (2004) the skill of academic goals setting indicate the purpose of the process that focuses on the skills needed to learn. The students often evaluate the progress in learning and believes that learning can increase the motivation. Destination also cause students to compare their work with others, which can reduce motivation and not making appropriate progress.

A goal that motivates students when they can achieve challenging goals (Locke, 2002). The challenging goal lead students to measure the goals set by students. Students receive academic challenges have high confidence and able to survive in the face of adversity. Students with a high interest in learning to use strategies that are effective in carrying out

difficult goals. Otherwise the learning objectives with lower interest led to difficult students improve their learning motivation and need to be assisted to set affective goals. Students have a variety of goals, help students to create an effective goal, it is difficult because students tend to set the low goals for themselves.

The process of academic goal setting done within a certain time, by setting specific goals. As set academic goals for the next two years (graduated with the highes values). Specific goals used to consider the behavior to be performed, to achieve a balanced result and what skills are in need, by setting strategies or steps to accomplish that feat in a high (Locke, 2002).

1.3 Principles of Academic Goals Setting

Academic goals measure that include increasing success in every field of academic achievement, increasing the value of effective learning system to support improved learning program. Academic goal setting is used so that student are involved in shaping the success of an effective , specific hard enough, accepted and supported the feedback the purposes. The improvement requires behavioral objectives and clear outcomes. The objectives require more effort to achieve the goal of easy to difficult goals, thus it is also necessary assuming a reasonable goal for goal achievement. That goal is reached then there are some principles in goals setting.

Locke (1990) put forward five basic principles of effective goal setting, are : 1) Clarity, 2) Challenge, 3) Commitment, 4) Feedback, and 5) the complexity of the task.

1. Clarity

Clarity is firm goal, objectives must be clearly measurable, unambiguous, and there is a certain period set for the completion of the task. The aim should clearly say what you want to achieve, with whom, and where by when the goal must be achieved. By setting specific goal help indiviuals identify the objectives focus on action, realistic goals, specific by setting clear standards of success with a source of motivation to improve performance.

2. Challenge

Challenging goal is the purpose that inspire the determination to achieve goals capability. One of the most important characteristics of the destination is the level of challenge, individuals will be motivated to do a good job, by paying attention to the right balance between Challenging objectives and realistic goals. As expressed by Locke (2009) challenging objectives facilitated individuals to adjust the level of difficulty compared with the goal of a low.

3. Commitment

Commitment is consistent with the objectives to be achieved, an appointment or agreement to do something. Thinking skills and ability to work hard just to be helpful if we can take advantage of the high commitment and the right time to produce something,

where individuals make up their mind, determined to work hard, sacrifice, and be responsible of the individuals who have a strong commitment, always trying to get the maximum extend possible with available resources owned although these resources are very limited. Two important factors in commitments are belief that can achieve or make progresss toward the goals. The individuals must make a commitment at the beginning because whitout the commitment will affect the performance (Locke, 1990).

4. Feedback

Feedback is the work done to measure, to see what should be done and what has been done to achieve the goal. In this case provides an apportunity to clarify expectations, adjust the difficulty target, on purpose in order to maintain motivation and commitment to a successful goal. Feedback is used to put in place strategies so that individuals performance can determine for themselves how to do a proper feedback measuring the feedback to see what should be done, stop doing or start doing in order to achieve the goals (Locke, 2009).

5. The complexity of the task

The complexity of the task is complex circumstances in setting goal. The complexity of the task consist of a lot of things going, interconnected and unpredictable in achieving goals. Need to be careful to ensure that the goals are not too excessive that with enough time to meet the goals. Individuals working in a complex role tended to have high motivation. It is important to improve performance in facilitating the accomplishment of the desired.

Social learning theory focuses on the mutual interaction to determine changes in behavior. Students can consider the consequences of the behavior before implementing certain behavior and specific objectives in determining behavior change. This requires a wise idea to determine the specific desired goal in applying academic goals. From the description above can be concluded that the skill of academic goal setting of individual skills in achieving academic capacity with 6 components: (1) The ability of a commitment to themselves to specific goals, (2) Improve the ability of creating negative habits with positive habits, (3) The ability to step on the positive, (4) The ability to perservere in the things that happen, (5) The ability to focus on a specific or difficult goal, (6) The ability to evaluate and reward yourself. The level of skill academic goal setting is measured using a scale of the skill of academic goal setting.

2. The Benefits Of The Skill Academic Goal Setting

Theory set life goals appear in the field of individuals organizational psychology for over 35 years. More than 400 experimental studies that collaborate with each other to provide proof of the validity of the goal setting skills (Locke & Latham,

1990). Basically the premise is simple : the setting of explicit objectives can improve performance on all kinds of tasks that is given. Individuals with a clear objectives look better able to concentrate and his efforts on the activities that support the goals and stay away from activities that are not related to is purpose, demonstrated a greater capacity for self-control. The establishment of clear objectives was also increasing enthusiasm, with a more important goal lead to the production of more energy that is no more important goal. The clarity of purpose of increasing persistence, makes individuals more easily deal with the hesitation situation, disappointment, and frustrating. Finally, well-ordered goal is proven to help individuals to find and use strategies, framework os thinking, and a more efficient perception (Locke & Latham, 2002; Locke, Shaw, Saari, & Latham, 1981).

Many studies have shown the impact of goal setting skills Emmons &Diener (1986), such us goal achievement is positively correlated with influence among students. They also feel the usefulness of their academic skills were assessed to give a positive value thus affecting their academic achievement of the goals. It can also improve self efficacy and comfort feeling. The effect of setting goals skills can improve self efficacy because students are not only encouraged to skillfully set the destination but also develop more success (Karakowsky& Mann, 2008).

2.1 The Correlation Skills To Goals With Academic Achievement

The skill of goal setting plays an important role in cognitive social learning are realized with achievement. The framework is based on the achievement of success involves a positive feedback between self efficacy and commitment in setting goals. (Schunk, 1990), as a student who is having success in setting goals, have increased self efficaly, this led him to be more responsible to set goals and beactive in their cognitive self regulation and motivate themselves to improve performance beyond.

3. Conclusion

Academic success is one of the main factors to determine nation's educational success. Frequently, students' academic success is only measured by their achievement scores in each field of the study. The academic success is often fully mastered by the subject teachers. In addition, students' academic success includes two factors, namely cognitive and non-cognitive factors. One of non-cognitive factors that must be possessed by students to achive academic success is the   skill of academic goals setting.These skills consist of: The ability to commit themselves to specific goals, the ability to leave negative habits, and create positive habits, the ability to step on the positive, the ability to persevere in the things that happen, the ability to focus on a specific or difficult goal, and the evaluate your self and reward your self.

In this case the school plays an important role in shaping the student's academic skills to set goals to achieve academic success. Especially a counselor as psycoeducator responsible for the development of personal – social- emotional students, responsibility for the performance and academic success of the students. A counselor needs a strategy taught to the students by writing the individual narrative program, the individual narrative program trains students to write down the eight stages to be achived. This approach will maximize the students to realize the plan academic goals will be achived. Thus the non-cognitive factors have a positive correlation with the success of the students.

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Guidance And Counselling Implementation Problematic In Elementary School

Kusnarto Kurniawan
Guidance and Counseling Department
Faculty of Education, Universitas Negeri Semarang
kusnarto@mail.unnes.ac.id

Abstaract

Guidance and counseling in order to facilitate the development and achieve the independence of learners must be given by a counselor or teacher guidance and counseling graduate degree in the field of education guidance and counseling (S1) as well as professional education counselor. In elementary school guidance and counseling services implemented by classroom teachers with combined guidance and counseling materials into learning. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 Article 10 Paragraph 1 which states Implementation Guidance and Counseling in elementary school conducted by counselors or teacher guidance and counseling can not be realized prior to the issuance of Regulation of the Minister of Administrative Reform and Bureaucratic Reform authorities lifted a paid state employee. Role of Guidance and Counselling Association (ABKIN) to oversee and realize procurement counselor or teacher guidance and counseling in primary school is awaited. With the counselor or teacher guidance and counseling provide guidance and counseling services in primary school then optimal development, attainment of independence and a life happy learners will be realized.

