

**Model Development of Teenage Group Counseling Based on Comprehensive Intelligence to Increase Student Character  
(Research and Development at Guidance and Counseling Program, Teacher Training and Education Faculty in Solo Area, 2014/2015 Academic Year)**

**Hera Heru Sri Suryanti**

Guidance and Counseling Program, Teacher Training and Education Faculty, Slamet Riyadi University Surakarta, Indonesia

**Abstract**

Increasing students characters can be done in various approaches in guidance and counseling, but not all of them can be implemented successfully, since each of them has strengths and weaknesses. Besides the success in increasing students' characters are also influenced by learning strategy used by lectures and students' way of thinking<sup>1</sup>. High characters students tend to unfamiliar with low character students, this is caused by degree of students' interest so low characters students tend to commit maladjustment, meanwhile high characters students will behave adjustment. This will impact toward university output quality, so an effort is needed to overcome it, one of precise efforts is using teenage counseling group on the basis of comprehensive intelligence. Comprehensive intelligence includes: spiritual intelligence, emotional intelligence, social intelligence, intellectual intelligence and kinesthetic intelligence, by using comprehensive intelligence a lecturer can sharpen and increase all students' intelligence. Based on the preliminary study in teacher training and education faculty UNISRI conducted on 30 May 2015, it was found that group counseling model hasn't developed yet.

This research aimed at: (1) describing group counseling implementation on the basis of comprehensive intelligence at Private Universities in Solo Area in; (2) describing the strengthens and the weaknesses in group counseling model based on comprehensive intelligence at private universities in Solo area; (3) finding group counseling based on comprehensive intelligence to increase students characters-

The method used is *research and development*. Gay (1990) *research and development* is an effort to develop a certain product that is effective to be implemented in school; and not to theory trial, the research was divided into three step; namely: 1) development concept step, as early step that is focused at identifying problems as well as need analysis towards existing condition. The exploration step was ended by formulating proto-model. 2) trial step, this is conducted to evaluate the effectiveness of proto model through guidance and counseling action research to gain group counseling which is appropriate to the subject. This consisted of cycles indicated proto model step with situation. Development step was ended a product, namely model, 3) final testing of the model, namely the last step in the research aimed at testing the model that was already made. After testing step already finished, model was formulated in a handbook.

**KEYWORDS:** comprehensive intelligence, group counseling, students' character

**A. INTRODUCTION**

Counseling practice constitutes a process of giving assistance that is

conducted through counseling interviews by an expert to an individual who is experiencing problems that was resulted on solving the client's problem. Individual who are experiencing problems in university can be students, lecturers and staff, in which student problems become the priority to be solved, because they are individuals who will be developed as reliable and strong character human resources.

Students constitute one of national assets that are hoped being able to build nation through their achievements. Universality students belong to the intellectual family who should have strong mentality to face any problems, both personal and social problems in their life. But in fact, result of the observation at universities in Solo area showed that most university students didn't meet the expectation. Most students are still unable to control their emotions so they behave maladjustment that harm themselves or others. In developing their own ability, they still make mistakes in giving meaning and practicing, so they were trapped into maladaptive. Students still set out their emotions in choosing friends in the group, in determining and doing activities.

Especially the first semester students, they are on the period of transition between secondary schools and colleges, they haven't familiar yet with universities atmospheres, and they are much freer in terms of, regularity uniform and school hours. It renders their character increasingly decline, which initially discipline behavior in learning process into in disciplinary, which initially their careful way of fellowship become free. If it is not immediately dealt with by providing counseling, it will become big problems for students, so it harms their aspiration.

Precise counseling practice will help them to overcome their problems so counseling model used by the lecturer will strongly influence toward student behavior. In order students character increase significantly, so we need to apply the counseling to alter behavior, increasing students' awareness, evocative confidence, the attitude of responsibility, being honest, appreciate others, humble, and merciful. There are many models that can be applied to increase counseling students character, however we must choose the right counseling model that effectively and efficiently can increase students character.

