HASIL CEK_The Development of Self-Management Technique for Improving Students' Moral Intelligence

by Alif Muarifah Cek_the Development Of Self-management Technique F

The Development of Self-Management Technique for Improving Students' Moral Intelligence

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ABSTRACT

This study aims to develop a model of self-management techniques group counseling to improve moral intelligence. This goal is achieved through research R & D approach. The data collection is done to 1) Expert of guidance and counseling for an expert test of model and instrument of psychology scale through open question instrument, 2) Counseling teacher and counseling to testing practitioner of model and instrument of psychological scale through open question instrument, 3) Student through the psychological scale of intelligence moral. The results obtained based on preliminary studies that students have moderate moral intelligence category. Furthermore, based on the results of model tests and psychological scale instruments need to be revised in several aspects. Test the effectiveness of the model using the Wilcoxon formula, can be concluded that self-management technique group counseling model is effective to improve students' moral intelligence. The results of this study indicate that each student is able to improve his moral intelligence through self-management on an ongoing basis and with intact intentions. Students who have moral intelligence can develop comfortable and safe environmental conditions for themselves and others.

INTRODUCTION

The moral phenomenon has become a major issue in the journey of human life. Moral problems have existed since the existence of human beings even the Prophet Muhammad was sent to the world to improve morals (morality) of mankind as in his word: "Indeed I am sent to complete the noble character". Even philosophers like Socrates, Aristotle, Ibn Rushd, Al Ghazali, until Immanuel Kant realized the importance of the moral factor (Mutahhari, 2008). Psychological studies by Piaget and Lawrence Kohlberg devote a focus of research to discuss the moral development of children to adulthood. It indicates that morality is one of the main foundations important for the welfare of a nation and is the substance of a nation and state progress.

Borba (2008) states that there have been many attempts and ways to develop and form a positive moral character in children (*akhlakul karimah*) ranging from social approaches, conflict resolution skills, stress management, self-confidence, to Howard Gardner's notion of multiple intelligence and Daniel Goleman with the idea of emotional intelligence, but the moral crisis still continues. So one effective solution is to direct the ability of children and adolescents to understand with a strong belief about right and wrong or moral intelligence.

Borba (in Moghadas, 2013) defines moral intelligence namely the capacity to distinguish right from wrong and to act according to a moral certainty in order to provide correct and honorable behavior. This type of intelligence shows the universal human principles, values, and goals related to the actions. Also, Moral Intelligence represents one's ability to set standards of excellence and passion beyond its tops as the effectiveness of individual reactions.

Yusuf (2008) reveals that the development of moral concepts from childhood to adolescence dominant influenced by environmental factors, especially the family then the community and the school

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environment. The process of understanding moral concepts (right-wrong, good-bad) in children and adolescents is very different. Child moral understanding is heteronomous because the child understands that adult rules are a law that must be followed. This is Piaget's concept which Kohlberg developed in his pre-conventional moral stages.

Situation of the Problem

Data from the People's Daily Newspaper (in Azhar, 2009) based on the results of the National Commission on Child Protection explains that some 4,500 teenagers in big cities in Indonesia in 2007 showed as many as 97% of respondents had watched a pornographic film, 93.7% had ever kissed. While 62.7% of junior high school students have sex, and 21.2% of high school students ever abort the womb. According to Taher (2007), such conditions occur not natural, but it happens because of influence from the outside, the environment of individuals who have been polluted by-products of value outside. The fact is a sign that this nation is experiencing acute moral decadence (morality) which if left one day will knock down the existence of nation and state, even religion. Moral intelligence is considered as the ability of individuals to understand the right thing from the wrong, have strong ethical beliefs and act or behave in things that are right and honorable (Olusola, Ajayi, & Samson, 2015). Teenagers who have high moral intelligence, always do good for themselves and others. Morals can develop throughout human life. Research conducted by Septiana (2008) which recommends that the guidance program of moral character development can build the personal social competence of students. The problem of children who have low moral intelligence in school requires a relief effort. Guidance and Counseling services are needed in order to make curative efforts related to students' personal and social issues. There is also a type of guidance and counseling services undertaken in the alleviation of the joint problem of Group Counseling services.