Keywords: Classroom teachers, Infusion, Counselor

1. Introduction

Guidance and Counselling as an integral part of education is to facilitate global and learner's independence in order to achieve full and optimal development (Permendikbud No. 111 of 2014). As an integral part of education, guidance and counseling (BK) is conducted at any educational institution included in the Elementary School (SD). Guidance and counseling in elementary schools carried out in an attempt to facilitate learners meet development tasks and achieve self-reliance in the form of the ability to understand, accept, redirect, make decisions, and realize themselves in a responsible manner to achieve happiness and prosperity in life.

The rule enforcement guidance and counseling in elementary schools stated in the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform No. 16 of 2009 Regarding Functional Teacher and credit figures Article 13, paragraph 1, point i declare details of activities classroom teachers to implement guidance and counseling in class became responsibility. Under these regulations implementing guidance and counseling in elementary school is the classroom teacher. Duties and responsibilities of Teacher Class is very much due to support all subjects other than religious education and physical education and sport. This fact led to the implementation of guidance and counseling in elementary schools to facilitate the task of development and achieve the independence of learners are not optimal.

Supposedly guidance and counseling in elementary schools implemented if teacher counseling or counselor professionals as mandated by the Regulation of the Minister of Education and Culture No. 111 of 2014 Article 10, paragraph 1 "implementation guidance and counseling in elementary school conducted by counselors or guidance and counseling teachers.in fact in Indonesia can not be realized implementation of guidance and counseling by a counselor or guidance and counseling teacher in elementary school because there is no legal framework the government to raise teachers guidance and counseling in elementary schools, namely the Minister of State for Administrative Reform and Bureaucratic Reform

2. Problem

Based on the background that has been explained the problems posed in this paper is why guidance and counseling in elementary schools has not been done as it should be.

3. Discussion

Since the birth of guidance and counseling in Indonesia is driven by the bureaucracy or the government that carried the academics. This is evidenced by the inclusion of guidance and counseling in the curriculum in Indonesia. Since 1975 till Curriculum Curriculum 2013 guidance and counseling is always there. Such conditions make the profession of guidance and counseling can be developed and run by purpose when it received support from the government. When the

government has not issued a decision primarily related to the budget, the concept that has been compiled into not performing as expected, for example procurement guidance and counseling teachers or counselors at elementary school.

3.1 Guidance and Counseling in Elelementary Schools

Implementation Guidance and counseling in primary schools substantially similar to that carried out in the middle and high school only difference on facilitating the development of appropriate developmental tasks of primary school students. Elementary school age children are in a period of late childhood development. In this period the development task that must be done or carried out in accordance with the stages of its development. The task of this development are: (1) learn about the physical skills needed in a game that light or easy, (2) forming attitudes healthy against him for the sake of the organism is growing, (3) learn to get along and play along with friend his age, (4) learn to adjust to his situation as a woman or a man, (5) develop basic skills in reading, writing and arithmetic, (6) develop the necessary concepts in everyday life, (7) develop a conscience, morals and size values, (8) develop attitudes in looking at social groups and public bodies. The task of development should be implemented, controlled well by each student. Success in carrying out development tasks will lead to happiness and success for the further development of the future, but on the contrary if it fails it will cause unhappiness, rejected society and difficulties in further developments. To implement and teacher the developmental tasks that students need guidance services provided by the school.

Guidance and counseling services in order to achieve the independence of learners according to standards of competence independence of students, in elementary schools as follows: (1) Know the forms and rites of everyday life, (2) Interested in the daily religious activities, (3) do the forms of daily worship, (4) identifying the benchmark of good-bad or right and wrong in the everyday life, (5) respects the rules that apply in everyday life, (6) to follow the rules apply in the environment, (7) know the feeling of self and others, (8) to understand the feelings of self and others, (9) express feelings appropriately, (10) know the basic concepts of science and learning behavior, (11) enjoys a variety of activities learned behavior, (12) engage in activities learning behavior, (13) recognize the rights and obligations of self in everyday environment, (14) to understand their rights and obligation themselves and others in environment and in everyday life, (15) to interact with others in an atmosphere of friendship, (16) identifying themselves as male or female, (17) to accept or appreciate themselves as male or female,

(18) behaves in accordance with the role as male or female, (19) recognize the existence in the environment nearby, (20) receiving the state itself as part of the environment, (21) displays the behavior according to the presence in the environemnt, (22) to know the behavior of savers, hardworking, earnest, and competitive in daily life in the neighborhood nearby, (23) to understand the behavior of savers, hardworking, earnest and competitive in daily life in the neighborhood nearby, (24) displays the behavior of savers, hardworking, earnest, and competitive in everyday life, (25) identifying the variety of work and activities of people in the environment, (26) appreciate the variety of the work and activities of the person as being interdependent, (27) expressing diverse job and activities of people in the environment of life, (28) know-nor-ma norm in interacting with peers, (29) respect the norms upheld in a friendship with peers, and (30) to make friends with peers on the basis of norms are upheld together.

Guidance and counseling services in primary school until now carried out by the class teacher as stipulated in the Regulation of the Minister of Education and Culture No. 81A in 2013 Annex IV states Teacher Class as the executor of guidance and counseling services in elementary school implement the service orientation, information, placement and distribution, and teacher y of content in a way to infused material guidance and counseling services into the learning subjects. For students of class IV, V, and VI may be organized counseling and individual counseling, group counseling, and group counseling. To be able to provide guidance and counseling services should be infused to guidance and counseling teacher materials in appropriate subjects. S1 graduate qualification grade teacher elementary school Teacher in providing guidance and counseling, competence is only given courses of guidance and counseling 2 credits. By equipping 2 credits would only learn guidance and counseling in outline so that the ability of the material infuse guidance and counseling services into learning may not be studied in depth perhaps had not taught. Meanwhile, to provide guidance and individual counseling, group counseling, and group counseling obviously not trained for basic counseling skills, techniques, and approaches counseling. With this fact, it can be concluded that in order to provide guidance and counseling services are right, of course not sufficient classroom teachers.

Class teacher with the main task support nearly all subjects had a very solid administration and preparation to provide a fun learning. As stated by Widada (1992) explains at each elementary school needs to organize various activities. The activity is basically the main activity is

instructional - curricular activities supporting the administration and supervision, and counseling and other services for the welfare of the students. These activities constitute an integral unity with each other and integrated together that achieve the same goal. Given the many activities undertaken classroom teacher classroom teacher would prioritize its primary task to plan, implement, evaluate and plan follow-up primarily for instructional and curricular. Results of Kurniawan et al study on the implementation of guidance and counseling at public and private elementary schools Gunungpati Subdistrict Semarang City indicate that the implementation of guidance and counseling services are carried out by the class teacher and the knowledge to do as much as any classroom teachers. Not with a routine or programmed before, all executed conditionally and merely inserted in the delivery of the subject matter. Barriers to implementation of classroom teachers expressed many administrative burdens that must be done so that guidance and counseling services are conducted only perfunctory. Programmes made only modest even created and made only when there would be an examination of the school principal.

Efforts to resolve to do them in the activities of the working group of elementary school teachers improve material infused guidance and counseling into learning by inviting speakers from universities and implement practices create lesson plans in which there is guidance and counseling infusion material. Strengthen the role of the principal in providing guidance to classroom teachers related to guidance and counseling services because it is one of the principal competencies.

3.2 Requirements Guidance and Counselling Teachers or counselors at elementary school

Terms of a counselor or teacher guidance and counseling in elementary school by Miller are: (1) flexible and have the ability to relate well with children, (2) being a good listener and able to communicate with children, (3) loving and (4) understand the difficulties of children of primary school age. The technique can be used include play therapy, such as drawing or toys to help children willing to open up and feel comfortable talking about their problems. Other experts expressed the opinion prospective counselor or teacher guidance and counseling in primary school should have an understanding of cultural diversity, human development, counseling techniques, psychological test procedures, evaluation of educational programs and professional ethics. They also must have internships or practical experience for 30-400 hours.

