

PROSIDING

SEMINAR INTERNASIONAL KONSELING MALINDO-3

B 1

The Heart and Soul of Counseling : A Reflection



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAGELANG
MAGELANG 29-31 MEI 2013

Editor:

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MALAYSIA-INDONESIA (MALINDO) III**

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KATA PENGANTAR

Puji Syukur Alhamdulillah kami panjatkan kehadirat Allah SWT yang telah melimpahkan rahmat dan hidayah-Nya, sehingga kegiatan Seminar Internasional Konseling Malaysia-Indonesia 3 (Malindo-3) dengan tema "The Heart and Soul of Counseling : A Reflection" , dapat terselenggara dengan tertib dan lancar.

Kegiatan Seminar Internasional Konseling Malaysia-Indonesia 3 (Malindo-3) dengan terselenggara berkat kerja sama antara Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Magelang dengan Asosiasi Bimbingan Konseling Indonesia (ABKIN) dengan Persatuan Konseling Antara Bangsa Malaysia (PERKAMA Internasional). Pelaksanaan kegiatan Seminar Internasional Konseling ini bertempat di Hotel Grand Artos Aerowisata Magelang, tanggal 29 Mei sampai dengan 31 Mei 2013. Seminar diikuti oleh utusan dari Malaysia dan Indonesia.

Seminar Internasional Konseling Malaysia – Indonesia 3 (Malindo-3) dibuka oleh Wakil Menteri Bidang Pendidikan Kemendikbud, dan sekaligus bertindak sebagai keynote speaker pada tanggal 29 Mei 2013. Seminar menyajikan 4 makalah utama dengan penyaji : Prof. Dr. Mungin Edy Wibowo, MPd, Kons (Ketua PB Abkin), Prof. Madya Dr Abdul Halim Bin Mohd Hussin (Setiusaha Agung PERKAMA Internasional), Datu' Dr. Ismail Alias (Timbalan Presiden PERKAMA), Prof. Dr. Prayitno, MScEd.

Pada kegiatan seminar juga dilaksanakan workshop dengan menyajikan sekitar 100 makalah, mencakup kajian tentang : (1) profesionalisme dalam konseling, (2) perkembangan professional konselor, (3) kompetensi konselor, (4) persepsi masyarakat terhadap konseling dan konselor, (5) konseling di berbagai bidang (pendidikan,tempat kerja, industry, komuniti), (6) konseling terapi, (7) konseling perkawinan, keluarga,remaja dan anak-anak, (8) konseling kesehatan mental, (9) konseling karir, (10) konseling genetic, (11) konseling penagihan, (12) konseling krisis, (13) konseling budaya, (14) kreativitas dalam konseling, (15) perkembangan baru dalam konseling, (16) konseling sekolah, (17) alat ukuan/ujian psikometrik dalam konseling, dan (18) konseling spiritual.

Seluruh makalah utama seminar dan workshop tercatat dalam prosiding Seminar Internasional Konseling Malaysia-Indonesia 3 (MALINDO-3) ini.

Panitia berharap semoga kegiatan seminar Internasional Konseling Malaysia-Indonesia 3 (Malindo-3) ini dapat bermanfaat bagi masyarakat Indonesia dan Malaysia umumnya, dan siapa saja yang ingin mengembangkan profesi Bimbingan dan Konseling di Indonesia khususnya.

Dengan terselenggaranya kegiatan Seminar Internasional Konseling Malaysia-Indonesia 3 (Malindo-3) ini, panitia mengucapkan terimakasih kepada :

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3. Berbagai pihak yang telah memberikan dukungan dana demi untuk membantu kelancaran kegiatan seminar ini.

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Kami sadari sepenuhnya bahwa kegiatan seminar Internasional Konseling Malaysia-Indonesia 3 (MALINDO-3) masih jauh dari sempurna, untuk itu segenap panitia mohon maaf dan masukan serta kritikan dari berbagai pihak selalu panitia tunggu.

Magelang, 29 Mei 2013
Panitia

(Dr.Purwati,MS)

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Sub Theme: Creativity in Counseling

CBT AS ONE OF TEACHER CREATIVITY IN DOING COUNSELING FOR ELEMENTARY SCHOOL STUDENT

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ABSTRACT

Formal education in Indonesia is started from elementary school level. In elementary school students have growth in the personal-social aspects (personal-social development), academic (academic development) and career (career development).

