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The Cognitive Behavioral Counseling (CBT) Model Based on
Tri Kaya Parisduha Philosophy

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Abstrak: Cognitive-behavioral counseling (CBT) is a counseling model development that has widely proven evidence of its feasibility and effectiveness in various settings. This model has developed rapidly and is integrated with various compatible concepts. One of them is integrated with the values or philosophies that developed in society or endogenous values. Tri Kaya Parisudha is one of the philosophies and values of local wisdom which is a reference in the life of the Hindu community, especially in Bali, Indonesia. The values contained in Tri Kaya Parisudha have high relevance and are integrated with the concepts and procedures of CBT. This study describes the meaning of counseling and the stages of CBT which are the basis for the development of the Tri Kaya Parisudha-based philosophy. This counseling model is oriented towards efforts to train the people to understand and implement good thinking (rational), good saying (normative), and well being (adaptive), to develop thoughts, feelings (emotions)) and healthy behavior. The role of the counselor, as well as the main stages and procedures of this counseling model, include (1) the formation of a counseling relationship, (2) the assessment stage, (3) implementation technique, (4) evaluation, and (5)) termination. This study has implications for the development of a counseling model that is oriented towards the revitalization of local wisdom values. The results of this study are open to researchers who are interested in further examining this concept. The results of empirical research are needed that prove how effective this model is in various life settings.

Keywords: Innovative counseling, Local genius, Indigenous counseling, Tri Kaya Parisudha.

Introduction

Counseling is basically an effort to help individuals who experience certain difficulties to live their lives effectively. Since the beginning of its development around the 1920s, until now, the scope of counseling has grown very rapidly. In Indonesia, guidance and counseling services are growing rapidly in school and educational settings. It is explicitly stated through the regulation of the Minister of Education of the Republic of Indonesia that counseling services have become an integral part of

education in schools. Guidance and counseling are one of the components in the school education system that play a role in helping students develop psychological aspects that support their academic achievement and healthy development (Permendikbud number 111 of 2014). Guidance and counseling in a school setting has an important urgency in helping the growth and development of the various potentials of each student in overcoming various difficulties or problems, realizing mental health, and success in academics, careers and social life.

As an integral part of formal education in Indonesia, guidance and counseling have an important function in facilitating and empowering students and realizing complete and optimal development (Minister of Education of the Republic of Indonesia Law number 111 of 2014). School counselor have a strategic role in the realization of the goals of national education, specifically in helping students achieve optimal development, independence, success, prosperity and happiness in their lives. Regarding this role, School counselor are not the only actors in the school who can solve all student problems without the involvement of other parties. Collaborative efforts are needed with other parties, such as subject teachers, homeroom teachers, school principals, school administration staff, parents and so on.

A new paradigm of guidance and counseling services is currently oriented towards developing students' competencies, abilities or personal resources, and optimizing external resource support (Gallasi & Akos, 2007; Gallasi, Griffin, & Akos, 2008; Masten, Herbers, Cutuli, & Theresa, 2008). The development of personal resources, as well as the ability of students to access external resources at their disposal, allows students to overcome problems, difficulties, obstacles in following education (academics) and in life in order to be able to create well being and success in academics, as well as optimal growth and development.

There are various counseling approaches, models or techniques that can be applied by school counselors or guidance and counseling teachers in schools. From contemporary counseling models, such as counseling approaches that fall into the psycho-dynamic, behavioral, humanistic, cognitive, rational emotive and other models in this group, or counseling streams in modern and post modern groups (Hansen, 2010). The cognitive behavioral (CBT) is a counseling model that is evidence based and one of the most widely used both in schools and outside counseling practices or educational institutions (Miller, Short, Garland, & Clark, 2010; Suranata, 2019). The classic cognitive-behavioral counseling model (CBT) pioneered by Aaron T. Beck (A. T. Beck, 1976) is a counseling model developed to deal with psychological problems or emotional disorders through changing cognitive patterns and wrong belief systems. Strong empirical evidence has been shown from various studies on the efficacy of this model in overcoming psychological problems such as: anxiety, depression, panic disorders, phobias, psychological stress (stress), insomnia, and various other types of disorders (J. Beck, 2011; Butler, Chapman, Forman, & Beck, 2006; Seligman, 2006).

