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Metaphor Counseling and Students Responsibility on Elementary School

#820 Summary

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METAPHOR COUNSELING and STUDENTS RESPONSIBILITY ON 6-7 YEARS OLD

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ABSTRACT

The research aimed to figure out the effect of metaphor counseling in STAR KIDS (Story Teach Responsibility for Kids) module toward the responsibility of 6-7 year-old students of the first grade of elementary school. The research used untreated control group design by providing pretest and posttest sample design. The research subject consisted of 21 students as the experiment group and 26 students as control group. The responsibility data collection was performed by using observation guideline checklist, which was quantified in interval scale. The children's intelligences were measured by SPM Raven scale. The STAR KIDS treatment was given in 15 meetings. The results of the pretest and posttest were analyzed by using Anacova analysis technique through SPSS 17 for Windows. The research result showed that (1) students of experiment group who received STAR KIDS metaphor counseling showed higher responsibility increase rather than students of control group who did not receive the treatment, (2) The intelligence of the students did not show the effect on the effectiveness of counseling metaphor Key word: metaphor counseling, child responsibility, intelligent.

BACKGROUND

Childhood is the time to put foundation for the next development levels. The success in achieving the development tasks of the age will give happiness, while, on the other hand the inability to achieve the development tasks will obstruct the achievement of the development task on the next level.

The success in achieving the developmental task and the goal of education are determined by the involvement of the adult people around the child and the child′s potentials. One of children′s potentials is character. The role of responsibility in personal and social life has been proved determining the success of individuals in adulthood (Werner and Smith, 1989), and characterize psychologically healthy people (Glasser and Zennin in Latipun, 2008; Corey, 2009). Responsibilities that are established from elementary school age will establish the child as a self -directed learning (Ministry of Education, Singapore, 2014), as well as make the child more positively accepted by adults and peers (Tucker, 1994). Jones (2006) had proven that the establishment of children responsibilities since elementary school had positive impact to children and created a more conducive class ethos. Establishment of responsibility improves children′s adherence to school rules, improve self-esteem, and build better relationships among friends and teachers. Establishment of responsibility correlated with children's ability to complete the task, to voluntarily participate in the form of shown pro-social behavior (Thomas, 2011), as well as to develop self-reliance, helpful nature, and ability to work together (Ochs and Izquierdo, 2009).

In fact, children responsibility establishment takes a complicated process. The problem of low responsibility can be seen from various cases on elementary school students. Daily cases at school can be seen based on the observation on the students and the interview with the teachers. Initial studies indicate that there are still many students who do not do the task from teachers, cheat friends' works, play or joke with friends when the teacher explaining the lesson, do not admit mistakes by blaming others, is less concerned with the cleanliness of the environment, fight with a friend, came late, not pray on time, is late in completing the task, and speak harsh

words. The cases that become mass media coverage can also be used as an indicator of the lack of responsibility of the student. The cases of bullying in elementary school in Bukittinggi (Sudiaman, 2014), attack by elementary school students in West Java (Tirta, 2013) and Makassar (PRFM News Chanel, 2014) are important phenomenon of character problem to be followed up. The lack of responsibility in the students themselves needs to be handled seriously, because "failure to learn responsibility is related to failure in school, work, and relationship" (Tucker, 1994: 1).

The responsibility can be distinguished by the personal and social responsibility. Personal responsibility deals with the ability to manage feelings, thoughts, and actions, while social responsibility is the ability to demonstrate the behavior expected by others in mutual interaction. Personally, responsible individuals can demonstrate the ability to prioritize the things that are important, complete the work or duties in the family, school and community, and able to try something in any ways. Socially, responsible individuals are able to respond as expected by others, show care and concern, and seek to ease the burdens of others, make the world or the environment better for everyone, and are willing to sacrifice (Lickona, 1991).

Many factors affect the establishment of responsibility that causes various obstacles in the development. The effort to increase students' responsibilities has been done by the teachers through various ways, either in form of punishment, warning letter, advice, or habituation, but the handling of the students are mostly done individually. Punishment often does not work and affect negatively as children will hate themselves, and others (Escarti, Gutierrez, Pascual, and Llopis, 2010), so that children will feel lonely and rejected by their social environment (McGinnis and Goldstein, 2003: Katz 2012). This Condition needs to be followed up by giving guidance and counseling that fit the principals of children development.

Counseling for children cannot be done as counseling for adults. The counseling process in children is influenced by the characteristics of their development. Chronological age in the counseling process is one of the important variables that will greatly influence the developmental aspects. This is mainly related to the characteristics and uniqueness that differentiating each stage of age.

Based on the characteristics of children of elementary school age, there are few counseling goals to be achieved, namely: (1) Experiencing the positive feelings from their interactions with peers, teachers, parents, and other adults. (2) Able to take personal meaning of learning activities. (3) Able to develop and maintain a positive sense of self, individual values, and can understand and refer to the feelings experienced. (4) Realizing the importance of self values and consistently developing value in community life. (5) Developing academic skills. (6) Learning the importance of coping skills to overcome problems encountered. (7) Developing skills of goal setting, planning, and problem solving. (8) Developing a positive attitude towards life. (9) Realizing that they are responsible for their behavior. (10) Working together with parents and teachers in various programs to develop children′s attitudes and skills (Muro and Kottman, 1995).

Gerald and Geldard (2011) stated that counseling for children took verbal skills that could encourage children to involve. One strategy that can be used is through the use of media, storytelling, game and other creative strategies that can be applied in the counseling process. In line with Geldard and Geldard, Muro and Kottman (1995) states that the counseling for children has different characteristics with counseling for the next stage of age. Characteristics of children in their seven as a time to play, think concretely, be creative, be imaginative game-oriented, and learn by interacting with teachers and friends in social interactions (Anna Freud in Overby, 2010; Vygotsky in Santrock, 2003; Muro and Kottman, 1995) are the basis for the provision of metaphor counseling techniques.

Conte (2009) explained that the use of metaphor in counseling could ease the counselors to insert messages and open the counselees' reception to the ideas in the story. The story listened by counselees connects to something deeper in them. In terms of psychological state, the condition is called narrative transport, which is a condition that makes the emotions of counselee strongly tied with emotion of the characters in the story. Such conditions not only make the counselee capture the content of the story but they are also moving into an emotional journey according to the character in the story. Children's story can be believed by children more than

objective statements. It confirms the use of metaphor as counseling techniques that can have a large impact in the children (Close, 1998). Metaphor has the following characteristics: (1) It is a way of expressing or defines one thing with another; (2) It involves a secondary subject as a "vehicle" to interpret the primary subject; (3) it links the two concepts; (4) it provides an opportunity for the counselee to gain understanding, a new meaning, or enlightenment.

The use of metaphor in counseling process gives a lot of positive impact, either in the initial process, the core, and the end of the counseling. According to Barker (2013), a strong rapport which is formed between therapist and client is the initial success of the therapy process. Metaphor is the best agent in the establishment of rapport. Metaphor is one of the ways to increase the effectiveness in communication.

Burns (2005) stated that the general principle of the metaphor use for children was their loves to stories. In addition, the use of metaphor can also be used as a medium to help children in expressing their feelings, coping with conflict, interacting with others, and coping with difficult situations (Muro and Kottman, 1995). Metaphor helps children to express issues or situations that make children feel uncomfortable (Rasmussen and Angus, 1996). With the use of metaphor, counselors show appreciation to children and encourage them to communicate naturally and comfortably.

The use of metaphor in story form in the counseling process can improve children's ability to focus, remember the content of the message, and understand the concept (Martin, Cummings, and Hallberg, 1992), as well as connect the story read with therapeutic potential (Burn, 2005).

There are several advantages in the use of metaphor through the story, like the counselee will show awareness and a different response, and believe more than in objective statements. This is supported by the opinion of Battino (2002) which states that there are several advantages of metaphor as counseling techniques, namely: (1) provides a comprehensive association; (2) resistant to reduction; (3) facilitates the ability to think; (4) more easily accepted than structured language; (5) more easily

assimilated. Those advantages cause metaphor greatly impacts the listeners. Metaphor teaches, inspires guides, facilitates communication, and is memorable as well as can be found anywhere. In addition, the use of metaphor provides joys and experiences that last strongly inside counselee.

Based on these descriptions, the researchers are interested in developing metaphor techniques packaged in modules of "STAR KIDS" (Story Teach a Responsibility for Kids). This module contains the stages of group counseling techniques that apply metaphor to increase the responsibility of children. Thus the researchers wanted to know:

1. How does "STAR KID" metaphor counseling affect the increase of children's responsibility?

2. How does intelligence affect the effectiveness of metaphor counseling in increasing children's responsibility?

METHOD

Experimental design used in this study was untreated control group design with dependent pretest and posttest samples (Cook & Campbell, 1979; Heppner, Wampold, and Kivlighan, 2008). This design used a measurement imposed on the control and experimental group twice before and after treatment was given.

This study collected quantitative data used to test the effectiveness of counseling techniques metaphor in improving the student's responsibility. Quantitative data was gained through the pretest and posttest.

The population used in this study were children who were in the developmental stages of middle childhood (Papalia, Olds, and Feldman, 2002: 294), which were still in fisrt grade Mutual Elementary School Magelang and had responsibility scores in category of medium, low and very low. Middle childhood age was chosen as the study population based on the opinion of Bennett, et al (1999) which stated that the elementary school age was an important age to help children develop the habits and values that will be continuously taken in the their everyday life. Elementary school was the foundation for educational success in later period.

The division of subjects in the control group and the experimental group was done by using simple random sampling by conducting a draw to each subject. The final results of the draw obtained 25 subjects into the experimental group and 26 subjects in the control group. The experimental group will receive treatment in the form of metaphor counseling techniques while the control group will receive the same treatment as the experimental group after the research is completed (waiting list group).

The implementation of the metaphor counseling is carried out in 15 meetings in the classroom, which will be guided by a counselor, assisted by a co-counselor (assistant counselors and homeroom) and observer. Each meeting takes 30-60 minutes. Full details of the material are contained in the Implementation Module Counseling Techniques Metaphor "STAR KIDS".

Quantitative data were collected by conducting structured observation using observation checklist guidelines sheet. The instruments compiled in this study were the observation checklist of responsible behavior of children at school, which were equipped with observation guidelines. Checklist Sheet was used to gather quantitative data on the children responsible behavior before and after treatment.

Observations were used in this study by considering a number of reasons, as follows: (a) children as the research subjects do not have the ability to conduct deep retrospective; (b). children aged 6-7 years old in the first grade are still in the development stage of concrete operational thinking level (Piaget in Santrock, 2002), it causes the children unable to think abstractly and to answer questions or write the answers on the values of the characters within themselves clearly. Statements about relative values of the characters are abstract and difficult to be understood by children, so the collecting data through interviews and questionnaires on children is less efficient; c). Responsibility is reflected in various indicators of observable behavior. These conditions support observation method as one of the appropriate data collection techniques to be used.

Based on the observations settings, this research used direct observations in natural settings (naturalistic observation). Natural setting was characterized by

observed behaviors recording in natural settings (Merrell, 2003). The process of behavioral observations was in the school environment either when children were in the classroom, on the playground, mosques, libraries, and other places around the school. The observations on children's responsible behavior were conducted both when the children were by themselves and when they interact with friends, teachers, and all those at school.

Observation data collection was done by checklist recording, a recording by using a list of aspects of behavior that had been selected to be observed, so that the observer can easily record the visible behavior (Irwin and Bushnell, 1980). Recording procedure during the observation process was carried out by time sampling approach, which the observations were made by focusing on a few specific behaviors that have been defined using a checklist or coding system, then the observer observed in each particular given time period separated in units of time (Miller 1998; Beaty, 2008).

The instruments consideration was conducted by two experts in guidance and counseling and a child development psychologist. The purpose of instruments consideration (professional or expert judgment) was to meet the content validity. After the observation checklist was improved in accordance with the input of the experts, then the observation checklist items was tested by the observers by presenting two observers to test the readability. Each observer observed first-grade students. After that, the observers were asked to discuss and provide input to the behavior items considered to be confusing and ambiguous with other behaviors.

The observation reliability relates to consistency in observations (Miller, 1998). Inter-rater consistency to be able to observe the behavior with the same interpretation is the key to the observation reliability. Observation reliability improvement can be done by encountering observers' bias in this study that is by creating a specific scoring accompanied by observation guidelines explaining about the various behaviors, so that the observers have the same understanding of the behaviors on the list. Besides by making the observation guide, reliability can be measured by counting the test-retest reliability and internal consistency reliability.

The implementation of the observations was carried out during the week before and after treatment with time sampling recording technique. In this study time sampling was done in the first one hour in the morning, the second one hour at the rest time, and the third one hour during the day. Within a period of one hour, the observers will observe the subject every ten minutes interspersed with rest. Thus, for an hour the observers will observe the subject as much as 3x10 minutes with breaks interspersed in each completed observations per ten minutes.

Each subject will be observed three times a week, at the beginning, in the middle, and at end of the week. There are subjects observed on Monday, Wednesday, and Friday, some others are observed on Tuesdays, Thursdays, and Saturdays. The election of day is done to anticipate children's behavior differences at the beginning and the end of the week. Most of the first-grade students′ behaviors are still influenced by the mood. At the beginning of the week (Monday and Tuesday) they often show not excited behaviors as the influence of holiday on Sundays or otherwise on Friday and Saturday children usually show passionate behavior for going home early and approaching holidays. This scheduling is expected to minimize bias and increase the probability of more natural behaviors appearance.

