DEPARTEMEN GUIDANCE AND COUNSELING
FACULTY OF EDUCATION
UNIVERSITY STATE OF SURABAYA

UNESA

2023

PROCEEDINGS

The 1st International Conference On Guidance And Counseling

VOLUME 1 NO 1 TAHUN 2023

https://proceeding.unesa.ac.id   icgc@unesa.ac.id

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SELF-MANAGEMENT TECHNIQUES FOR REDUCING AGGRESSIVENESS IN STUDENTS

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ABSTRACT

Self-management is a behavior change handled by the individual himself in order to change behavior with self-awareness. The use of self-management skills in group counseling activities has been shown to be useful in lowering student aggression. The goal of this study was to see how successful group counseling self-management approaches were at reducing student aggression. The approach employed in this research is a literature review, which involves gathering material from reliable sources such as journals, conferences, and e-books on the subject of this research. The findings revealed that group counselling self-management approaches were successful in lowering students' verbal and physical aggression.

Keywords: Aggressiveness, Self-Management, Group Counselling

INTRODUCTION

Adolescents' aggressive behavior is influenced by their educational environment and classmates, and it manifests as easily injuring others, being easily irritated, attempting to control their social environment, and physically and verbally hurting others. According to the study's findings, school is an important context for moral development; thus, it is critical to examine student wellbeing at school because it may be utilized as a tool for gauging student welfare in school life. The better pupils' well-being at school, the lower the aggressive behavior at school, which may result in a desire to harm others (Asmuliadi & Karneli, 2019).

Regardless of the form of disturbance, the student environment at school requires protection and a sense of security. Moral development must be prioritized in order to provide pupils with a sense of security at school. Moral growth encompasses adaptable thoughts, feelings, and behaviors in the classroom. Today's classroom climate is characterized by hostile behavior by high school students.

Previous research suggests strategies and prevention of verbally aggressive behavior and increasing disciplinary practices (McMahon et al., 2020). This type of verbal aggression is most common in the school environment and varies at each level of development, causing students to be easily expelled from school. Aggressive behavior in the school setting necessitates intervention to reduce it. Previous research has shown that aggressive conduct can be reduced in children in the context of social-emotional learning programs (Portnow et al., 2018). Treatment and weather circumstances can have an Previous research provides ways for verbally aggressive behavior prevention and increased disciplinary practices (McMahon et al., 2020). This sort of verbal aggression is most widespread in schools and varies with each phase of growth, making kids easily expelled. Intervention is required to reduce aggressive conduct in the educational context. Previous study has demonstrated that aggressive behavior in children can be reduced by social-emotional learning programs (Portnow et al., 2018). Treatment and weather conditions can have an impact on aggressive behavior reduction. The commonalities between the studies are that both reduce aggressive behavior.

impact on aggressive behavior decrease. The study's similarities are that both lessen aggressive behavior.

Based on prior research findings, researchers used self-management approaches in group counseling to minimize student aggression at school. The phenomenon of problems that exist in schools, as well as the results of previous research, highlight the importance of research in the field of Guidance and Counseling. This research seeks to learn about and test the effectiveness of group counseling with self-management techniques.

METHODOLOGY

This is a qualitative descriptive study using a literature review research method. Qualitative research is also known as natural research or natural research because it focuses on processes and meanings that cannot be evaluated or measured accurately but can be expressed in phrases. The scope of this study item is a natural object or natural context, which is one of the criteria of qualitative research. The research object is one that cannot be altered in such a way that the conditions before and after the data object being

investigated remain or do not change (Alwasilah, 2009). The goal of this study is to talk about self-management approaches for reducing aggressiveness in students. This study will go through self-management approaches, student aggression, and the effectiveness of self-management techniques in reducing student aggression. As a result, the data for this study will be gathered in the form of a literature review. The data used originates from secondary sources, specifically primary books, journals, and papers published and indexed by SINTA or Scopus. This study was carried out utilizing a qualitative approach model and a type of library research.

