

The BESCB Counseling Model to Decrease School Refusal Behavior

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The BESC B Counseling Model to Decrease School Refusal Behavior

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Abstract—The objective of this research is to develop and test the acceptability and effectiveness of the Ego State Brief and Cognitive Behavioral (BESC B) counseling model to help reduce School Refusal Behavior. This research uses development research design. There are two main objectives: developing the product and testing the effectiveness of the product. The instruments used were questionnaires on rating scales about aspects of product use, feasibility and accuracy. Data analysis is carried out quantitatively and qualitatively. Quantitative data were analyzed by descriptive statistical analysis. While qualitative data in the form of comments, suggestions, criticisms, are analyzed qualitatively. Based on data analysis, it can be concluded that the BESC B counseling model developed has fulfilled acceptability criteria which include utility, feasibility and accuracy.

4 **Keywords**—development; the BESC B counseling model; school; refusal; behavior

I. INTRODUCTION

4 School refusal behavior is a complex problem. Many studies have shown that school refusal has diverse causes and these behaviors are maintained by children's ecological factors [1]. School refusal is a problem whose causes are very complex, so interventions used to solve must also be comprehensive, especially school refusal caused by traumatic events [2]. Meanwhile no studies or studies have been found that discuss school strike interventions triggered by traumatic events. Therefore, it is necessary to develop an integrative counseling intervention **8** that is comprehensively able to overcome the problem of school refusal behavior.

Based on the results of the literature review on effective and effective interventions in dealing with the problem of students' school strike [1], [3], and through heuristic research concerning the integration of personal life travel, testimonials (recognition) and analysis, an intervention was developed counseling on school strikes triggered by trauma, by combining two interventions namely ego state counseling and cognitive behavioral counseling. Hereinafter referred to as BESC B Counseling which stands for Ego State Brief and Cognitive Behavioral.

The BESC B counseling is an activity of giving assistance carried out by a counselor to students who experience school strike problems triggered by traumatic events, so that he is

able to reconstruct past events more positively and generate courage in facing more current and future realities.

The integration of these two types of interventions has been carried out by previous experts including integrative psychodynamic behavioral counseling, which is an integrated integration of psychodynamic approaches and behavioral approaches. This model was developed by Paul Wachtel [4]. Wachtel has identified some similarities or compatibility between psychodynamic theory and behavioral theory and has the belief that the integration of the two theories will provide a treatment modality that is very powerful, rather than if each theory is used individually.

The steps for implementing BESC B counseling can be summarized as follows. 1) Relationship Development (Rapport) and Problem Assessment, 2) Formulation of objectives, Selection and Implementation of strategies, 3) Relaxation exercises, 4) Mapping ego state and preparation of anxiety hierarchies, 5) Processing and handling injured egos, 6) Imagination and visualization hierarchical item by counselee, 7) Practice in vivo, 8) Evaluation, follow-up and termination.

II. METHOD

This development research model uses the Borg & Gall model [5], with two main objectives: developing the product and testing the effectiveness of the **3** product. The development procedure is modeled as follows: (1) pre-development stage, (2) development stage, and (3) post-development stage. The instruments used were questionnaires on rating scales about aspects of product use, feasibility and accuracy. Data analysis is carried out quantitatively and qualitatively. Quantitative data were analyzed by descriptive statistical analysis. While qualitative data in the form of comments, suggestions, criticisms, are analyzed qualitatively.

III. RESULTS AND DISCUSSION

There were 3 experts who gave an evaluation of the products developed, there were 3 experts who were very experts in counseling, 2 experts from the BK UM study program and 1 expert from Unesa. This expert test is intended to test the acceptability level of the integrative counseling model according to the expert and obtain the deficiencies of the scientific integrative counseling model. Based on the

results of the analysis of the data from experts and users of the integrative counseling model developed can be described as follows.

The results of need assessment indicate that 8% of students have a school strike problem. An overview of the efforts to resolve the school strike is that 86% of students let the school strike continue and only 14% of students tried to break the school strike in various ways according to their own. Regarding the efforts to resolve the school strike, 92% of students felt dissatisfied because the solution did not end positively, there were still feelings of anxiety and fear. Students' views about the completion of a good school strike are that they can be free from a burdensome and frightening past. The students' expectations for BK services are the need for services to overcome school strikes and skilled counselors to overcome school strikes suffered by students.

The school counselor's response to the problem of school strikes shows that all consider the need to develop scientific and applicative ways of integrative counseling. So far, almost all counselors do not have the skills to help students who experience school strike problems. At school / in the field there are no available guidelines for handling school strikes for counselors.

Based on the need assessment above, it can be concluded that it is necessary to develop an integrative counseling model to help counselors solve school strike problems experienced by students. The main things that are the findings of the literature study are; 1) how to solve a comprehensive school strike problem by integrating several approaches / techniques of counseling. 2) need special training for counselors to be able to help counsees who experience school strike problems, 3) the requirement that someone can solve the problem of school strike is someone who has knowledge of school strikes, integrative counseling models, and integrative counseling procedures.

