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Cognitive Counseling with Modelling Krisna and Bisma to Improve Self Achievement

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Abstract: This study aims to Determine the Influence of Cognitive Behavioral Counseling Theory With Lord Krishna Basu Modeling Technique To Improve Self Achievement Through Lesson Study In X-1 Students In Sma Negeri 1 Sukasada. This type of research is quasi-experimental research design with "Nonequivalent Posttest Only Control Group Design". Sampling in this research is done by purposive sampling technique. The sample of this study amounted to 21 students. Data collection method used was self-question questionnaire, Analyzed by t-test analysis technique. The result of this research is get t = 3.323 with 0.003 significance so Ho rejected and Ha accepted. Then it can be concluded that there is influence of cognitive counseling behaviora basu god Krishna modeling technique through self lesson study to improve student achievement of class X-1 in SMA Negeri 1 Sukasada.

Keywords: cognitive behavioral counseling, modeling technique, self achievement.

Introduction

Observations of researchers against the The ability of the Verbal the students of class XII HIGH SCHOOL Language Lab Undiksha Singaraja.The interest of researchers based on symptoms: the ability to understand the ideas, the concepts expressed in words, and the ability to solve problems in words.

Observations researcher at the students in the class X-1 at SMAN 1 Sukasada, researchers found some personality shown through how to behave, act, and think during the learning process in the classroom. From some of the personality traits that are shown are researchers interested in studying achievement motivation and personality traits (self-achievement) shown by the students. The interest of researchers is based on behavioral symptoms in the students' achievement motivation and job well and be successful, complete the task followed by the expertise and skills, solve complex problems, and can do something better than anyone else. Of the nine classes that researchers have observed, there are many students who have high achievement motivation that is capable of getting things done well and be successful. But there are also some students who show personality underachievers in learning (self-achievement).

In particular, researchers observed the behavioral symptoms associated student self-achievement, as students look able to complete the task well, they can do a good job and be successful, able to solve a difficult problem, to do things better than others, capable of doing something important.

In addition, some students show can complete the task well and be successful that is able to work on a job, and be able to resolve a difficult problem. When outside of the classroom are also many students who can complete the task well and diiukuti expertise and skills such as tasks beyond the learning associated with the expertise and skills possessed. The students always work on a job well and on time and do not procrastinate. But that should be underlined that the fulfillment of achievement motivation(Self achievement) need to improve on that achievement motivation is still considered low. Because if the low achievement motivation left alone, it will have a negative impact on students.

The results of interviews conducted by the researchers of the class X-1 at SMAN 1 Sukasada, it is known that the behavior of students classified in four categories: students who are classified as having "self achievement " high, students who are classified as having "self achievement " medium, and students who are classified as having "self achievement " low. As for studentswere classified as having "self achievement " behave like high students were able to complete the task well and be successful, it can complete an important task and is followed by the skill and expertise, can solve his problems, can do something better than anyone else.

The initials of the students who showed symptoms of behavior "self achievement " the high category among others in the class X-1 (Urges tika prameswarika Hardika dance, Purnami dian Ketut, Komang agus yuda pratama, Komang sumerteni, Made Ariawan).

In addition there are students who are classified as having "self achievement " being, behavior symptoms such as: students were able to be active in following the classroom learning that is active in group activities and a job well done. In addition, students discuss with their friends about the problems experienced as the current work on the problems that are considered difficult. In completing something is asking for help to his friend who is considered more capable.

The initials of the students who showed symptoms of behavior "self achievement " the category of being among others in the class X-1 (Gede indra budi letters, I big thomas rolf hansen, Ketut anik trisna yanti, Ida Ayu widya pratiwi, IKG satria wibawa aryana).

While students who are classified as having "self achievement " Low behave like students were passive in the classroom, unable to complete the task well, not able to excel in the classroom, can not solve a difficult problem, always putting off the task, not able to accomplish anything without the help of others. The initials of the students who showed symptoms of behavior "self achievement " the lower categories, among others in the class X-1 (Gede like adnyana, Gusti Ayu Nyoman widiasari, Gusti Putu indrawan kusuma, I gusti ngurah agus doni nugi peranata, Ida bagus putu Ditya andrean, Kadek losiana, Kadek sari necessarily exist, Ketut agus indra yasa, Ni komang sussyandari, Putu EDRI, Putu senses literature wijaya).