The data obtained in this study were analyzed through descriptive analysis techniques and statistical analysis techniques. Descriptive analysis was used to analyze qualitative data of before and after treatment, while quantitative data of pretest and posttest were analyzed using statistical techniques. The hypothesis test in this study was conducted to determine the effect of "STAR KIDS" Counseling Metaphor treatment in establishing the character values of children′s responsibility. Hypothesis testing was done by using ANACOVA test (analysis of covarian) and followed by regression correlation test to determine how big the relative contribution of each variable control to the character values of responsibility was. Before the hypothesis testing was conducted, the requirements test must be passed.
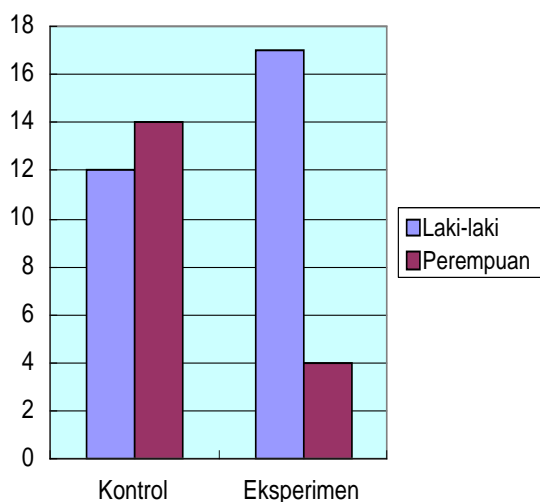
RESULT

1. Research Subject Overview

At the beginning of the study the number of subjects in the control group and the experimental were balanced, the number of subjects in this study was originally 51 subjects. Campbell and Stanley (1972) explained that in the selection of the sample should be ensured in balanced number of group members when random assignment was done either for large or small groups. Thus, the study subjects were divided into two groups, namely the 25 subjects as experimental group and 26 subjects as control group, but based on the verification process the data, at the end of the study only 47 subjects of which the data can be analyzed. Four other subjects were disqualified because the data obtained was not perfect, it was due to a number of conditions, namely the two subjects of the experiment did not follow the activities for more than four meetings in a row, and the two other subjects could not be observed for posttest because they did not present during the posttest measurement process.

All subjects in this study had a number of criteria, as described in Chapter III, namely: students of fisrt grade Mutual Elementary School Magelang, not experiencing developmental delays in cognitive and emotional as evidenced by the results of IQ tests and interviews with teachers, and have low or very low responsibility, from the result of preliminary observations and information from teachers. Based on these criteria the obtained demographic research subjects were as follows:

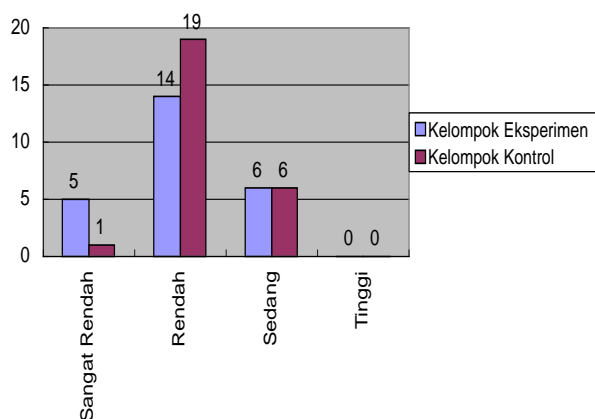a. Subject overview based on gender (male or female)

Figure 4.1. Demographic Profile of Research Subject Based on Gender

Based on Figure 4.1, the number of boys and girls in the experimental group was not balanced. The number of female students is much less (19%) than male students, however, because of the division of participants into groups was done randomly, then this condition was maintained. The disproportionate number of gender did not matter because the tests performed were calculated based on the average score of the responsibility of male and female students. Besides, the acquisition of the research subjects in a preliminary study based on the results of preliminary observations and interviews with teachers show that girls who had a score of responsibilities in the category of low and very low were less than boys. The research subject Acquirement was carried out based on responsibility score category, this affected in unequal numbers of male and female students as research subjects.

b. Subject overview based on the distribution of responsibility value score category before the treatment

Preparation of overall children's responsibility character value profile was obtained based on the analysis of the measured data through observation of children responsible behavior. Behaviors that showed responsibility were checked as the occurrence frequency. The data collected is then made into responsibility scores category. Based on the grouping with norms of the categorization, in detail, the number of children in each category was as follows:

Figure 4.2 Description of Research Subjects' Responsibility Scores Category Before Treatment
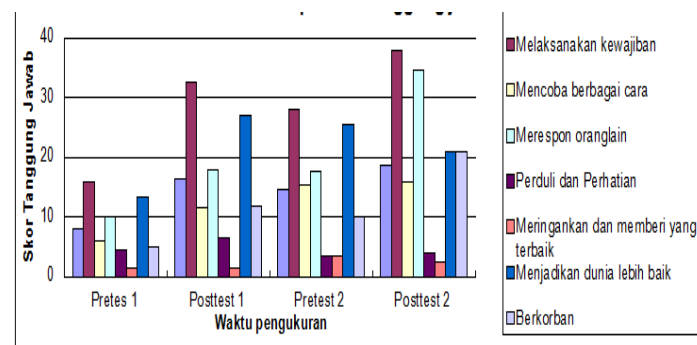
The results of the measurement of the character value of children's responsibility before the treatment showed that 20% of the experimental group was in a very low category, 56% in lower category, and 24% in medium category, and 0% higher category. The results of the measurements of the character values of responsibility of the control group showed that 3.8% were in the category of very low, 73.07% in low category, 23.07% in medium category, and 0% in the high category. Based on these results it can be concluded that overall there were 11% of the subject were in the very low category, 64.7% in lower category, 23% in medium category, and 0% in higher category. Therefore, it can be concluded that the character values of responsibility of first graders in Mutual elementary school are still not optimal and need an effort to improve the behavior of these responsibilities.

c. Score Overview Based on Responsibility Aspect

The character of children responsibility according to the Lickona theory (2011) consists of two aspects: personal and social responsibility. Personal responsibility in this study can be observed by the three sub aspects, namely: (1) prioritizing the things that are important, (2) doing the duty passionately, (3) try to do things in different ways.

The aspect of social responsibility consists of five sub aspects, namely: (1) respond to what others want, (2) care and pay attention to others, (3) ease the burden and give the best, (4) make the world better, (5) sacrifice. Based on those aspects, here is an average score of research subjects for each sub aspect of responsible behavior from the observation of pretest and posttest in experimental group:
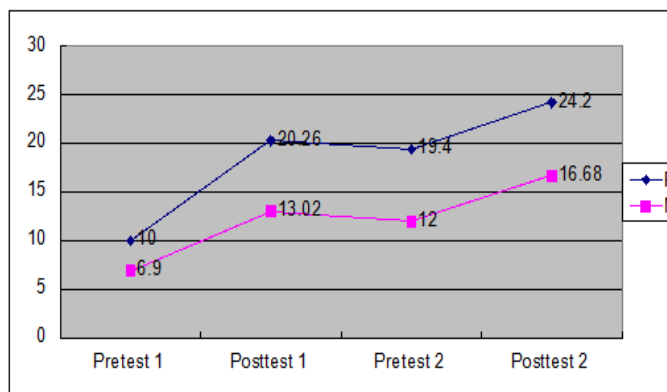

Figure 4.3. Responsibility Score Description based on Responsible Sub Aspects

Based on Figure 4.3 it can be seen that the lowest score of sub aspect of responsibility was sub aspect of ease the burden and give the best. This sub aspect was low both at the time of measurement before treatment and after treatment. The conditions were similar to scores of sub aspects of care and attention to others. Both sub aspects were the lowest aspects of social responsibility. While the highest score of sub aspects before and after treatment was of obligation. This sub aspect was one of the indicators in the aspect of personal responsibility.

Based on the distribution of sub aspects,

the average score of responsibility can be summarized in two categories of main responsibility aspects namely individual responsibility and social responsibility as follows.

Figure 4.4. Distribution of Average Responsibility Score Based on Its Aspects

The result of the average score distribution in Figure 4.4 showed an increase in personal responsibility experimental group by 50.64%, whereas the increase in the control group was 19.83%. The increase in social responsibility experimental group was by 47%, while the control group increased was by 28.5%. Based on these data we can conclude that the scores of personal responsibility are higher than the scores of social responsibility both in the initial measurement before and after the treatment. The researchers concluded that in Mutual Elementary School, the character values of responsibility based on personal responsibility aspect were more optimal than those based on social responsibility aspect. It could be formed by a school culture that emphasized on competition and motivation to be the best as the motto and the climate in the school, but the school was still less than optimal in

increasing the social responsibility of children, which contains ethical values, social, and relationships with others.

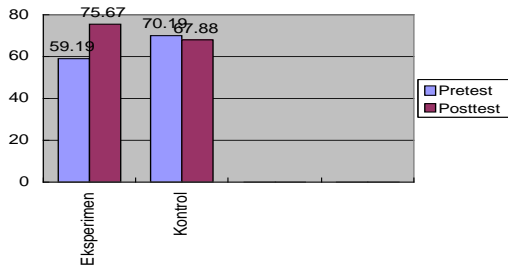d. Statistic Description of responsibility average score of pretest and posttest

The results of children responsible behavior measurements can also be observed based on a statistical description of the measurement results, either in pretest and posttest of control and experimental group. Descriptive analysis can be observed from the table below.

Table 4.1. Statistics Description of Character Values of Responsibility Score

group	Measurement time	number	average	Deviation Standard
exper iment	*Pretest*	21	59,19	12.061
	Posttest	21	75.67	14.964
contr ol	*Pretest*	26	70.19	10.756
	Posttest	26	67.88	8.189

Based on the average score of the character values of responsibility in the experimental group and the control group it can be seen that the experimental group posttest scores showed an average of 75.67 with deviation standard of 14 964. This deviation standard meant that the scores amongst subjects in the experimental group were very diverse, from high to low. The average posttest score of control group was 67.88 with a standard deviation of 8189; this meant that the difference in scores between subjects in the control group did not vary more than the differences found in scores between subjects in the experimental group. Comparison of average

scores between the experimental and control groups can be easily observed in the following diagram.

Figure 4.5.
The average pretest-posttest score of Experiment and Control Group

Based on Table 4.2 it can be seen that the average pretest and posttest score of experimental group showed quite high improvement by 16.48 points or by 21.78%. Based on t-test done, these differences indicate significant values with significance level of $p = 0:02 < p = 0:05$. While the average posttest score of control group showed a decrease of 2.31 points from the pretest average score. The decrease in the control group posttest scores could be caused by a pause in the measurements. the posttest were measured after the children had several days off before the sixth grade national exam, so that the control group who were not treated when they were home were not conditioned like when they were at school. On the other hand, children who received treatment still remember any responsible behavior discussed during the treatment process lasted until well after the treatment is completed.

The increase of responsibility score in the experimental group was supported by the social validity given by the teachers and parents. After posttest done, researchers distributed questionnaires of social validation to teachers and parents about the effect of the treatment to the children's responsibility. Most respondents showed positive response to the metaphor counseling treatment for the establishment of responsibility. The result of social validity can be observed from the following table

Table 4.2. Results of social validation by teachers and parents

Items	TEACHER		PARENT	
	agree	disagree	agree	disagree
I am satisfied with the adoption of the "STAR KIDS" metaphor counseling Model to improve the student's responsibility.	100%	0%	100%	0%
I observed the students who became respondents showed better sense of personal responsibility.	80%	20%	70%	30%
Saya mengamati siswa yang menjadi responden menunjukkan rasa tanggung jawab sosial yang semakin baik.	80%	20%	90%	10%
The student who became respondents showed a positive attitude change.	90%	10%	80%	20%
The students who became	90%	10%	90%	10%

respondents showed behavioral changes for the better.				
"STAR KIDS" needs to be implemented for all children to improve their sense of responsibility.	100%	0%	100%	0%
45 minutes every morning to apply a "STAR KIDS" give positive impact for the school.	100%	0%	100%	0%
I believe the implementation of "STAR KIDS" can help children to be better prepared for the learning process.	100%	0%	100%	0%

e. subject overview based on IQ test score

In accordance with the purpose of testing the hypothesis, the data of level of intelligence on the subject of research (IQ) were also measured. Here is the distribution level of intelligence based on IQ categories Raven scale:

Figure 4.5. IQ Scores overview based on Raven Scale Category

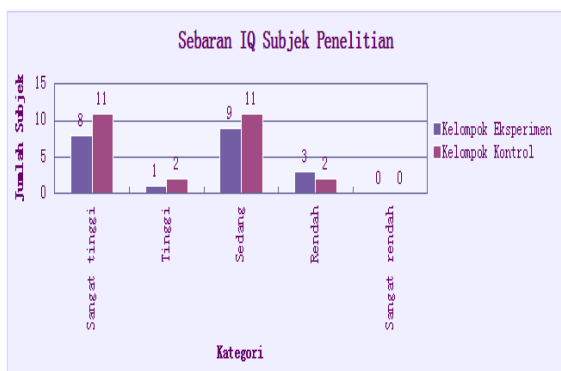The distribution of the IQ scores of the research subjects in experimental and control groups showed a similar pattern, in which, most subjects have very high IQ by 38.09% for the experimental group and by 42.3% for the control group. Subjects in a medium category were 42.85% for the experimental group and 42.3% for the control group. Both groups did not have subject in very low category. Differences in the intelligence level based on treatment group and gender can be seen based on the results of different tests in the following table:

Table 4.3. T-Test of Research Subjects' Intelligences

source	F	Sig	
group	0.025	0.876	Not significant
gender	0.003	0.958	Not significant

Based on the table of difference test summary, it can be concluded that there was no significant difference in intelligence between the experimental group and the control group. It can be known from the score of F = 0.025 with significance level 0876> p = 0:05, similarly, the level of intelligence in terms of gender. The results of score calculation were F = 0.003 with a significance level 0958> p = 0:05. Thus, we can conclude there were no significant intelligence differences between boys and girls.

The first hypothesis testing was done by using one direction Anacova test by using SPSS version 17.00 for Windows, with the calculation result as follows:

Table 4.4. Summary of the First Hypothesis Test Results

Tests of Between-Subjects Effects						
Dependent Variable:Setelah perlakuan						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2908.554a	4	727.139	7.731	.000	.424
Intercept	349.797	1	349.797	3.719	.061	.081
IQ	58.221	1	58.221	.619	.436	.015
Pretest	1548.482	1	1548.482	16.464	.000	.282
Kelompok	1830.264	1	1830.264	19.460	.000	.317
Error	3950.297	42	94.055			
Total	246206.000	47				
Corrected Total	6858.851	46				
a. R Squared = .424 (Adjusted R Squared = .369)						

Based on Table 4.4 it can be seen that there was a significant difference in responsibilities scores between the groups that received counseling with a control group that did not receive counseling. By controlling the pretest scores and IQ, the value F = 19 460 with a significance level of P <0.05. This result meant the null hypothesis stated that there was no difference in the results of the character value of responsibility among students who received "STAR KIDS" metaphor counseling techniques and the control group by controlling the pretest scores and IQ was not verified. Thus, the "STAR KIDS" metaphor counseling was effective for improving the establishment of the character values of children's responsibility, and to prove that the alternative hypothesis was accepted. Counseling effective contribution to children's responsibility improvement was 31.7%. This meant there

were 68.3% other factors that affect the establishment of children's responsibility.

