

Cognitive Behavior Counseling to Improve Responsibility Attitudes: A Development of Guidebooks

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Abstract: This research was conducted to find out the procedures for implementing cognitive behavioral counseling models to improve the attitude of responsibility of high school students and to determine the validity of the contents of the cognitive behavioral counseling guide. Research conducted is research and development or research and development (R&D), the research model used is Four-D (4D). The 4D model consists of four stages of research namely define, design, develop, and disseminate. Data analysis to test the validity of the manual book product content using the Lawshe CVR and CVI formulas. Testing for products is carried out by 5 experts or experts who are competent in the field of Counseling Guidance. The results of the study based on content validity are CVR values per item +1 to 0 (CVR> 0). Thus, the results of the Lawshe CVI analysis obtained 0.79 greater than 0 (0.79> 0). Based on the analysis of these data the validity value of the contents of this guide product is high.

Keywords: guide product, cognitive behaviour counselling.



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Introduction

Education is an effort in developing and developing one's personality both spiritually or physically. Some experts also mentioned that education has an understanding where there is a process of changing the attitudes and behavior of a person or group of people in achieving self-maturity through teaching and training. So, with this education can have a positive impact on someone, also with education can eradicate illiteracy, provide skills and mental abilities of a person (Mahdiyah, 2019). In Law no. 20 of 2003 education is a basic and planned effort in realizing an atmosphere of learning and learning process so that students actively develop the potential in themselves to have spiritual spiritual strength, self-control, personality, noble moral intelligence, and the skills needed by themselves, society and the country.

Education is an important factor for the progress and decline of a society or nation's quality depends very much on existing education in the people of the nation. Ki Hajar Dewantara as the father of Indonesian National Education said that education is a demand in the life of growing children, while the purpose of education is to guide all the natures that exist in children so that they can achieve safety and happiness (Zakky, 2020).

Education in Indonesia now adheres to the national education system, the education system is widely adopted both from public schools and private schools. Indonesia has three levels of education, namely Basic Education, Secondary Education, and Higher Education. Indonesia requires its people to have compulsory education for 12 years (Mahdiyah, 2019). Education in Indonesia especially in public schools such as middle and high school students are guided by general subject teachers and counselors (Guidance and Counseling). Every school in Indonesia at both junior and senior high schools has one or more counselors. Counselors have a very important role in the world of education, counselors have a role as a guide or supporter in services that is to motivate students not to give up easily when students are experiencing a problem, provide information services to students when students need information, provide tutoring services such as group study or peer tutoring and providing counseling or direction services for students if students are experiencing confusion in determining the next career (Kompasiana, 2019). Families, schools and education personnel have a very important role for their students during the growth period of their students because students have different growth so that teachers spend more time with students at school (Salameh, 2019). Because it is not only the student who is the cause of the problem, school conditions and the teacher's attitude can also trigger the problem, so the teacher as an educator must open himself to all students without conditions in assisting the development of their students (Fauzi, 2020).

Counselors at school sometimes have difficulty in choosing the right counseling model to help students solve problems faced by their students. Thus, this research will create a guidebook for counselors in schools to help provide appropriate counseling guidance, especially in developing cognitive behavioral counseling models. Because the role of the counselor himself must be true and truly master the field so that the services provided by students can be carried out and delivered correctly so that students can apply the instructions correctly (Kompasiana, 2019). Counselors also have a way of providing services to their students so that they are delivered correctly, one of them is using to be able to use a counseling model for students who experience problems, namely lack of or low responsibility. Many counseling models are often used by counselors, one of them is the cognitive behavior counseling model, because the counseling model is suitable for application to adolescents in schools (Karneli, 2018). Cognitive behavior counseling model is a counseling model that aims to change unobserved and negative thoughts in a person (Mahendra, 2019). Cognitive behavior counseling model has a variety of advantages, this counseling model can prove itself to be a capable approach in dealing with various human problems according to general perceptives such as smoking behavior, depression, family problems, parenting style, social behavior problems namely problems of juvenile delinquency (adolescent delinquency issues) Iswara, 2015).

