

Implementation of Individual Counseling Service Management with Directive Counseling Methods in Improving Self-Adjustment

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Abstract

Keywords:

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This article aims to find out the application of individual counseling services with directive counseling methods in increasing the adjustment of MAS Al washliyah students. Self-adjustment is one of the most important things when students enter a new school environment. One method in individual counseling is the directive counseling method. The counseling directive is one of the techniques or methods in which the counselor has a more dominant role and actively provides direction in accordance with the needs of the client. Directive counseling is a step that can be done in an effort to improve the adjustment of students who experience low adjustment due to differences in mood and learning climate from previous schools such as anxiety and fear of entering a new environment. This research uses descriptive qualitative research, the research informant is a BK teacher and 5 students. Data collection techniques are interviews, observations, and documentation studies. While data collection tools are interview guidelines, documentation study observation guides. The results of this study showed that counseling individuals with directive counseling methods can improve student self-adjustment. This is evident from the optimistic attitude of students and changes in interaction with the environment.

Abstrak

Kata kunci:

Metode Konseling Langsung, Penyesuaian Diri, Konseling Individu.

Artikel ini bertujuan untuk mengetahui penerapan layanan konseling individu dengan metode konseling direktif dalam meningkatkan penyesuaian diri siswa MAS Al washliyah. Penyesuaian diri merupakan salah satu hal terpenting ketika siswa memasuki lingkungan sekolah yang baru. Salah satu metode dalam konseling individu adalah metode konseling direktif. Konseling direktif merupakan salah satu teknik atau metode dimana konselor memiliki peran yang lebih dominan dan aktif memberikan arahan sesuai dengan kebutuhan klien. Konseling direktif merupakan langkah yang dapat dilakukan dalam upaya meningkatkan penyesuaian diri siswa yang mengalami penyesuaian rendah akibat perbedaan mood dan iklim belajar dari sekolah sebelumnya seperti kecemasan dan ketakutan memasuki lingkungan baru. Penelitian ini menggunakan penelitian deskriptif kualitatif, informan penelitian adalah seorang guru BK dan 5 siswa. Teknik pengumpulan data adalah wawancara, observasi, dan studi dokumentasi. Sedangkan alat pengumpulan data adalah pedoman wawancara, pedoman observasi studi dokumentasi. Hasil penelitian ini menunjukkan bahwa konseling individu dengan metode konseling direktif dapat meningkatkan penyesuaian diri siswa. Hal ini terlibat dari sikap optimis siswa dan perubahan interaksi dengan lingkungan.

INTRODUCTION

Adaptation is a very important thing for human social life, especially in the learning environment because collaboration in every learning activity is prioritized so that it can run effectively and efficiently (Fernando & Rahman, 2016). Adjustment is the ability of a human being to live and get along properly with his environment so that a person feels satisfied with himself and with the environment. Adjustment is one of the important requirements for the creation of mental and mental health of an individual. Many individuals suffer and are unable to achieve happiness in life, because of the inability to adjust to family life, school, work, and society in general.”(Willis, 2008).

To create a good learning environment, self-adjustment is very important so that the learning atmosphere becomes comfortable and organized, and learning outcomes can be obtained to the maximum (Azizah & Fajeriah, 2021; Ilmanto et al., 2021). A learning atmosphere that is not harmonious will hinder the delivery of information and damage concentration. Argues that in school children are members of a small community where there are tasks to be completed, people who need to be known and know themselves, and rules that explain and limit their behavior, feelings and attitudes. Students are required to take various ways to adapt to their environment (Susanti & Rokhman, 2022). The method used is choosing friends (interaction with other students), interaction with the teacher, and interaction with the surrounding environment. Students have good social interactions with the surrounding environment, because they have friends (Handayani et al., 2021; Wangid et al., 2017). Through social interaction, it is hoped that it can facilitate the student's learning process, because good social interaction will provide information about many things from the environment (Naini et al., 2021).

There are still MAS Alwashliyah Tembung students who do not get comfortable learning, and still have difficulty interacting with friends and teachers. Based on observations made in July and the results of interviews with BK teachers there are 5 students who need assistance because they are often late for lessons, forget to do assignments, leave class before class ends. Such problems occur because the students mentioned have not been able to adjust well. So they do not get a sense of comfort in learning, and cannot build good interactions with teachers and friends. Therefore, students with low self-adjustment must get help or treatment so that they can be better in the future.