Beside based on F - value, children responsibility scores changes can also be observed from a responsibility score category changes. Regarding the posttest score category, the following were data categories changes of each group before and after treatment:

Table 4.5. Scores Category of the Research Subjects

Category	EXPERIMENT		CONTROL	
	Pre	Post	Pre	Post
Very Low	5	1	1	0
Low	14	11	19	24
Medium	6	9	6	2
High	0	0	0	0
Very High	0	0	0	0
Sum	21	21	26	26

Based on Table 4.5 it can be observed that the difference in the increase of responsibility scores in the experimental and control groups also affected the changes in the number of subjects based on responsibility score category. The experimental group showed an increase of 4 subjects from the category of very low turn into low categories and in the medium category increased 3 subjects, while the control group showed a decrease from the categories low of only 19 subjects to 24 subjects at the end of the measurement.

The second hypothesis formulation was that there were differences in the

effectiveness of "STAR KIDS" metaphor counseling technique in improving the student's responsibility in terms of intelligence of students. Hypothesis testing was done by using Anava technique with interaction test of IQ scores and group. The analysis results were presented in the following table.

Table 4.6. The Third Hypothesis Test

Tests of Between-Subjects Effects

Dependent Variable:after treatment

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Corrected Model	3190.128ᵃ	6	531.688	5.797	.000
Intercept	328.772	1	328.772	3.585	.066
Kelompok * IQ	157.627	2	78.814	.859	.431
Kelompok * Pretest	1831.850	2	915.925	9.986	.000
Error	3668.723	40	91.718		
Total	246206.000	47			
Corrected Total	6858.851	46			

a. R Squared = .465 (Adjusted R Squared = .385)

Based on Table 4.6 it is known that IQ did not show any significant interaction effect between the responsibilities and the effectiveness of the "STAR KIDS" metaphor counseling. This can be observed from the F value obtained, which were as big as 0859 with significance level of p = 0431> p = 0:05. It can be concluded that there was no difference in the effectiveness of counseling technique in increasing responsibility in terms of students' intelligence. Hypothesis test results showed that the metaphor counseling technique was effective to be applied in both subjects with high and low intelligence.

The result of the difference tests was followed up by regarding the correlation between intelligence and the students' responsibility. Based on the correlation test results, the analysis results obtained were as follows.

Table 4.7. Correlation Test of Responsibility Scores and IQ Scores

Korelasi	Jumlah	r	significance	explanation
Pretest-IQ	47	0.372	0.010	Significant
Posttest-IQ	47	0.242	0.101	not significant

Based on Table 4.7 it was known that the pretest score had a significant correlation with IQ scores. This meant that before the students were treated, the students who had high intelligence got higher responsibilities score, but after being given treatment, it was proven that there was no correlation between IQ scores with scores of responsibility. Thus, the metaphor counseling technique was effective to increase the responsibility score without being influenced by students' intelligence level.

DISCUSSION

a. **Description of responsibility of grade 1 students of Muhammadiyah 1 Alternatif (Mutual Eledmentary School) Magelang before and after the treatment**

The overview of students' responsibility in this study can be observed from the descriptive data before and after treatment. Demographically, the subjects consisted of 29 male students and 18 female students. The difference in the number of male and female

students due to the subject selection was based on the characteristics of students who had low responsibility. The result of observations and interviews with teachers showed that low responsibilities were owned more by male students rather than female students.

Differences in characteristics between men and women have been known to make differences in everyday behavior. Women are more dominant in the development of language and emotion, while men are more optimal in motor development and logical thinking (Hurlock, 1993; Papalia, Olds, and Fieldman, 2002). This resulted in differences of behavior. Women are more likely to indicate conformity with the social signals in the environment, while men more often show carelessness, low in fine motor skills and more about gross motor activities, and have high curiosity in exploring the environment (Chartrand, 2013) This causes boys more often to be seen move a lot, cannot be silent, do whatever they want, and often break the rules because of curiosity and tend to have lower conformity than women. Such behavior makes boys more noticeable as less responsible by the adults around them.

The theory was supported by the descriptive data of the pretest that showed the differences in the average scores of responsibilities between men and women. However, difference test at the end of the posttest scores showed no significant difference of responsibility scores between groups of men and women. The results of this analysis

affirmed the need for emotion stimulation for men so that their responsible behavior can be improved.

Based on the descriptive data of intelligence aspects it was known that there were differences in intelligence scores in the control and the experimental group. From the gender, there were no differences in intelligence between men and women as well.

b. **There were differences in responsibilities scores increase in the experimental group that received metaphor counseling technique treatment and the control group that did not receive treatment**

Based on the research question, the main purpose of this study was to determine the effectiveness of metaphor counseling techniques in improving children's responsibility establishment, as evidenced by the test of responsibility scores difference after treatment between the experimental group and the control group.

The results of hypothesis testing had shown there was a significant responsibilities score difference between the experimental group that received treatment and a control group that did not receive treatment. Changes of pretest and posttest scores after treatment showed a statistically significant difference. Thus, metaphor counseling technique was effective to improve the establishment of children's responsibility.

There were two assumptions that can be described about the results of this study. First, the results of this study supported an important

role of empathy in improving the children's responsibility (Mashar, 2012). Second, metaphor counseling technique could increase child's responsibility because it was suitable with the children's development.

The role of empathy in increasing children responsibility supported the previous studies on the impact of intervention of character programs to increase student's characters (Larson, 2009; Watson, 2006). *First*, affection component as a moral machine that provide power to do or not to do something. Hoffman (in Kurtines & Gerwitz, 1992) believe that empathy was the basic of moral acts associated with motivation.

Second, the meaning of empathy is often associated with an individual's ability to understand mental condition of others. Empathy related with emotional awareness which an important base for the development of moral behavior (Arsenio & Lemerise, 2010). Research of Thompson and Zahn-Waxler (in Arsenio & Lemerise, 2010) about helping behavior and empathy, concluded that children's emotions when watching adult in pain encourage children to behave in prosocial and helpfulness. The emotions are included in the awareness of the feelings of others when they need it, giving a judgment about the emotions and feelings proud of the children's good behavior. With the awareness of the emotion experienced and understanding of the conditions encountered, children are encouraged to do moral acts to obtain the balance of egoistic and moral motivation (Rich & DeVitis, 1994).

Metaphor counseling could change in children's behavior (Derosier and Mercer, 2007; Prince and Edward, 2010; Geldrad, Yin-Foo, and Shakespeare-Finch, 2009). There are some reason that support why metaphor effective for children. Metaphor help children to understand their experiences. Through symbolic metaphor help children to express their emotion in a comfort way.

Children who had low responsibility scores were identical to children with negative label from their surrounding environment. Children who have been given negative labels will tend to give less positive respond to the advice that was heard. Using metaphor help children to handle uncomfortable feeling. That why Sopory and Dillard (2002:5) believe that *metaphoric language was significantly more persuasive than literal language.*

Metaphor as story also help children to improve their focus, rembering the message's content, and understand the concept.

b. There are differences in the effectiveness of Metaphor Counseling Technique in Improving Responsibility Viewed from Students' Intelligence

Based on the results of the second hypothesis testing, it can be seen that the null hypothesis was accepted and the alternative hypothesis was rejected. It can be concluded that the intelligence of children did not play a role in improving the effectiveness of metaphor

counseling techniques. It did not support the theory of moral formation according to Kohlberg stating that the level of intelligence of children helped children in the process of knowledge and moral reasoning (Kohlberg in Santrock, 2002; Beck, 2004; Jahan, Hematkha, Jalili, and Hemati, 2014). Observed from pretest scores, Kohlberg and Piaget's theory was correct. Pretest results showed a correlation between intelligence and responsible behavior. But after being treated with metaphor counseling technique, it was proven that there were no significant differences between subjects with high and low intelligence.

This result was in contrast with the research conducted by Hernstein and Murray (1994), which found that subjects with low IQ more often committed crime and moral decay compared with subjects who had IQ above 125. Similarly, the results of research conducted by Terman (in Holahan and Sears, 1995) which showed that teenagers who obtained high IQ test results that balanced with the results of moral development test, which were also high.. However, Freeman (2008) examined that the results were not absolutely defined as the relationship between intelligence and moral conduct, because based on Freeman analysis characteristics of both a moral and the items in intelligence tests as contained in the Binet test scale and Weschler test showed compatible items. Characteristics of a moral person according to Spreacker (in Freeman, 2008) one of them is able to choose an alternative related

to ethics than just a common action when confronted with interpersonal dilemma. The connection of the characteristics with the items in IQ test is "what would you do if someone accidentally hurt you?, " what would you do if another child took your toys? "(About the Stanford-Binet Intelligence Scale). In Wechsler tests some questions such as: "What would you do if you saw a moving train was approaching the broken bridge?, "what would you do if a younger child hit you first?". Both intelligence test questions indicated the attachment to moral and cultural value systems. Thus, the relationship between IQ and the moral character development was not absolute.

The results this research supported Pagnin and Adreani (2000) and Abroms (1985) which concluded that intelligence was not related to the actual behavior when a child interacts with peers. Children with high IQ did not contribute significantly in the development of moral. Children with high IQ can answer moral reasoning test well in front of adults, but they do not show a consistent behavior when playing with peers. They often show selfish behavior and cheat the rules in real life.

Based on the description, it can be concluded that children's intelligences interact with the ability to perform moral reasoning, but do not contribute to the actual behavior that appear in everyday life. Bright children can receive and manage the information properly so that they are able to make a variety of moral reasoning, but the ability to reason does not

always make children motivated to behave in good moral responsibility.

There are several other factors that cause the result of this study did not indicate any interaction of IQ with the effectiveness of counseling. First, in this study, metaphor counseling emphasized on developing the children's ability to empathize than children's moral reasoning ability, ability to empathize was based on the sensitivity of children's emotions. Children′s ability to recognize their own emotions and recognizing emotions of others helps the development of empathy within them (Ioannidou and Konstantikaki, 2008). Thus, affective factors in this study were more important than cognitive intelligence factor alone.

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Hasil Review Artikel oleh reviewer

Hasil Revisi yang diberikan oleh reviewer

METAPHOR COUNSELING AND STUDENTS RESPONSIBILITY ON 6-7 YEARS OLD

ABSTRACT

The research aimed to figure out the effect of metaphor counseling in STAR KIDS (Story Teach Responsibility for Kids) module toward the responsibility of 6-7 year-old students of the first grade of elementary school. The research used untreated control group design by providing pretest and posttest sample design. The research subject consisted of 21 students as the experiment group and 26 students as control group. The responsibility data collection was performed by using observation guideline checklist, which was quantified in interval scale. The children's intelligences were measured by SPM Raven scale. The STAR KIDS treatment was given in 15 meetings. The results of the pretest and posttest were analyzed by using Anacova analysis technique through SPSS 17 for Windows. The research result showed that (1) students of experiment group who received STAR KIDS metaphor counseling showed higher responsibility increase rather than students of control group who did not receive the treatment, (2) The intelligence of the students did not show the effect on the effectiveness of counseling metaphor Key word: metaphor counseling, child responsibility, intelligent.

Dikomentari [WU1]:
Sudah cukup menggambarkan isi artikel
Dan memenuhi unsur unsur yg lazi ada pada abstrak

BACKGROUND

Childhood is the time to put foundation for the next development levels. The success in achieving the development tasks of the age will give happiness, while, on the other hand the inability to achieve the development tasks will obstruct the achievement of the development task on the next level.

The success in achieving the developmental task and the goal of education are determined by the involvement of the adult people around the child and the child′s potentials. One of children′s potentials is character. The role of responsibility in personal and social life has been proved determining the success of individuals in adulthood (Werner and Smith, 1989), and characterize psychologically healthy people (Glasser and Zennin in Latipun, 2008; Corey, 2009).Responsibilities that are established from elementary school agewill establish the child as a self -directed learning (Ministry of Education, Singapore, 2014), as well as make the child more positivelyaccepted by adults and peers (Tucker, 1994).Jones (2006) had proven that the establishment of children responsibilities since elementary school had positive impact to children and created a more conducive class ethos.Establishment of responsibility improves children′s adherence to school rules, improve self-esteem, and build better relationships among friends and teachers. Establishment of responsibility correlated with children's ability to complete the task, to voluntarily participate in the form of shown pro-social behavior (Thomas, 2011), as well as to develop self-reliance, helpful nature, and ability to work together (Ochs and Izquierdo, 2009).

In fact, children responsibility establishment takes a complicated process.The problem of low responsibility can be seen from various cases on elementary school students. Daily cases at school can be seen based on the observation on the students and the interview with the teachers. Initial studies indicate that there are still many students who do not do the task from teachers, cheat friends' works, play or joke with friends when the teacher explaining the lesson, do not admit mistakes by blamingothers, is less concerned with the cleanliness of the environment, fight with a friend, came late, not pray on time, is late in completing the task, and speak harsh

words. The cases that become mass media coverage can also be used as an indicator of the lack of responsibility of the student. The cases of bullying in elementary school in Bukittinggi (Sudiaman, 2014), attack by elementary school students in West Java (Tirta, 2013) and Makassar (PRFM News Chanel, 2014) are important phenomenon of character problem to be followed up. The lack of responsibility in the students themselves needs to be handled seriously, because "failure to learn responsibility is related to failure in school, work, and relationship" (Tucker, 1994: 1).