The results show especially teacher training and education faculty. It was found some students of Slamet Riyadi University lack of character, this is shown by their attitude that is not responsive to cleanliness learning environment, unethical attitude in communicating, less responsible for the job, and less tolerance to a friend. The prediction of the problems that owned a teenager compared with other development phases before or afterwards, the teenager relative more difficult and fraught with problems. One of their problems is a direct effect of the arrival of puberty carrying sexual maturity. Sexual maturity is a problem in life that often rise to many adolescents and it confronts many conflict value. Teenagers also undergo any pressure, because they should be able to control the sexual stimuli in ways that to be acceptable to its environment. It is interesting to be solved immediately with the use of guidance and counseling.

Lecturers as educators have a responsibility to teach and educate students well, so it is not merely transfer knowledge being focused but also changing behaviors and form the character of a student. It is a very important duty. One way we can do is implementing counseling in accordance with students' level of development and their own culture. Counseling model that is considered appropriate to increase the character is a teenage group counseling model based on comprehensive intelligence, because peer group is one of the context of the development of a teenager that is very important in influencing the development

(being good or bad), because many teenagers spend time with them and have a bond that is very strong with a group through conformity<sup>1</sup>.

In modern society the role of their peers in shaping the development of psychosocial (involving the aspect of psychological and social) become increasingly important<sup>2</sup>. Peer group play important role in modern social life specifically in socialization<sup>3</sup>.

Based on the explanation above, it is important to conduct a research about Model Development of Teenage Group Counseling Based on Comprehensive Intelligence to Increase Student Character (Research and Development at Guidance and Counseling Program, Teacher Training and Education Faculty in Solo Area in 2014/2015 Academic Year).

## **B. RESEARCH METHOD**

The design of this research is research and development.<sup>4</sup> Borg and Gall (1990) states research and development was an attempt to develop a product that is effective for use school and not to test a theory.

This has been conducted for 6 months, the research was divided into three step; namely: 1) development concept step, as early step that is focused at identifying problems as well as need analysis towards existing condition. The exploration step was ended by formulating proto-model. 2) Trial step, this is conducted to evaluate the effectiveness of proto model through guidance and counseling action research to gain group counseling which is appropriate to the subject. This consisted of cycles indicated proto model step with situation. The development step resulted a product namely model of research. 3) the last step is “model final testing”; it is the last step of research which is meant to test the existing model. Moreover, the model will be formulated in a form of hand-book which can be used as guidance for education counselors to assess students of teacher training and education faculty for private university in Solo area.

This research was conducted in Guidance and Counseling Program of Teacher Training and Education Faculty, Slamet Riyadi University of Surakarta, Tunas Pembangunan University, and Veteran Bangun Nusantara University of Sukoharjo. The researchers choose some students from those universities as the sample. The sample used is 20 students which is taken by purposive random. The techniques in collecting the data used in this research are interviews, observation, focus group discussion and test/questioners. To increase the validity of data using extra observation, perseverance research, triangulation, friend peers discussion, negative analysis cases<sup>5</sup>. Meanwhile, qualitative interactive data analysis from Miles and Huberman is taken to analyze the data, it consisted of data: 1) data collection, 2) data reduction, to reduce irrelevance data in formulating proto model, 3) data display: classification, display, explanation, classification and 4) drawing conclusion or verification.

In development step, the applied analysis is the same as exploration step be added by the result of group guidance and counseling in the last implementation of the model.

---

<sup>1</sup>Fuhrmann, (1990).

<sup>2</sup>Steinberg, (1993).

<sup>3</sup>Brown, (1990).

<sup>4</sup>Borg and Gall (1990)

### C. RESULT OF THE STUDY

Based on the observations in the implementation of group counseling in private university found:

1. Not all lecturers in Colleges in Solo Raya implementing and applying the group counseling if careful attention, foster and strengthen the principle of faith, devotion and noble character.
2. Not all lecturers in Colleges in Solo Raya on implementing and applying the group counseling if careful attention, foster and strengthen the faith, devotion and noble character.
3. Still found the counseling group members who speak less polite, though not actualize ourselves through taste, lack of attention to the elements of art and culture.
4. Point in democracy should be practiced constantly to the group leader and group members.
5. Still a little lecturer who emphasize the joy and confidence in the members of the group, and yet many actualization through sports, healthy, fit, resilient, in group counseling.