Recent studies have shown that the cognitive-behavioral counseling model as a psychological assistance intervention has developed rapidly. The new (modern) cognitive-behavioral counseling model is implemented by integrating several other allied counseling models, including techniques in cognitive, behavioral and rational emotive counseling (Hofmann, 2011; Hofmann, Asnaani, Vonk, Sawyer, & Fang, 2012; Joyce-Beaulieu & Sulkowski, 2015).

The results of the study by Suranata, Atmoko, & Hidayah (2017) noted the recommendation that the CBT model could be integrated with other models, such as strengths based counseling (Smith, 2006). The strength-based counseling model is implemented through a positive relationship between students and with counseling teachers (Suranata et al., 2017). Students are directed to recognize their own strengths, then determine in which direction they will change, and get positive appreciation from whatever conditions and direction of change they want to achieve. Group games are applied at the beginning and end of the session to create a warm relationship among group members. The integrated counseling model between CBT and the strength-based model was introduced by Bannink (2013) as positive CBT which is a counseling model that is more in line with the comprehensive and developmental counseling paradigm and shifts the traditional CBT model that focuses on what is wrong with students, to what is right in themselves, and from what is incompatible with what is desired. The strength-based cognitive-behavioral counseling model proposed by Padesky & Mooney (2012) calls for a positive paradigm in the implementation of the cognitive-behavioral counseling model (CBT), updating the classic / traditional CBT paradigm which is more deficit-based. This transition represents a shift in the counseling paradigm from a problem-solving orientation to a solution-based orientation and building personal resources and environmental support.

Studies and efforts to integrate local wisdom values (especially Indonesian local values) with certain counseling approaches or models are increasingly felt to be done (Zamroni, 2019) considering that counseling is an effort to realize humans to fully-functioning (effective daily living), where the elements of values, culture, and habits that exist in the individual's environment play a very important role (Bronfenbrenner, 1992). The CBT model is one of the most open counseling models to be adapted and integrated with certain concepts, various formats, even outside the purpose of counseling and therapy (in instructional activities, coaching, or certain exercises (Joyce-Beaulieu & Sulkowski, 2015; LeBon, 2014). CBT has also been integrated with traditional therapeutic methods in Eastern perspective, such as mindfulness or meditation, yoga, and even meditation (Grensman et al., 2018). Because of its broad concept it is possible to integrate and be in line with various general concepts in an effort development of better thoughts, feelings and behaviors.

This study discussed about the cognitive behavioral counseling model based on Tri Kaya Parisudha Philosophy. The Tri Kaya Parisudha is defined as three elements that must be or dimensions in an individual's life that must be honored. These three dimensions include thoughts (manahcika), speech (wacika), and behavior (kayika) which are Parisudha or good, clean, or holy. The Tri Kaya Parisudha philosophy concept has a close relationship with the concept of cognitive-behavioral counseling. The cognitive-behavioral counseling model assumes that individuals (students) are able to develop optimally, are free from emotional disturbances, have adaptive positive behavior if they are able to develop positive thoughts, feelings and behaviors in harmony. A similar concept is also stated in the values of Tri Kaya Parisudha, that a person will achieve perfection (health, psychological well-being) if he is able to develop thoughts (manahcika), words (wacika), and behavior (kayika) that Parisudha or good, clean, or holy. The preparation of a chapter on the cognitive behavioral counseling model based on Tri Kaya Parisudha has been preceded by a development study and limited trials of the effectiveness and feasibility of this model (Suranata, 2020). The results of this study indicate that the integration of the Tri Kaya Parisudha concept with technical procedures and techniques in cognitive behavioral counseling has received good acceptance, feasibility and effectiveness in developing non-cognitive aspects of high school students. In more detail, the important concepts and procedures of the intended model will be described in the following sections.

What is the Cognitive Behavioral Counseling Model (CBT) based on *Tri Kaya Parisudha* Philosophy?