Counseling cognitive behavior is based on cognitive arrangements such as beliefs and disruptive behavioral strategies (Wardani, 2018). Problematic behavior in a person has a mechanism underlying distorted and functional thinking that influences his actions (Gökkaya, 2017). Cognitive behavioral counseling emphasizes a person's behavior which is based on being shaped and determined by his own environment and behavior (Jayanthi, 2019). The effectiveness of cognitive behavioral counseling such as research results (Jannah, 2019) how cognitive behavioral counseling can help students complete their responsibilities in doing the problem seriously in the research process and get the results that cognitive behavioral counseling does have an effectiveness in helping high school students when experiencing a difficulty, problem or obstacle experienced at school. Other problems experienced by high school students such as maintaining distance, being unable to get along with friends and even withdrawing from friends (Dharsana, 2020). The purpose of cognitive behavior counseling is that the counseling process can lead to cognitive restructuring of deviant behavior and the belief system in changing emotions and behavior towards the desired or better because cognitive behavior counseling also reduces stress and anxiety in someone (Khoshniyat, 2016). So that cognitive behavioral counseling can be a solution and help counselor in schools when helping students solve problems and reduce the anxiety being faced (Reiss, 2017). In the cognitive behavior counseling model combines cognitive techniques and behaviors to help solve problems faced by someone by doing cognitive restructuring which means inviting someone or counselee to oppose

wrong thoughts and emotions by presenting a fact or evidence that contradicts the counselee's beliefs (Damayanti & Nurjannah, 2006).

Problems that often arise in this era of education are usually complex problems in students. Complex problems arise from various aspects including problems with the teacher, problems of students with other students, and also problems of students with the school environment (Iswara, 2015). High school is a critical time looking for self-identity where someone is in adolescence. One example of a problem that often arises during school years especially when high school is the problem of responsibility. Responsibility is an attitude in a person where the willingness to bear all the consequences or sanctions that have been demanded by his conscience, by the surrounding environment, even religious norms, through willingness and commitment. Responsibility does not appear automatically in a person that is because, inculcation and guidance of this responsibility can appear to someone as well as someone can learn to behave responsibly through the results of interactions with parents, teachers and even peers (Ulfa, 2014).

According to Myers (in Desmita, 2008) when a person's cognitive abilities reach maturity most adolescents begin to have thoughts about something that is expected and criticize the environment around them both school and home environment, parents and against their shortcomings. Adolescents generally also start to have conflicts such as with their peers, intimidation, personally or social media, violence and even being influenced by drugs and alcohol (Widiyarti, 2019). As a phenomenon that just happened in 2019 where in Bali the horrific circulation of pornographic videos allegedly the cast in the video is a high school student who is in Denpasar (Surya, 2019). This is clearly not something that should be done by teenagers even the two teenagers are still attending school, where the teenagers reflect the behavior of low responsibility. Because these students can not be insured their actions in which the surrounding environment, school and even religious norms that exist in the adolescent is not there to do things that are not fair in times that teens should be responsible for completing school education not doing what is not reasonable like the case of making porn videos even using school clothes. The thought and even the actions taken by these teenage students are very reflective of bad thoughts and influences both for themselves and the environment around them. Lack of a sense of responsibility in the students themselves so that the actions are not commendable.

The form of the problem from the case above requires an appropriate solution for students personally in overcoming the problem at hand. As educators, of course they must be able to help students handle appropriately changing students' wrong thoughts towards positive goals with the aim of students feeling healthy, happy both physically and mentally by using cognitive behavioral counseling (Suranata, 2017). If this is done then the possibility of students personally or students can themselves understand the problems being faced, students can also solve these problems properly, and students themselves have the ability to adapt in facing problems or respond to their new environment without any difficulties (Iswara, 2015).