Guidance and Counseling Department of the Faculty of Education Semarang State University, student enrollment year / class of 2008 until now one of the elective courses specialized expertise that guidance and counseling in primary school which is supporting competency. Students are skilled to plan, implement and evaluate guidance and counseling services with approaches and techniques of guidance and counseling in an atmosphere that is democratic, accountable and honest in elementary school setting. Students are given courses in primary school education system, problems of primary school children, guidance and counseling in primary school, tutoring in elementary school, career guidance in primary school, and the practice of guidance and counseling in primary schools. Subject competence supporting guidance and counseling in primary schools of 12 credits. Guidance and Counseling Department of the Faculty of Education, State University of Semarang very readily produce a counselor or teacher guidance and counseling that meets the requirements for counseling and guidance and counseling teachers in primary schools.

3.3 Regulation of Counselors or Guidance and Counseling Teacher in Elementary Schools

Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 Article 10, paragraph 1, which states Implementation Guidance and Counseling in elementary school by counselors or guidance and counseling teacher will not materialize in the sense that there is no counselor or guidance and counseling teacher in elementary school who was appointed by the government because of the lack of regulation of the Minister of State for Administrative Reform and Bureaucratic Reform that declared or lifted counselor or teacher guidance and counseling in primary schools. During this then there is no regulation Minister of Education and Culture of the Republic of Indonesia is No. 111 in 2014 primarily related to a counselor or teacher guidance and counseling in elementary schools and limited expectations syurga wind alone. Role of Guidance and Counselling Association of Indonesia (ABKIN) should oversee and promote the publication of the Regulation of the Minister of State for Administrative Reform and Bureaucratic Reform.

The fact that guidance and counseling services in elementary school all the components recognize and feel is needed especially with the development of the dynamics of today's highly facilitation of the development and the attainment of independence learners optimal and happiness should be implemented by a counselor or teacher guidance and counseling rather than by grade teacher who has been very much to the duties and tasks of other administrtasi. Hopefully the Guidance and Counselling Association of Indonesia (ABKIN) to take concrete steps to

safeguard and realize the government mengangkata counselor or teacher guidance and counseling in primary schools.

4. Conclusion

Guidance and counseling in primary schools in an effort to facilitate the development and achieve the independence of learners should be carried out by a counselor or teacher guidance and counseling is not the classroom teacher. Class teacher with the main task support all subjects in primary schools except religious education and physical education and sport is very heavy plus other administrative tasks. Strategy or pattern infused counseling and guidance material into infusedby the class teacher is very inadequate to facilitate the development and achieve the independence of learners. Regulations of the Ministry of Education and Culture of the Republic of Indonesia Number 111 of 2014 Article 10, paragraph 1, which states Implementation Guidance and Counseling in SD / MI or equivalent done by counselors or teacher guidance and counseling to be realized should immediately Forthcoming Regulation of the Minister of State for Administrative Reform and the Reformation bureaucracy set guidance and counseling services in elementary schools implemented by counselor or teacher guidance and counseling. The real role of Guidance and Counselling Association of Indonesia (ABKIN) in the realization of this highly anticipated primary schools so that learners can develop optimally, achieve independence and achieve a happy life.

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Relationship The Principle Of Harmony And Conformity With Behavioral Altruism In *Nyumbang In* Sekaran, Gunungpati, Semarang

Carti[1], Afriyadi Sofyan[2], Galih Fajar Fadillah[3]
Guidance and Counseling Departement, Faculty of Education, Universitas Negeri Semarang
Email: cartimartina@gmail.com

Abstract

Tradition *nyumbang* seemed to be an important part of its own for the Indonesian people, especially for the Java community. The ultimate goal is to congratulate those who have the intent. *Nyumbang* also serves to ease the burden that have celebration or in Java was called *duwe gawe*. Because usually in Java held a *gawe* like throwing a party that requires substantial funds. *Nyumbang* is one form of helping behavior, which in the psychological perspective, this behavior is included in prosocial behavior or the behavior of altruism. Based on the socio-cultural perspective, helping behavior can occur because the norm of responsibility, norm of reciprocity, and the norm of social justice. In Javanese culture itself, there is a principle of life that has long lived and crystallized for them, namely the principle of harmony. Java Man is required to always obey the principle, or in other words, being in conformity on these principles. This conformity is precisely what led to the Java community in the end should put aside their personal interests and should put the interests of another person or group when they would *nyumbang*. Thus, action *nyumbang* may not be fully classified altruism behavior.

Keywords: *Nyumbang*, The principle of Harmony, behavioral altruism in *nyumvang*.

1. Introduction

Event *kondangan* or better known by the term *nyumbang* or there is also a call to *buwuh* seemed to be a separate section for the Indonesian people, especially for the Java community. *Buwuh* is donating goods to the people who have the *duwe gawe* is done by mothers. When the home is usually given a gift by the host or people who have *gawe* (Purwadi, 2005). *Buwuh* tradition itself undergoing a process of change. Formerly it was tangible donations of basic foodstuffs, such as rice, sugar, tofu, tempeh, tea, coffee or noodles. Donations of money are included in the model of the envelope once known. Although when viewed from the convenience of in-kind donations seem more troublesome, but it turns out donations of goods can leave a distinct impression. Now, where everything is always judged by the value of money, it may be cultural *nyumbang* which shaped of goods not done anymore, particularly those in urban areas.

If viewed in terms of social, *nyumbang* actually have a noble goal, namely to help ease the burdens of others, especially the owner of the lavatory. Because usually in organizing the celebration requires substantial funds. In addition, the important thing is the sense of togetherness in harmony and kinship and mutual assistance are so attached to the Java community. That at the time of conducting the ceremony (circumcision and marriage) presents a major opportunity for excessive spending in Javanese life (Geertz, 2013). If related to psychology, *nyumbang* included in one form of helping behavior.

Helping behavior is divided into two, that are prosocial behavior and altruism behavior. Prosocial behavior by Taylor, et al (2012; 457) "includes any action that helps or is designed to help others, regardless of the motives of the helper. Prosocial behavior can be started from the behavior of selfless altruism to actions motivated by self-interest or personal interest ". Meanwhile, Mercer & Clayton (2012; 121) defined altruism is "helping behavior that is not selfish and motivated by a desire to benefit others."

Activities *nyumbang*, which is one of the heritage in Java, especially in the Sekaran villages, Gunungpati, *nyumbang* became one of the forms of social interaction in implementation evidently quite complex. Although when viewed from the term *nyumbang*, was impressed as an activity that should be done voluntarily, without compulsion, according to ability, their conditions of accepting each other, but in practice it is not always the case.

In Sekaran village itself, if someone contributes the form of contributions will be recorded by the owner himself. People who have never held a celebration of the marriage or circumcision will have a notebook contributions. The book notes that contributions be an important reference for the citizens when will contribute. That means when will contribute, they can not be arbitrary but must conform with existing records in the book. Some call that contributes to people who have previously contributed tantamount to "pay the debt". As for those who have never been in love, they can be more flexible, because it is not bound by anything.

According to sociocultural perspective, there are three norms that cause people to take action to help others, the norm of responsibility, then the norm of reciprocity, and next is the norm of social justice. Each norm has his central point each. At the norms of social responsibility, stating that "we have to help

others who are responsible to us". The norm of reciprocity states that "we must help others who have been helping us." As with the norms of social justice, which holds that "two people who contribute the same to get the same benefits" (Taylor, et al; 2012). The existence of this third norm is aimed at the creation of a more balanced situation in society.

In connection with the above sociocultural perspective, the existence of notebook donation in tradition *nyumbang*, becoming one of the indications that in the event there is a reciprocal relationship that is strong enough in the community it tends to become an obligation to return. Because when there are people who can not come to *nyumbang* or less than the contribution amount ever received, it is considered inappropriate and unfair. Anyone who violates the social conventions that will be exposed to social sanctions, such as for example in gossip by its neighbors.

Social sanctions are powerful enough to control the *nyumbang* behavior residents in Sekaran. At least the flight ban, making citizens feel fear and worry if the subject of gossip. Or in Javanese feelings as it was known by the term *wedi, isin* and *ewuh*. Third inner feelings are so entrenched and internalized by both Javanese, not least those people Java in Sekaran. Third their inner feeling that is inherent that makes the Java tend to be reluctant to break the existing rules. Because if it violates the existing rules, tantamount to attempting to undermine the existing social order, especially regarding the harmony among residents who had always been held in high esteem by the people of Java. Thus, the *nyumbang* activity in sekaran more likely to lead to prosocial actions compared to acts of altruism

Associated with the creation of a more balanced situation are the main objectives of the three norms on sociocultural perspective, then in Javanese culture itself, there is a principle of life that is still firmly held by the Java community. The principle is the principle of harmony. Suseno (1996; 39) explain that the principle purpose is to maintain community harmony in a state of harmony. *Rukun* means "to be in a state of harmony", "united in purpose to help each other". Pillars is an ideal situation expected by the Java community in a variety of settings, both in setting the family, neighbors, rural and other settings.