However, researchers from the classroom observations, class X-1 are students who have a high self-achievement, medium, and low according to (Dharsana 2009:2) "Achievement is a need for achievement", includes complete something well and be successful, complete the task and require businesses followed expertise and skills, accomplishes something important to say, carry out a difficult task, solve problems difficult, will be able to do something better than anyone else, to write a play, the famous novel. Based on these definitions then Achievement in that it contains four indicators: 1) get things done well and will succeed, 2) complete the task and require businesses followed expertise and skills, 3) solve difficult problems, 4) be able to do something better than other people. (A Wigfield, 2000; Cerulli, 1999; Coetzer & Schepers, 1997; Doymuş , Şimş ek, & Bayrakçeken, 2004; Hermans, 1967; Krapp, Schiefele, & Schreyer, 1993; Martinot, 2001; Nicholls, 1984, 1984; Pr Pintrich, 2000; Prawira, I Putu Nata., Dewi Arum Widhiyanti Metra Putri & Prof. Dr. I Ketut Dharsana, 2017; Southwood & Dulm, 2010; Svavarsson, 2007; Weiner, 1985; 김현진, 2007; 刘雅南 & 邵宜航, 2013; 叶仁敏 & KuntA, 1992; 巫有镒 1999)

Furthermore, according to McClelland (in Sondra, 2004: 167), "Achievement is related personal success or a person's motivation in achieving success" Based on these definitions then Achievement in that it contains two indicators: 1) engage in activities that the sooner the better and more efficient, 2) private superior.

In line with the above opinion, Murray (in Dharsana 2010) said, "Achievement is a need to accomplish something difficult and interesting, master, overcome obstacles and reach the standard to do my best and

compete outperform others". Based on these definitions then Achievement in that it contains three indicators: 1) completed the difficult and interesting, 2) to overcome obstacles and reach the standard to do the best possible, 3) compete to surpass others.

Based on the exposure of these definitions, so in this study is meant by self-achievement is the need themselves to excel ", includes complete something well and be successful, complete the task and require businesses followed expertise and skills, accomplishes something important to say, carry out a hard work, solving difficult problems, would be able to do something better than anyone else, to write a play, the famous novel. Based on these opinions above suggests that indicators of self-achievement as follows: 1) get things done well and will succeed, 2) complete the task and require businesses followed expertise and skills, 3) solve difficult problems, 4) be able to do something better from others.

self achievement students can be enhanced with a variety of efforts, namely: the educational efforts, with training efforts, the efforts of psychological treatments and counseling efforts. Educational efforts are one-way so as not to cause interactions in between individuals with the others, then training efforts implementation shorter so it can not be focused, while using treatments psychology requires scientific in and when using the efforts of the counseling, the researchers already have a background in expertise counseling obtained from the first semester to semester VII. In connection with that, the researchers chose to improve self achievement by using guidance and counseling approach.

From the delivery of the above, it can be seen that the model approach with Cognitive Behavioral Counseling in this study is process to improve self Achievement with counseling skills in accordance with procedures and measures that have been determined through classical counseling, group counseling, group counseling, and individual counseling.

The purpose of this is cognitive-behavioral counseling to help the counselee solve the problems of today, but do not forget the past to change the irrational becomes rational thinking can later be influential in making a negative into a positive action by aligning think, feel and act. In addition the focus of counseling in this theory is the cognitive aspect in counseling focused cognitive-behavioral counseling in changing the way of thinking, beliefs, attitudes, assumptions, imagination and facilitate counselees learn to recognize and change in cognitive errors. While the behavioral aspects of the cognitive-behavioral counseling counseling focuses on the process of learning to change behavior, calm the mind and body so that you feel better, think more clearly and help make the right decision.