In this development, elementary school teachers are expected to teach as well as to guide specifically for elementary schools are considering the implementation of guidance and counseling more effectively carried out by the classroom teacher. In addition implementation of guidance and counseling integrated on subjects (PP No. 28, 1989 article 25).

The problems of elementary school student are very diverse. Given students in its development according to Piaget's are in concrete operational stage, classroom teachers as being "digugu" and "ditiru", need to provide guidance and counseling to the students' problems creatively is that one of them apply the techniques of Cognitive Behavior Therapy (CBT). Cognitive Behavior Therapy (CBT) is a counseling technique that is done by modifying the function of thinking, feeling, acting (Beck, 1995). By modifying the function of thinking, feeling and acting students are expected to complete their problems independently.

Keywords: elementary school students, counseling services, CBT

INTRODUCTION

Formal education in Indonesia is started from elementary school level. Elementary School students are the future generation who are in the process of growing up. Besides the physical, elementary school students also have growth in the personal-social aspects (personal-social development), academic (academic development) and career (career development). The development of these students is unique according to his nature as a human individual. This is in accordance with the opinion of Jamal (2010), which states that a person has personally specification personality, character and nature are not the same from person to another person.

The development of Student is influenced by the surrounding environment. Usually, the environment gives major impact for children's development, including the school environment. The school environment should be able to

optimize the development of students not only make students "proficient" in the academic field but also makes the students "independent". Independence of elementary school students in question, according Rambu-rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal (2007) includes the independence aspect of religious life foundation, ethical behavior, emotional maturity, intellectual maturity, awareness of social responsibility, gender awareness, personal development, economic behavior, career readiness, and maturity of peer relationships.

Independence standars of the above text should be mastered by the students well. In reality there are students who had mastered the standards of independence well, but also not a few students who did not managed to control the standards of independence optimally. The Failure can either cause obstacles or many problems for children themselves nor the surrounding

environment in the present or future. The Obstacles or problems that are often faced by elementary school students caused by one of them due to the negative thoughts in students.

Negative thoughts can cause anxiety, doubt, and fear. These Thoughts make students uncomfortable. If these negative thoughts excessive and do not managed well, it can be a dangerous mind. Therefore it needs to be an intervention from the world of education to help manage these negative thoughts into positive is through guidance and counseling services for elementary school students.

At the elementary school level has yet to be found for the structural position of counselor (Ministry of Education, 2007:31). However, according to the developmental level of elementary school age learners, the need for counseling services is still there so that the guidance tasks are integrated in the classroom teacher tasks. Thus, the key role of guidance and counseling services is the classroom teacher.

Based on these problems the authors said the need for awareness and counselor creativity (in this case the elementary school classroom teacher) to be able to help change the minds of students that negative into positive and ultimately lead students to become independent. This can be done by the introduction of counseling intervention strategies in the form of *Cognitive Behavior Therapy (CBT)*. Cognitive Behavior Therapy (CBT) is a technique or method used to control the thoughts that do not fit which often lead to emotional problems (Beck, 1995). CBT technique combines two types of psychotherapy, namely cognitive therapy and behavioral therapy. Cognitive therapy focuses on thoughts, assumptions and beliefs. With cognitive therapy, individuals are directed to identify, evaluate and challenge negative thought patterns into positive or maladaptive. The steps were taken to change negative thought patterns into positive, i.e. 1) rational procedures, 2) identification of the counselee mind over matter situation, 3) introduction and practice, 4) changing negative minds to positive, 5) introduction and practice with a positive self-statements, 6) PR and follow-

up. With CBT is expected that students have a good positive minds to him and the environment so that it becomes personal achievement as well as independent in accordance with the purpose of education.