The principle of this harmony does contain a positive meaning. In the Java perspective tranquility and social harmony is normal that there will be by themselves during undisturbed. On the other hand, this principle also implies negative. Meaningful negative, because the pillars meant trying to avoid conflicts that may arise in the life of social skills, especially given conflict. Javanese culture not wish to have such open conflict. Therefore, they bend over backwards to dampen or avoid it. It is also closely associated with collectivistic culture inherent in the Java community. Those who attempted to stand alone by indulging in the act, is deemed to have disturbing

harmony and social harmony in berkehidupan. Therefore, in the perspective of Javanese culture, that person must be in conformity, which means that people should always remember that he should not seek to assert themselves more than others in the community.

Crutchfield (in Gross; 2013), explain that the conformity is "give in to pressure groups". Meanwhile, according to Myers (2012; 253) declare that conformity is a change in behavior or beliefs as a result of peer pressure. Pressure groups are so large in the Java community to make the interests of individuals as if vanished. Conformity is precisely what led to the Java community in the end like it or not, like it or not should put aside their personal interests and should put the interests of another person or interest group. Just as in the *menyumbang* in the Sekaran, Gunungpati. In the end, the residents have now just resigned to the customs and habits that tucked inside the intent reciprocation. It was like they did not have the power to change or just do what they want to do actually. There are concerns the overwhelming result of social sanctions should they receive later. Social sanction is a form of peer pressure on its members.

Based on the above, the existence of the *nyumbang* tradition in Sekaran, Gunungpati which has remained on hold by the citizens of the possibilities related to the principle of harmony which has been upheld by the Javanese, coupled with the conformity of the residents make it a tradition to donate is still standing today.

2. Altruism Behavior In Donate

2.1 Definition of Altruism in the Activity donate

Helping behavior is one form of behavior that is often done by individuals. There are two types of helping behavior, one that is altruism. Mercer & Clayton (2012; 121) defined altruism is "helping behavior that is not selfish and motivated by a desire to benefit others." Altruism is also defined as voluntary actions to help others selflessly, or want more than just a good deed (Schroeder, Penner, Dovidio & Piliavin in Tylor, 2012). Furthermore, Gross (2013; 164) explain that when a form of helping behavior regarded as altruism behavior when the "help it be for the benefit of others without expecting any personal gain"

Based on the definition of altruism of some members above, there are some common views on altruism. The equation in question, which is as follows:
a. Altruism is a behavior help
b. Selfless
c. No reward
d. For the benefit of others

The fourth element on above becoming an important element in defining the meaning of altruism. The fourth element is that it will always be there whenever defines altruism. It is also a distinguishing element of

altruism with another helping behavior. It can be concluded that altruistic behavior is an act of voluntarily helping others without expecting reward in any form. The main priority is the benefit of others for his actions.

Meanwhile, in relation to *nyumbang* in the community have now. Activity that has become a tradition passed down through generations in the area and surroundings have now is actually also a form of helping behavior. Especially for those who while contributing not expecting reward or reply at all, then it means they do altruistic behavior. Therefore, we can conclude altruistic behavior in the "*nyumbang"* an act of help or help others who have a celebration without expecting reward or reply at all, its purpose is nothing but to provide advantages or benefits for those who donated.

2.2 Behavioral characteristics of Altruism
Baron & Byrne (2005; 116), said there are several characteristics of individuals who have altruistic personality, which is as follows:
1. Empathy
Those who helped found to have empathy higher than those who did not help. Most altruistic participants described themselves as responsible, sociable, soothing, tolerant, have self-control, and motivated to make a good impression.
2. To believe in a just world
People who help perceiving the world as a place that is fair and believe that good behavior is rewarded and bad behavior punishment.
3. Social responsibility
They are most helpful to express the belief that everyone is responsible to do their best to help people in need.
4. Locus of control internal
They are helping to have an internal locus of control is high. those who do not help, on the contrary tend to have external locus of control and believe that what they do is not relevant, because what happens is governed by profit, destiny, the people in power, and factors not terrkontrol other.
5. Egocentrism low.
They are helping not mean to be egocentric, self-absorbed, and competitive.

2.3 Factors that affect the Behavior Altruism
There are a wide variety of theoretical perspectives that can explain why someone does helping behavior. One perspective that will be explained the socio-cultural perspectives associated with social and cultural conditions in which the community is located. sociocultural perspective asserted that importance of social norms governing when a person should bring relief to people in need.

In the view of the sociocultural perspective, there are three basic norms prevalent in human society (Taylor et al, 2012; 460-462). These three basic norms are as follows:
1. Norm of social responsibility
Norma social responsibility stating that we should help others who depend on us. Such as parents have to take care of their children.
2. Norm of reciprocity
Norm of reciprocity states that we have to help others who have helped us.
3. Norm of social justice
This norm is expressed about the rules of justice and equitable distribution of resources.
In addition to the socio-cultural perspective view, Taylor, et al (2012; 471-474) also explain why some people are more likely to help than others, not least because it is influenced by several things, which is as follows:

1. Mood and Helps
There is a tendency for people willing to help if they are deep in a "good mood", for example, after they get cum laude, after they contributed, after getting gifts and so forth. Securities "good mood" did not last long, only about 20 minutes. Next a good mood may help lower the action if the action was actually reduces the positive feelings.
Unlike the case with a good mood, the effect of a "bad mood" against the action of helping is more complex and the research does not show consistent results. Tylor (2012; 472) asserts that if the bad mood that causes us to focus on ourselves and our needs, then this will lower our chances to help others.

2. Empathy and Personal Sadness
Personal distress (sadness personal) is our emotional reactions to the suffering of others, such as eerie feeling shocked, wary, concerned or helpless. Personal grief occurs when someone witnessed an event to be immersed in the reaction emosialnya own. Meanwhile, empathy is a feeling of sympathy and concern for others, especially in people who suffer. Empathy occurs when observers focus on the needs and emotions of the victim. Empathy is what causes a person to feel sympathy and compassion for others. "Empathy may be accompanied by certain physiological reactions such as increased heart rate and facial expression" (Taylor, 2012).

3. Personal Characteristics
With regard to personal characteristics, there seems to be a certain characteristic of the personality of people to help in specific situations (Knight, Johnson, Carlo, Eisenberg, Tylor, et al, 2012). People who are high needs for social approval may be motivated by a desire to gain the praise of others and therefore does not mean it acts altruism, but rather the prosocial actions. Because the action was taken only when the action whether it is seen by others.

3. The Principle of Harmony
3.1 Understanding about Principles of Harmony

Java community is one of the largest ethnic group in Indonesia. Java community has always been known as a quiet community, rare conflict, friendly, have a spirit of mutual cooperation, has a courtesy, mutual respect, especially in older people who always keep the balance and harmony in his life. Which is to realize the balanced and harmonious life, there are two basic rules in Javanese society, namely the principles of harmony and respect principles. When compared to the principles of respect, the principle of harmony has an important position for the Java community, it is associated with the creation of a harmonious life and the prevention of conflicts.

The principle of harmony comes from the word "pillars" which means "calm and peaceful". Applicable pillar is to eliminate signs of tension in the community. Pillars is also an attempt by an individual on an ongoing basis to remain calm and always tried to get rid of all shapes and kinds of elements that could lead to strife and unrest. While the principle is a way of life, or guidelines that cling to human life. Individuals who have principles, then his life will be more focused. Will not be easily shaken, even though the circumstances may have changed. Similarly, the Java community, for their creation of a quiet life, peaceful, without any conflict has been used as a handle on life long ago. That is why the principle of harmony that can be upheld by the Java community.