Based on the reference, then a counseling model is developed which includes two documents, namely: 1) integrative counseling model and 2) supplementary models in the form of integrative counseling procedures. Document one (substance model) contains a description of: a) basic philosophy about the nature of human beings in relation to integrative events, b) rational, c) the purpose of counseling; d) counseling principles and targets, e) outline of counseling, f) counselor competence, g) evaluation and indicators of successful counseling. While supplement models include a) pre-counseling conditions, b) counseling norms, c) the role and function of the counselor; d) counselee experience in counseling; e) characteristics of the relationship between counselors and counsees, f) counseling procedures and techniques.

The integration of these two counseling models, referring to the integration carried out by several experts including Paul Wachtel [6] who has integrated integratively between psychodynamic approaches and behavioral approaches, TFA model counseling (thinking, feeling, acting) developed by David Hutchin [7]. Paul Wachtel [6], has identified several similarities or compatibility between psychodynamic theory and behavior theory and has the belief that the integration of

the two theories will provide a treatment modality that is very powerful, rather than if each theory is used individually. Meanwhile, the forecasting of this BESC B counseling model adopts a forecasting model in concocting a culture-based counseling model used by the benchmark "5-R" namely Reformulating, Reframing, Relabeling, Revisionist, and Reconstructionist.

The acceptability level of the integrative counseling model developed is based on three indicators namely; aspects of utility (utility), feasibility (feasibility) and accuracy (accuracy). To obtain acceptability levels, expert tests and user tests were carried out. The results of expert and user assessments are manifested on quantitative data and qualitative data, which are explained as follows.

This development research has produced a BESC B counseling model to help reduce School Refusal Behavior in Surabaya. The narrative pattern of the BESC B counseling model adapts counseling theory books including Corey, G. [9] in the Theory and Practice of Counseling and Psychotherapy. The main foundation of the BESC B counseling intervention is the approach; Ego State: Theory and Therapy [10], [3] and Cognitive behavioral counseling [9], [11].

The results of the assessment on the usability aspect show that the integrative counseling model developed was very useful applied to high school students. The results of the assessment indicate that the average score of the experts is 4, 28. The results when consulted with the criteria developed in this study indicate that the integrative counseling model developed is very useful so that the integrative counseling model can be further developed to reduce school strike in high school students. This result is in line with and supported by an assessment of the usability aspects carried out by school counselors as users of the integrative counseling model, which shows that the average score of the counselors is 4.85. The results when consulted with the criteria developed show that the model developed is very useful.

The results of the assessment on the feasibility aspect (feasibility) show that the integrative counseling model developed meets the feasibility aspect. Based on the results of an expert assessment it can be concluded that the integrative counseling model developed was included in the feasible category, with an average score of 4.47. The score when compared with the criteria developed is included in the category of feasibility. Meanwhile, the results of the feasibility assessment conducted by school counselors show that the integrative counseling model developed was included in the feasible category with an average score of 4.41.

The assessment of the indicator of accuracy is based on two subindicators, namely the accuracy of the object and the accuracy of the formulation of objectives and procedures. The results of expert assessment note that the average accuracy aspect is 4.33. By looking at the average score of the appraisal accuracy from the expert and classifying the score on the aspect of accuracy, it can be seen that the integrative counseling model developed is included in the right category. Likewise, the results of the accuracy assessment conducted by school counselors show that the integrative counseling model

developed is included in the right category with an average score of 4.75.

Meanwhile, the data in the form of suggestions and input on the integrative counseling model developed by experts and users can be explained as follows. 1) some references cited are not yet in the bibliography, 2) In game therapy, there is no explanation about the type of game and the implementation of the game to overcome school strikes, 3) The integrative counseling process is still common, need examples, 4) Please check typing again, use the correct language rules, 5) binding model is not practical / easy to loose / tear, 6) Will be more interesting if it is equipped with examples of cases so that it is more applicable.

IV. CONCLUSION

Based on the results and discussion conclusions can be formulated as follows. 1) This development research has produced an integrative counseling model for high school students. counseling. (2) The integrative counseling model developed has met acceptability criteria which include aspects of utility (feasibility) and accuracy. The results of the assessment on the usability aspect show that the integrative counseling model developed was very useful applied to high school students.

Based on the conclusion above, the following recommendations are formulated. (1) Even though the integrative counseling model compiled has met acceptability criteria, but in its application to the counselee it still needs to be strengthened by the effectiveness test. (2) Further research is needed, especially with reliable experimental design to obtain answers to the significance of the efficacy of the model through limited field testing and wide field testing. (3) Product acceptability testing can be expanded by adding the number of expert reviewers and users. This is intended to obtain a more perfect acceptability and repair test.

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