RESULT AND DISCUSSION

The effectiveness of self-management systems is predicated on students developing the necessary skills and managing their own lives effectively (Corey, 2012). Previous research has demonstrated that the traumatic case therapy technique can help students reduce PTSD symptoms (Nursalim & Pratiwi, 2020). The research differs in that group counseling activities with self-management strategies are used to minimize student aggressive behavior, and group counseling activities can be used to reduce student aggressive behavior in this study.

Self-management skills are taught to students with high aggressiveness through group counseling, provided that the students are aware of the problems they are experiencing and have a strong desire to change them. The researchers' initial efforts in conducting research were to help students become self-aware of aggressiveness problems that were being experienced until students emerged awareness and had a sense of the need to organize themselves in problematic situations, which was done in the group counseling process at an early stage.

Aggression can be seen in students' desire and intention to damage or injure others. Student hostility includes both physical and verbal aggression. The four categories of hostility are passive verbal aggressiveness, active verbal aggressiveness, passive physical aggressiveness, and active physical aggressiveness (Baron, 1998). Identifying goals to be fulfilled, making self-monitoring plans using data sheets, collecting data from self-monitoring, and analyzing targeted behavior changes in the desired direction are all stages of self-management approaches for lowering student aggression.

Group counseling activities using self-management approaches can provide each group member with experience, advice, support, and input in minimizing passive verbal aggression. The employment of group counseling self-management strategies, such as threatening, insulting, and teasing with one another, can lessen verbal aggression both actively and passively. Students can be deemed to have less aggressive conduct if they are seen to be skilled at talking to their classmates and can direct and moderate their behavioral behaviors appropriately. By exercising alternative behavior skills and developing self-control and self-regulation abilities, self-management strategies are thought to actively reduce verbal aggressive conduct.

The application of self-management skills in group counseling can both passively and actively minimize physical aggression. Passive and active physical antagonistic behavior, such as not assisting a friend in difficulties or dismissing what their friend wants, does not occur. When the problem of student

aggression is severe, it is believed that self-management approaches can minimize passive and active physical aggressive behavior by practicing alternative behavior skills and developing self-control and self-regulation abilities.

According to the results of calculations and observations, there was a drop in the aggressiveness of pupils at school after being treated with group counseling self-management strategies. Students obeyed the teacher's commands to speak to friends in good language, present factual information, allow opportunities for friends to express their thoughts, cease breaking friends' things, beating friends, and destroying friends' belongings, resulting in a decrease in student hostility. Friendship is being pushed. Students' changes are the result of their own efforts in participating in group counseling using self-management techniques, so that this self-management technique is beneficial in reducing the aggression of students who were previously high.

CONCLUSION

The goal of this study was to see how successful group counseling self-management approaches were at reducing student aggression. Based on the results of the self-management technique group counseling treatment, which was ineffective against student aggression, this indicated that students could reduce hitting behavior on their friends, gossiping behavior, provide opportunities for other students to express their opinions, be able to manage language, and organize their emotions towards the interlocutor. As a result, group counseling self-management approaches can be inferred to be successful in lowering verbal and physical aggression in pupils.

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DEVELOPMENT OF COUNSELLING PROFESSION IN MALAYSIA: THE CURRENT POST PANDEMIC TREND

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ABSTRACT

The counselling landscape in Malaysia has undergone a major transformation in comparison to when it was first introduced, decades ago. Previously, attending a counselling session is associated with having a mental breakdown or disorder. Concerted efforts were employed by the government agencies, Board of Counsellors and non-governmental associations to reduce the stigmatization and encourage help-seeking behavior. A life changing experience occurred during the COVID-19 pandemic that has impacted the whole world and Malaysia was not exempted. It has opened the eyes of many people from various walks of life to seek help during the pandemic. Studies have shown that the technological advancements and wide usage of electronic devices during the pandemic has enabled helping professionals to reach out to the people via social media. Telehealth was set up and medium of providing online counselling were vastly employed. However, the ethical conduct and competency level of counsellors need to be upskilled to assist in providing a therapeutic. Although the landscape of counselling profession is changing and thriving, the counselling profession needs to be adequately equipped with skills that includes multicultural perspective in addressing current issues faced by the community.