The responsibility can be distinguished by the personal and social responsibility. Personal responsibility deals with the ability to manage feelings, thoughts, and actions, while social responsibility is the ability to demonstrate the behavior expected by others in mutual interaction. Personally, responsible individuals can demonstrate the ability to prioritize the things that are important, complete the work or duties in the family, school and community, and able to try something in any ways. Socially, responsible individuals are able to respond as expected by others, show care and concern, and seek to ease the burdens of others, make the world or the environment better for everyone, and are willing to sacrifice (Lickona, 1991).

Many factors affect the establishment of responsibility that causesvarious obstacles in the development. The effort to increase students' responsibilities has been done by the teachers through various ways, either in form of punishment, warning letter, advice, or habituation, but the handling of the students are mostly done individually. Punishment often does not work and affect negatively as children will hate themselves, and others (Escarti, Gutierrez, Pascual, and Llopis, 2010), so that children will feel lonely and rejected by their social environment (McGinnis and Goldstein, 2003: Katz 2012). This Condition needs to be followed up by giving guidance and counseling that fit the principals of children development.

Counseling for children cannot be done as counseling for adults. The counseling process in children is influenced by the characteristics of their development. Chronological age in the counseling process is one of the important variables that will greatly influence the developmental aspects. This is mainly related to the characteristics and uniqueness that differentiating each stage of age.

Based on the characteristics of children of elementary school age, there are few counseling goals to be achieved, namely: (1) Experiencing the positive feelings from their interactions with peers, teachers, parents, and other adults. (2) Able to take personal meaning of learning activities. (3) Able to develop and maintain a positive sense of self, individual values, and can understand and refer to the feelings experienced.(4) Realizing the importance of self values and consistently developing value in community life. (5) Developing academic skills. (6) Learning the importance of coping skills to overcome problems encountered. (7) Developing skills of goal setting, planning, and problem solving. (8) Developing a positive attitude towards life.(9) Realizing that they are responsible for their behavior. (10) Working together with parents and teachers in various programs to develop children's attitudes and skills (Muro and Kottman, 1995).

Gerald and Geldard (2011) stated that counseling for children took verbal skills that could encourage children to involve. One strategy that can be used is through the use of media, storytelling, game and other creative strategies that can be applied in the counseling process. In line with Geldard and Geldard, Muro and Kottman (1995) states that the counseling for children has different characteristics with counseling for the next stage of age. Characteristics of children in their seven as a time to play, think concretely, be creative, be imaginative game-oriented, and learn by interacting with teachers and friends in social interactions (Anna Freud in Overby, 2010; Vygotsky in Santrock, 2003; Muro and Kottman, 1995)are the basis for the provision of metaphor counseling techniques.

Conte (2009) explained that the use of metaphor in counseling could ease the counselorsto insert messages and open the counselees' reception to the ideas in the story. The story listened by counselees connects to something deeper in them. In terms of psychological state, the condition iscalled narrative transport, which is a condition that makes the emotions of counselee strongly tied with emotion of the characters in the story. Such conditions not only make the counselee capture the content of the story but they are also moving into an emotional journey according to the character in the story. Children's story can be believed by children more than

objective statements.It confirms the use of metaphor as counseling techniques that can have a large impact in the children (Close, 1998). Metaphor has the following characteristics: (1) It is a way of expressing ordefines one thing with another; (2) It involves a secondary subject as a "vehicle" to interpret the primary subject; (3) it links the two concepts; (4) it provides an opportunity for the counselee to gain understanding, a new meaning, or enlightenment.

The use of metaphor in counseling process gives a lot of positive impact, either in the initial process, the core, and the end of the counseling. According to Barker (2013), a strong rapport which is formed between therapist and client is the initial success of the therapy process. Metaphor is the best agent in the establishment of rapport. Metaphor is one of the ways to increase the effectiveness in communication.

Burns(2005) stated that the general principle of the metaphor use for children was their loves to stories. In addition, the use of metaphor can also be used as a medium to help children in expressing their feelings, coping with conflict, interacting with others, and coping with difficult situations (Muro and Kottman, 1995). Metaphor helps children to express issues or situations that make children feel uncomfortable (Rasmussen and Angus, 1996). With the use of metaphor, counselors show appreciation to children and encouragethem to communicate naturally and comfortably.

The use of metaphor in story form in the counseling process can improve children′s ability to focus, remember the content of the message, and understand the concept (Martin, Cummings, and Hallberg, 1992), as well as connect the story read with therapeutic potential (Burn, 2005).

There are several advantages in the use of metaphor through the story, like the counselee will show awareness and a different response, and believe more than in objective statements. This is supported by the opinion of Battino (2002) which states that there are several advantages of metaphor as counseling techniques, namely:(1) provides a comprehensive association; (2) resistant to reduction; (3) facilitates the ability to think; (4) more easily accepted than structured language; (5) more easily

assimilated. Those advantages cause metaphor greatly impacts the listeners. Metaphor teaches, inspires guides, facilitates communication, and is memorable as well as can be found anywhere. In addition, the use of metaphor provides joys and experiences that last strongly inside counselee.

Based on these descriptions, the researchers are interested in developing metaphor techniques packaged in modules of "STAR KIDS" (Story Teach a Responsibility for Kids). This module contains the stages of group counseling techniques that apply metaphor to increase the responsibility of children. Thus the researchers wanted to know:

1. How does "STAR KID" metaphor counseling affect the increase of children's responsibility?

2. How does intelligence affect the effectiveness of metaphor counseling in increasing children's responsibility?

> **Dikomentari [WU2]:**
> Lazim nya di buat paragraf saja lebih menyampaikan pada tujuan saja

METHOD

Experimental design used in this study was untreated control group design with dependent pretest and posttest samples (Cook & Campbell, 1979; Heppner, Wampold, and Kivlighan, 2008). This design used a measurement imposed on the control and experimental group twice before and after treatment was given.

This study collected quantitative data used to test the effectiveness of counseling techniques metaphor in improving the student's responsibility. Quantitative data wasgained through the pretest and posttest.

The population used in this study were children who were in the developmental stages of middle childhood (Papalia, Olds, and Feldman, 2002: 294), which were still in fisrt grade Mutual Elementary School Magelang and had responsibility scores in category of medium, low and very low.Middle childhood age was chosen as the study population based on the opinion of Bennett, et al (1999) which stated that the elementary school age was an important age to help children develop the habits and values that will be continuously taken in the their everyday life. Elementary schoolwas the foundation for educational success in later period.

The division of subjects in the control group and the experimental group was done by using simple random sampling by conducting a draw to each subject. The final results of the draw obtained 25 subjects into the experimental group and 26 subjects in the control group. The experimental group will receive treatment in the form of metaphor counseling techniques while the control group will receive the same treatment as the experimental group after the research is completed (waiting list group).

The implementation of the metaphor counseling is carried out in 15 meetings in the classroom, which will be guided by a counselor, assisted by a co-counselor (assistant counselors and homeroom) and observer. Each meeting takes 30-60 minutes. Full details of the material are contained in the Implementation Module Counseling Techniques Metaphor "STAR KIDS".

Quantitative data were collected by conducting structured observation using observation checklist guidelines sheet. The instruments compiled in this study were the observation checklist of responsible behavior of children at school, which were equipped with observation guidelines. Checklist Sheet was used to gather quantitative data on the children responsible behavior before and after treatment.

Observations were used in this study by considering a number of reasons, as follows: (a) children as the research subjects do not have the ability to conduct deep retrospective; (b). children aged 6-7 years old in the first grade are still in the development stage of concrete operational thinking level (Piaget in Santrock, 2002), it causes the children unable to think abstractly and to answer questions or write the answers on the values of the characters within themselves clearly. Statements about relative values of the characters are abstract and difficult to be understood by children, so the collecting data through interviews and questionnaires on children is less efficient; c). Responsibility is reflected in various indicators of observable behavior. These conditions support observation method as one of the appropriate data collection techniques to be used.

Based on the observations settings, this research used direct observations in natural settings (naturalistic observation). Natural setting was characterized by

observed behaviors recording in natural settings (Merrell, 2003). The process of behavioral observations was in the school environment either when children were in the classroom, on the playground, mosques, libraries, and other places around the school. The observations on children's responsible behavior were conducted both when the children were by themselves and whenthey interact with friends, teachers, and all those at school.

Observation data collection was done by checklist recording, a recording by using a list of aspects of behavior that had been selected to be observed, so that the observer can easily record the visible behavior (Irwin and Bushnell, 1980). Recording procedure during the observation process was carried out by time sampling approach, which the observations were made by focusing on a few specific behaviors that have been defined using a checklist or coding system, then the observer observed in each particular given time period separated in units of time (Miller 1998; Beaty, 2008).

The instruments consideration wasconducted by two experts in guidance and counseling and a child development psychologist. The purpose of instrumentsconsideration (professional or expert judgment) was to meet the content validity. After the observation checklist was improved in accordance with the input of the experts, then the observation checklist itemswas tested by the observers by presenting two observers to test the readability. Each observer observed first-grade students.Afterthat, the observers were asked to discuss and provide input to the behavior itemsconsidered to be confusing and ambiguous with other behaviors.

The observation reliability relates to consistency in observations (Miller, 1998). Inter-rater consistency to be able to observe the behavior with the same interpretation is the key to the observation reliability.Observation reliability improvement can be done by encountering observers' bias in this study that is by creating a specific scoring accompanied by observation guidelines explaining about the various behaviors, so that the observers have the same understanding of the behaviors on the list. Besides by making the observation guide, reliability can be measured by counting the test-retest reliability and internal consistency reliability.

The implementation of the observations was carried out during the week before and after treatment with time sampling recording technique. In this study time sampling was done in the first one hour in the morning, the second one hour at the rest time, and the third one hour during the day.Within a period of one hour, the observers will observe the subject every ten minutes interspersed with rest. Thus, for an hour the observers will observe the subject as much as 3x10 minutes with breaks interspersed in each completed observations per ten minutes.

Each subject will be observed three times a week, at the beginning, in the middle, and at end of the week. There are subjects observed on Monday, Wednesday, and Friday, some others are observed on Tuesdays, Thursdays, and Saturdays. The election of day is done to anticipate children's behavior differences at the beginning and the end of the week. Most of the first-grade students′ behaviors are still influenced by the mood. At the beginning of the week (Monday and Tuesday) they often show not excited behaviors asthe influence of holiday on Sundays or otherwise on Friday and Saturday children usually showpassionate behavior for going home early and approaching holidays. This scheduling is expected to minimize bias and increase the probabilityof more natural behaviors appearance.

The data obtained in this study were analyzed through descriptive analysis techniques and statistical analysis techniques. Descriptive analysis was used to analyze qualitative data of before and after treatment, while quantitative data of pretest and posttest were analyzed using statistical techniques.The hypothesis test in this study was conducted to determine the effect of "STAR KIDS" Counseling Metaphor treatment in establishing thecharacter values of children′s responsibility. Hypothesis testing was done by using ANACOVA test (analysis of covarian) and followed by regression correlation test to determine how big the relative contribution of each variable control to the character values of responsibility was. Before the hypothesis testing was conducted, the requirements test must be passed.
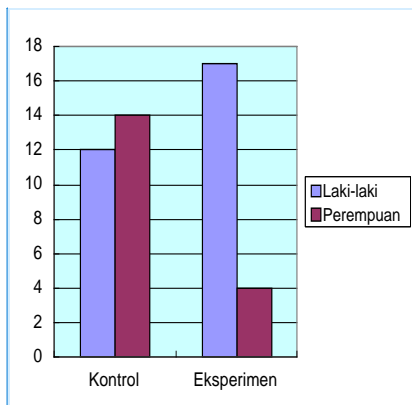
RESULT

1. Research Subject Overview

At the beginning of the study the number of subjects in the control group and the experimental were balanced, the number of subjects in this study was originally 51 subjects. Campbell and Stanley (1972) explained that in the selection of the sample should be ensured in balanced number of group members when random assignment was done either for large or small groups.Thus, the study subjects were divided into two groups, namely the 25 subjects as experimental group and 26 subjects as control group, but based on the verification process the data, at the end of the study only 47 subjects of which the data can be analyzed. Four other subjects were disqualified because the data obtained was not perfect, it was due to a number of conditions, namely the two subjects of the experiment did not follow the activities for more than four meetings in a row, and the two other subjects could not be observed for posttest because theydid not present during the posttest measurement process.

Dikomentari [WU3]:
Sajian datanya sangat lengkap

All subjects in this study had a number of criteria, as described in Chapter III, namely: students of fisrt grade Mutual Elementary School Magelang, not experiencing developmental delays in cognitive and emotional as evidenced by the results of IQ tests and interviews with teachers, and have low or very low responsibility, from the result of preliminary observations and information from teachers. Based on these criteria the obtained demographic research subjects were as follows:

a. Subject overview based on gender (male or female)

Figure 4.1. Demographic Profile of Research Subject Based on Gender

Based on Figure 4.1, the number of boys and girls in the experimental group was not balanced. The number of female students is much less (19%) than male students, however, because of the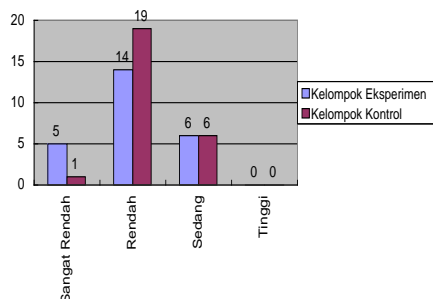 division of participants into groups was done randomly, then this condition was maintained.The disproportionate number of gender did not matter because the tests performed were calculated based on the average score of the responsibility of male and female students. Besides, the acquisition of the research subjects in a preliminary study based on the results of preliminary observations and interviews with teachers show that girls who had a score of responsibilities in the category of low and very low were less than boys. The research subject Acquirement was carried out based on responsibility score category, this affected in unequal numbers of male and female students as research subjects.

b. Subject overview based on the distribution of responsibility value score category before the treatment

Preparation of overall children's responsibility character value profile was obtained based on the analysis of the measured data through observation of children responsible behavior. Behaviors that showed responsibility were checked as the occurrence frequency.The data collected is then made intoresponsibility scores category. Based on the groupingwith norms of the categorization, in detail, the number of children in each category was as follows:

Dikomentari [WU4]:
Ini akan menyulitkan editor, mengapa tidak di Inggris kan sekalian

Figure 4.2 Description of Research Subjects' Responsibility Scores Category Before Treatment
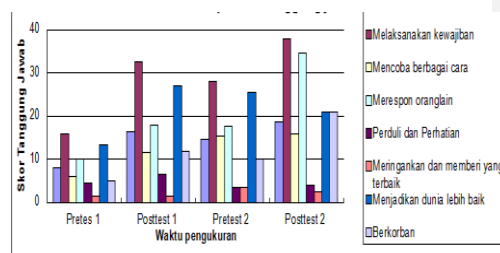
The results of the measurement of the character value of children's responsibility before the treatment showed that 20% of the experimental group was in a very low category, 56% in lower category, and 24% in medium category, and 0% higher category. The results of the measurements of the character values of responsibility of the control group showed that 3.8% were in the category of very low, 73.07% in low category, 23.07% in medium category, and 0% in the high category. Based on these results it can be concluded that overall there were 11% of the subject were in the very low category, 64.7% in lower category, 23% in medium category, and 0% in higher category. Therefore, it can be concluded that the character values of responsibility of firstgraders in Mutual elementary schoolare still not optimal and need an effort to improve the behavior of these responsibilities.

c. Score Overview Based on Responsibility Aspect

The character of children responsibility according to the Lickona theory (2011) consists of two aspects: personal and social responsibility. Personal responsibility in this study can be observed by the three sub aspects, namely: (1)

prioritizing the things that are important, (2) doing the duty passionately, (3) try to do things in different ways.