DISCUSSION

1. Characteristics And Development Of Elementary School Children

In elementary school, students learn about the basics of science that the learning outcomes form an increase in the cognitive, affective domain and psychomotor domains (Bloom's taxonomy). Basics of knowledge that are acquired continuous mutual in accordance with the development stages of elementary school students. The development of elementary school students it is besides physical also have growth in the personal-social aspects (personal-social development), academic (academic development) and career (career development). In outline explicit in the opinion of Winkel (2007) who states that the developmental tasks faced by students in the elementary school level, among others, regulate various learning activities to be responsible, to behave in a way that can be accepted by a peer and, rapidly developing stock basic skills in reading, writing and numeracy, develop moral awareness based on the values of life (value), and form a conscience. Besides the characteristics of elementary school students have peculiarity. Piaget divides the stage of cognitive development elementary school students are at the stage of concrete operations (ages 7-11 years). Thus the school should be able to educate and provide a good model in the nation to be smart as well as character. One of the characters who must- have children to succeed in the next development task is independence

The independence of elementary school students is, according Signs Implementation Guidance and Counseling in the path of formal education (2007) include independence of the religious aspects of life foundation, ethical behavior, emotional maturity, intellectual maturity, awareness of social responsibility, gender awareness, personal development, economic behavior, career readiness, and maturity of peer relationships. This

... of independence should ... mastered students well. In ... these are students who had ... the standards of independence ... few students who did not ... to control the standards of ... optimally. The failure can ... or problems to children ... and the surrounding ... For example: sometimes ... less independent on aspects ... behavior concrete can not adapt ... dynamics of life at school so ... disappointment, escape, show ... like hurting friends, until ... affect academic achievement ... and so on. The lack of ... adjust is basically due to ... because of the negative ... students.

Negative thinking in children can be ... by many things one of them ... it might often hear the word ... and "don't do it". The word ... and "don't do it" imply ban or ... The words imply the meaning of ... fear or worry. If this habit, it ... in the strong belief that ... and feelings. For example, when ... to break down the natural ... social sciences lab equipments ... immediately say "don't do ... students automatically become ... and disappointed because her ... can not be met, and would ... be no spirit or even reverse ... without the knowledge of the ... Thus fueled behavior due to the ... thoughts of the students.

... if this is redundant and is not ... properly can be a dangerous ... So that this is requiring the ... of an education to help ... these negative thoughts into ... is through guidance and ... services for elementary school ...

2.2. The Guidance And Counseling Services in Elementary School

The guidance and counseling services ... education started in elementary ... The guidance and counseling aims ... students' potential and ... (counselee) in decision-

making and choice to realize a productive life, prosperity, and general welfare care. Implementing guidance and counseling services are counselors. Counselor performance expectations in organizing expert guidance and counseling services is always driven by altruistic motive, empathic attitude, respect for diversity, as well as the interests of the counselee to always look at the long-term impact of the services provided. The perfect figure of counselor competencies include academic and professional competency as a whole. Academic competence is the scientific basis of implementation tips professional guidance and counseling services

At the elementary school level has yet to be found for the structural position of counselor (Ministry of Education, 2007:31). This is suitable with PP (government regulation) no 28, 1989 25 that mentioned that for the implementation of the elementary guidance and counseling more effectively implemented by classroom teachers and the implementation of guidance and counseling integrated on subjects. Thus the implementation of effective counseling services performed by the classroom teacher. Classroom teacher is a key role of guidance and counseling services. Classroom teachers can serve as a consultant and counselor for the implementation of guidance and counseling services.

In providing these guidance and counseling services, the classroom teachers should have a stock of knowledge and experience of guidance and counseling services as well as having the nature / personality as a counselor. According to Jones in Jamal (2010), there are seven properties that must be possessed by a counselor / mentor / classroom teacher, as follows:

- 1) Ethical behavior. Basic attitude of a counsellor containing ethical characteristics. It means that besides helping students, should be able to keep a secret. Additionally, the counselor helps the difficulties being faced by the students due the norm.
- 2) Intellectual ability. A Good counsellor must has the intellectual ability to understand the behavior of all students, to think logically, and leads