Group counseling is one of the counseling and guidance services available in schools. Group Counseling Services is a service effort given to the students to be able to overcome and alleviate the problems they experienced together, both personal and social, so as to foster dynamic social relationships within the group environment. One of the group counseling techniques that can be applied is self-management (Corey, 2012).

Self-management techniques are derived from cognitive behavioral modification and also cognitive behaviorism therapy. Woolfolk (2009) conveyed self-management technique is a clump or technique that is adopted from the expansion of operant conditioning theory with social cognitive technique (social cognitive). Self-management generally means getting students involved in basic steps in behavior change programs. The basic assumption in behavioral cognitive counseling, in this case, is how group counseling processes in cognitive change can play an important role in self-management processes and behavioral changes that are controlled by interactions in internal and external events or the forces of the environment that influence them outside group counseling sessions.

Nursalim (2013) describes self-management techniques including self-monitoring, stimulus-control, and self-reward reinforcement. Practically speaking, self-management techniques have the advantages of enhancing individual understanding of the environment and reducing dependence on counselors or others, practical, inexpensive and easy to implement. Based on the above description, in this case, self-management technique can give a contribution to improving moral intelligence in the student. The self-management technique in this research is a behavior change and behavioral strategy that emphasizes the importance of endeavor and personal responsibility to change and develop its own behavior. This change of behavior in the process is mostly done by the student (counselee) concerned, not directed or even forced by others (counselor), so in this research is given a model development approach counseling group of self-management techniques to improve students' moral intelligence of junior high school in the city of Yogyakarta.

Aim of the Study

Aim of the present study is to develop a model of self-management techniques group counseling to improve moral intelligence.

METHOD

The method of this study is based on the adaptation of the proposed procedure (Sugiyono, 2012) and Borg & Gall (1989). Researchers use the model development in the form of adaptation of research and development model development (R & D) Sugiyono and Borg & Gall. The stages of counseling development procedures of self-management techniques group consist of a large stage, ie preliminary study, development study, and evaluation. Researchers conducted literature reviews, field studies, and formulated hypothetical models at the preliminary study stage. Furthermore, at the development study stage, the researcher develops the initial product, model feasibility test, and model improvement. Evaluation stage, the researchers tested the effectiveness of the model on the limited subject and the end result of the self-management technique group counseling model to improve moral intelligence.

Product trials are conducted to test or weigh whether the self-management group counseling model meets the criteria as an effective guidance and counseling service model used to support the implementation of group counseling services in schools. Trials are conducted to guidance and counseling experts, guidance and counseling practitioners, school counselors and students at a junior high school in Yogyakarta. The design of this product's effectiveness test using pre-experimental design is the reason because this design has the characteristics that the group of one experimental group is selected based on the students' moral intelligence level. Type of pre-experimental design used is one group pre-test post-test design. According to Purwanto (2013), this design can be described as follows. The implementation of self-management group counseling to improve moral intelligence consists of eight sessions.

Subjects in this study are expert counseling and counseling as an expert., namely guidance and counseling lecturers, aged 60-80 years, male and female sex, and Javanese ethnic; teachers guidance and counseling as a practitioner, namely guidance and counseling teacher, aged 40-50 years, male and female sex, and Javanese ethnic; and students of SMP Negeri 15 Yogyakarta, namely students aged 12-15 years, male and female sex. Subject selection is done by random assignment of guidance and counseling experts as expert and guidance and counseling teachers as practitioners. While the subject of SMP Negeri 15 Yogyakarta students selected by purposive sampling technique is to choose students who have the lowest category of moral intelligence

Material

The data collection instrument prepared for the development and implementation process of self-management group counseling consists of three parts, as follows. **Interview Guidelines**, this technique is carried out in the framework of need assessment of preliminary study to obtain data information from guidance and counseling teacher about the need for development of self-management technique group counseling model, input in preparing product trial and effectiveness of counseling application of self-management technique group and various information about difficulties or weakness encountered by guidance and counseling teacher in the process of applying group counseling and its causal factors. **Expert and Practitioner Validation Questionnaire**, are used to obtain information on the feasibility of the group counseling model developed. The expert and practitioner validation sheet provide information in the form of opinions, suggestions, and criticism from experts and experts on self-management group counseling services to improve moral intelligence as a reference in the improvement and refinement of models to be developed. **Psychological Scale**. The level of moral intelligence uses the primary data revealed by the psychological scale of moral intelligence that has been adapted from other psychological scales. Moral intelligence consists of seven aspects of empathy, conscience, self-control, respect, kindness, tolerance, and fairness. Therefore, researchers explore each aspect and adapt the psychological-scale instrument from various sources, namely: 1) Davis (1980) about empathy, 2) Lerner, Richard M (2005) on Social Conscience 3) Tangney, JP, Baumeister, & Boone (2004) about self-control, 4) Hendrick, SS, & Hendrick, C (2006) about