From interviews majority of lecturers are confident and strongly agree that counseling a comprehensive intelligence-based youth group can improve the character of the students. Implementation of the model-based teen group counseling Comprehensive intelligence can improve the character of the students in Colleges.

### D. DISCUSSION

From the research that has been described above it can be seen that the implementation of intelligence-based group counseling adolescents comprehensively provides many opportunities for students to play an active role in each stage, it is different from the implementation of group counseling in general, it is in line with the opinion of Corey, that in group, each member is allowed to make open-ended questions and or modify the values, and given an opportunity to practice communication skills with peers and adults<sup>5</sup>. In group activities, the teenagers can safely conduct experiments and reality, testing its limits, express themselves, and be a listener. This is consistent with the notion that this uniqueness is rooted in adolescent developmental process that goes quickly and drastically in adolescents due to the arrival of puberty.<sup>6</sup>

Model Development of Teenage Group Counseling Based on Comprehensive Intelligence to Increase Student Character can improve the character of the students which includes some aspects, they are: religious, honesty, tolerance, discipline, work, creative, independent, democratic, curiosity, responsibility, national spirit, love homeland, appreciating the achievements, friendly/ communicative, love peace, joy of reading, care for the environment, social care, by entering the desired aspects to each stage, it is in line with the opinion of DYP Sugiharto, character describes the unique characteristics or the moral strength of individual behavior.

Character is manifested in good habits in daily life: good thoughts, good hearts and good behavior. Character radiates from the inside out, that is to say, those good habits are: not at the request or pressure from others, but on the awareness and

<sup>5</sup>Corey, 1990, *Theory and practice of group counseling* (3, ed.). Pacific Grove, California: Brooks/Colr Publishing Company.

<sup>6</sup>Lerner & Hultsch, 1983; Steinberg, 1993; Papalia & Olds, 1995

their own willing. Based on the problems and needs found in the field, then it was formulated into hypothetical model and design.

#### **E. CONCLUSION**

Based on the result of the research, it can be concluded that: there are still some problems related to the implementation of group counseling adolescents, there are: (1) in teaching and learning activity not all the lecturer conducting group counseling and implement a comprehensive intelligence to improve the students' character. (2) Model Development of Teenage Group Counseling Based on Comprehensive Intelligence has a lot the advantages to give students the opportunity to actively actualize themselves but also have drawbacks requires precision in designing preparation and require more time in practice. (3) The teenage group counseling corresponds to increase students' character at the universities in Solo area.

#### **BIBLIOGRAPHY**

- Arikunto, Suharsimi. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, G.W., Summers, D., Coffman, B., and Riddell, R. (1990). 'The use of hynotherapy with school age children: five case studies'. *Psychotherapy in Private Practice*.
- Corey, Jr. (1990). *Theory and practice of group counseling* (3<sup>rd</sup>, ed.). Pasific Grove. California: Brooks/Colr Publishing Company.
- DYP, Sugiharto. (2014). *Peran Konselor dalam Membentuk Karakter Siswa*. National Seminar, Guidance and Counseling Program Teacher Training and Education Faculty Slamet Riyadi University.
- Emzir. (2010). *Metodologi Penelitian Kualitatif: ANALISIS DATA*. Jakarta: Raja Grafindo Persada.
- Furman, L. (1990). 'Video therapy: an alternative for the treatment of adolescents'. *Art in Psychotherapy*.
- Gall, M.Damien and Borg, R.Walter. (1990). *Educational Research*. New York: Longman.
- Gantina, et.al. (2011). *Asesmen Teknik Nontes dalam Perspektif BK Komprehensif*. Jakarta: Indeks.
- Lexy J. Moleong. (2002). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Lerner & Hulttsch. (1983); Steinberg, 1993; Papalia & Olds, 1995.
- Nasution. (2002). *Metode Research*. Jakarta: Bumi Aksara.
- Schlossberg, N.K. (1993). 'Marginality and mattering: key issues in building community'. *New Directions for Children's Services*.