From several periods, the definition of counseling has shifted slightly, although all of these definitions contain a meaning that is not significantly different, namely an effort to help. Thus, the counselor profession is also popularly known as the helper (Altmaier & Hansen, 2012). Of all the definitions that have been read, in this chapter the authors agree to define counseling as a deep communication process between the counselor and the people which aims to make the people find himself so that he is able to make the right decisions in his life. To be able to help they find himself and make the right decision, the counselor in practice needs to use the theoretical paradigm, models and certain relevant techniques. Counseling theories, models and techniques are like compasses that lead the counselor to carry out his role in the counseling process.

The Tri Kaya Parisudha-based cognitive behavioral counseling model is a form of development / integration of the CBT model with the Tri Kaya Parisudha concept, which is the very strong local wisdom values that are believed to be the guidelines for people in Bali as a life demand to achieve happiness and perfection. Before discussing further about how the Tri Kaya Parisudha concept becomes the basis for the application of cognitive behavioral counseling, it is better to first understand what cognitive behavioral counseling (CBT) is.

Cognitive behavioral counseling, or better known as cognitive behavioral therapy (CBT), is one of the models of counseling therapy in the cognitive family (J. Beck, 2011). There are several counseling models that use a cognitive approach and their family, including, Albert Ellis (Corey, 2009) in the rational model of behavioral emotive proposes a model of therapy in counseling which is an implication of social learning theory, namely; cognitive strategies; by fighting irrational beliefs, doing cognitive activities that are the implementation of the A-B-Cs technique (ABC technique), using more common and comfortable language and using humor; emotive techniques; train students to have rational

emotions, role play, exercise against shame, use strength or energy; and techniques in behavioral approaches.

Another approach is the cognitive model or has been synonymous with the cognitive-behavioral counseling model (Beck, 1976). The cognitive-behavioral counseling model emphasizes efforts to correct the wrong beliefs or thoughts in order to reduce or change excessive or inappropriate emotional reactions (Beck, 1976). The Cognitive-Behavioral Counseling Model was first introduced by A.T Beck (1979) which was developed to help deal with various types of emotional disorders, such as depression, anxiety, and other types of emotional disorders that cause mental disorders in individuals.

The working pattern of this model is initiated by identifying negative thoughts, then directed and facilitated to transform them into more positive thoughts (Beck, 1979). There is a strong premise that the individual's error in perceiving a certain condition due to the automatic schema of thoughts results in emotional disturbances and influences unhealthy behavior. So, basically this model focuses on correcting the incorrect beliefs or thoughts in order to reduce or change excessive emotional reactions or inappropriate and modify behavior to be more adaptive / healthy (A. T. Beck, 1976; J. Beck, 2011). Beck (2011) suggests that the characteristics of cognitive-behavioral counseling include: (1) assuming that changes in thinking can change individual thoughts and emotions; (2) the counseling process requires a healthy and collaborative relationship (alliance) between counselor and people were need counseling; (3) counseling generally has a short period of time, focuses on problems, and is oriented towards the changes expected in the people; (4) an active and structured counseling process; (5) counseling focuses on the current condition of the people, but still examines students' past experiences that have the potential to cause cognitive distortion at this time; (6) caution in assessment, diagnosis, and treatment is the main thing; (7) uses a broad strategic foundation and interventions to help person evaluate and change their cognition; (8) inductive reasoning and Socratic questioning are the main strategies in the cognitive counseling process; (9) counseling is more like a psycho-educational model that focuses on promoting emotional health and preventing problems by training to identify, evaluate, and modify cognition; (10) the tasks performed during the counseling session, follow-up, and feedback are very important in the success of counseling.

The cognitive-behavioral counseling model is known as an evidence-based counseling model which focuses on helping students change wrong thinking that affects the appearance of disturbed feelings and behaviors into new thoughts that produce better feelings and healthier behavior by focusing on conditions of difficulty. currently associated with causes of psychological distress or symptoms of past disorders (Padesky & Mooney, 2012).