The aspect of social responsibility consists of five sub aspects, namely: (1) respond to what others want, (2) care and pay attention to others, (3) ease the burden and give the best, (4) make the world better, (5) sacrifice.Based on those aspects, here is an average score of research subjects for each sub aspect of responsible behavior from the observation of pretest and posttest in experimental group:

Figure 4.3. Responsibility Score Descriptionbased on Responsible Sub Aspects

Based on Figure 4.3 it can be seen that the lowest score of sub aspect of responsibility was sub aspect of ease the burden and give the best. This sub aspect was low both at the time of measurement before treatment and after treatment.The conditions were similar to scores of sub aspects of care and attention to others. Both sub aspects were the lowest aspects of social responsibility.While the highest score of sub aspects before and after treatment was of obligation. This sub aspect was one of the indicators in the aspect of personal responsibility.

Based on the distribution of sub aspects, the average score of responsibility can be

summarized in two categories of main responsibility aspects namely individual responsibility and social responsibility as follows.

Figure 4.4. Distribution of Average Responsibility Score Based on Its Aspects

The result of the average score distribution in Figure 4.4 showed an increase in personal responsibility experimental group by 50.64%, whereas the increase in the control group was 19.83%.The increase in social responsibility experimental group was by 47%, while the control group increased was by 28.5%.Based on these data we can conclude that the scores of personal responsibility are higher than the scores of social responsibility both in the initial measurement before and after the treatment.The researchers concluded that in Mutual Elementary School, the character values of responsibility based on personal responsibility aspect were more optimal than those based on social responsibility aspect.It could be formed by a school culture that emphasized on competition and motivation to be the best as the motto and the climate in the school, but the school was still less than optimal in increasing the social responsibility of children,

which contains ethical values, social, and relationships with others.

d. Statistic Description of responsibility average score of pretest and posttest
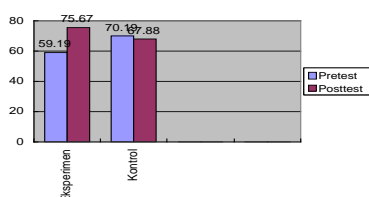
The results of children responsible behavior measurements can also be observed based on a statistical description of the measurement results, either in pretest and posttest of control and experimental group. Descriptive analysis can be observed from the table below.

Table 4.1. Statistics Description of Character Values of Responsibility Score

group	Measurement time	number	average	Deviation Standard
exper iment	*Pretest*	21	59,19	12.061
	Posttest	21	75.67	14.964
contr ol	*Pretest*	26	70.19	10.756
	Posttest	26	67.88	8.189

Based on the average score of the character values of responsibility in the experimental group and the control group it can be seen that the experimental group posttest scores showed an average of 75.67 with deviation standard of 14 964.This deviation standard meant that the scores amongst subjects in the experimental group were very diverse, from high to low. The average posttest score of control group was 67.88 with a standard deviation of 8189; this meant that the difference in scores between subjects in the control group did not vary more than the differences found in scores between subjects in the experimental group. Comparison of average scores between the experimental and control

groups can be easily observed in the following diagram.

Figure 4.5.
The average pretest-posttest score of
Experiment and Control Group

Based on Table 4.2 it can be seen that the average pretest and posttest score of experimental group showed quite high improvement by 16.48 points or by 21.78%. Based on t-test done, these differences indicate significant values with significance level of p = 0:02 <p = 0:05. While the average posttest score of control group showed a decrease of 2.31 points from the pretest average score.The decrease in the control group posttest scores could be caused by a pause in the measurements. the posttest were measured after the children had several days off before the sixth grade national exam, so that the control group who were not treated when they were home were not conditioned like when they were at school.On the other hand,children who received treatment still rememberanyresponsible behavior discussed during the treatment processlasted until well after the treatment is completed.

The increase of responsibility score in the experimental group was supported by the social validity given by the teachers and parents. After posttest done, researchers distributed questionnaires of social validation to teachers and parents about the effect of the treatment to the children's responsibility. Most respondents showed positive response to the metaphor counseling treatment for the establishment of responsibility.The result of social validity can be observed from the following table

Table 4.2. Results of social validation by teachers and parents

Items	TEACHER		PARENT	
	agree	disagree	agree	disagree
I am satisfied with the adoption of the "STAR KIDS" metaphor counseling Model to improve the student's responsibility.	100%	0%	100%	0%
I observed the students who became respondents showed better sense of personal responsibility.	80%	20%	70%	30%
Saya mengamati siswa yang menjadi responden menunjukkan rasa tanggung jawab sosial yang semakin baik.	80%	20%	90%	10%
The student who became respondents showed a positive attitude change.	90%	10%	80%	20%
The studentswho became respondents showed behavioral	90%	10%	90%	10%

changes for the better.				
"STAR KIDS" needs to be implemented for all children to improve their sense of responsibility.	100 %	0%	100 %	0%
45 minutes every morning to apply a "STAR KIDS" give positive impact for the school.	100 %	0%	100 %	0%
I believe the implementation of "STAR KIDS" can help children to be better prepared for the learning process.	100 %	0%	100 %	0%

e. subject overview based on IQ test score

In accordance with the purpose of testing the hypothesis, the data of level of intelligence on the subject of research (IQ) were also measured. Here is the distribution level of intelligence based on IQ categories Raven scale:

Figure 4.5. IQ Scores overview based on Raven Scale Category

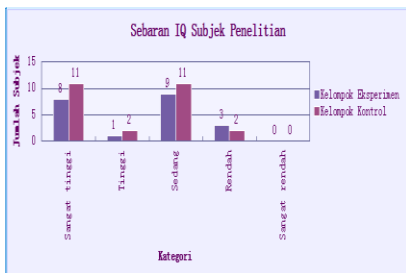The distribution of the IQ scores of the research subjects in experimental and control groups showed a similar pattern, in which, most subjects have very high IQ by 38.09% for the experimental group and by 42.3% for the control group.Subjects in a medium category were 42.85% for the experimental group and 42.3% for the control group. Both groups did not have subject in very low category. Differences in the intelligence level based on treatment group and gender can be seen based on the results of different tests in the following table:

Table 4.3. T-Test of Research Subjects' Intelligences

source	F	Sig	
group	0.025	0.876	Not significant
gender	0.003	0.958	Not significant

Based on the table of difference test summary, it can be concluded that there was no significant difference in intelligence between the experimental group and the control group. It can be known from the score of F = 0.025 with significance level 0876> p = 0:05, similarly, the level of intelligence in terms of gender. The results of score calculation were F = 0.003 with a significance level 0958> p = 0:05. Thus, we can conclude there were no significant intelligence differences between boys and girls.

The first hypothesis testing was done by using one direction Anacova test by using SPSS version 17.00 for Windows, with the calculation result as follows:

Table 4.4. Summary of the First Hypothesis Test Results

Tests of Between-Subjects Effects

Dependent Variable:Setelah perlakuan

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2908.554ᵃ	4	727.139	7.731	.000	.424
Intercept	349.797	1	349.797	3.719	.061	.081
IQ	58.221	1	58.221	.619	.436	.015
Pretest	1548.482	1	1548.482	16.464	.000	.282
Kelompok	1830.264	1	1830.264	19.460	.000	.317
Error	3950.297	42	94.055			
Total	246206.000	47				
Corrected Total	6858.851	46				

a. R Squared = .424 (Adjusted R Squared = .369)

Based on Table 4.4 it can be seen that there was a significant difference in responsibilities scores between the groups that received counseling with a control group that did not receive counseling. By controlling the pretest scores and IQ, the value F = 19 460 with a significance level of P <0.05.This result meant the null hypothesis stated that there was no difference in the results of the character value of responsibility among students who received "STAR KIDS" metaphor counseling techniques and the control group by controlling the pretest scores and IQ was not verified.Thus, the "STAR KIDS" metaphor counseling was effective for improving the establishment of the character values of children's responsibility, and to prove that the alternative hypothesis was accepted. Counseling effective contribution to children's responsibility improvement was 31.7%. This meant there were 68.3% other factors that affect the establishment of children's responsibility.

Beside based on F - value, children responsibility scores changes can also be observed from a responsibility score category changes. Regardingthe posttest score category, the following weredata categories changes of each group before and after treatment:

Table 4.5. Scores Category of the Research Subjects

Category	EXPERIMENT		CONTROL	
	Pre	Post	Pre	Post
Very Low	5	1	1	0
Low	14	11	19	24
Medium	6	9	6	2
High	0	0	0	0
Very High	0	0	0	0
Sum	21	21	26	26

Based on Table 4.5 it can be observed that the difference in the increase of responsibility scores in the experimental and control groups also affected the changes in the number of subjects based onresponsibility score category.The experimental group showed an increase of 4 subjects from the category of very low turn into low categories and in the medium category increased 3 subjects, while the control group showed a decrease from the categories low of only 19 subjects to 24 subjects at the end of the measurement.

The second hypothesis formulation was that there were differences in the

effectiveness of "STAR KIDS" metaphor counseling technique in improving the student's responsibility in terms of intelligence of students. Hypothesis testing was done by using Anava technique with interaction test of IQ scores and group. The analysis results were presented in the following table.

Table 4.6. The Third Hypothesis Test

Tests of Between-Subjects Effects

Dependent Variable:after treatment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3190.128ᵃ	6	531.688	5.797	.000
Intercept	328.772	1	328.772	3.585	.066
Kelompok * IQ	157.627	2	78.814	.859	.431
Kelompok * Pretest	1831.850	2	915.925	9.986	.000
Error	3668.723	40	91.718		
Total	246206.000	47			
Corrected Total	6858.851	46			

a. R Squared = .465 (Adjusted R Squared = .385)

Based on Table 4.6 it is known that IQ did not show any significant interaction effect between the responsibilities and the effectiveness of the "STAR KIDS" metaphor counseling. This can be observed from the F value obtained, which were as big as 0859 with significance level of p = 0431> p = 0:05. It can be concluded that there was no difference in the effectiveness of counseling technique in increasing responsibility in terms of students' intelligence. Hypothesis test results showed that the metaphor counseling technique was effective to be applied in both subjects with high and low intelligence.

The result of the difference tests was followed up by regarding the correlation between intelligence and the students' responsibility. Based on the correlation test results, theanalysis results obtained wereas follows.

Table 4.7. Correlation Test of Responsibility Scores and IQ Scores

Korelasi	Jumlah	r	significance	explanation
Pretest-IQ	47	0.372	0.010	Significant
Posttest-IQ	47	0.242	0.101	not significant

Based on Table 4.7 it was known that the pretest score had a significant correlation with IQ scores. This meant that before the students were treated, the students who had high intelligence got higher responsibilities score, but after being given treatment, it was proven that there was no correlation between IQ scores with scores of responsibility.Thus, the metaphor counseling technique was effective to increase the responsibility score without being influenced bystudents' intelligence level.

DISCUSSION

a. Description of responsibility of grade 1 students of Muhammadiyah 1 Alternatif (Mutual Eledmentary School) Magelang before and after the treatment

The overview of students' responsibility in this study can be observed from the descriptive data before and after treatment. Demographically, the subjects consisted of 29 male students and 18 female students. The difference in the number of male and female

students due to the subject selection was based on the characteristics of students who had low responsibility. The result of observations and interviews with teachers showed that low responsibilities were owned more by male students rather than female students.

Differences in characteristics between men and women have been known to make differences in everyday behavior. Women are more dominant in the development of language and emotion, while men are more optimal in motor development and logical thinking (Hurlock, 1993; Papalia, Olds, and Fieldman, 2002).This resulted in differences of behavior. Women are more likely to indicate conformity with the social signals in the environment, while men more often show carelessness, low in fine motor skills and more about gross motor activities, and have high curiosity in exploring the environment (Chartrand, 2013) This causes boys more often to be seen move a lot, cannot be silent, do whatever they want, and often break the rules because of curiosity and tend to have lower conformity than women.Such behavior makes boys more noticeable as less responsible by the adults around them.

The theory was supported by the descriptive data of the pretest that showed the differences in the average scores of responsibilities between men and women. However, difference test at the end of the posttest scores showed no significant difference ofresponsibility scores between groups of men and women.The results of this analysis affirmed the need for emotion stimulation for men so thattheir responsible behavior can be improved.

Based on the descriptive data of intelligence aspects it was known that there were differences in intelligence scores in the control and the experimental group. From the gender, there were no differences in intelligence between men and women as well.

b. There were differences in responsibilities scores increase in the experimental group that received metaphor counseling technique treatment and the control group that did not receive treatment

Based on the research question, the main purpose of this study was to determine the effectiveness of metaphor counseling techniques in improving children's responsibility establishment, as evidenced by the test of responsibilityscoresdifference after treatment between the experimental group and the control group.