Individual counseling as one of the basic services of counseling guidance is a solution to the student's adjustment difficulties. In the implementation of individual counseling the method used is directive counseling (Kadafi et al., 2021). The selection of directive counseling is done because students tend to be passive and find it difficult to work with counselors. because of the condition of students who are not open, the counselor must take a more active role so that the counseling is successful. fit for purpose. With the directive counseling method, students who initially cannot make decisions or find it difficult to adjust will get guidance or direction to determine attitudes so that they can escape from the problems that befell them (Lubis et al., 2021).

Based on the description above, the author intends to conduct research at MAS Al Washliyah Tembung with the title of research on Application of Individual Counseling with directive counseling methods in improving student adjustment at MAS Al Washliyah Tembung.

Student Adjustment

Adaptation according to Schneiders (Desmita, 2009) is a dynamic process that aims to change individual behavior so that there is a more appropriate relationship between the individual and his environment. And adjustment can be viewed from 3 points of view, namely adjustment as a form of adaptation (adaptation), adjustment as a form of conformity (conformity), and adjustment as an effort to master (mastery).

Adaptation in principle is a process that includes mental and behavioral responses, by which individuals try to be able to successfully overcome their inner needs, tensions, conflicts and frustrations that they experience, so that a level of harmony or harmony is realized between the demands of the individual. in himself with what is expected by the environment in which he lives. (Desmita, 2016)

Adjustment factors

Quoted in Hartinah in (Lumongga, 2014, 2017) states that there are five factors that can affect the adjustment process including:

Physical conditions, including heredity, physical construction, nervous system, gland, and muscular system, health, disease and so on. Physical or physical conditions such as physical traits and structures or emotional conditions as dispositions that can be inherited, aspects of development are intrinsically closely related to body composition. Physical structure is the primary condition for behavior, so it can be assumed that the nervous system, glands and muscles are important factors for adjustment. Disorders of the nervous system, glands and muscles can cause symptoms of mental disorders, behavior, and personality. Good quality of adjustment can only be obtained and maintained in good physical health conditions.

Development and maturity, especially intellectual, social, moral, and emotional maturity. In accordance with the law of development, the level of maturity achieved differs from one individual to another. So that the achievement of patterns of self-adjustment is also different individually. Developmental conditions affect every aspect of personality such as emotional, social, responsible, and intellectual. In a certain phase, one aspect may be more important than social maturity, and emotional maturity is the most important in adjustment. Psychological determinants, including learning experiences, conditioning, self-determination, frustration and conflict.

Adjustment in the educational environment

According to Bernard in (Mappiare, 1992), there are three problems related to adjustment in school as follows:

Adjustment to peer groups: That adjustment to peers is the main thing faced by teenagers. In addition to adjusting to the same sex, adolescents must also adjust to the opposite sex in a relationship that has never existed before. In this case, adolescents are often faced with the problem of acceptance or rejection of peers for their presence in the association.

Adjustment with the teacher: This arises because in the development of adolescents they want to break away from the attachment of their parents and want to find other adults who can make them their friends and mentors. For teenagers, dealing with teachers is very important because they can get along in harmony. However, the inability of teenagers to adjust and get something more advantage than the teacher will make him disappointed, because these students cannot realize the urges to show their maturity in associating with more mature people.

Adjustment in relationships with parents, teachers and students: This need is motivated by, among other things, students want to develop without depending on their parents, want to be recognized as individuals who have their own rights, and want to solve their own problems.

Directive Counseling

Definition of Directive Counseling

Directive counseling is also called the counselor-centered approach, namely counseling whose approach is centered on the counselor (Prayitno, 2009, 2018). In directive counseling, counselors are more active and play a role than counsees. The counselor takes a more dominant role in the counseling process, including in taking the initiative and solving problems, while the role of the counselee is very small, not giving much opinion and views regarding the problem at hand. During the counseling process, the activity is dominated by the counselor as a determinant of direction and also makes decisions on client problems.