In the perspective of cognitive-behavioral counseling theory, human experience is seen as a result of the interaction of four elements, namely physiology, cognitive, behavioral and emotional. The main problem with psychological disorders stems from wrong thinking processes or cognitive formulations, making wrong conclusions on the basis of inadequate or incorrect information, and failing to distinguish between fantasy and reality. Wrong formulation or thought processes or cognitive distortions are the main causes of the problem (Reivich & Gillham, 2010).

Cognitive-behavioral counseling can also be applied using any counseling approach that seeks to alleviate psychological distress by correcting the wrong conceptions, beliefs, and thoughts (Beck, 1976). Thus, cognitive-behavioral counseling is a counseling model that uses integrated cognitive techniques, rational-emotive, and behavioral strategies. Current cognitive-behavioral counseling, or what is called a modern cognitive-behavioral counseling model, uses techniques that combine various cognitive, behavioral, and emotion-focused techniques (Hofmann, 2011; Hofmann et al., 2012; Joyce-Beaulieu & Sulkowski, 2015). Although the cognitive, emotional and physiological components are the main components of concern, the behavioral components also receive treatment and are recognized as a manifestation of the symptoms of the disorder that occurs.

Furthermore, Tri Kaya Parisudha philosophy comes from Sanskrit, which consists of three words, namely "Tri", "Kaya" and "Parisudha". Tri means three, Kaya means behavior or action, and Parisudha means good, clean, holy or purified (Darmayanti, 2014). So Tri Kaya Parisudha can be interpreted as three forms of human behavior in the form of thoughts, words and actions that must be purified. Thoughts, words, and actions that are purified are meant that good human behavior must not be contaminated with bad behavior. The three behaviors, namely thinking, saying and doing good must always be used as guidelines, especially for Hindus and for humans in general in living their daily lives, so as to create a harmonious relationship between humans and their environment, humans and others and humans and the creator (God).

In Hindu religious beliefs, it is believed that in everyday life humans are never free from mistakes, so that at any time it is necessary to be aware of, and ask for forgiveness from God Almighty. This is also clearly stated in the Tri Sandya mantra. Tri Sandya is a mantra performed by Hindus to pray or puja Trisandya which is performed 3 (three) times a day, namely in the morning before 06.00 am, noon before 12.00 and the afternoon before 18.00. In the mantram Tri Sandya Bait VI which reads "Om ksàntavyah kàyiko dosah ksàntavyo vàciko mama ksàntavyo mànaso dosah tat pramàdàt ksamasva màm" which means "Oh God, forgive the sins of my limbs, forgive my sins, forgive my sins of my mind, forgive me from my birth". This verse from the mantram guides Hindus to realize that mistakes or imperfections in thinking, speaking, and behaving are sins that need to be realized, of course corrected and get forgiveness.

The Tri Kaya Parisudha concept has a close relationship with the concept of cognitive-behavioral counseling. The cognitive-behavioral counseling model assumes that individuals (students) are able to develop optimally, can be free from emotional disturbances, and have adaptive positive behavior if they are able to develop positive thoughts, feelings, and behaviors in harmony. A similar concept is also stated in the values of Tri Kaya Parisudha, that a person will achieve perfection (health, psychological well-being) if he is able to develop thoughts (manahcika), words (wacika), and behavior (kayika) that Parisudha or good, clean, or holy.