According to Aaron T. Beck (in Corey, 2003) that cognitive behavioral counseling is a counseling approach designed to solve a person's problems by restructuring cognitive and deviant behavior. Because cognitive behavior counseling has orientation to the body and behavior (Hidayah, 2017a). Uncomfortable feelings and negative thoughts can cause a person to be carried away with more serious psychological problems such as anxiety disorders and even depression. This cognitive behavioral counseling emphasizes cognitive change, perceptions in shaping behavioral emotions that focus on the current state associated with psychological pressures that underlie past difficulties (Suranata, 2020). Perception and experience are also an active process which involves inspective and introspective data. Because it is an irrational behavior of a person is changed to irrational thinking because it is the basis of cognitive behavioral counseling (Hidayah, 2017b). If the belief is not changed, it causes no progress in behavior and if the belief changes automatically a person's behavior will change. So cognitive behavior counseling is a way for someone to feel and behave for how he interpreted his own world. So cognitive behavioral counseling is one of counseling that can be used in schools for counseling teachers specially to help teenagers or students solve and rectify the problems that are being experienced by teenagers in school as well as the behavior of low responsibility to students. This research will provide guidance for counseling teachers in providing counseling assistance, especially in cognitive behavior counseling in helping students solve the problems they are facing.

According to Gladding (2015) cognitive behavior counseling model there are several techniques that can be used in cognitive behavior counseling, namely 1) Operant conditioning, 2) Desensitization, 3) Flooding, 4) Assertiveness and social skills training, 5) Participant modeling, 6) Self control procedures, 7) Contingency contracting, 8) Cognitive restructuring. In this study decided to conduct research to develop a cognitive behavior counseling model guide book to help students solve their problems, especially on student responsibilities. So, the researchers conducted research in one of the state high schools in Denpasar, because the school is located in the urban center of Denpasar. Where as the case above the existence of low responsibility behavior in high school teenagers who attend school in Denpasar.

Based on the above, the researchers chose to develop a guidebook for the implementation of cognitive behavior counseling models in this study also focused on responsibility. This study takes the theme of "Development of a Cognitive Behavior Counseling Model Guidebook to Improve the Responsibility Attitudes of High School Students".

Method

This study uses a development model that is research and development or research and development (R&D). There are several types of research and development methods including the 4D development model. The 4D (Four D) development model is a learning device development model. 4D was developed by S. Thiagrajan, Doroty S. Semmel and Melvyn I. Semmel (1974). The 4D development model consists of four stages: 1) Define, 2) Design, 3) Develop and 4) Disseminate. The 4D development method was chosen because it has the aim to produce a product in the form of developing a cognitive behavior counseling guidebook.

The first stage of define is useful in determining the needs in the process of counseling activities, as in this study the needs in the service of counseling activities based on observations found in several schools both high schools / vocational schools, especially in Denpasar. The second stage of the design phase is to create a cognitive behavioral counseling model guide in order to be useful for counselors in schools in intervening students. The third stage of the develop or development phase can be done based on research that has been made by several previous sources, as well as product development in the form of cognitive behavior counseling in schools. In this handbook or product it is also accompanied by steps in the application of cognitive behavior counseling and there are instruments as well as the support needed in its application. After that, in knowing the quality of the manual, an expert test was conducted, totaling five experts in the field of expert counseling guidance, the first by Prof. Dr. Nyoman Dantes in the field of counseling guidance, the second expert by Dr. I Kadek Suranata, S.Pd., M.Pd, Kons. in the field of guidance and counseling, the third expert by Prof. Dr. Ni Ketut Suarni, M.S. Kons. in the field of guidance and counseling, the fourth expert by Pande Gede Susila is a teacher in the field of guidance and counseling at SMA 5 Denpasar, the fifth expert by Ni Nyoman Sri Ayu Wulandhari, S. Psi. namely the teacher in the field of guidance and counseling at Dwijendra Denpasar High School.

Furthermore, the research instrument used was an expert validation questionnaire for cognitive behavior counseling manuals for data collection and data analysis. This instrument is divided into three expert rating indicators, namely usability indicators with 3 item statements, eligibility indicators are 12 items and accuracy indicators are 10 statements, so the total in the instrument is 25 items for expert validation of cognitive behavior counseling guidebook models. Scoring of the answer items from respondents is in the range of 1 to 4, the smallest number 1 to represent a very incompatible statement with the product and number 4 represents very much in accordance with the research product.