respect, 5) Anna Laura Comunian (1998) about kindness, 6) Thomae, M., Birtel, MD & Wittemann, J. (2016) on tolerance, and 7) Prerana Bharadwaj (2016) about fairness.

Table 1 Seven Main Aspects of Moral Intelligence

No	Virtues	Definition
	Empathy	Understand and feel the concerns of others
	Conscience	Know and apply the right way of acting.
	Self-Control	Control your thoughts and actions so you can resist the urge from inside and outside so you can act properly.
	Respect	Respect others by being kind and polite.
	Kindness	Shows concern for the well-being and feelings of others.
	Tolerance	Respect the dignity and rights of all people even though their beliefs and behavior are different from ours.
	Fairness	Think openly and act honestly and act right

Data Analyses

In line with this research procedure, the data analysis in this study consists of several stages. First, the verbal analysis of interview results. Second, verbal analysis and descriptive statistics of model test results to experts and practitioners. Third, the validity and reliability test of psychological scale research instrument using alpha Cronbach formula. This validity uses a test of the validity of a constituent that proves whether the measurements obtained through the test items are highly correlated with the theoretical constructs underlying the preparation of psychological-scale instruments. The researchers used the alpha Cronbach formula (α) with the help of SPSS 22 for windows program. Fourth, data analysis of the limited trial results is done through the Wilcoxon test.

FINDINGS

Stage of literature review

Researchers deepen the theory of moral intelligence and describe the operational definition, namely that moral intelligence is a person's mental ability that involves emotional elements and elements of cognition (intellectual) to think, behave, behave or act based on the value system prevailing in a society that can be applied to the goals and activities in life. Furthermore, seven aspects of moral intelligence have been developed which include empathy, conscience, self-control, respect, kindness, tolerance, and fairness. Each aspect is then determined indicators and compiled items or items statements of psychological instrument moral scale of moral intelligence as much as 120 items.

Stage of field study

Researchers conducted FGDs with teachers in junior high school about the moral condition of students at the school. According to the guidance and counseling teacher at one of the Junior High Schools in Yogyakarta that indeed there is a moral change of students from time to time. This may be influenced by several things, such as the lack of parental attention, the influence of social interaction, and the rapidly expanding social media. Furthermore, the researchers provide a psychological scale to students at a junior high school in Yogyakarta. Data obtained then analyzed using descriptive statistical analysis technique with a percentage. The defined categories are: 1) 76% -100% moral intelligence is high, 2) 56% -75% moral intelligence is moderate, and 3) <56% moral intelligence is low. The results show that students' moral intelligence is 69%. It can be concluded that students' moral intelligence is in the medium category.

Hypothetic Model Formulation

Based on the source of information obtained from literature review and field studies, the perspective of the importance of developing a self-management group counseling model to improve moral intelligence emerged.

Initial Product Development

The researcher develops general guidance of self-management group counseling to improve moral intelligence consisting of seven components of discussion, covering 1) rational, 2) group counseling vision and mission, 3) group counseling goals, 4) group counseling content, 5) supportive counseling system group, 6) procedures for implementing self-management group counseling, and 7) counselor qualification.

Feasibility test

The researcher performs expert validation tests or experts and practitioners.