The integration between the concept of cognitive behavioral counseling with the concept of Tri Kaya Parisudha, which in this case is referred to as the Tri Kaya Parisudha-based cognitive behavioral counseling model is intended as an effort to form / train the counselee to understand and implement good thinking (rational), speaking good (normative), and behave well (adaptive) so as to develop healthy thoughts, feelings (emotions) and behavior. The conceptual description of the this model is shown in the figure 1.
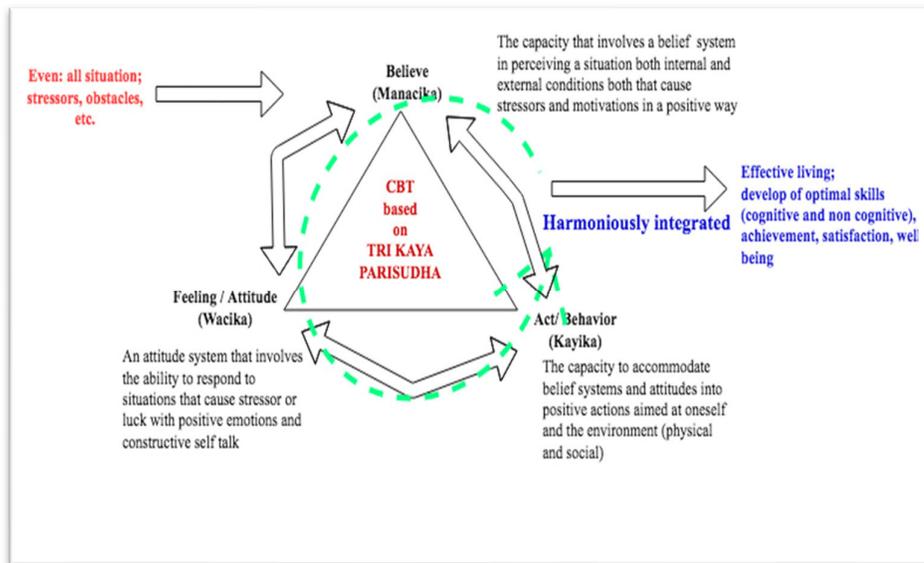

Figure 1. The Conceptual Model of CBT Counseling based on *Tri Kaya Parisudha*

The conceptual image above shows how the integration between the Tri Kaya Parisudha concept and the cognitive behavioral counseling procedure to create a more effective life (development of all potentials, achieving life satisfaction and happiness). Every individual can always deal with various situations that contain psychological pressure (stress), challenges, difficulties, sadness, disappointment, as well as situations of pleasure / joy, pride in oneself, feelings of luck and other situations that occur in everyday life. In each individual, there are also dimensions / elements of thoughts, attitudes (words, emotions), and behavioral elements, which are dynamic at any time, all of which go hand in hand, that is, they both show a positive response (good, normative) or they can equally respond to each other. negative (not good, destructive),

however, it is not uncommon for the three elements to conflict with each other and cause conflict within the individual. The emergence of a negative (destructive) response from the three elements, or the misalignment of the three elements (there are one or two elements that give rise to a negative response) is one of the causes of unhappiness in individuals, the absence of an effective life and not developing all the potential it has. While the emergence of a positive response from these three elements to all kinds of situations that expose the individual to be called a condition of harmony, this harmonious condition is the root of achieving an effective life, developing all existing potentials, gaining satisfaction and happiness in his life.

Situations that give pleasure, such as joy, pride, a feeling of luck in general will not disturb stability, or the harmonization of the three elements. However, the opposite situation, situations that contain psychological stress (stress), challenges, difficulties, sadness, disappointment, failure, and the like (in a certain view are referred to as risks) will generally disturb the harmonization of these elements. In this model, the person is trained to be able to generate a positive and harmonious response to all conditions that describe it. The harmonization stage begins with practicing to generate positive "manacika" thought (belief) responses, then forming attitudes (self-talk) which represent positive feelings (emotions), and forming positive behaviors. Systematically, the stages of the implementation of this model are described in the next section. However, before that, we will first describe how effective counseling procedures are so that the counseling profession can compete with other professions.

How to Practice Effective Counseling?

In general, the procedure for each counseling process consists of an initial, core, and termination stage. There are several opinions according to the paradigm and theory, each of which describes every detail of these stages. In this chapter, the counseling stages are described in 7 stages, which are actually divided into pre counseling, counseling and post-counseling phases. The description of each stages can be seen in Figure 2 below.
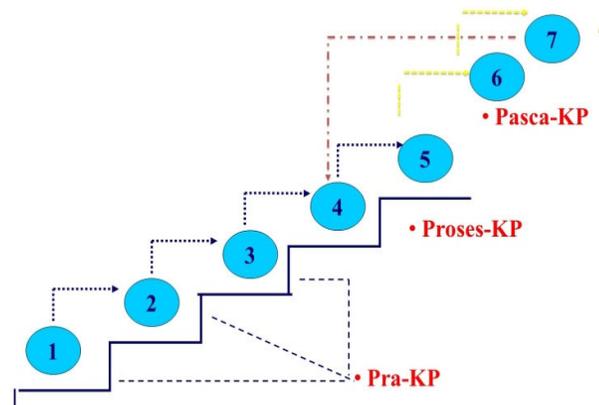