Suseno (1996; 39) state that the rule means "be in harmony", "united in purpose to help each other" ". The principle aims to maintain harmony in a state of harmonious society. Pillars also represent ideal conditions expected by society in a variety of settings, both in the setting of family, neighbors, rural and other settings. "The essence of the principle of harmony is everything demands to prevent behavior that could lead to open conflict" (Suseno, 1996; 52).

3.2 Harmony Principles Indicators

Indicators relating to the principle of harmony, Suseno (1996; 39) explains that "there are circumstances in harmony where all parties are in a state of peace with each other, co-operative, mutual acceptance, in an atmosphere of calm and agreed". That means there are some indicators that suggest that the principle of harmony that can be realized or not. The first, at peace with each other, it means that the Java community want their necessity peaceful circumstances, without conflict between individuals to one another. If there is a problem it is better resolved by consultation. Because with the deliberations that created the discussion that will take a joint decision.

The second, like to work together, meaning that the Java community are less approving individual selfish or self-centered or people who always do everything yourself. They want the cooperation between each other. This collaboration can be seen from a variety of activities, such as when there is a celebration, a celebration will usually have to ask for help to a neighbor for help in cooking and so on. Then who has the intent also will invite all the neighbors to attend and contribute to the celebration.

The third, mutual acceptance, it means that the Java community that upholds these values. accept each value can be applied in many different ways, such as when deliberation, when it had taken a decision, then all the people who were present, must abide by the decision. or other instance that when the celebration, of course, the owner of the celebration will be contributed by the people who come. Someday, when the people who come are also organizing a celebration, the celebration was the owner must come and contribute the same magnitude. Because of the amount of the donation will be always remembered by both and both must accept the consequences.

Fourth ie in an atmosphere of calm and agree, this value complements previous values. That being the Java community should always be in an atmosphere of calm and agree. How big was the problem faced, arranged so as not to appear on the surface and is known by many people. They are required to always quiet in life, and to agree on any decision taken by the group. Fourth values above, an indicator of the principle of harmony. The more indicators that appear in the Java community, it shows that the principle of harmony really materialized.

4. Conformity

4.1 Definition of Conformity

It is impossible to live among other people and not be influenced by them in a certain way. Sometimes the efforts of others to change our mind or our behavior is very clear, for example, when a teacher asks a student to bring a scientific calculator when college statistics, if students follow his orders to bring a calculator, then it is called by obedience.

However, at other times not so direct social influence and deliberate and probably did not involve any request or demand. For example, sometimes the presence of others, simply can affect a person's behavior. this is called conformity. The definition of conformity according to experts, as follows:

1. Crutchfield (in Gross; 2013), stating that the conformity is "succumbed to the pressure group"
2. Cialdini & Goldstein (in Taylor et al, 2012) suggests that conformity is a tendency to change the beliefs or behavior to conform to the behavior of others.
3. Myers (2012; 253) states that conformity is a change in behavior or beliefs as a result of peer pressure.
4. Sarwono (1999; 182) states that conformity is the same behavior with other people who are driven by their own desires.

When viewed in terms of the above conformity delivered by the experts, there are similarities between

them in meaning of conformity. Some have suggested that conformity is only a change in behavior, but some are defined not only behavior, but also the change of belief or confidence. Both are the result of pressure from the group. It can be concluded that conformity is a change of belief or behavior in a person, whether consciously or unconsciously because of the pressure of the group.

4.2 The characteristics of Conformity

Conformity a reference group can be easily spotted by their distinctive characteristics. Sears (1991) suggests explicitly that adolescent conformity marked with the following things:

1. Compactness
The strength of the reference group causes a person interested and wants to remain a member of the group. One's close relationship with the reference group due to feelings of love between members of the group and hopes to benefit from its membership. The greater the sense of like members of one of the other members, and the greater the hope to benefit from the membership of the group and the greater their loyalty, the more compact the group.

2. *Agreement*
Opinion of the reference group that has been created has a strong pressure so that a person should be loyal and adjust his opinions with the opinion of the group.

3. *Trust*
Decrease perform conformity drastic because of the collapse was caused by the trust agreement. The level of confidence in the majority will decrease when there is a difference of opinion, even though people have different opinions of experts it is actually less when compared to other members who make up the majority. If someone is not having confidence in the opinion of the group, then this can reduce the dependence of the individual against the group as a deal.

4. Equation Opinion
When in a group there is one person does not agree with the other group members then conformity is going down. The presence of those who disagreed that shows the differences that can result in reduced group agreements. So the equation anta opinion of the members of the group will be higher conformity.

5. *Obedience*
Pressure or demands on one's reference group made him willing to take action even if teenagers do not want it. When obedience too high then high conformity. Pressure for rewards, threats or punishment is one way to induce obedience. By increasing the pressure on individuals to display desired behaviors through rewards, threats or punishment because it will lead to greater obedience.

5. Discussion

Associated with an explanation of the relationship between the three variables above, the following explanation:

5.1 The relationship between the principle of harmony with the Behavioral Altruism in *Nyumbang*

Nyumbang activity has become a tradition carried on from generation to generation have now. Whenever there is an invitation celebration, be it a wedding invitation or circumcision and others, residents demanded to be present. Their presence in a celebration has special meaning for the owners lavatory. Not just the form of the award, but also has a different meaning for each individual. In fact there tends to be a sense *pakewuh* or embarrassed and uncomfortable if they can not attend in person. Their biggest concern that the subject of gossip by neighbors, considered incapable of "debts". That's why to minimize the gossip that should they receive later.

There are interesting things in the tradition to *nyumbang*, the donations given. If the general form of donations in celebration of the only form of money, then another case with what happened in the village have now. There are donating money, but not least also donating in the form of goods, such as rice, sugar, noodles and other food ingredients. The other interesting thing is that what is contributed it, then be recorded and the records will be stored until an unspecified time.

Note that is the benchmark or guidelines for owners intent if someday invited, then he should donate accordance with the amount donated in advance. Suseno (1996; 57) explains that "the size of the contribution was remembered by both parties with the right and the giver may expect that if he himself had a celebration, then the host will now also come and will contribute equal".

Nyumbang is a form of real action of mutual cooperation, Sekaran citizens. Measures to help each other it is simultaneously a co-operative activities. On the other hand, their registration activities regarding the amount of donations that have been going on since long made by the owners intent and without any protest from the contributor, showed that their mutual acceptance of these conditions with each other. Their mutual cooperation, mutual trust, mutual cooperation and mutual acceptance is actually the values that exist in the principle of harmony in Javanese society.

The principle of harmony is one of the principles which calls for harmony in life, peace and peaceful. But a harmonious life does not mean life without conflict. Conflicts will still be there, but sought not happen openly or directly. Cultivated when there are problems, not directly raised to the surface, but was arrested first and tried to resolve it peacefully, not through fighting and so on.

Related with *nyumbang*, it is one of the forms of helping behavior. If in *nyumbang,* Sekaran citizens sincere to did it, without any motive, then it can be classified as altruistic behavior. On the contrary, if the chip in that there are intentions, such as that later also contributed in large numbers, because they want to adhere to tradition and so, it means they are not really sincere to give and not entirely an act of altruism but chances are more likely lead to action prosocial. Because altruism by Taylor (2012; 457) is "voluntary action to help others selflessly or want a good deed". Behavioral altruism in *nyumbang*, ideally residents *nyumbang* his best and did not expect any profit in the given donations.

In addition, their feelings *isin, wedi* and *pakewuh* or in Indonesian translated by feelings of shame, fear and unpleasant if not attended to donate, it shows that the behavior of helping residents in Sekaran due to the norm of reciprocity that we should help others who've helped us and it seems to be a guideline for the Java community, including residents in Sekaran. In everyday life, help is often reciprocated. Allison (1992) also asserted that "culture also affects the behavior of altruism as opposed to genetic predisposition". This reciprocity norm seems to contribute to forest residents have now when they will donate. If citizens want to *nyumbang* just for the sake of repay people who had helped him, it was a sign he has strings attached.