Expert Test

Expert in this validation test is Prof. Dr. Siti Partini Suardiman, SU. (Expert 1) and Dr. Sutarno, M.Pd (Expert 2). The result of a feasibility test of moral intelligence instrument by Expert 1 can be explained that 1) aspect of accuracy (instrument can be understood by the student), that is for the size of junior high school students some items tend to be less understood. It is necessary to modify the sentence to be more concrete, 2) feasibility (instrument includes the complete aspects of moral intelligence), namely the operational definition and the louvers of moral intelligence need to be presented, and 3) useful (the instrument can be used to measure students' moral intelligence) ie it is necessary to consider student loads in filling out answers from 120 statement items. So there should be a way to make students less burdened. Based on Expert 1 opinion, researchers need to simplify the sentence according to the age of junior high school students.

While the feasibility test of self-management technique counseling group model to improve the moral intelligence of junior high school students using the criteria of the answer or category specified, ie the number 1 indicates not useful / not appropriate / not feasible, the number 2 shows less useful / less appropriate / less feasible, number 3 shows are worthwhile/ proper/proper, and number 4 shows very useful / very proper / very feasible. Data analysis using descriptive statistical data analysis technique with a percentage. The category of percentage values can be classified: 1) 76% -100% means very useful / very appropriate model 2) 56% -75% means useful / proper / proper model, and 3) <56% not right / not worth it. The results of the expert test model counseling group of self-management techniques to improve students' moral intelligence from Expert 1 consisting of aspects of the general picture, accuracy, and usefulness.

The results of the analysis can be described that: 1) The aspect of the general description obtained 50% indicates that the use of language in the model is not feasible, 2) The aspect of accuracy obtained 77.08% indicates that the component model is appropriate, and 3) Utility aspect obtained 85.71% indicates that the model using for students Junior high school in guidance and counseling services. Expert 1's answer is not only a number but also provides input in the counseling group model of self-management techniques. Matters that need to be considered can be described as follows: 1) content page, group vision, and mission, group counseling objectives, group counseling content, support group counseling system should be added "self-management", 2) appendix list needs to be revised back on numbering should be 1-6, and 3) need to add operational definition of moral intelligence in the rational aspect.

Furthermore, the results of the instrument feasibility test by Expert 2 in terms of accuracy, appropriateness, and useful can be described as follows 1) accuracy, that the instrument can be understood by the students. Experts provide input to refer to the operational definition of moral intelligence that will be revealed from junior high school students, 2) feasibility, that the instrument covers the full aspects of moral intelligence. Experts provide input to affirm the operational definitions and indicators of moral intelligence to be revealed from junior high school students, and 3) it is useful, that the instrument can be used to measure students' moral intelligence. The expert gives input to reiterate that the instrument reveals moral intelligence, not morality or moral behavior. While the feasibility test of the group counseling model to improve students' moral intelligence from Expert 2 can be described that 1) the aspect of the general description obtained by 70% indicates that the use of language in the model is feasible, 2) the accuracy aspect is obtained by 72.9%, and 3) utility aspect obtained 75% indicates that the model is useful for junior high school students in Guidance and Counseling service.

In addition to numerical answers, Expert 2 also provided input in the self-management technique group counseling model. Matters of concern may be described as follows: 1) the rational aspect, needs to be focused on improving, altering, or developing moral intelligence, morality, or moral behavior. Affirmation is necessary for the reader as well as the user of the model to better understand and more easily practice, 2) the aspect of vision, mission, objectives and mission needs to be more tailored whether focusing on moral intelligence, morality or moral / moral behavior, 3) the supporting aspects of group counseling system appear less focused, therefore need to be focused on which system is supported by group counseling, 4) aspects of group counseling procedures need to be added background or rational explanation about self-management group counseling and explanation of self-management group counseling including comprehension, when to use, criteria or indicators of success of new procedures, so that will focus on the success criteria of each stage of group counseling, 5) in the form emergency services, need to be added changes in mind and action after group counseling, 6) counselor competence need to be concretized competence related to guidance, and 7) attachments need to be given to each section page and criteria of need.

Based on the results of expert assessment 1 and expert 2, the researcher revised both the model and the instrument. Furthermore, practitioners tested.

Practitioner Test

Practitioners invalidation model test of self-management group counseling technique to improve moral intelligence is guidance and counseling teacher in a junior high school in Yogyakarta, that is Drs. Nurbowo, M.Pd (Practitioner 1) and Dra. Suparmini (Practitioner 2).