Keywords: Development of counselling profession, Counsellor education and training, Counsellor Act 1998 (Act 580), Post pandemic, Online counselling, Malaysia

INTRODUCTION

Counselling in Malaysia is influenced by various factors, such as the sociocultural context, the religious beliefs, the legal system, and the educational system of the country. Counselling in Malaysia also reflects the diversity and complexity of its population, which consists of various ethnic groups, such as Malays, Chinese, Indians, and others. Each ethnic group has its own values, norms, traditions, and languages that may affect the counselling process and outcome. Therefore, counsellors in Malaysia need to be culturally competent and sensitive to the needs and preferences of their clients.

Counselling in Malaysia is a relatively young profession that has undergone significant development and transformation since its inception in the 1960s. The field of counselling in Malaysia was heavily influenced by the counselling profession in the United States during its inception. The historical development of counselling services in Malaysia are divided into four stages (See & Ng, 2010) as depicted in Table 1.

Table 1:

Historical development of counselling services in Malaysia

Stage	Year	Development
1	1960s-1970s	marked by the introduction of school guidance and counselling services by the Ministry of Education, influenced by the American model of counselling. The main focus was on academic and career guidance for students.
2	1980s-1990s	expansion of counselling services to other settings, such as higher education institutions, government agencies, non-governmental organizations, and private sectors. The main focus was on personal and social counselling for various client groups.
3	2000s-present	witnessed the establishment of professional bodies and associations, such as the Malaysian Counselling Association (PERKAMA), the Board of Counsellors Malaysia (LKM), and the Malaysian Association of Psychotherapy (MAP). The main focus was on enhancing the professional identity, standards, and ethics of counsellors in Malaysia

| 4 | Way forward | involve further challenges and opportunities in Malaysia, which includes addressing the multicultural and multifaith issues, integrating indigenous and Western approaches, developing evidence-based practices, and advancing research and publications. |

The future outlook of the counselling development in Malaysia focuses on addressing the multicultural perspectives, as mentioned in Stage 4 and these are also known as the indigenous approaches to counselling. It gives priority to the context which incorporates local culture, values, beliefs, and practices of the Malaysian people, especially the major ethnic groups such as Malays, Chinese, Indians, and others. Indigenous approaches to counselling aim to be more culturally relevant, sensitive, and responsive to the needs and preferences of the clients, as well as to respect their worldview and identity.

Some examples of indigenous approaches to counselling in Malaysia are listed in Table 2.

Table 2:

Indigenous approaches to counselling in Malaysia

No.	Indigenous Approach
1.	Islamic counselling
2.	Chinese cultural counselling
3.	Indian cultural counselling

Islamic counselling: This is a counselling approach that is based on the principles and teachings of Islam, an official religion of Malaysia and the majority faith of the Malays and other indigenous groups. Islamic counselling integrates the Quran, the Sunnah (the sayings and actions of Prophet Muhammad pbuh), and other Islamic sources of knowledge and guidance into the counselling process. Islamic counselling also emphasizes the role of spirituality, morality, faith, and submission to Allah in coping with life challenges and achieving well-being.

Chinese cultural counselling: This is a counselling approach that is based on the cultural values and traditions of the Chinese community in Malaysia, which is the second largest ethnic group in the country. Chinese cultural counselling incorporates the concepts of Confucianism, Taoism, Buddhism, and other Chinese philosophies into the counselling process. Chinese cultural counselling also considers the influence of family, social harmony, face-saving, collectivism, and other cultural factors on the clients' issues and goals.

Indian cultural counselling: This is a counselling approach that is based on the cultural values and practices of the Indian community in Malaysia, which is the third largest ethnic group in the country. Indian cultural counselling draws on the concepts of Hinduism, Buddhism, Sikhism, and other Indian religions

into the counselling process. Indian cultural counselling also takes into account the impact of caste, karma, reincarnation, dharma (duty), and other cultural aspects on the clients' problems and solutions.