The results of hypothesis testing had shown there was a significant responsibilities score difference between the experimental group that received treatment and a control group that did not receive treatment. Changes of pretest and posttest scores after treatment showed a statistically significant difference. Thus, metaphor counseling techniquewas effective to improve the establishment of children's responsibility.

There were two assumptions that can be described about the results of this study. First, the results of this study supported an important role of empathy in improving the children's

responsibility (Mashar, 2012). Second, metaphor counseling technique could increase child's responsibility because it was suitable with the children's development.

The role of empathy in increasing children responsibility supported the previous studies on the impact of intervention of character programs to increase student's characters (Larson, 2009; Watson, 2006).*First*, affection component as a moral machine that provide power to do or not to do something. Hoffman (in Kurtines & Gerwitz, 1992) believe that empathy was the basic of moral acts associated with motivation.

Second, the meaning of empathy is often associated with an individual's ability to understand mental condition of others. Empathy related with emotional awareness which an important base for the development of moral behavior (Arsenio & Lemerise, 2010). Research of Thompson and Zahn-Waxler (in Arsenio & Lemerise, 2010) about helping behavior and empathy, concluded that children's emotions when watching adult in pain encourage children to behave in prosocial and helpfulness.The emotions are included in the awareness of the feelings of others when they need it, giving a judgment about the emotions and feelings proud of the children's good behavior. With the awareness of the emotion experienced and understanding of the conditions encountered, children are encouraged to do moral acts to obtain the balance of egoistic and moral motivation (Rich & DeVitis, 1994).

Metaphor counseling could change in children's behavior (Derosier and Mercer, 2007; Prince and Edward, 2010; Geldrad, Yin-Foo, and Shakespeare-Finch, 2009). There are some reason that support why metaphor effective for children. Metaphor help children to understand their experiences. Through symbolic metaphor help children to express their emotion in a comfort way.

Children who had low responsibility scores were identical to children with negative label from their surrounding environment. Children who have been given negative labels will tend to give less positive respond to the advice that was heard. Using metaphor help children to handle uncomfortable feeling. That why Sopory and Dillard (2002:5) believe that*metaphoric language was significantly more persuasive than literal language.*

Metaphor as story also help children to improve their focus, rembering the message's content, and understand the concept.

b. There are differences in the effectiveness of Metaphor Counseling Technique in ImprovingResponsibility Viewed from Students' Intelligence

Based on the results of the second hypothesis testing, it can be seen that the null hypothesis was accepted and the alternative hypothesis was rejected. It can be concluded that the intelligence of children did not play a role in improving the effectiveness of metaphor counseling techniques. It did not support the theory of moral formation according to

Kohlberg stating that the level of intelligence of children helped children in the process of knowledge and moral reasoning (Kohlberg in Santrock, 2002; Beck, 2004; Jahan, Hematkha, Jalili, and Hemati, 2014).Observed from pretest scores, Kohlberg and Piaget's theory was correct. Pretest results showed a correlation between intelligence and responsible behavior. But after being treated with metaphor counseling technique, it was proven that there were no significant differences between subjects with high and low intelligence.

This result was in contrast with the research conducted by Hernstein and Murray (1994), which found that subjects with low IQ more often committed crime and moral decay compared with subjects who had IQ above 125. Similarly, the results of research conducted by Terman (in Holahan and Sears, 1995) which showed that teenagers who obtained high IQ test results that balanced with the results of moral development test, which were also high.. However, Freeman (2008) examined that the results were not absolutely defined as the relationship between intelligence and moral conduct, because based on Freeman analysis characteristics of both a moral and the items in intelligence tests as contained in the Binet test scale and Weschler test showed compatible items. Characteristics of a moral person according to Spreacker (in Freeman, 2008) one of themis able to choose an alternative related to ethics than just a common action when confronted with interpersonal dilemma.The

connection of the characteristics with the items in IQ test is "what would you do if someone accidentally hurt you?, " what would you do if another child took your toys? "(About the Stanford-Binet Intelligence Scale). In Wechsler tests some questions such as: "What would you do if you saw a moving train was approaching the broken bridge?, "what would you do if a younger child hit you first?". Both intelligence test questions indicated the attachment to moral and cultural value systems. Thus, the relationship between IQ and the moral character development was not absolute.

The results this research supported Pagnin and Adreani (2000) and Abroms (1985) which concluded that intelligence was not related to the actual behavior when a child interacts with peers. Children with high IQ did not contribute significantly in the development of moral.Children with high IQ can answer moral reasoning test well in front of adults, but they do not show a consistent behavior when playing with peers. They often show selfish behavior and cheat the rules in real life.

Based on the description, it can be concluded that children's intelligences interact with the ability to perform moral reasoning, but do not contribute to the actual behavior that appear in everyday life. Bright children can receive and manage the information properly so that they are able to make a variety of moral reasoning, but the ability to reason does not always make children motivated to behave in good moral responsibility.

There are several other factors that cause the result of this study did not indicate any interaction of IQ with the effectiveness of counseling. First, in this study, metaphor counseling emphasized on developing the children's ability to empathize than children's moral reasoning ability, abilityto empathize was based on the sensitivity of children's emotions.Children's ability to recognize their own emotions and recognizing emotions of others helps the development of empathy within them (Ioannidou and Konstantikaki, 2008). Thus, affective factors in this study were more important than cognitive intelligence factor alone.

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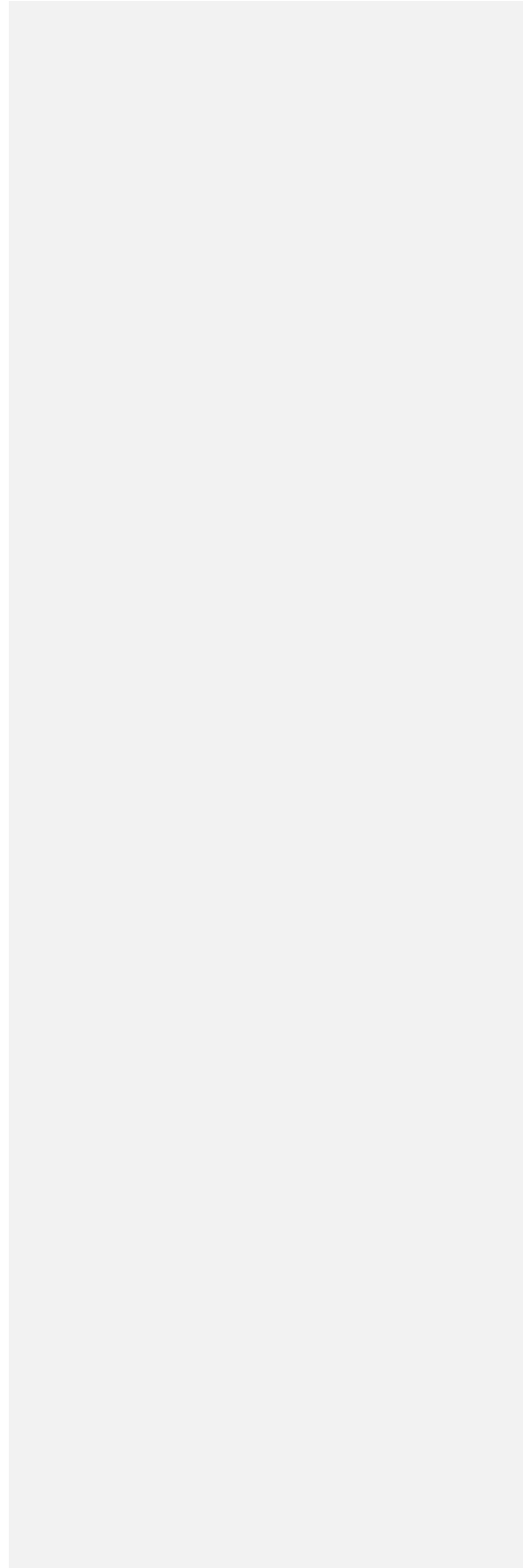
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Metaphor Counseling and Students Responsibility on Elementary School

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Abstract

The research aimed to figure out the effect of metaphor counseling in STAR KIDS (Story Teach Responsibility for Kids) module toward the responsibility of 6-7-year-old students of the first grade of elementary school. The research used untreated control group design by providing pretest and posttest sample design. The research subject consisted of 21 students in the experimental group and 26 students as the control group. The responsibility data collection performed by using observation guideline checklist, which quantified in the interval scale. SPM Raven scale measured the children's bits of intelligence. The STAR KIDS treatment is given in 15 meetings. The results of the pretest and posttest were analyzed by using Anacova analysis technique through SPSS 17 for Windows. The research result showed that (1) students of experiment group who received STAR KIDS metaphor counseling showed higher responsibility increase rather than students of a control group who did not receive the treatment, (2) The intelligence of the students did not show the effect on the effectiveness of counseling metaphor.

Keywords

metaphor counseling; child responsibility; intelligent

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JOURNAL CONTENT

Research Article

Metaphor Counseling and Students Responsibility on Elementary School

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Abstract

The research aimed to figure out the effect of metaphor counseling in STAR KIDS (Story Teach Responsibility for Kids) module toward the responsibility of 6-7-year-old students of the first grade of elementary school. The research used untreated control group design by providing pretest and posttest sample design. The research subject consisted of 21 students in the experimental group and 26 students as the control group. The responsibility data collection performed by using observation guideline checklist, which quantified in the interval scale. SPM Raven scale measured the children's bits of intelligence. The STAR KIDS treatment is given in 15 meetings. The results of the pretest and posttest were analyzed by using Anacova analysis technique through SPSS 17 for Windows. The research result showed that (1) students of experiment group who received STAR KIDS metaphor counseling showed higher responsibility increase rather than students of a control group who did not receive the treatment, (2) The intelligence of the students did not show the effect on the effectiveness of counseling metaphor.

Keywords: metaphor counseling; child responsibility; intelligent

Introduction

Childhood is the time to put the foundation for the next development levels. The success in achieving the development tasks of the age will give happiness, while, on the other hand, the inability to achieve the development tasks will obstruct the achievement of the development task on the next level. The success in achieving the developmental task and the goal of education are determined by the involvement of the adult people around the child and the child's potentials. One of the children's potentials is the character. The role of responsibility in personal and social life has been proved determining the success of individuals in adulthood (Werner and Smith, 1989), and characterize psychologically healthy people (Glasser and Zennin in Latipun, 2008; Corey, 2009). Responsibilities that established from elementary school age will establish the child as a self-directed learning (Ministry of Education, Singapore, 2014), as well as make the child more positively accepted by adults and peers (Tucker, 1994). Jones (2006) had proven that the establishment of children responsibilities since elementary school had a positive impact on children and created a more conducive class ethos. Establishment of responsibility improves children's adherence to school rules, improve self-esteem, and build better relationships with friends and teachers. Establishment of responsibility correlated with children's ability to complete the task, to voluntarily participate in the form of shown pro-social behavior (Thomas, 2011), as well as to develop self-reliance, helpful nature, and ability to work together (Ochs and Izquierdo, 2009).

Children responsibility establishment takes a complicated process. The problem of low responsibility can observe in various cases in elementary school students. Daily cases at school can

be seen based on the observation of the students and the interview with the teachers. Initial studies indicate that there are still many students (1) who do not do the task from teachers, (2) cheat friends' works, (3) play or joke with friends when the teacher explaining the lesson, (4) do not admit mistakes by blaming others, (5) is less concerned with the cleanliness of the environment, (6) fight with a friend, (7) came late, (8) not pray on time, (9) is late in completing the task, and (10) speak harsh words. The cases that become mass media coverage can also use as an indicator of the lack of responsibility of the student. The cases of bullying in elementary school in Bukittinggi (Sudiaman, 2014), attack by elementary school students in West Java (Tirta, 2013) and Makassar (PRFM News Chanel, 2014) are an essential phenomenon of character problem to be followed up. The lack of responsibility in the students themselves needs to be handled severely, because "failure to learn responsibility is related to the failure in school, work, and relationship" (Tucker, 1994: 1).

The personal and social responsibility can distinguish the responsibility. Personal responsibility deals with the ability to manage feelings, thoughts, and actions, while social responsibility is the ability to demonstrate the behavior expected by others in mutual interaction. Personally, responsible individuals can demonstrate the ability to prioritize the things that are important, complete the work or duties in the family, school, and community, and able to try something in other. Socially, responsible individuals can respond as expected by others, show care and concern, and seek to ease the burdens of others, make the world or the environment better for everyone, and are willing to sacrifice (Lickona, 1991). Many factors affect the establishment of responsibility that causes various obstacles in the development. The teachers have made an effort to increase students' responsibilities through various ways, either in the form of punishment, warning letter, advice, or habituation, but the handling of the students mostly done individually. Punishment often does not work and affect negatives as children will hate themselves, and others (Escarti, Gutierrez, Pascual, and Llopis, 2010), so that children will feel lonely and rejected by their social environment (McGinnis and Goldstein, 2003: Katz 2012). This Condition needs to be followed up by giving guidance and counseling that fit the principals of children development.

Counseling for children cannot do as counseling for adults. The characteristics of their development influence the counseling process in children. Chronological age in the counseling process is one of the critical variables that will significantly influence the developmental aspects. This is related to the characteristics and uniqueness that differentiating each stage of age. Based on the characteristics of children of elementary school age, there are few counseling goals to be achieved, namely: (1) Experiencing the positive feelings from their interactions with peers, teachers, parents, and other adults. (2) Able to take the personal meaning of learning activities. (3) Able to develop and maintain a definite sense of self, individual values, and can understand and refer to the feelings experienced. (4) Realizing the importance of self-values and consistently developing value in community life. (5) Developing academic skills. (6) Learning the importance of coping skills to overcome problems encountered. (7) Developing skills of goal setting, planning, and problem-solving. (8) Develop a positive attitude toward life. (9) Realize for their behavior. (10) Working together with parents and teachers in various programs to develop children's attitudes and skills (Muro and Kottman, 1995).