The instrument feasibility test by Practitioner 1 is submitted: 1) aspect of accuracy, Practitioner 1 strongly agree that the instrument can be understood by the students. In addition there are some sentences that are too long and need to be shortened although still understandable, 2) feasibility aspect, Practitioner 1 agrees that the instrument includes the full aspects of moral intelligence, and 3) helpful aspects, Practitioner 2 strongly agrees that the instrument can be used to measure students' moral intelligence.

Practitioner 1 conducted a feasibility test of a counseling group model of self-management technique to improve students' moral intelligence which consist of general picture aspect, accuracy, and usefulness. The results of the analysis can be described that: 1) the aspect of the general description obtained 95% indicates that the use of language in the model is very feasible, 2) aspects of accuracy obtained 95.83% indicates that the component model is very appropriate, and 3) utility aspects obtained 92.85% indicate that the model is very useful for junior high school students in Guidance and Counseling services. Practitioner 1 said that the developed model is complete, easy to understand and suitable for use in school.

Furthermore, the result of the feasibility test of moral intelligence instrument by Practitioner 2 can be explained: 1) aspect of accuracy, Practitioner 2 strongly agree that the instrument can be understood by the students, 2) feasibility aspect, Practitioner 2 agree that the instrument includes complete moral intelligence aspect, and 3) aspect of helpful, Practitioner 2 strongly agrees that the instrument can be used to measure students' moral intelligence. The results of the practitioners 'test of the self-management technique group counseling model to improve students' moral intelligence from Practitioner 2 which consists of general features, accuracy and usability are described as follows: 1) the general feature aspect is 100% indicating that the use of language in the model is very feasible, 2) the precision aspect obtained 95.83% indicates that the model component is very precise, and 3) utility aspect obtained 96.42% indicates that the model is very useful for junior high school students in Guidance and Counseling service. Practitioner 2 said that the model is complete, easy to understand and worthy of use for junior high school students.

Model Improvement

Based on the results of assessment expert 1 and expert 2, the researcher did a good revision of the self-management group counseling model to improve moral intelligence and moral intelligence instrument.

Limited Trial

The limited trial of counseling group model of self-management techniques to improve moral intelligence is done on students in SMP Negeri 15 Yogyakarta. The researcher chooses a research subject with a purposive sampling technique. Researchers chose five students who have the lowest level of moral intelligence to then implemented counseling group of self-management techniques. Group counseling was conducted for eight sessions. The first session is the Beginning Stage and the Transition Stage, the two to seven sessions are the Working Stage, and the eight sessions are the Termination Stage.

The trial was limited using a quantitative research approach with one group pretest-posttest design research. Researchers perform a pretest of moral intelligence through the scale of moral intelligence, then treatment for eight sessions. Once completed, the researcher performs a posttest of moral intelligence through the moral intelligence scale. The results of the effectiveness test self-management technique of group counseling models obtained the value of significance 0.043 (<0.05). It can be concluded that self-management technique of group counseling model is effective to improve moral intelligence.

RESULT, DISCUSSION, AND SUGGESTIONS

This study develop a model of self-management techniques group counseling to improve moral intelligence. Findings of the study indicates that self-management technique of group counseling is effective to improve moral intelligence. One of the capabilities a counselor needs to possess and apply is the ability to provide counseling services in group activities. According to Natawidjaja (2009) group counseling is one form of guidance techniques viewed in terms of atmosphere relationships within individual-group boundaries. Group guidance and group counseling utilize an individual group atmosphere but utilize group atmosphere as a way of treatment and remedial or counselee development.

Jacobs (2012) suggests that group counseling is better because members need input from others, plus they learn more from listening than talking. In many instances with teenagers, group counseling is better than individual counseling because teenagers often will talk more readily to other teenagers than with adults. For those stuck in the grief process, groups have been found to be very valuable. Then Corey (2012) defines group counseling as a group counseling has preventive as well as remedial aims. Generally, the counseling group has a specific focus, which may be educational, career, social, or personal. Counseling groups are often problem-oriented, and the members largely determined their content and aims. Group members typically do not require extensive personality reconstruction, and their concerns generally relate to the developmental tasks of the lifespan. Group counseling tends to be growth oriented in that the emphasis is on discovering the internal resources of strength.