These are some of the indigenous approaches to counselling in Malaysia that have been developed or adapted by local counsellors and researchers. However, there are still some challenges and limitations in applying these approaches, such as the lack of empirical evidence, theoretical integration, ethical guidelines, and professional recognition. Therefore, more research and training are needed to enhance the quality and effectiveness of these indigenous approaches to counselling in Malaysia.

RESULT AND DISCUSSION

Counsellor Act 1998 (Act 580)

To ensure that the professionalism of a counsellor is maintained and uphold to the highest standard, the Counsellor Act 1998 has been developed and the functions of the Board of Counsellors are outlined as follows:

a) supervise the provision of counselling services;

b) assess the need for counselling services in Malaysia;

c) regulate the training of counselors and determine the type and the level of counselling that will be held in Malaysia;

d) determine the qualifications that qualify a person to be registered under this Act;

e) determine the standard of counselling training programs;

f) make recommendations to the Government in relation to the standards of counselling services;

g) register qualified counsellors;

h) regulate the fees chargeable by registered counsellors for the counselling services offered;

i) appoint members of the Board to be members of any board, committee or body established for any purpose related to the counselling profession;

j) regulate the conduct of the counselling profession, including establishing a code of ethics for the counselling profession; and

k) to take actions on any matters deemed necessary to ensure it function effectively

Counsellors Education and Training

Counsellor education in Malaysia is offered at various levels in public and private universities. For example, Universiti Malaya, a public university offers both undergraduate and postgraduate counselling programmes. On the other hand, Open University Malaysia, a private university offers a Master of Counselling program that is accredited under the National Accreditation Board of Malaysia issued by Malaysia Qualification Agency (MQA). There are other public and private universities that offers similar programs.

Sequentially, training of counsellors is available on different platforms. One of the main players that is responsible for establishing and maintaining a register of counsellors and regulating the practice of counselling in Malaysia is the Board of Counsellors. It helps to organize, manage and ensure that all Registered Counsellors adhere to the Code of Ethics which provides guidelines to counsellors in their everyday practice. Meanwhile, PERKAMA International (Persatuan Kaunseling Malaysia Antarabangsa) is a non-profit organization that officially represents professional counsellors in various practice settings. It plays a crucial role as the driving force for professional counselling in Malaysia. Currently, it has more than 1000 members and regularly organizes counselling training workshops and conferences. However, training of counsellors is not limited to only LKM and PERKAMA. Various other platforms are accessible for counsellors, preservice counsellors and students such as private institutions, training bodies certified and approved by LKM. It is pertinent to ensure that all counsellors are competent and professionally trained in accordance to the Code of Ethics and Counsellors Act 1984.

Perception Towards Counselling In Malaysia

Counselling is still an emerging profession in Malaysia and the professional identity development in the Asian region is slowly recognized by members of the community. Previously, counselling in Malaysia was feared by many due to the stigmatization experienced by those seeking help. Some people may think that going to counselling associates with having a mental "illness" or signs of weakness and indicating vulnerabilities. As a consequence, feeling judged by others for seeking help. These negative beliefs and emotions prevent many people from getting the support required and resulted in a worsened condition on their mental health. However, many have realized that counselling is not something to be ashamed of. It is a sign of strength and courage to reach out for help when going through a difficult time. Studies have indicated that counselling can help an individual cope with various challenges, such as addiction, trauma, grief, anxiety, depression, and many more. It can also improve self-esteem, hope, and well-being. Studies have found that many have benefitted from counselling sessions especially during and post pandemic.

Covid-19 Pandemic

The COVID-19 has impacted the whole world for nearly two years since it was announced as pandemic by the World Health Organization (WHO) on 11 February 2020. The COVID-19 pandemic has had a significant impact on people's lives, creating a disproportionate and devastating outcome on people from various walks of life. It is particularly detrimental to members of those social groups in the most vulnerable situations, including people living in poverty situations, older persons, persons with disabilities, youth, women and indigenous peoples (Wong et al., 2021). The pandemic has heightened human suffering, undermined the economy, affected the lives of billions of people around the globe, and significantly

detrimental to the health, economic, environmental and social domains. The economic and social disruption caused by the pandemic is devastating: tens of millions of people are at risk of falling into extreme poverty.