Gerald and Geldard (2011) stated that counseling for children took verbal skills that could encourage children to involve. One strategy that can use is through the use of media, storytelling, game and other creative strategies that can apply in the counseling process. In line with Geldard and Geldard, Muro and Kottman (1995) state that the counseling for children has different characteristics with counseling for the next stage of age. Characteristics of children in their seven as a time to play, think concretely, be creative, be imaginative game-oriented, and learn by interacting with teachers and friends in social interactions (Anna Freud in Overby, 2010; Vygotsky in Santrock, 2003; Muro and Kottman, 1995)are the basis for the provision of metaphor counseling techniques.

Conte (2009) explained that the use of metaphor in counseling could ease the counselors to insert messages and open the counselees' reception to the ideas in the story. The story listened by counselees connects to something deeper in them. Regarding psychological state, the condition is called narrative transport, which is a condition that makes the emotions of counselee strongly tied with

the emotion of the characters in the story. Such conditions not only make the counselee capture the content of the story but they are also moving into an emotional journey according to the character in the story. Children more than objective statements can believe Children's story.It confirms the use of metaphor as counseling techniques that can have a significant impact on the children (Close, 1998). Metaphor has the following characteristics: (1) It is a way of expressing or defines one thing with another; (2) It involves a secondary subject as a "vehicle" to interpret the primary subject; (3) it links the two concepts; (4) it provides an opportunity for the counselee to gain understanding, a new meaning, or enlightenment.

The use of metaphor in the counseling process gives a lot of positive impacts, either in the initial process, the core, and the end of the counseling. According to Barker (2013), a strong rapport which formed between a therapist and client is the initial success of the therapy process. The metaphor is the best agent in the establishment of rapport. A metaphor is one of the ways to increase the effectiveness in communication. Burns(2005) stated that the general principle of the metaphor used for children was their loves to stories. Besides, the use of metaphor can also be used as a medium to help children in expressing their feelings, coping with conflict, interacting with others, and coping with stressful situations (Muro and Kottman, 1995). Metaphor helps children to express issues or situations that make children feel uncomfortable (Rasmussen and Angus, 1996). With the use of metaphor, counselors show appreciation to children and encourage them to communicate naturally and comfortably.

The use of metaphor in story form in the counseling process can improve children's ability to focus, remember the content of the message, and understand the concept (Martin, Cummings, and Hallberg, 1992), as well as connect the story read with therapeutic potential (Burn, 2005). There are several advantages in the use of metaphor through the story, like the counselee will show awareness and a different response, and believe more than in objective statements. This is supported by the opinion of Battino (2002) which states that there are several advantages of metaphor as counseling techniques, namely:(1) provides a comprehensive association; (2) resistant to reduction; (3) facilitates the ability to think; (4) more readily accepted than structured language; (5) more easily assimilated. Those advantages cause metaphor dramatically impacts the listeners. Metaphor teaches, inspires guides, facilitates communication, and is memorable as well as can be found anywhere. Also, the use of metaphor provides joys and experiences that last strongly inside counselee. This study collected quantitative data used to test the effectiveness of counseling techniques metaphor in improving the student's responsibility. Quantitative data gained through the pretest and posttest.

Method

Participants

The population used in this study were children who were in the developmental stages of middle childhood (Papalia, Olds, and Feldman, 2002: 294), which were still in first grade Mutual Elementary School Magelang and had responsibility scores in a category of a medium, low and deficient. Middle childhood age was chosen as the study population based on the opinion of Bennett et al. (1999) which stated that the elementary school age was a vital age to help children develop the habits and values that will continuously take in their everyday life. Elementary school was the foundation for educational success in the later period. The division of subjects in the control group and the experimental group done by using simple random sampling by conducting a draw to each subject. The final results of the draw obtained 25 subjects into the experimental group and 26 subjects in the control group. The experimental group will receive treatment in the form of metaphor counseling techniques while the control group will receive the same treatment as the experimental group after the research completed (waiting list group).

Procedure and Instrument

The implementation of the metaphor counseling is carried out in 15 meetings in the classroom, which will be guided by a counselor, assisted by a co-counselor (assistant counselors and homeroom) and observer. Each meeting takes 30-60 minutes. Full details of the material contained in Implementation Module Counseling Techniques Metaphor "STAR KIDS." Quantitative data collected by conducting structured observation using an observation checklist guidelines sheet. The instruments compiled in this study were the observation checklist of the responsible behavior of children at school, which equipped with observation guidelines. Checklist Sheet was used to gather quantitative data on the children responsible behavior before and after treatment.

Observations were used in this study by considering many reasons, as follows: (a) children as the research subjects cannot conduct in-depth retrospective; (b). Children aged 6-7 years old in the first grade are still in the development stage of concrete operational thinking level (Piaget in Santrock, 2002), it causes the children unable to think abstractly and to answer questions or write the answers on the values of the characters within themselves. Statements about relative values of the characters are abstract and demanding to be understood by children, so the collecting data through interviews and questionnaires on children is less efficient; c). Responsibility reflected in various indicators of observable behavior. These conditions support the observation method as one of the appropriate data collection techniques to be used.

Based on the observations settings, this research used direct observations in natural settings (naturalistic observation). The natural setting characterized by observed behaviors recording in natural settings (Merrell, 2003). The process of behavioral observations was in the school environment either when children were in the classroom, on the playground, mosques, libraries, and other places around the school. The observations on children's responsible behavior conducted both when the children were by themselves and when they interact with friends, teachers, and all those at school. Checklist recording did observation data collection, a recording by using a list of aspects of behavior that had selected to observed so that the observer can easily record the visible behavior (Irwin and Bushnell, 1980). Recording procedure during the observation process was carried out by time sampling approach, which the observations were made by focusing on a few specific behaviors that have been defined using a checklist or coding system, then the observer observed in each particular given period separated in units of time (Miller 1998; Beaty, 2008).

Two experts conducted the instruments consideration in guidance and counseling and a child development psychologist. The purpose of instrument considerations (professional or expert judgment) was to meet the content validity. After the observation checklist improved following the input of the experts, then the observation checklist items were tested by the observers by presenting two observers to test the readability. Each observer observed first-grade students. After that, the observers were asked to discuss and provide input to the behavior items considered to be confusing and ambiguous with other behaviors. The observation reliability relates to consistency in observations (Miller, 1998). Inter-rater consistency to be able to observe the behavior with the same interpretation is the key to the observation reliability. Observation reliability improvement by encountering observers' bias in this study that is by creating a specific scoring accompanied by observation guidelines explaining about the various behaviors so that the observers have the same understanding of the behaviors on the list. Besides by making the observation guide, reliability can measure by counting the test-retest reliability and internal consistency reliability.

The implementation of the observations was carried out during the week before and after treatment with time sampling recording technique. In this study time sampling was done in the first one hour in the morning, the second one hour at the rest time, and the third one hour during the day. Within one hour, the observers will observe the subject every ten minutes interspersed with rest. Thus, for an hour the observers will observe the subject as much as 3x10 minutes with breaks interspersed in each completed observations per ten minutes. Each subject will be observed three times a week, at the beginning, in the middle, and at the end of the week. There are subjects observed on Monday, Wednesday, and Friday, some others observe on Tuesdays, Thursdays, and Saturdays. The election of a day is done to anticipate children's behavior differences at the beginning

and the end of the week. The mood still influences most of the first-grade students' behaviors. At the beginning of the week (Monday and Tuesday) they often show not excited behaviors as the influence of holiday on Sundays or otherwise on Friday and Saturday children usually show passionate behavior for going home early and approaching holidays. This scheduling is expected to minimize bias and increase the probability of more natural behaviors appearance.

Data Analysis

The data obtained in this study analyze through descriptive analysis techniques and statistical analysis techniques. Descriptive analysis was used to analyze qualitative data of before and after treatment, while quantitative data of pretest and posttest were analyzed using statistical techniques. The hypothesis test in this study was conducted to determine the effect of "STAR KIDS" Counseling Metaphor treatment in establishing the character values of children's responsibility. Hypothesis testing was done by using ANACOVA test (analysis of covariance) and followed by a regression correlation test to determine how significant the relative contribution of each variable control to the character values of responsibility was. Before the hypothesis testing conduct, the requirements test must pass.

Result and Discussion

At the beginning of the study, the number of subjects in the control group and the experimental was balanced, the number of subjects in this study was initially 51 subjects. Campbell and Stanley (1972) explained that the selection of the sample should be ensured in the equivalent number of group members when a random assignment was done either for large or small groups. Thus, the study subjects were divided into two groups, namely the 25 subjects as the experimental group and 26 subjects as the control group, but based on the verification process the data, at the end of the study only 47 subjects of which the data can analyze. Four other subjects disqualified because the data obtained was not perfect. It was due to many conditions, namely the two subjects of the experiment did not follow the activities for more than four meetings in a row, and the two other subjects could not be observed for posttest because they did not present during the posttest measurement process. All subjects in this study had many criteria, students of first grade Mutual Elementary School Magelang, not experiencing developmental delays in cognitive and emotional as evidenced by the results of IQ tests and interviews with teachers, and have a low or very low responsibility, from the result of preliminary observations and information from teachers.

The subject overview based on gender (male or female)

Based on Figure 4.1, the number of boys and girls in the experimental group was not balanced. The number of female students is much less (19%) than male students, however, because of the division of participants into groups was done randomly, then this condition was maintained. The disproportionate number of gender did not matter because the tests performed were calculated based on the average score of the responsibility of male and female students. Besides, the acquisition of the research subjects in a preliminary study based on the results of preliminary observations and interviews with teachers show that girls who had a score of responsibilities in the category of low and very low were less than boys. The research subject Acquirement was carried out based on responsibility score category, this affected by unequal numbers of male and female students as research subjects.

A subject overview based on the distribution of responsibility value score category before the treatment.

Preparation of overall children's responsibility character value profile was obtained based on the analysis of the measured data through observation of children responsible behavior. That showed responsibility check as the occurrence frequency. The data collected is then made into responsibility scores category. The results of the measurement of the character value of children's responsibility

before the treatment showed that 20% of the experimental group was in a deficient category, 56% in the lower category, and 24% in the medium category, and 0% higher category. The results of the measurements of the character values of responsibility of the control group showed that 3.8% were in the category of very low, 73.07% in low category, 23.07% in the medium category, and 0% in the high category. Based on these results it can be concluded that overall there were 11% of the subject were in the deficient category, 64.7% in a lower category, 23% in the medium category, and 0% in the higher category. Therefore, it can conclude that the character values of responsibility of first graders in Mutual elementary school are still not optimal and need an effort to improve the behavior of these responsibilities.

Score Overview Based on Responsibility Aspect

The character of children responsibility according to the Lickona theory (2011) consists of two aspects: personal and social responsibility. The three sub-aspects, namely can observe personal responsibility in this study: (1) prioritizing the things that are important, (2) doing the duty passionately, (3) try to do things in different ways. The aspect of social responsibility consists of five sub-aspects, namely: (1) respond to what others want, (2) care and pay attention to others, (3) ease the burden and give the best, (4) make the world better, (5) sacrifice. Can be seen that the lowest score of sub-aspect of responsibility was sub-aspect of ease the burden and give the best. This subaspect was low both at the time of measurement before treatment and after treatment. The conditions were similar to scores of sub-aspects of care and attention to others. Both sub aspects were the lowest aspects of social responsibility. The highest score of sub aspects before and after treatment was of obligation. This subaspect was one of the indicators in the aspect of personal responsibility.
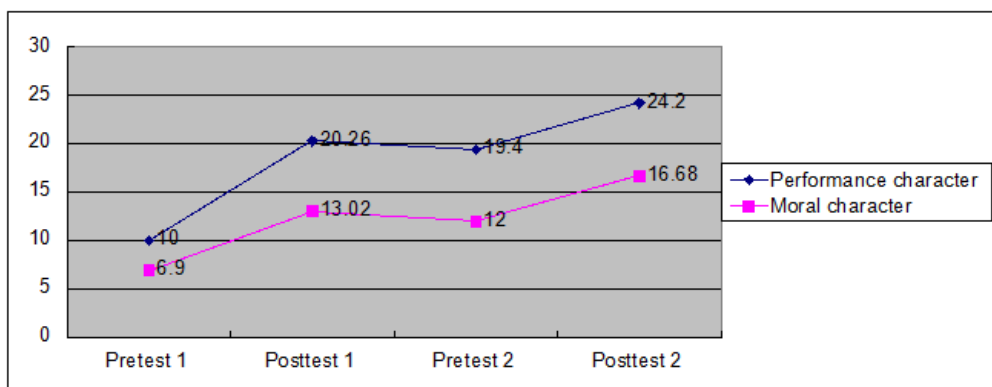

Figure 1. Distribution of Average Responsibility Score Based on Its Aspects

The result of the average score distribution in Figure 4.4 showed an increase in personal responsibility experimental group by 50.64%, whereas the increase in the control group was 19.83%. The increase in social responsibility experimental group was by 47%, while the control group increased was by 28.5%. Based on these data we can conclude that the scores of personal responsibility are higher than the scores of social responsibility both in the initial measurement before and after the treatment. The researchers concluded that in Mutual Elementary School, the character values of responsibility based on the personal responsibility aspect were more optimal than those based on social responsibility aspect. It could be formed by a school culture that emphasized on competition and motivation to be the best as the motto and the climate in the school, but the school was still less than optimal in increasing the social responsibility of children, which contains ethical values, social, and relationships with others.

Statistic Description of responsibility average score of pretest and posttest

The results of children responsible behavior measurements can also be observed based on a statistical description of the measurement results, either in pretest and posttest of control and experimental group. Descriptive analysis can observe from the Table 1. Based on the average score of the character values of responsibility in the experimental group and the control group it can see that the experimental group posttest scores showed an average of 75.67 with deviation standard of 14 964. This deviation standard meant that the scores amongst subjects in the experimental group were very diverse, from high to low. The average posttest score of a control group was 67.88 with a standard deviation of 8189; this meant that the difference in scores between subjects in the control group did not vary more than the differences found in scores between subjects in the experimental group. Based on Table 2 it can be seen that the average pretest and posttest score of the experimental group showed quite a high improvement by 16.48 points or by 21.78%. Based on t-test done, these differences indicate significant values with significance level of $p = 0:02 < p = 0:05$. The average posttest score of the control group showed a decrease of 2.31 points from the average pretest score.