Benefits of Directive Counseling

This approach will facilitate the achievement of the goals of counseling itself because the roles and leadership and responsibilities are mostly held by the counselor. how this approach can help: (1) The counselee who is unable to start the interview and he needs the help of the counselor to turn himself to the point. (2) The counselee who is in a desperate state and needs the help of others before starting in his own strength. (3) Counselors who are willing and able to take responsibility for the next counseling process. (4) The counselee's problem is clear and there is definite evidence that makes it easier for the counselor to determine the next steps. (4) Counsees who are willing and able to accept the results of counseling and will not waste their own strength, to participate in the next counseling process.

Directive Counseling Techniques

Directive counseling, which was initially introduced, was based on the assumption that the counselee needed help and the counselor helped to find out what was the source of the problem and what steps to take. To get optimal results, directive counseling can use several techniques including: (1) Explore information about the counselee. This technique can be used to confront the actual information and reality within the counselee. In this way the counselee is expected to be able to re-evaluate his attitudes and views. (2) Case history, is used as a diagnostic and therapeutic tool with the aim of assisting in "rapport" developing cartasis, providing reassurance and re-developing "insight" (3) Disclosure of conflicts, conflict situations are intentionally caused, the counselee is faced with a situation that provokes his attitude in facing reality and the counselee is motivated to solve it

RESEARCH METHODS

The research method is by using a phenomenological qualitative approach. The qualitative research referred to in (Moleong, 1989) is research that does not use calculations. Or more often termed a research approach based on the natural character of the data source. While Sukmadinata (2013) qualitative is a form of research that is used to describe and analyze a phenomenon or event that exists, social activities, beliefs, perceptions, thoughts of people individually and in groups in society. Added again by (Arikunto, 1983) qualitative research is intended to collect information about the status of an existing symptom, namely the state of the symptoms according to what they were at the time the research was conducted.

Meanwhile, according to Moeloeng (2016: 15) phenomenology is an approach with a thinking view that emphasizes focusing on human subjective experiences and world interpretation. In general, phenomenological research aims to clarify situations experienced in a person's daily life. In the phenomenological approach within the scope of qualitative research, you must take pictures based on the phenomena that exist in the events in the field, observe what is happening in the field and try to describe the symptoms as they appear to the observer. The symptoms in question are both symptoms that can be directly observed by the five senses (external symptoms), as well as symptoms that can almost be experienced, felt, imagined, or thought by the observer without the need for any empirical reference (internal phenomena). (Abidin, 2002: 6).

The data collection tools used in this study were observation guides, interview guides, notebooks and archives that became student documents. Observation guides are made based on the definition of the concept of behavior and its aspects, which are then derived into indicators. The observation guide was prepared based on observations of the behavior of informants during the interview and observations of the environment or interview setting, as well as its influence on the behavior of the subject and information that emerged during the interview related to directive counseling and adjustment of students at MAS Al Washliyah Tembung. According to Sudjana (in Djam'an Satori, 2011) the interview guide is the process of collecting data or information through face-to-face meetings between the inquirers (interviewers).

RESULTS AND DISCUSSION

Results

To analyze the data in this study, observation guidelines were used, namely by obtaining data and seeing firsthand the application of individual counseling with the directive counseling method to students at MAS Al Washliyah Tembung. From the observations made, it was concluded that there were some students who had difficulty adjusting, namely initials (AD, HD, MAL, AS, HR). This can be seen from the observations of researchers and the results of interviews including adjusting to friends, teachers, lessons at school, namely difficulties in communicating and following lessons. There are some students who are not able to adjust both personally and socially. Personally, these students are not able to integrate themselves into the surrounding environment such as school rules, school conditions and other facilities. Meanwhile, socially, some students are no longer able to work together in school activities. As a result of the inability to work together and communicate well, some students have difficulty in teaching and learning activities at school.

Based on the results of the researcher's interviews with 5 students of class XI, it was known that at first it was difficult to adjust to friends, teachers and also the school environment. For example, there are feelings of anxiety, fear, shame, insecurity, and awkwardness in communicating. Feeling burdened with school rules and regulations that are different from other school rules. For example, MAS Al Washliyah Tembung has rules that all students are required to carry out the Duha Prayer, Tahfiz Quran, and students are not allowed to use cellphones in the school environment. Adjustment in the school environment is not all students can successfully do it. The school's efforts to help students adapt properly have actually been carried out with orientation for new students.