Based on the above, the existence of the principle of harmony which implicitly still firmly held by the citizens have now and so affect their behavior, especially in the chip in, it showed the possibility of mutual relations between the principle of unity in opposition to the behavior of altruism in *nyumbang*. If someone tries to apply the principle of harmony when *nyumbang*, it means that there is a purpose behind his actions. This is certainly contrary to the true meaning of altruism action. However Suseno (1996; 54) also explains that "the harmony should not be misunderstood as an altruistic stance against selfishness. Applicable pillar does not mean low self assess or continue willing to sacrifice for others, it is in force in harmony means that the person is able to carry themselves with a controlled and adults in the community ".

5.2 The Relationship between Behavioral Altruism in *Nyumbang* with Conformity

Donate habits in Sekaran village when there is a celebration it has become common knowledge. It has become a tradition passed down through generations and has remained preserved. From the young to the old, both men and women together to enliven the celebration event if they are invited. Their presence is an important thing, it tends to become a liability. In the Java community itself, particularly in the Sekaran area, Gunungpati Semarang, there is such a unique tradition that is recording all kinds of donations are accepted. Note itself, would become a guide for owners of intent if one day he was invited to a celebration by those who once donating.

Not only notebook donations only capable of binding the citizens, but their social sanction in the form of gossip also become a concern for the people. Gossiping about someone means indirectly or talking about someone behind the person in question and tend discussed are evil-evil person is not a kindness-kindness. Became concerned because the subject of gossip it meant spreading disgrace on others. This is certainly not desired by all parties, especially those that donate. Social sanction is considered quite good in controlling the behavior of the citizens to *nyumbang*. Because of these sanctions is able to provide a large enough shame for the people have now. So rare people who dare to break the rules to *nyumbang* them.

The willingness of Sekaran citizens to *nyumbang* in the form and amount of the same, until the writing in the notebook, avoid social sanctions indicates that they are trying to comply while respecting the tradition. But on the other hand, fears or worries of its own on the citizens if it later becomes of gossip if they violate this tradition, some even willing to owe, in order to pay off "debts" when contributed first, shows that rules and sanctions from the tradition to make citizens have now unwittingly have done conformity. Myers (2012; 253) states that conformity is a "change in behavior or beliefs as a result of the pressure group".

Their conformity to the citizens of Sekaran in *nyumbang*, closely related to Javanese culture that tends collectivistic that upholds the values of togetherness of the group. If there are people who dare to be different from others, is considered deviant or has violated the existing values. Koentjaraningrat (in Suseno, 1996; 51) explains, there are three values that realize the villagers in the conduct mutual cooperation, one of which is the one that should be in conformity, meaning that people should always remember that he should not seek to stand out, exceed the others in their community , Additionally, Heejung & Mark (1999; 785) asserts that "conformity has positive connotations associated with harmony in Asian culture, especially in east asia cultures". That means not just in Java, in all regions of Asia also has the same view of conformity, which considers that the conformity as a way to keep harmony together.

Conformity itself is actually divided into three forms, namely adjustment, compliance and acceptance. The adjustment means basically beyond the individual seeks to follow what was done by the group, though in itself does not approve it. While compliance is a form of behavior fulfillment. What distinguishes it is in compliance, there is a direct order from the group. While the fulfillment of no immediate command. Meanwhile, the reception is to believe and do everything with the desired sesai by social pressure. Results of research Bond & Smith (1996)

asserts that "collectivistic countries tend to show a higher level in the conformity of the countries that individualistic".

Their side when conformity citizens to donate, make it a tradition to donate is essentially a mutual aid to each other, into the activities in which there is a specific purpose or purposes. Thus, it means that there is a relationship of mutual bertolakbelakang between conformity with the behavior of altruism in to donate.

5.3 The Relationship Between The Principles Of Harmony And Conformity with Behavioral Altruism In *Nyumbang*

Nyumbang tradition in the area Sekaran, Gunungpati in fact is an activity in which there is a lofty goal, namely to help others, cooperation, mutual help, the family and the most important is togetherness. Togetherness itself has a deep meaning for the Java community, not least for the Sekaran public. Togetherness means together to remain in a state of calm, of peace, the interests of the group above personal interests, fused together and live in harmony with one another. That is why the value of togetherness is so revered by the Sekaran citizens. It also can not be separated from collectivistic Javanese culture, which is more than the interests of individual interest groups.

Still attached to the values of solidarity, mutual assistance, mutual aid within the Sekaran residents in *nyumbang*, showed that until now, residents have now still retaining the principle of harmony with good. Suseno (1996; 39) describes the "pillar contains a continuous effort by all the people to be calm each other and to get rid of the elements that might cause strife and unrest".

On the other hand, the existence of the principle of harmony in addition has a positive meaning, also has a negative meaning. Because, basically, this principle prefers harmony in life and does not want any conflicts openly. In other words, this principle can also be referred to as "the principle of conflict prevention". It can be seen from the citizens sekaran in to donate. When will *nyumbang*, people would normally consider a few things. For example, such a close relationship with that will be contributed, the closer the relationship with that will be a donation, tend to be greater the contribution amount. Especially if the invite is relative, given the contribution will be much greater. In addition, donation history between him and the people who will be contributed, whether oran also been donating or not, and the latter of course is the amount of the donation amount will be given.

Indeed, until now, there are no rules or sanction in writing of the chip in, but that does not mean people can go around in to *nyumbang*. In this tradition, custom law is more set. And customary law regarding *nyumbang*, it has a holding capacity strong enough to control the behavior of Sekaran citizens in *nyumbang*. The existence of a customary rule that makes people no one would dare violate them, people tend to try to stick with it. During the process complied with the rules mentioned not mean to walk peacefully without any conflict. Their efforts of citizens who would owe for the sake of bias have the capital to "pay off debt" who received "donations" when organizing a celebration, to show that the conflict was actually there and it was regarded as a latent conflict, meaning that it is as if it was considered a natural thing for most residents have now. Therefore, although in themselves in conflict, but outside as much as possible they are trying to conceal the conflict and showed poise in front of others. This is what is meant by "the principles of conflict prevention".

Moreover, the existence of the principle of harmony which requires that all Sekaran citizens comply with all existing regulations and do not like their violation of regulations, such as the activities to *nyumbang*. Anyways how citizens should be able to *nyumbang* the same amount and form of the owner's intent, shows that the principle of harmony, citizens should also be conform. This means that the conscious or not, there is a tendency to adhere to the rules of the group was an act of conformity. Thus, the continuity of tradition to *nyumbang* actually aims to help ease the burden of other people's lives and it is voluntary but in reality based on the presence of certain motifs, to maintain the principle of harmony, for example, and be willing to conform due to the fear of social sanctions as a matter of gossip in neighbor, the actual activities they do not pure altruism behaviors.

Therefore, the relationship between the principle of harmony and conformity with the behavior of altruism in to donate, the possibility contradicts each other. The higher the value of the principle of harmony and conformity, the possibility of precisely the value of altruism behavior of citizens in the chip in the lower, and vice versa.

6. Conclusions

Tradition is one of the *nyumbang* traditions is containing Javanese cultural values. Through the Java community mentioned tradition taught to share, cooperate with each other well and are taught also a good way to be able to establish good relationships with others, especially with neighbors around the house. This activity will be more meaningful if it also contains the value of volunteerism, selfless, full of sincerity, according to ability and the interests of others. If the values are actually implemented, it means the people unwittingly own behavior, altruism, ie helping people without expecting anything. Because, basically, this activity aims to create a harmonious life among residents.

Nyumbang activity will have a different meaning when in its implementation there are also some value that changes, once more on the actions voluntarily, sincerity, the interests of owners of intent

turned into action filled with calculations, the registration number of donations, which impact on their the process of "debt of gratitude" to be "settled" when invited as well as their efforts to forced to follow the existing rules in order to avoid social sanctions, in fact *nyumbang* activity is no longer an act of altruism, but rather leads to prosocial behavior.

Moreover, the existence of the principle of harmony which is still firmly held by the Java community, especially those living in Sekaran, Gunungpati, making a person can not be arbitrarily in being themselves. The existence of the principle of life makes people have to prioritize the interests of the group compared to his personal interests. The conditions will be more quickly achieved if the citizens are willing to undertake conformity or compliance with all existing regulations. So that the tradition of the first to donate more to the act of altruism, over time be changed, tends to lead to prosocial actions. Therefore, between harmony and conformity with the principle of altruism behavior in relation to donate have contradictory.