Figure 2. The Stages of Effective Counseling

Information:
1. Person has an interest and realizes the need for counseling (interest)
2. Person believes the counseling process is beneficial for him (believe)
3. Person understands the counseling process and seeks to actively participate (acceptability)
4. Person understands itself and the direction of change / decision (awareness)
5. Person is committed to making decisions / change (commitment)
6. Person implements decisions / changes (action)
7. Person evaluates changes that occur from decisions (effectiveness)

In the pre counseling phase there are three things that must happen. First, the person has an interest in attending counseling and realizes the need for counseling for himself, then after he has an interest and awareness from within himself. Second, the person believes that by following the counseling he will be helped, get something, and achieve what he wants. Many persons come to the counselor / therapist because they are referred (forced) or tried to. It is very important for the counselor to make the person believe in the counseling process as an activity that will be useful and not time consuming.

Third, the person understands how the counseling process is carried out. At this stage, the counselor needs to explain how the counseling takes place, and their respective roles in the process (counselor and person need help). Especially for person who have no previous experience in following counseling. This stage is no less important than the two previous stages. person who understands well how the counseling process is carried out, including its role, what needs to be done in the counseling process greatly affects the success of the counseling process. Many persons who come to the counselor / therapist have the view that they will get a solution to the problems they face from the counselor. Or in other words, consider an expert counselor to provide a solution. So, it needs to be explained at this stage that the counselor plays a role in facilitating the person to find himself, so that he will independently be able to make the necessary decisions on the problems he is experiencing, carry out the decision, and assess for himself whether after the decision is made, he gets a better change. In another sense, the solution comes from him, after the person understands himself holistically, and his horizons are open to determine the necessary decisions.

The counseling phase, or the core stages, will be ready to be implemented if the three stages in the pre-counseling phase have occurred. The counseling phase which in this chapter is divided into two important stages. The first stage of awareness, namely obtaining an understanding / awareness of himself by the person. At this stage the counselor helps the person to find himself from various dimensions (paradigm theory / approach). The counselor acts as a clean mirror, so that the person can see his reflections clearly, according to reality. At this stage the person also finds a set direction of change. Furthermore, the commitment stage is an important part of the core counseling process. At this stage, after determining the direction of change, the person needs to state a commitment that the decision will be implemented. The counselor helps the person establish a contract in him. When that decision starts being made, draw up a specific plan for implementing it.

The pre-counseling and counseling stages described above are the stages that are carried out in the counseling room. Often counselors think their job has been completed there. However, in the chart of the stages of an effective counseling process, the counselor's job does not end there. Actually, there are still very important stages from all existing stages, namely the post-counseling phase. In the post-counseling phase, decisions that have been made by the counselee are carried out, tested, then assessed whether the decision is right and brings happiness to him.

In post-counseling, it consists of an action stage in which the person carries out his commitment, then after that tests the effectiveness of the decision for himself. If after taking action the good changes have not been felt, the counseling process can continue back to the counseling phase at the awareness stage. The person is again directed to understand himself more thoroughly and the direction of changes that need to be made. And then continue to the next stage.

The counseling stages based on the chart above show that the counselor should be fully responsible for the counseling process, until the counseling objectives are actually achieved. In several studies, mentioned the term evidence-based counseling which can be interpreted that counseling must be based on evidence of its efficacy (Sexton, 1999). The counseling procedure in the figure described is very possible for the counseling practice to provide concrete evidence of the results of counseling to the person.