The selected informants were 5 students who were recorded in notebooks showing the five students had adjustment problems. This can be seen from several violations of the rules

recorded in the case book as well as the low scores seen in the leger. However, all of that can be handled well and there is a positive improvement, both in terms of communication, discipline and also relationships with friends. This resulted from the application of directive counseling that was carried out so that students received a stimulus and a view of what to do to be able to adjust to friends, teachers, and also the school environment.

Based on the results of interviews with these students, they entered MAS Al Washliyah Tembung not because of their own desires but on encouragement or orders from their parents. They said their parents told them to go to MAS Al Washliyah to get a good religious education for the happiness of the world and the hereafter. While students have other interests or desires, the majority of them want football schools and vocational schools so that their hobbies can be channeled properly. As a result of differences in interests and talents that differ greatly with the school climate, it is difficult for students to adjust.

The school has also maximized assistance through counseling activities. From the researcher's interview with the BK teacher, it was found that at first the students had difficulty adjusting to the environment of MAS Al Washliyah Tembung. The existence of counseling services carried out makes students more motivated and more active to be able to adapt to their environment. And also clear rules and regulations that make students have to open themselves up to adjust to the existing social environment. BK teachers are active in providing services and assistance to students and especially for students who are difficult to adjust to using the directive counseling method. The directive method was chosen because students were passive in providing information, and were difficult to work with (Bukian & Sujana, 2022).

DISCUSSION

Individual counseling services with directive counseling methods are carried out to meet the needs of students who are not active in communicating and working together (Rachmawati et al., 2022). Because such students cannot make decisions on their own and must get help from others, in this case the school counselor. Based on the results of interviews with BK teachers, the directive counseling method was carried out after non-directive counseling was carried out (Hamidi et al., 2010). This is done in order to provide an opportunity for the counselee to convey the problems they are experiencing. If there is no progress or improvement from the activities carried out, then directive counseling is carried out (Carroll-Alfano, 2019).

The implementation of counseling services is carried out in the BK room and is followed by students well, direction and also advice from the BK teacher is carried out in order to get out of the problem (Danino & Shechtman, 2012). Based on the results of interviews with students, at first they were afraid of the BK teacher, because they thought the BK teacher was a person to be feared, but after several times of communicating the students had started to feel comfortable and were more enthusiastic about following the guidance of the BK teacher (Novella et al., 2020). The impact is that students' comfort with the school environment is getting better as evidenced by the increasing social interaction of students, increasing discipline compliance, and decreasing disciplinary violations. This is also in accordance with the results of interviews with BK teachers in the case book, which shows that there are fewer violations of discipline and student attendance rates are getting better (Light & Alexakos, 1970).

Self-adjustment is a process where individuals achieve self-balance in meeting their needs in accordance with environmental demands, namely MAS Al Washliyah Tembung. Adjustment is more of a psychological process throughout life and humans will continuously try to find and

overcome the pressures and challenges of life for a better individual development. Adjustment as a mechanism or process towards a harmonious relationship between internal and external demands. although in the process conflict, pressure, or frustration can arise, and individuals are encouraged to various possible appropriate behaviors to free themselves from these tensions or conflicts (Lewis et al., 2018).

After there is an increase in student adjustment, it is known that students can integrate with other colleagues, with teachers, subjects and the school environment. The closer the interactions built with other students and teachers will make it easier for students personally to easily join and get along so that in the end students will feel comfortable with existing conditions and will forget the anxiety and compulsion that arose in them when they first entered the school environment. So it shows that the directive counseling service that is carried out has a positive effect on students so that students can be more optimistic and pay close attention to the advice and direction of the BK teacher so that students can adjust well, and problems that arise at the beginning can be handled properly.

CONCLUSION

Based on the results of the research that has been done, it is known that the five students at first had difficulties in adjusting to the environment of MAS Al Washliyah Tembung. The difficulty of adjustment can be seen from the violation of the rules, difficulty in interacting, low grades, and not being able to cooperate with friends. The implementation of directive counseling has been going well and in accordance with the rules. Because BK teachers have applied techniques and stages to be able to help students overcome the problems they have. With the implementation of counseling services with the directive counseling method, students who initially had difficulty adjusting could be better, their anxiety was reduced, their interactions were better, their relationships with friends increased, violations of the rules decreased, the point is that their adjustment is better.

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