Based on some opinions expressed by the experts above, it can be concluded that group counseling is a service performed by the counselor to a group of individuals who are having problems to solve the problem so as not to impede its potential. Gibson (2011) suggests the term group counseling refers to a routine adjustment or developmental experience within the scope of the group. Group counseling aims to help counselees overcome their problems through self-adjustment and personality development from day to day.

Corey (2011) defines group processes as the developmental stages of a group and the characteristics of each stage. The stages in the group counseling process are Beginning Stage, Transition Stage, Working Stage, and Termination Stage. These stages have applied by self-management technique. According to Nursalim (2013), self-management is a process whereby counselors direct their own behavioral changes, using a strategy or a combination of strategies. The counselee must actively move the internal and external variables to make the desired changes. Woolfolk (2009) suggests self-management is managing our behavior and accepting responsibility for our actions. In behavioral theory, the use of behavioral principles to change our behavior.

Based on the above understanding that self-management is a behavior change strategy which in the process counselee (teenager) directs its own behavior change with a technique or combination of therapeutic technique. According to Nursalim (2013), there are three strategies that are part of the self-management strategy of self-monitoring, stimulus control, and self-reward. The three strategies can be described as

follows. **Self-monitoring** is the process of consulting and observing something about her/his-self and interaction with the environmental situation. **Stimulus control** is the preparation or planning of predetermined environmental conditions that make the implementation or conduct of certain behaviors. Stimulus control emphasizes the rearrangement or modification of the environment as a specific cue or cause of a particular response. **Self-reward** procedures are used to strengthen or to improve the expected response. Nursalim (2013) explains that self-reward is used to strengthen or increase the desired response. Self-reward serves to accelerate the behavioral targets. These strategies have implemented for improving students' moral intelligence.

Moral terminology adopted from Latin, ie "mos" (plural: mores) is defined as custom. Yusuf (2008) adds that moral in addition to the meaning of customs, morals is also a rule/values or rules of life. Bull (Devine) suggests that morals are "All morality consists of relationships between persons; that its three concerns are, therefore, self, others and the relationship between them". Lennick and Kiel (2008) define moral intelligence as "the mental capacity to determine how universal human principles should be applied to our values, goals, and action". Based on the theoretical explanation of the notion of moral intelligence, it is concluded that moral intelligence is a person's mental ability that involves emotional elements and elements of cognition (intellectual) to think, behave, behave or act based on the value system applicable to a society so that it can be applied to the purpose and action in life. According to Borba (2008: 7-10), there are seven main virtues which are the essential essence as the basis for behaving and behaving ethically. These seven moral aspects are a series of interrelatedness. Borba suggests the three core moral such as empathy, self-control, and conscience should be first implanted in adolescents, then continued with four other aspects such as respect, kindness, tolerance, and fairness. In this study, the improvement was carried out on the seven aspects of moral intelligence, although every humans have different moral reflections and developments or moral changes occur gradually (Plümer, 2007). And it becomes important that moral intelligence needs to be improved because after all the level of moral intelligence has a direct impact on adolescents as citizens (Siphai, 2015).

The researcher suggested that measurements of the success of moral intelligence be seen in the implementation of interpersonal communication or social skills. Basically this is because, interpersonal communication skills have a big role in the success of the delivery of messages that conducted directly (Khodijah, Suharno, &Triyanto, 2018). Besides that, social skills is one of the most important aspects of early childhood development that determines the success of children who have social relationships with other people (Rohmawati, 2018). In addition, moral intelligence is a sensitive issue in Indonesia so it needs to be cultivated to maintain and develop moral intelligence in Indonesia. Juwita, Salim, & Winarno (2018) stressed that Indonesia is a plural country with its archipelago area which has a particular unique identity. The well-known motto of the Indonesian state is "Bhinneka Tunggal Ika", which means "Unity in Diversity".

The self-management technique of group counseling model is very useful for teachers to help change the behavior habits of students who are less precise. Through this model, the teacher can apply self-management techniques in group counseling services practically. In addition, students can more independently change their behavior toward the better. The researcher suggests applying the group counseling model according to the characteristics of the students in each region in the country because this model is only limited to be tested in Yogyakarta area so that it can only be applied in school in Yogyakarta.

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