Furthermore, the product was developed with a content validity test using the Lawshe data analysis technique to find out whether or not this manual was used as a guideline for implementing counseling guidance services in schools to help students address their problems. The content validity test was conducted by five experts who are competent in counseling guidance. Data analysis techniques using the Lawshe CVR and CVI formulas with the following formula:

$$CVR = \frac{n_e - N/2}{N/2}$$

source: (Lawshe, 1975)

The formula above produces values with a range of numbers from +1 to -1, a positive value indicates half of the rate items as important or essential. The greater the CVR value of 0, the more important the item and the higher the validation of the product content (Hendryadi, 2017). Furthermore, in addition to CVR as data analysis in this study also uses CVI for assessments conducted by a team of experts to determine whether each item in the scale is relevant to its composition using the CVI formula as follows:

$$CVI = \frac{\sum CVR}{k}$$

source: (Lawshe, 1975)

Results and Discussion

Based on the analysis of content validity test data by expert experts, it was found that the results of Laswshe CVR analysis and test obtained per-item values between +1 to 0 (CVR > 0) and no items found with values less than 0 (CVR < 0). According to Lawshe (1975) says that the CVR formulation produces values with a range of numbers from +1 to -1, a positive value indicating that half the authors rate items as important or essential data. The greater the CVR value of 0, the more "important" and the higher the validity of the contents of the product so the expert considers the guideline product as important or essential. On the CVI Lawshe results obtained a score of 0.79. These results mean the value of product content validity from the guidebook is high.

In addition to obtaining the score, experts or experts provide suggestions for improving the development guide for cognitive behavior counseling. The first expert was the first expert by Prof. Dr. Nyoman Dantes as a lecturer in counseling guidance at Ganesha University of Education said that it was good, the second expert was Dr. I Kadek Suranata, S.Pd., M.Pd, Kons. as a lecturer in the field of counseling guidance at Ganesha University of Education said that the guidebook was still very general, there was no explanation or description of the implementation of the specific technique, the third expert by Prof. Dr. Ni Ketut Suarni, M.S. Kons. as a lecturer in the field of counseling guidance at Ganesha University of Education conveyed that CBT counseling steps were not yet clear the counseling material and responsibilities needed to be strengthened, the fourth expert by Pande Gede Susila as a teacher in the field of guidance and counseling at SMA 5 Denpasar said it was very necessary to use as a reference or guideline in counseling students to form and increase their sense of responsibility., the fifth expert by Ni Nyoman Sri Ayu Wulandhari, S. Psi. as a teacher in the field of guidance and counseling at Dwijendra Denpasar High School said that it was quite complete and good, maybe in the future it would be more equipped. Based on the advice given above, researchers improve and complete the product manual so it is more useful to be used and distributed to educators in schools. Analysis of these data guides the development of cognitive behavioral counseling models considered important.

To strengthen the results of expert or expert test analysis, the researcher conducts readability analysis by students. Where respondents are Dwijendra High School students in Denpasar, researchers provide questions about the design, content and application of techniques as well as the usefulness of cognitive behavior counseling guidebook products. The results of data analysis on 20 respondents, 80% of respondents stated that the appearance or design of the book was interesting and in accordance with the book's contents and 20% of the respondents stated that the appearance of the book was not attractive. Furthermore, for the sentence and ease in applying the technique 70% chose the application of the technique that was easy to understand and applied while 25% considered it difficult to apply and understand the contents of the technique in the guidebook. 90% of students consider a guidebook as beneficial for students in life while 10% of students consider a guidebook as not having a significant effect. Based on the readability analysis by students, it can be concluded that the pentic guidebook product is to be developed.

Conclusion

In this study the author examines the development of a cognitive behavior counseling model guide book to improve the attitude of responsibility of high school students. Cognitive behavioral counseling is a counseling approach that focuses on insights that emphasize the process of changing negative thoughts and maladaptive beliefs owned by individuals, cognitive behavioral counseling is also based on theoretical reasons about how humans feel and behave which is determined by how the client views and structures its security alone.

The implications of this study provide counselors if there are students with problems and need counseling guidance services can be intervened with cognitive behavioral counseling models guided by this guide with exposure to basic concepts, procedures for implementing cognitive behavioral counseling models and supporting instruments that can help activities to facilitate counselors in intervening students in school. School counselors are expected to be able to understand well every step in the implementation such as the delivery of cognitive behavioral counseling manuals that can be applied in schools. This cognitive behavioral counseling guide can also be accessed through online media so it is very practical to use it to help counselors provide services at school. Based on data analysis, it can be concluded that this research has a high value of book content validity.

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