A pause in the measurements could cause

the decrease in the control group posttest scores. The posttest was measured after the children had several days off before the sixth-grade national exam so that the control group who not treated when they were home were not conditioned like when they were at school. On the other hand, children who received treatment still remember any responsible behavior discussed during the treatment process lasted until well after the treatment complete. The increase of responsibility score in the experimental group support by the social validity given by the teachers and parents. After posttest, researchers distributed questionnaires of social validation to teachers and parents about the effect of the treatment to the children's responsibility. Most respondents showed a positive response to the metaphor counseling treatment for the establishment of responsibility. The result of social validity can observe from the following table.

Table 1
Statistics Description of Character Values of Responsibility Score

Group	Measurement time	Number	Average	Deviation Standard
Experiment	*Pretest*	21	59,19	12.061
	Posttest	21	75.67	14.964
Control	*Pretest*	26	70.19	10.756
	Posttest	26	67.88	8.189

Table 2
Results of social validation by teachers and parents

Items	Teacher		Parent	
	Agree	Disagree	Agree	Disagree
I am satisfied with the adoption of the "STAR KIDS" metaphor counseling Model to improve the student's responsibility.	100%	0%	100%	0%
I observed the students who became respondents showed a better sense of personal responsibility.	80%	20%	70%	30%
I observed the students who become the respondents demonstrated a sense of social responsibility which is the better.	80%	20%	90%	10%
The student who became respondents showed a positive attitude change.	90%	10%	80%	20%
The students who became respondents showed behavioral changes for the better.	90%	10%	90%	10%
"STAR KIDS" needs to be implemented for all children to improve their sense of responsibility.	100%	0%	100%	0%
45 minutes every morning to apply a "STAR KIDS" give a positive impact on the school.	100%	0%	100%	0%
I believe the implementation of "STAR KIDS" can help children to prepare for the learning process.	100%	0%	100%	0%

The subject overview based on IQ test score

Following the purpose of testing the hypothesis, the data of level of intelligence on the subject of research (IQ) also measure. The distribution of the IQ scores of the research subjects in experimental and control groups showed a similar pattern, in which, most subjects have very high IQ by 38.09% for the experimental group and by 42.3% for the control group. Subjects in a medium category were 42.85% for the experimental group and 42.3% for the control group. Both groups did not have a subject in a deficient category. Differences in the intelligence level based on treatment group and gender can be seen based on the results of different tests in the following Table 3. Based on Table 3 of the difference test summary, it can conclude that there was no significant difference in intelligence between the experimental group and the control group. It can see from the score of F = 0.025 with significance level 0876> p = 0:05, similarly, the level of intelligence regarding gender. The results of score calculation were F = 0.003 with a significance level 0958> p = 0:05. Thus, we can conclude there were no significant intelligence differences between boys and girls. The first hypothesis testing by using one direction Anacova test with the calculation result as follows Table 4.

Table 3

The t-test of Research Subjects' Intelligence

source	F	Sig	
group	0.025	0.876	Not significant
gender	0.003	0.958	Not significant

Table 4

Summary of the First Hypothesis Test Results

Tests of Between-Subjects Effects						
Dependent Variable: After treatment						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2908.554[a]	4	727.139	7.731	.000	.424
Intercept	349.797	1	349.797	3.719	.061	.081
IQ	58.221	1	58.221	.619	.436	.015
Pretest	1548.482	1	1548.482	16.464	.000	.282
Kelompok	1830.264	1	1830.264	19.460	.000	.317
Error	3950.297	42	94.055			
Total	246206.000	47				
Corrected Total	6858.851	46				
a. R Squared = .424 (Adjusted R Squared = .369)						

Table 5

Scores Category of the Research Subjects

Category	Experiment		Control	
	Pre	Post	Pre	Post
Very Low	5	1	1	0
Low	14	11	19	24
Medium	6	9	6	2
High	0	0	0	0
Very High	0	0	0	0
Sum	21	21	26	26

Based on Table 4 it can be seen that there was a significant difference in responsibilities scores between the groups that received counseling with a control group that did not receive counseling. By controlling the pretest scores and IQ, the value F = 19 460 with a significance level of P <0.05. This result meant the null hypothesis stated that there was no difference in the results of the character value of responsibility among students who received "STAR KIDS" metaphor counseling techniques

and the control group by controlling the pretest scores and IQ was not verified. Thus, the "STAR KIDS" metaphor counseling was useful for improving the establishment of the character values of children's responsibility, and to prove that the alternative hypothesis was accepted. Counseling useful contribution to children's responsibility improvement was 31.7%. It means there were 68.3% other factors that affect the establishment of children's responsibility. Besides based on F - value, children responsibility scores changes can also observe from a responsibility score category changes. Regarding the posttest score category, the following were data categories changes of each group before and after treatment in Table 5.

Based on Table 5 it can be observed that the difference in the increase of responsibility scores in the experimental and control groups also affected the changes in the number of subjects based on responsibility score category. The experimental group showed an increase of 4 subjects from the category of slight turn into low categories and in the medium category increased three subjects, while the control group showed a decrease from the categories low of only 19 subjects to 24 subjects at the end of the measurement. The second hypothesis formulation was that there were differences in the effectiveness of "STAR KIDS" metaphor counseling technique in improving the student's responsibility regarding the intelligence of students. Hypothesis testing by using ANOVA technique with interaction test of IQ scores and group. The analysis results presented in the following table 6.

Table 6
The Third Hypothesis Test

Tests of Between-Subjects Effects					
Dependent Variable: after treatment					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3190.128[a]	6	531.688	5.797	.000
Intercept	328.772	1	328.772	3.585	.066
Kelompok * IQ	157.627	2	78.814	.859	.431
Kelompok * Pretest	1831.850	2	915.925	9.986	.000
Error	3668.723	40	91.718		
Total	246206.000	47			
Corrected Total	6858.851	46			
a. R Squared = .465 (Adjusted R Squared = .385)					

Table 7
Correlation Test of Responsibility Scores and IQ Scores

Correlation	Total	r	significance	explanation
Pretest-IQ	47	0.372	0.010	significant
Posttest-IQ	47	0.242	0.101	not significant

Based on Table 6 it is known that IQ did not show any significant interaction effect between the responsibilities and the effectiveness of the "STAR KIDS" metaphor counseling. It can observe from the F value obtained, which were as big as 0859 with a significance level of p = 0431> p = 0:05. It can conclude that there was no difference in the effectiveness of the counseling technique in increasing responsibility regarding students' intelligence. Hypothesis test results showed that the metaphor counseling technique was effective to be applied in both subjects with high and low intelligence. The result of the different tests was followed up by regarding the correlation between intelligence and the students' responsibility. Based on the correlation test results, the analysis results obtained were as follows Tabel 7. Based on Table 7 it was known that the pretest score had a significant correlation with IQ scores. The meant that before the students treated, the students who had high intelligence got higher responsibilities score, but after being given treatment, it proved that there was no correlation between IQ scores with scores of responsibility. Thus, the metaphor counseling technique was effective to increase the responsibility score without being influenced by students' intelligence level.

Description of responsibility of grade 1 students of Muhammadiyah 1 Alternatives (Mutual Elementary School) Magelang before and after the treatment

The overview of students' responsibility in this study can examine from the descriptive data before and after treatment. Demographically, the subjects consisted of 29 male students and 18 female students. The difference in the number of male and female students due to the subject selection based on the characteristics of students who had low responsibility. The result of observations and interviews with teachers showed that low responsibilities were owned more by male students rather than female students. Differences in characteristics between men and women have been known to make differences in everyday behavior. The development of language and emotion of women are more dominant compared with man is dominant of physical motion and logical thinking (Hurlock, 1993; Papalia, Olds, and Fieldman, 2002).

Result in differences in behavior; (1) women are more likely to indicate conformity with the social signals in the environment; (2) while men more often show carelessness; (3) low in exceptional motor skills and more about gross motor activities, and (4) have high curiosity in exploring the environment (Chartrand, 2013). It causes boys more often to see a lot, cannot be silent, do whatever they want, and often break the rules because of curiosity and tend to have lower conformity than women. Such behavior makes boys more noticeable as less responsible by the adults around them. The theory supported by the descriptive data of the pretest that showed the differences in the average scores of responsibilities between men and women. However, difference test at the end of the posttest scores showed no significant difference in responsibility scores between groups of men and women. The results of this analysis affirmed the need for emotion stimulation for men so that their responsible behavior can be improved. Based on the descriptive data of the intelligence aspects it was known that there were differences in intelligence scores in the control and the experimental group. From the gender, there were no differences in intelligence between men and women as well.

There were differences in responsibilities scores increase in the experimental group that received metaphor counseling technique treatment and the control group that did not receive treatment

Based on the research question, the primary purpose of this study was to determine the effectiveness of metaphor counseling techniques in improving children's responsibility establishment, as evidenced by the test of responsibility scores difference after treatment between the experimental group and the control group. The results of hypothesis testing had shown there was a significant responsibilities score difference between the experimental group that received treatment and a control group that did not receive treatment. Changes in pretest and posttest scores after treatment showed a statistically significant difference. Thus, metaphor counseling technique was effective to improve the establishment of children's responsibility. Two assumptions can describe the results of this study. First, the results of this study supported an essential role of empathy in improving the children's responsibility (Mashar, 2012). Second, metaphor counseling technique could increase the child's responsibility because it was suitable for the children's development. The role of empathy in increasing children responsibility supported the previous studies on the impact of an intervention of character programs to increase student's characters (Larson, 2009; Watson, 2006). First, affection component as a reliable machine that provides power to do or not to do something. Hoffman (in Kurtines & Gerwitz, 1992) believe that empathy was the basis of moral acts associated with motivation.

Second, the meaning of empathy associated with an individual's ability to understand the mental condition of others. Empathy-related with emotional awareness which an essential base for the development of moral behavior (Arsenio & Lemerise, 2010). Research of Thompson and Zahn-Waxler (in Arsenio & Lemerise, 2010) about helping behavior and empathy, concluded that children's emotions when watching adult in pain encourage children to behave in prosocial and helpfulness. The emotions are included in the awareness of the feelings of others when they need it, giving the judgment about the emotions and feelings proud of the children's good behavior. With the awareness of the emotion experienced and understanding of the conditions encountered, children are

encouraged to do righteous acts to obtain the balance of egoistic and moral motivation (Rich & DeVitis, 1994). Metaphor counseling could change in children's behavior (Derosier and Mercer, 2007; Prince and Edward, 2010; Geldrad, Yin-Foo, and Shakespeare-Finch, 2009). There is some reason that supports why metaphor effective for children. Metaphor help children to understand their experiences. Through symbolic metaphor help children to express their emotion comfortably. Children who had low responsibility scores were identical to children with a negative label from their surrounding environment. Children who have been given negative labels will tend to give a less favorable response to the advice that heard. Using metaphor to help children to handle uncomfortable feeling. That why Sopory and Dillard (2002:5) believe that metaphoric language was significantly more persuasive than literal language. Metaphor as the story also help children to improve their focus, remembering the message's content, and understand the concept.

There are differences in the effectiveness of Metaphor Counseling Technique in ImprovingResponsibility Viewed from Students' Intelligence

Based on the results of the second hypothesis testing, it can see that the null hypothesis was accepted and the alternative hypothesis was rejected. It can conclude that the intelligence of children did not play a role in improving the effectiveness of metaphor counseling techniques. It did not support the theory of moral formation according to Kohlberg stating that the level of intelligence of children helped children in the process of knowledge and moral reasoning (Kohlberg in Santrock, 2002; Beck, 2004; Jahan, Hematkha, Jalili, and Hemati, 2014). Pretest results showed a correlation between intelligence and responsible behavior. However, after being treated with metaphor counseling technique, it was proven that there were no significant differences between subjects with high and low intelligence.

This result was in contrast with the research conducted by Hernstein and Murray (1994), which found that subjects with low IQ more often committed crime and moral decay compared with subjects who had IQ above 125. Similarly, the results of research conducted by Terman (in Holahan and Sears, 1995) which showed that teenagers who obtained high IQ test results that balanced with the results of moral development test, which were also high. However, Freeman (2008) examined that the results were not defined as the relationship between intelligence and moral conduct, because based on Freeman analysis characteristics of both a moral and the items in intelligence tests as contained in the Binet test scale and Weschler test showed compatible items. Characteristics a moral person according to Spreacker (in Freeman, 2008) one of them can choose an alternative related to ethics than just a typical action when confronted with an interpersonal dilemma.

The connection of the characteristics with the items in IQ test is "what would you do if someone accidentally hurt you? " what would you do if another child took your toys? "(About the Stanford-Binet Intelligence Scale). In Wechsler tests some questions such as: "What would you do if you saw a moving train was approaching the broken bridge? "what would you do if a younger child hit you first?". Both intelligence test questions indicated the attachment to moral and cultural value systems. Thus, the relationship between IQ and the moral character development was not absolute. The results of this research supported Pagnin and Adreani (2000) and Abroms (1985) which concluded that intelligence was not related to the actual behavior when a child interacts with peers. Children with high IQ did not contribute significantly to the development of moral. Children with high IQ can answer moral reasoning test well in front of adults, but they do not show a consistent behavior when playing with peers. They often show selfish behavior and cheat the rules in real life.

Conclusion

Based on the description, it can conclude that children's intelligence interacts with the ability to perform moral reasoning, but do not contribute to the actual behavior that appears in everyday life. Bright children can receive and manage the information correctly so that they can make a variety of moral reasoning, but the ability to reason does not always make children motivated to behave in

proper moral responsibility. Several other factors cause the result of this study did not indicate any interaction of IQ with the effectiveness of counseling. First, in this study, metaphor counseling emphasized on developing the children's ability to empathize than children's moral reasoning ability, ability to empathize was based on the sensitivity of children's emotions. Children's ability to recognize their own emotions and recognizing emotions of others helps the development of empathy within them (Ioannidou and Konstantikaki, 2008). Thus, affective factors in this study were more important than cognitive intelligence factor alone.

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