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Mindfulness Cognitive Behavioral Therapy for Wellness

Prof J.T Lobby Loekmono PhD,

UKSW Salatiga

lobby.loekmono@staff.uksw.edu

Mindfulness strategy cannot be separated with Cognitive Behavioral Therapy (CBT) because Mindfulness it's expanding the Cognitive Behavioral tradition. (Hayes, S.C, 2011). About CBT has now become the dominant force in psychotherapy in almost all of the world, including North America, the United Kingdom, many of Europe and increasingly throughout Asia and Latin America. The rise CBT is due to the confluence of several factor, which is primarily the increased focus on evidence-based practice and associated call for accountability in the delivery of behavioral health services (Baker, McFall & Shoham 2009). Throughout its history, CBT has been committed to a scientific perspective to the study of psychopathology and its treatment. Hundreds of studies have evaluated various cognitive behavioral theories of psychopathology and hundreds more have assessed the efficacy of CBT intervention. This scientific literature has placed CBT in a unique position to dominate the field of psychotherapy.

What is CBT exactly? Raises question. Does the term refer to a specific model of psychopathology or psychotherapy? Or perhaps to a domain of treatment, either in terms of targeted processes or pathologies? In fact the term CBT has become as broad as to defy clear definition. The web site of the association for advancement of Behavioral and Cognitive therapies, the premier multi-disciplinary and international organization devoted to CBT to avoid a specific definition of the term, instead describing the organization's mission as "the advancement of a scientific approach to the understanding and amelioration of problems of the human condition". Various theories, principles, model and techniques fall under the general CBT rubric, and these approaches have been applied to the full range of human experience, from the assessment and treatment of severe psychopathology and profound developmental delays to primary prevention effort in enhancing peak performance among athletes.

Like all scientifically-based disciplines, CBT is not static but continuously evolving establishing theories and technologies continuously. It also and inevitably contribute to the new developments. While building on the foundation from traditional approaches to CBT, these development have taken the field in new exciting and sometimes surprising direction.

Hayes (2004) proposed that the history of CBT can be divided into three overlapping part but distinct in generation. The first generation, commencing with the groundbreaking work of Skinner (1953), Wolpe (1958) and Eysenck (1952), spanned the 1950s into the 1960s, and developed largely in reaction to perceive the weaknesses of psychoanalytic theory and therapy. The approach was based on carefully delineated learning principles, many of which were developed and refined through experimental work with animals, and there were close connections between basic scientific development derived from the laboratory and applied technologies. These focus was on behavior modification using technique derived from classical operant conditioning principles. The second generation began in the late 1960s and continued through the 1990s, high lighting the importance of language and cognition in the development and treatment of psychopathology. The emphasis shifted toward exploration of the way in which one's interpretation of the world especially for emotionally relevant situation shaped experience. Groundbreaking developments included Ellis' (1962) rational emotive behavior therapy and Beck (and colleagues) the Cognitive therapy (CT) (CT: Beck, Rush, Shaw & Emery, 1979). Although it still committed to scientific perspectives, the focus of research shifted from development and applied translation to basic psychological principles to clinical trials evaluating the efficacy of multi component treatment programs. Though the concept was respect to anxiety disorders, it played a relatively minor and secondary role with respect to direct cognitive restructuring.(Dozois & Beck, in print).The third generation of CBT began in the 1990s and reflected the emphasis of psychological mindfulness and acceptance principles in CBT. Similar to the second generation perspective, third generation approaches acknowledged the importance of cognitive and verbal processes in theories of psychopathology and its treatment. Rather than striving to change one's distressing thoughts and feeling, third generation approaches focused on cultivating and attitude of nonjudgmental acceptance of the full range experience to enhance psychological well –being. In renewed interest in the field of traditional emphasize on links between basic theoretical principles and applied technologies. Now days many CBT scholars, interested in mindfulness and acceptance based approaches.

Historical roots of psychological mindfulness and acceptance tend to trace their origins to the Buddhist traditions, which are rooted themselves in earlier Hindu belief and practices. A Central tenant of

Buddhism is that human suffering is the result of desiring "that which is not". That is an attachment to specific material objects and states of mind that cannot always be present. As all things are transient, such attachment result in suffering. Contemplative meditative practices are undertaken to reduce this suffering and achieve spirituals enlightenment. The impact of language is shaping perception is recognized as the tendency to confuse conceptual understanding with direct experience. (Williams & Lynn, in press)

Mindfulness broadly defined as a process that leads to a mental state characterized by non-elaborative, nonjudgmental, present-centered awareness, in which each thought, sensation, and feeling is acknowledged and accepted as it is, while encouraging openness of curiousity and acceptance (Bishop et al, 2004; Kabat-Zinn, 2003; Melbourne Academic Mindfulness Interest Group, 2006; Teasdale et.al, 2000). Mindfulness-based therapy (MBT) which includes mindfulness-based cognitive therapy (MBCT; eg Segal Williams & Teadale, 2002) and mindfulness-based stress reduction (MBSR e.g. Kabat-Zinn, 1982), has become popular form of treatment in contemporary psychotherapy (e.g; Hayes, 2004, Kabat-Zinn, 1994; Salmon Lush, Jablonski & Sephton 2009). The basic premise underlying mindfulness practices is that experiencing the present moment non judgmentally and openly able to effectively counter the effects of stressor, because excessive orientation toward the past or future when dealing with stressors can be related to feelings of depression and anxiety. This mental training is achieved through skillful practice on mindfulness meditations, with the goal to become more aware of thoughts and feelings and to relate to them in a wider scope, and centered perspective as "mental events" rather than as aspects of the self or as necessarily accurate reflections of reality.

It is further believed that, by teaching people to respond to stressful situations more reflectively rather than reflectively, mindfulness-based therapy can effectively counter experiential avoidance strategies, which are attempts to alter the intensity or frequency of unwanted internal experiences. These maladaptive strategies are believed to contribute to the maintenance of many, if not all emotional disorders. In addition, the slow and deep breathing involved in mindfulness meditation may alleviate bodily symptoms of distress by balancing sympathetic and parasympathetic responses. For example it seemed from the case of Mindfulness-based Stress reduction (MBSR; Kabat-Zinn,19820) The three key components are sitting meditation, Hatha Yoga and body scan, which is a sustained mindfulness practice in which attention is sequentially directed throughout the body.

Meta analytic reviews have been conducted to examine the efficacy of MBT. (Hofmann Sawyer, Witt & Oh 2010). This study identified 39 studies from the total of 1,140 participant receiving MBT for range condition, including cancer, generalized anxiety disorder, depression and other psychiatric or medical condition. The result showed that MBT was moderately effective for improving anxiety and mood symptoms from pre to post treatment of the overall sample. The result suggest that MBT is promising intervention for treating mood and anxiety problem in clinical population, especially among patients with mood and anxiety disorder.

Mindfulness is a Practice

It is a way of being rather than merely a good idea or a clever technique. Because it is a practice, its cultivation is a process, one that of necessity unfolds and deepens over time. 72% of helpers think it would be helpful for their patients with mental health problems to learn Mindfulness skills (Source: Prof. Mark Williams Oxford University)

Empirically Supported Benefits of Mindfulness: a) Increased immune functioning Reduction in physiological distress b) less emotional reactivity c) Boosts to working memory d) Increase in information processing speed.

Empirically Supported Benefits of Mindfulness: a) Better focus b) Reduced rumination (automatic thoughts) c) More cognitive flexibility d) Double life expectancy e) Relation-ship satisfaction

What Is Mindfulness? Simple Definition by Shapiro, Carlson, (2009): Purposely paying attention to present moment experience with an open and accepting attitude. Comprise components of Intention, Attention and Attitude.