- to the goal, so it can help students see the purpose, current events in the actual proportion.
- 3) Exodus (flexibility). The Good counsellor can easily adapt to changing counseling situations and changing students behavior. The counsellor, at certain moments, may change as a friend, and other times it can turn out to be the leader. The counsellor with students can freely discuss the past, present, and future is related to students' personal problems.
 - 4) The attitude of acceptance (acceptance). A student is accepted by the counsellor as a person with all the hope, fear, despair, and vacillation. Students come to counselors for help and asked that his personal problems and difficulty understandable. Counsellor must be able to receive and view personality as a whole counselee and can accept according to what it is. Counsellor must believe students have the ability to make wise decisions and be responsible for his decision. Acceptance is a basic principle that must be performed at each counselling.
 - 5) Understanding. Counsellors can grasp the meaning of the student's expression well. Understanding is caught clearly understanding of the full intent, expressed by the students. And, on the other hand, students also feel that he was understood by his mentor/ counsellor, can caught that counselors understand and comprehend him. Understanding other people does not quite understand the data collected, but more importantly to understand how students' mentors give meaning to the data. Understanding the counseling process should not be confused with a scientific understanding. Supervisor must be able to integrate itself with the world of students. Finally, students can see the alternatives realistic yourself and dare to formulate a wise decision.
 - 6) Sensitive to privacy. In any case, counsellors should be able to demonstrate the attitude of honest

and fair, so that he can be trusted by students and students dared to open up to counselors.

- 7) Communication. Communication is a basic skill that must be possessed by each counselor. In communication, counselors can express statements back properly; answers or reflect of students statements in the form of words feelings and counsellors behavior. Counsellor must be able to reflect the feelings of the students, this reflection can be caught and understood by students as a statement that acceptance and understanding.

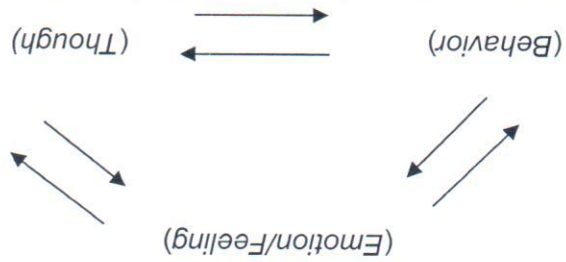
While Bimo Walgito (2010:40) a counselor should have to fulfill certain requirements , that is:

1. A counsellor should have a fairly extensive knowledge, both in terms of theory and practice
2. Psychological terms, a counsellor must be able to take action if the wise counsellor mature psychologically, emotionally stable.
3. A counsellor should be healthy physically and spiritually
4. A counsellor must have a love for the work and also to children or individuals faced
5. A counsellor should have the initiative for school advancement
6. A counsellor must be outgoing, welcoming and polite in all his actions so that he can cooperate
7. A counsellor is expected to follow the principle of BK.

It is mutually recognized that the provision of learners at school is not enough. Therefore schools should develop a pattern of lifelong education as well as providing solutions to develop students to solve problems encountered in daily life. Counseling should have a meaning for the subject, in the short term earned high academic achievement and its long-term ability to solve problems with the *transfer of learning* techniques based on ability (Ridwan, 1998). So it is necessary to the guidance and counseling services programmatically and directional that gives assistance to students in the face of the

- By changing the status of the mind, the counselee is expected to change feelings and behaviors from negative to positive. CBT is designed to help individuals identify and change the beliefs, thoughts and dysfunctional behavior patterns which can cause problems.
- Cognitive Behavior Therapy (CBT) has several characteristics, among others:
- CBT is based on the cognitive model of emotional response.
 - According to CBT, thoughts affect feelings and behavior. Positive thoughts can generate positive feelings and behavior, as well as otherwise. Therefore, CBT helps counselee to change the way of thinking.
- CBT is structured and directive. The process of therapy or counseling with CBT techniques through the

The linkage between the mind, behavior and emotions



CBT approach is based on cognitive formulation, beliefs and strategies of disruptive behavior. The counseling process is based on the conceptualization or understanding of the counselee specific beliefs and behavior patterns counselee. The hopefulness of CBT is appearing cognitive restructuring of distorted and belief systems to bring change in emotion and behavior to better way.

Cognitive Behavior theory basically believes that individual thought patterns are formed through a series of stimulus-cognition-response (SKR) are interrelated and form a sort of SKR network in individuals brain, where cognitive processes will be the deciding factor in explaining how individuals think, feel, and act (Oemarjoei, 2003). Cognitive Behavior Therapy (CBT) based on the relationship between the mind, behavior and emotions. This linkage can be described as follows:

CBT is counseling that focuses on cognitive restructuring or reworking ideas due to adverse events themselves and physically and psychologically and look to the future rather than the past. The cognitive aspects of CBT include changing the way of thinking, beliefs, assumptions, imagination and meaning counselee learn to recognize and change in cognitive errors. While several aspects of CBT is changing in among relationship between the state of problem with reacting habit problems, meaning to change behavior, calming the mind and body so that you feel better and more clearly.