The Procedure

Cognitive behavioral counseling model is carried out similar to a psycho education program. The role of the counselor is to facilitate the person to practice counseling techniques related to achieving the desired change. Integrated the Tri Kaya Parisudha on cognitive behavioral counseling philosophy is implemented by adapting the stages of cognitive behavioral counseling and integrating it with the effective counseling procedures described previously. The description of the stages of CBT based on Tri Kaya Parisudha is described as follows.

1. The stages of forming a counseling relationship. In this stage the counselor tries to (1) establish a warm relationship with the person; (2) raises the interest to be involved in the counseling process,

(3) raises the belief that the benefits of the counseling process will be obtained, and (4) provides an understanding about how the counseling process is carried out, how the role of the counselor and client in the process.

2. The assessment stage, in this stage the counselor guides the client to identify the *Trikaya Parisudha* elements in him that are dis effective and in problem. In this stage, it begins by providing an understanding of how the elements in *Tri Kaya Parisudha* are dynamic in each individual, and accompanied by examples -examples of attachment and disharmony in every element of thoughts, feelings and emotions and behavior. The counselor can use the self-assessment form (self-rapport) to make it easier for the client to tell how his thoughts, attitudes and emotions respond, and their behavior when situations arise that cause pressure or stress that trigger anxiety, sadness, frustration, anger, etc.). In this stage, the client assesses the form of thoughts, words (self talks) and their own behavior that is not harmonious.

3. Students agree with the counselor on their own thoughts, words (self talks) and behavior to focus on changing.

4. Students agree on the techniques / methods that will be used to achieve change. 5. Implementation of techniques; The techniques used in this counseling model are derived from the CBT and REBT techniques, namely cognitive restructuring, self-control, systematic sensitization relaxation, and other techniques in this counseling model (implemented in accordance with the syntax of each technique with a focus on the expected changes in the *Tri Kaya Parisudha* aspects)

5. The counselor and the client evaluate results practicing the implementation of the established techniques.

6. The counselor also provides feedback (reinforcement) on the achievements.

7. The counselor and client agree on a contract in the form of a home work assignment that the client needs to do in order for the desired changes. In this stage, the client makes a contract with himself about what things will be done after the counseling process, including agreeing that the client needs to evaluate the impact that occurs after implementing the results of the counseling and convey these results to the counselor.

8. Termination. In this stage, the counselor submits comments and compliments to the client about how the goes through the counseling process.

Conclusion

The cognitive behavioral counseling based on Tri Kaya Parisudha philosophy is an integration of the cognitive behavioral counseling (CBT) procedure with the values of Tri Kaya Parisudha. The focus of this model is an effort to form / train the client to understand and implement good thinking (rational), say good (normative), and behave well (adaptive) so as to develop healthy thoughts, feelings (emotions) and behavior. CBT based on Tri Kaya Parisudha, client are trained to be able to generate positive and harmonious responses to all conditions that describe them.

The harmonization stage begins with practicing to generate positive "manacika" thought (belief) responses, then forming attitudes (self-talk) which represent positive feelings (emotions), and forming positive behaviors. This model of counseling is implemented by adapting the stages of cognitive behavioral counseling and integrating it with effective counseling procedures.

The stages of forming a rapport, namely forming a counseling relationship. In this stage the counselor tries to (1) establish a warm relationship with the client; (2) raises the client interest to be involved in the counseling process, (3) raises the client belief that the benefits of the counseling process will be obtained, and (4) provides an understanding to the client about how the counseling process is carried out, how the role of the counselor and client in the process. The counselor's assessment stage guides to identify their Trikaya Parisudha elements in their that are problematic. Technique implementation; The techniques used in this counseling model are derived from the CBT and REBT techniques.

In the evaluation phase, the counselor and the client evaluate the success of the client practicing the implementation of the established techniques, the counselor also provides feedback (reinforcement) on the client achievements, agrees to the contract and the client evaluates the impact that occurs after implementing the counseling results and communicates these results to the counselor In the closing stage, the counselor delivers comments and praise to the client about how they goes through the counseling process.

Acknowledgment

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Article Information (Supplementary)