Mindfulness Intention: Sets the stage for what is possible. Focus on why we practice mindfulness in the first place. Allow change and deepen awareness and insight. Mindfulness Attention: Observe the operations of your moment-to- moment internal and external experience. Suspend all the ways of interpreting experience and attending to experience itself, as it presents itself in the here and now. Attend to the contents of consciousness at the moment. Mindfulness Attitude: Beginners Mind; Letting go; Non-striving; Patience; Trust; Acceptance; None judging

Mindful Acronym

M - Moment to moment attention
I - in the here and now
N - Nonjudgmental attitude
D - Detach from unhelpful thought
F - Forgive and be grateful
U - Unconditional acceptance
L - Learn with beginners mind

Dispel the Myth and Fact

Myth:
- Mindfulness practice (sometimes called Mindfulness meditation) is a religion

- Mindfulness practice takes a lot of time
- Mindfulness practice is complicated. It is about 'success' or 'failure'
- Mindfulness is just a relaxation technique
- Mindfulness is about trying to stop/prevent thinking
- Mindfulness will deaden your mind or prevent you from striving towards important career or lifestyle goals
- Mindfulness is about accepting the unacceptable.

Fact:
- Mindfulness is simply a method/strategy of mental training
- Some patience and persistence are required
- Learning something valuable about the workings of the mind
- Relaxation is part of mindfulness
- Recognize and acknowledge thinking whenever it arises.
- Mindfulness is about enjoying the present moment experience
- It is about seeing the world with greater clarity

Body and breath:
1. Mindfulness of the Body and Breath
2. Settle down
3. Bring awareness to the body
4. Pay attention on the sensations of breathing or body

3-Minutes Breathing Space

The 3-Minute Breathing Space provides a way to step out of Automatic Pilot (Doing) mode and reconnect with the present moment. The key skill in Mindfulness is to maintain awareness in the moment. Nothing else will do. The purpose of the 3-minute breathing space is to help you step out of doing mode and access a clearer state of mind instead of reacting mindlessly to the negative thoughts created by your mind. This exercise can help you slowing down so you can respond more skillfully to stressful situations and use different approaches to relate to your thoughts
1. AWARENESS – Adopt a dignified posture, whether sitting or standing. Acknowledge your present moment experience – thoughts, feelings, bodily sensations, sounds etc. Ask yourself, "What is my experience right now? What thoughts are going through my mind?
2. GATHERING – Redirect your attention to breathing and be aware of each in-breath and out-breath. Use breath as an anchor to the present moment.
3. EXPANDING – Expand your field of awareness around breathing, including posture, facial expression and body as a whole. Continue your work with a greater sense of Mindfulness.

Body and Breath Scan
- Gently remind yourself that this is a time for 'falling awake' rather than falling asleep. It is a time to be fully aware of your experience as it is, not as you think it should be. The intention of this practice is to bring awareness to any and all sensations as you focus your attention systematically on each part of your body
- Sometimes, you may feel no sensations at all. If this is the case, then simply acknowledge this. There's no need to try and imagine sensations where none can be noticed.
- After you have scanned the whole body, spend a few minutes becoming aware of the body as whole
- Mindfulness of the Body and Breath. Why breathe?
- Breath is Life, but we always take it for granted.
- Breath provides a natural, gently moving target of focus, it grounds you in here and now.
- Breath provides an anchor for your attention, that you can see more clearly when your mind has wandered.
- Breath can be a sensitive monitor for your feelings.

Dealing Skillfully with Mind-Wandering
- Mind-wandering is not a mistake. It is simply what the minds do.
- No matter how many times your mind wanders, allow yourself on each occasion (without limit) to bring back to where you had intended it to be.
- Dealing Skillfully with Mind-Wandering
- When you notice that your awareness is no longer on the breath – you have already 'woken-up' enough to know your experience in this moment.
- In time, you may discover that this quality of kindliness towards the wandering mind brings a sense of compassion towards other aspects of your experience.
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What Makes Emotion?

The mind does not exist in isolation; it's a fundamental part of the body and they continuously share emotional information with each other.

Much of what the body feels is colored by our thoughts and emotions, and everything that we think is informed by what's going on in the body. It's phenomenally complex process full of feedbacks

What Makes Emotion? a) THOUGHTS / JUDGMENT there is a snake in the cup b) FEELINGS Fear / Tense / Upset c) IMPULSES

/REACTIONS escaping / fighting back d) BODILY SENSATIONS Tense shoulders / Churning stomach / Stiffen.

Mind Effects the Body

The body detects our thoughts almost before we've consciously registered them and frequently reacts as if they are solid and real, whether they accurately reflect the world or not. Research is showing that the whole outlook on life can be shifted by tiny changes in the body. Something as subtle as frowning, smiling or altering posture can have a dramatic impact on mood and the type of thought flickering across the mind.

The Fighting Ducks:

Something the animals' brains gave the alarm when they are in danger; switched off once the danger has passed. Once the fight is over, the ducks quickly resume to peaceful states.

How the Human?

The about human mind is different, especially when it comes to 'intangible' threats that can trigger anxiety, stress or worry (e.g. interview, exam, quarrel, broken relationship, insomnia, etc.) When a threat is sensed – whether real or imagined – our ancient 'fight or flight' reactions kick in. The mind then begins to trawl through memories to try and find something that will explain why we are feeling it.

A Vicious Cycle

The first is a person Thought: now I am really in a danger---→ 2. Feel bodily symptoms: heart pounding, breathing speed up --→ Thought: something awful is going to happen to me --→ Feel anxious -----→ the first Thought.

Escaping the Vicious Cycle

- You can't stop the triggering of unhappy memories – but what you can stop is what happens next.
- Stop the vicious cycle from feeding off itself and triggering the next spiral of negative thoughts.

Come back to the present moment -- directly sensing your bodily and mental experiences! E.g. Body Scan, Mindfulness of Body and Breath

Conscious choice or automatic?

Automatic Pilot
Doing mode means that going around the vicious cycle.

Conscious Choice
Mindfulness (being mode) brings you back, again and again, to full conscious awareness: a place of choice and intention. You become fully alive and aware again.

Striving
Doing mode means judging and comparing the 'real' world with the world we'd like to be in our thoughts - focusing on the gap.

Accepting
Mindfulness (being mode) temporarily suspend judgment and just acknowledge an experience is here, while allowing it to be just as it is for a moment.

Mindful acceptance allows you, simply and compassionately, to observe it rather than judge, attack, argue or disprove its validity

Analyzing
Doing mode is thinking. It analyses, recalls, plans and compares – most of the time, we tend to live 'inside our head', without noticing the world around us.

Sensing
Mindfulness (being mode) is to be back in touch with your senses, so you can see, hear, touch, smell and taste things as if for the first time

Mental Time Travel

- In doing mode, when you are under stress, you tend to remember only bad things that have happened to you. We re-live past events and re-feel their pain, and we pre-live future disasters and so pre-feel their impact.
- Remaining in the Present Moment Mindfulness being mode trains the mind to consciously 'see' your own thoughts as they occur, so that you can live your life as it unfolds in the present moment.
- Mindful Acceptance
- Acceptance means to receive or take hold of something – and through this, it also means to grasp or understand.
- Mindful acceptance allows the mind to embrace the
- True, deep understanding of how things really are.
- Acceptance is a pause, a period of allowing, of letting
- Be, of clear seeing.
- It allows us to become fully aware of difficulties, with all of their painful nuances, and to respond to them in the most skillful way possible (i.e. Wise and Compassionate Way).
- Mindful acceptance is NOT the passive acceptance of the intolerable.
- It is NOT 'giving up', nor it is resignation or spineless ness.
- It means turning towards it, befriending it, even when – indeed, especially when – we don't like it or scare us.

In Indonesia, based on my record, mindfulness strategy had been applied in Garuda Food Corporation, Kudus Central Java. The corporation, finally awarded by an honorable title as A spiritual-based corporation. Mindfulness in this case was defined as having awareness and purposely applied in Garuda Food corporation in several working level from manager to common worker. Mindfulness-based Competence was formulated becoming 7 key behavior, as follow:

1. Having self-discipline
2. Giving respect to other ' opinion and achievement
3. Having diligence and persistence to achieve the goal
4. Developing self and others
5. Applying 3 M mindset (not make mistake, not

receive incorrect and not to continue the wrong)

6. Creating new idea and innovation
7. Turning around P D C A
8. Garuda food becomes as extraordinary corporation since the competence (achievement orientation concern for order, customer service orientation and integrity) grounded in mindfulness practice in daily life so that peacefulness and dynamic grow in harmony of mutual development continuously.

Conclusion:

Mindfulness is an approach/strategy for us to manage day by day for better life and wellness. Applied in school setting or in industrial setting.

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