Sequentially, the COVID-19 pandemic has had a significant impact on people's mental health. Physical distancing due to the COVID-19 outbreak can have drastic negative effects on the mental health of people especially the elderly, disabled individuals, people living alone, women, and students (Aziz, Nor & Shah, 2022; Sundarasen et al., (2020). Physical isolation at home among family members may contribute to having a serious mental health risk. It can cause anxiety, distress, and induce a traumatic situation (Lahav, 2020). COVID-19 can also result in increased stress, anxiety, and depression among people already dealing with mental health issues. A change of behaviour can be observed such as getting easily irritated and angry (Aziz, Nor & Shah, 2022).

To minimize the mental health consequences of the COVID-19 pandemic, the World Health Organization (2020) recommends that countries apply a whole of society approach to promote, protect and care for mental health, including through social and financial protection to safeguard people from domestic violence or impoverishment, and by communicating widely about COVID-19 to reduce fear and stigma. WHO Member States have recognized the impact of COVID-19 on mental health and are taking action. WHO's most recent pulse survey on continuity of essential health services indicated that 90% of countries are working to provide mental health and psychosocial support to COVID-19 patients and responders alike.

Malaysia is not exempted from being hit by the pandemic and the first COVID-19 case was reported on 24 January 2020 in Malaysia. The spread of the virus increased dramatically in March 2020 due to the second wave infections of COVID-19, resulting in the government imposing the Phase 1 of lockdown (known locally as Movement Control Order (MCO)) (Vimala, Kee & Azmawaty, 2021). The nation has experienced different phases of MCO, namely Conditional MCO, Restricted MCO and Recovery MCO. At that juncture, a lot of activities were restricted and work on site is no longer allowed except for emergency and essential services. The government has taken stringent measures to ensure the safety of the citizens.

The movement control order (MCO) in Malaysia is a series of measures implemented by the Malaysian government to contain the spread of COVID-19 in the country. The MCO was first imposed on 18 March 2020 and has been extended and modified several times since then. The MCO restricts the movement of people and activities across the country, except for essential services and purposes (Kalok, Sharip, Hafizz, Zainuddin & Shafiee, 2020). The MCO also requires people to wear masks, practice social distancing, and follow standard operating procedures (SOPs) to prevent infection.

The MCO is divided into four phases based on the National Recovery Plan (NRP), which outlines the criteria and indicators for each phase. The phases are:

Phase 1: Strict lockdown with only essential economic sectors allowed to operate. No social activities or interstate travel allowed. Only two people per household can go out for necessities within a 10 km radius.

Phase 2:   Slightly relaxed lockdown with some additional economic sectors allowed to operate. No social activities or interstate travel allowed. Only three people per household can go out for necessities within a 10 km radius.

Phase 3:   Recovery phase with most economic sectors allowed to operate with strict SOPs. Some social activities and interstate travel allowed for fully vaccinated individuals. Up to six people per household can go out for necessities within a 10 km radius.

Phase 4:   Normalization phase with all economic sectors allowed to operate with new norms. All social activities and interstate travel allowed for fully vaccinated individuals. No limit on the number of people per household going out for necessities.

At present, Malaysia is in the endemic phase in Malaysia whereby COVID-19 is no longer considered a pandemic, but a manageable disease that is part of the normal life of the population. The endemic phase was declared in April 2022, by the former Prime Minister Datuk Seri Ismail Sabri Yaakob on 8 March 2022. The endemic phase is part of the government's "Reopening Safely" plan, with the aim to restore normalcy and economic activities after almost two years of battling COVID-19. The endemic phase will entail the following changes:

1. Most COVID-19 restrictions will be lifted, including business operating hours, social distancing, capacity limits, and interstate travel.