Based on that idea as well as the facts found in the field, this study is the theme of self-achievement and counseling Cognitive Behavioral with Mechanical Modeling Basu Lord Krishna as a field of study, entitled The Effect Theory Counseling Cognitive Behavioral With Mechanical Modeling Basu Lord Krishna To Increase Self Achievement Through Lesson Study in Class X-1 SMA Negeri 1 Sukasada.

Method

This research is the study design "quasi-experiment (quasi experimental)" because in this study the researchers entered treatment (treatment), the experimental method tries to check whether there is a causal relationship. In an experiment execution there must be treated (treatment), which is something that might be a cause. While the effect of treatment is called with the result (output). It is the cause of it is called the independent variable (independent variable) while the effect is called the dependent variable (dependent variable). To determine the effect, we need a comparison.

Penelitian was done in order to see the effectiveness of cognitive-behavioral counseling by modeling techniques basu god Krishna to improve self achievement through lesson study in class X-1 SMA Negeri 1 Sukasada. In this study, the research design used is "Nonequivalent Posttest Only Control Group Design". Dantes (2012: 97) states that,dalam research quasi frequently used "intact group", such as the class so that randomization can not be done.

BeThe concept rdasarkan then referred to the population is a whole subject and object, or the total number of units of analysis whose characteristics are to be expected. The population in this study were students of class X-1 SMA Negeri 1 Sukasada.

Penelitian took a number of samples of students who show self criteria achievment medium and low. This is done based on the results of data collection. Because the sample size was too much, for it is necessary to limit the number of classes randomization of samples used in the study. Apply a lottery system to determine the experimental class and control class.

Seto be known samples in this study were students of class X-1 and X-2. At the selected class is given a pre-test to look at the situation of students and determine the category of students in high, medium and low related to self achievment owned.

The stages of this study are a) Preparation of implementation that consists of 1) Prepare instrument, test instruments, observations, prepare RPBK, and the provision of pre-test, b) Implementation of the experiment, c) Provision of post-test and data analysis.

Pengujian hypothesis in this study is done by using analysis of variance of two lanes. To test, first performed the analysis of data collected. There are three stages in analyzing the data of this study are: (1) a description of the data, (2) testing requirements analysis, and (3) testing of the hypothesis.

Before the hypothesis test, it must first be carried out to determine the feasibility prerequisite test data to be analyzed. Prerequisite test was conducted on the tests of normality and homogeneity.

In this study wanted to determine how much influence the cognitive counseling Behavioral Modeling Techniques Lord Krishna Basu To Improve Self Achievement Class X-1 SMA Negeri 1 Sukasada.Untuk achieve that goal, then the data were analyzed by statistical t-test.

Results and Discussion

Based on the results of observations of class X-1 SMA Negeri 1 Sukasada have shown symptoms such as less attention to the explanation of the teacher, students often chatting with friends when the teacher explains the material, joked during school hours, rarely ask questions, and lack of active participation in the learning process that takes place in the classroom. The symptoms mentioned above, is a symptom of low self-achievement. Thus, these symptoms is important to note that students have self-achievement is the optimal personal achievement.

To perform self treatment against such low student achievement, the counseling services there are various theories of counseling that can be applied one of which is the theory of cognitive-behavioral counseling. Model Counseling Cognitive Behavioral is a process of behavioral therapy with the application of a variety of techniques and procedures to help clients solve interpersonal problems, emotional and decision making, forming new habits that are useful to the lives of individuals with regard to changing behavior towards more adaptive and limited to the observation and study of behavioral changes with the procedures and measures that have been determined. Cognitivebehavioral counseling model of a behavior therapy which considers that humans are basically living in a mechanistic and deterministic nature, with little active role in choosing his dignity. (Aini, Fatmaningrum, & Yusuf, 2011; Colle, 2002; Consoli, 2008; Fairburn, Z Cooper, 2003; Gonzalez & Wekerle, 2016; Gortner, Gollan, Dobson, & Jacobson, 1998; Kendall, 1993; L Bukšnytė , 2008; Linehan, Armstrong, Suarez, Allmon, & Heard, 1991; R. Rapee, 1997)

Human behavior is the result of a response to the environment with limited control and through this interaction evolved behavioral patterns are then formed kepribadianyan. In the concept of behavior, human behavior is the result of the learning process, so it can be changed by manipulating the conditions studied. Thus, behavior therapy is essentially an application of the principles and techniques learned systematically in an attempt to cure the behavioral disorder. In practical terms, the application of cognitive-behavioral counseling models require techniques. In this case, to provide treatment to the self-achievement of students, the technique used is the technique of modeling basu god Krishna.