Cognitive Behavior Therapy is directed towards the function of thinking, feeling, deciding, asking questions, and decided to return (Beck, 1995).

grades so that it can help students to adjust to any changes that become figure independent.

Counseling Service Through Cognitive Behavior Therapy (Cbt)

The problems of elementary school students are very diverse. In view of students in its development according to their are in the concrete operational stage a classroom teacher as a figure of "ditiru", needs to give assistance and counseling creatively to the students' problems that is one of them for the techniques of Cognitive Behavior Therapy (CBT).

Cognitive Behavior Therapy was developed by an American psychiatrist Dr. Aaron T. Beck in the 1960s. Beck defines CBT as a counseling approach designed to solve the problems of the counselee at this time by means of cognitive restructuring and

- procedures to be followed and directs counsees how to think and act.
- c. CBT using the Socratic Method. The counselee is encouraged to ask questions to yourself, resist, challenge and debate the negative thoughts.
 - d. Homework. Counsees homework used for monitoring the development, testing validity and capturing additional data for discussion in the therapy process.
 - e. CBT-oriented state "here and now". CBT helps counselee to rise the problem by focusing on the current state, despite the problems experienced can not be separated from the past.
 - f. Looked at individuals as decision makers about the purpose or problem to be solved in the process of therapy.

CBT is a counseling approach that focuses on cognitive restructuring or revamping deviate due to adverse events themselves both physically and psychologically. CBT is a counseling that conducted to improve and treat mental health. This counseling will be directed to the modification function of thinking, feeling and acting, by emphasizing the brain as analysts, decision makers, asking, acting, and decided to return. Meanwhile, approach on aspects of behavior is directed to establish a good relationship between the states of the problem by reacting habit problems. The goal of CBT is inviting people to learn to change behavior, calming the mind and body so that you feel better, thinking more clearly and helping to make the right decision. Until at last with CBT is expected to assist the counselee in aligning think, feel and act.

In this case, the use of CBT with negative thoughts of elementary school students is CBT can help elementary school students who have negative thoughts to be able to identify, evaluate, modify or change negative thoughts into positive independently. In this CBT, counselor (classroom teachers) have roles as: a) teachers, is teaching counselee to change negative thoughts into positive thoughts through a skill, b) models, counselor gives examples of how to turn

negative thoughts into positive thoughts, c) advisory that indicates counselee thoughts are negative or irrational, d) *counter-propagandist*, which helps the counselee to counter negative thoughts or *self-defeating* thoughts (self-destructive). Counselor has the task to help counselee identify negative thoughts, encourage counselee evaluate mind-his mind, with counselee collect evidence who supports or refute structure of cognitive who distorted, equip skills and exercises to help counselee rises cognitive structure who adaptive as well as collate and perform monitoring through counsees homework to test the validity and collect additional data for discussion in the therapy process.

On the other hand, the counselee has a duty to actively participate in identifying negative thoughts that are experienced and then evaluate and turn them into positive thoughts. Active participation of counselee is realized with a commitment to follow the counseling process as a whole, complete the homework that given by counselor, practice positive thinking in real life.

CONCLUSION

Elementary school is one of the formal basic educations in Indonesia. At this level the child develops both sides of the cognitive, affective and psychomotor. In this development, not a few students who have a problem. The problems of elementary school students are very diverse. Students Problems are often occurred due to student negative thoughts that is in elementary students. Negative thoughts can cause anxiety and fear. These negative thoughts need for management and effort turned into positive thoughts so students develop optimally through counseling services.

In view of students in its development according to Piaget's are in the concrete operational stage, the class teacher as figure of "digugu" and "ditiru", need to provide guidance and counseling to the students' problems creatively is that one of them apply the techniques of Cognitive Behavior Therapy (CBT). Cognitive Behavior Therapy (CBT) is a counseling technique that is done by modifying the function of thinking, feeling, and acting. By modifying the function of thinking, feeling

... using students are expected to
 ... negative thoughts on him to
 ... so that resolve the problems
 ... and finally can develop into
 ... person completely.

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