2. Face masks will remain mandatory in public places, especially indoors and crowded areas. Update: This has been lifted at the time of preparing this article.

3. MySejahtera check-ins will still be required for entry into premises, but exceptions are given to open areas that are not crowded and have no large gatherings. Update: This is no longer mandatory.

4. Vaccination will still be encouraged and facilitated for those who have not received their doses or booster shots.

5. Testing and tracing will still be carried out to monitor the situation and detect any new outbreaks or variants. Update: testing and tracing has come to a halt however, monitoring and detecting of new outbreaks are still ongoing under the Ministry of Health.

6. Quarantine and isolation will still be imposed for those who are infected or exposed to COVID-19.

7. SOPs and guidelines will still be issued and updated by the relevant authorities to ensure public health and safety. Update: This is very much dependable on the current situation.

The transition to the endemic phase was based on several indicators, such as the high vaccination rate, low ICU bed utilisation, low percentage of severe infections, and no new significant dangerous variants. The transition to the endemic phase does not mean that COVID-19 is gone or harmless. It means that COVID-19 is under control and can be dealt with using existing health systems and resources.

Therefore, people are still advised to remain vigilant and follow the recommended precautions to prevent new outbreaks.

The Eye Opener: Importance Of Counselling Services

News and media reports emphasised the effect of lockdown and COVID-19 on the emotional wellbeing of the people and the realization of an increase in domestic abuse and violence cases especially among women (Sediri et al., 2020). In fact, this resulted in the Women, Family and Community Development Ministry and Board of Counsellors Malaysia in establishing and promoting their 24-hour Talian Kasih (Tele-health) to provide psychological support to those affected by the lockdown order. The Women's Aid Organization also reported a 14% increase in hotline calls since the lockdown began in the country. The helping professionals in Malaysia has responded positively to assisting many Malaysians who experienced the mental health issues during the pandemic COVID-19.

Due to the MCO restrictions imposed by the government, the telehealth online counselling has been a popular method to reach out. Telehealth also known as online counselling is the use of technology to provide mental health services remotely. It allows clients to receive counselling services from the comfort of their own homes or other locations. Telehealth counselling can be conducted through video conferencing, phone calls, or text messaging (Nguyen, Gruber, Fuchs, Marler, Hunsaker & Hargittai, 2020). It is a convenient way for people to access mental health services without having to travel to the counsellor's office due to the restrictions imposed.

Online counselling has benefited many and some of the advantages are as follows:

(a) Convenience: allows clients to receive counselling services from the comfort of their own homes or other locations.

(b) Accessibility: can help people who live in rural areas or who have mobility issues access mental health services.

(c) Affordability: can be less expensive than traditional in-person counselling.

(d) Privacy: can provide a greater sense of privacy for clients who may feel uncomfortable going to a therapist's office.

Some of the disadvantages are:

(a) Technical difficulties: Technical issues such as poor internet connection or malfunctioning equipment can disrupt the counselling session.

(b) Lack of personal interaction: may not provide the same level of personal interaction as traditional in-person counselling.

(c) Confidentiality concerns: Confidentiality can be more difficult to maintain in telehealth counselling because of the potential for technical breaches.

(d) Limited services: may not be appropriate for all types of mental health issues.

Telehealth counseling can be as effective as traditional in-person counseling for many people. A study published in the Journal of Affective Disorders found that telehealth counseling was as effective as in-person counseling for treating depression. Another study published in the Journal of Telemedicine and Telecare found that telehealth counseling was effective for treating anxiety disorders. However, it is important to note that telehealth counseling may not be appropriate for all types of mental health issues.

CONCLUSION

At present, there is an impending need to provide a guideline for online counselling since the usage of technology has been easily accessible and widely used as a mode of communication. More people are going online and find comfort and privacy in having conversations with their counsellors via online platform. It is therefore vital to note that online counselling should be considered to supplement traditional mental health counselling services. If online counselling can be effectively developed, it can help reach underserved individuals with mental illness that are isolated. However, online counselling will not replace the conventional face-to-face counselling but rather will complement the latter services to improve access to counselling. The counsellors are to be equipped with the know-how of conducting sessions online coupled with improved competency and skills.