Basu modeling techniques god Krishna is the way to provide reinforcement fun after the desired behavior shown yng intended that the behavior tends to be repeated, rising and settling in the future, in this case yesThe event or something that makes the desired behavior likely to be repeated because it is unpopular. (Adiputra, 2015; Aubry, Biarnes, Maxime, & Papy, 1998; Ismail, 2007; Mackerell Jr et al., 1998; Marusich & Ortiz, 1995; Sadewi, 2012; Sutanti, 2015; 최정욱, 송진규, 이수곤, & 김진상, 2002; 杨建思, 杜志强, 彭正洪, 黄劲南 & 陈永喜, 2003) In that case, the modeling game basu god Krishna is applied in the

model of cognitive-behavioral counseling in the form of a classical guidance services, group counseling, group counseling, and individual counseling in class X-1 SMA Negeri 1 Sukasada as the experimental group.

The results of observations made in any implementation of the service, indicating that the decline in the number of students who have a low self-achievement. The results of observations in the classical guidance found 8 students who show symptoms of negative self-achievement further recommended to follow the guidance of the group. Then the results of observations in the counseling group discovers 6 students showed symptoms of negative self-achievement further recommended counseling groups. Furthermore, the observation of the counseling group discovers 2 students showed symptoms of negative self-achievement further recommended individual counseling. After individual counseling, students are able to show symptoms of self-achievement that is positive. From the data of these observations, it is known that after a given treatment cognitive behavioral counseling models modeling techniques basu god Krishna, a decline in student achievement self that is negative. Thus, the number of students who experience symptoms of low self-achievement can be reduced. Researchers foundrewardan important factor in learning. This reward system is effective in controlling behavior. In this study, the researchers gave the award of prizes so that children will be more diligent in increasing self achievementnya. Given reward proven that the behavior could be repeated in a positive direction.

Empirical findings in this study stated that the god Krishna basu modeling techniques in cognitive-behavioral counseling model of self achievement influence on class X-1 SMA Negeri 1 Sukasada. F test results known that the second variance is not homogeneous where F count> F table (5.167> 0.002). Then the t test showed that the price t =3.323 with 0.003 significanceso Ho rejected and Ha accepted. To that end, first to the hypothesis that the god Krishna basu modeling techniques cognitive-behavioral counseling models affect the achievement of self class X-1 SMA Negeri 1 Sukasada accepted. So it can be seen that the god Krishna basu modeling techniques cognitive-behavioral counseling models affect the achievement of self class X-1 SMA Negeri 1 Sukasada.

Conclusion

Based on the analysis and discussion in the previous chapter stated that the proposed research hypothesis is accepted based on a significance level of 5%, it can be concluded that: basu modeling techniques god Krishna cognitive-behavioral counseling models affect the achievement of self class X-1 SMA Negeri 1 Sukasada accepted.

Some suggestions can be submitted from the findings of this study are as follows: 1) To the students as research subjects so that more attention and understand the treatments provided, in order to always improve self achievement. Students are expected to maintain the increase in self-achievement and do not hesitate to develop their potential in order to improve performance. 2) To the Teacher BK, will be expected to monitor student progress to improve the self-achievement. BK teachers should provide supplies of experience, knowledge and learning to the students, and students' personal shaping into individual has self achievement. 3) To further research, other researchers interested in the findings of this study are expected to perform proofs deeper with the background population and sample the same or different, with regard to the weaknesses found in this study. However, it is possible, for further research to create a more innovative research in the field of counseling.

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