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MODEL OF SOLUTION-FOCUSED ONLINE COUNSELING (SFOC) TO INCREASE STUDENT ACHIEVEMENT MOTIVATION

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ABSTRACT

The quality of graduates is strongly influenced by the achievement of graduate competencies which are manifested in academic achievement. Several research results show that academic achievement is strongly influenced by achievement motivation. The increase in achievement motivation is expected to occur through a solution-focused online counseling model. This research uses the type of literature study research. Sources of data that will be used as material for this research are books, journals and proceedings. The data analysis technique used is content analysis method. The results show that the features developed in SFOC include interactive and non-interactive. The interactive features consist of technical, synchronous, and asynchronous features, while the non-interactive features consist of information on the use and policy of the counseling website.

Keywords: model, solution-focused online counseling, achievement motivation

INTRODUCTION

The concept of achievement motivation was first put forward by Henry A. Murray in 1938 in his taxonomy of twenty needs. Achievement motivation according to Murray (Schunk et al., 2008) is the need to solve difficult things, master, outperform, match and surpass other individuals as well as overcome obstacles and achieve high standards. Furthermore, (McClelland, 1987) states that achievement motivation is an attempt to achieve the best possible results by referring to a certain standard of excellence. (McClelland, 1987) also gives characteristics of individuals who have high achievement motivation, namely: (1) liking tasks that have a moderate level of difficulty; (2) take personal responsibility for its performance; (3) seek feedback for the performance performed; and (4) have a high power of innovation in completing tasks.

The quality of graduates is strongly influenced by the achievement of graduate competencies which are manifested in academic achievement. Several research results show that academic achievement is strongly influenced by achievement motivation. (McClelland, 1987)concludes that achievement motivation can contribute up to 64% of learning achievement. Fyans and Mechr's research states that among 3 factors: family background, school condition/context and achievement motivation, the last factor is the best predictor of learning achievement. Suciati's research concludes that the contribution of achievement motivation is 36% to learning achievement (Wahyudi, 2010).

The results of the analysis of (Purwanto, 2011) regarding the theory of achievement motivation with a cognitive approach resulted in a trident model of achievement motivation. The components of achievement motivation are: task-value, self-efficacy, and goal orientation. Task value is an individual's belief that the tasks at hand are interesting, important, and useful for him in the future. Self-efficacy is an individual's belief in his ability to be able to master academic tasks successfully. The goal orientation is the formulation of goals or objectives that individuals really want to achieve in the academic situation at hand.

Furthermore, (McClelland, 1987)states that individuals who have high achievement motivation will obtain long-term benefits, namely job success and entrepreneurial success. The results of Mahone's research show that individuals who have high achievement motivation will choose realistic job choices with current abilities and performance (McClelland, 1987). Furthermore, according to (McClelland, 1987)individuals who have high achievement motivation are very likely to be interested and able to do business well, dare to take moderate risks in business, assume personal responsibility for performance, pay attention to feedback in terms of costs and benefits, and find ways to improve performance. new or innovative ways to create new products or provide new services.

One symptom of low achievement motivation is academic procrastination. Research by Sweeny, Biordy, and Aitken found a negative correlation between achievement motivation and academic procrastination (Rumiani, 2006). This shows that a proportional decrease in achievement motivation will be followed by an increase in academic procrastination. The results of this study are supported by research by (Rumiani, 2006) which also found a negative correlation between achievement motivation and academic procrastination. Some forms of academic procrastination such as being late for school, being late in completing assignments to delaying studying for exams. Likewise, research (Sagita et al., 2017) found a significant relationship between self-efficacy, achievement motivation, and academic procrastination with

academic stress. The research advice given is the need for efforts to increase self-efficacy and achievement motivation, as well as reduce/prevent procrastination and academic stress.

The preliminary study was conducted in December 2021 at the Surabaya City Public High School involving 1809 students as respondents. The instrument used is the achievement motivation scale which has been developed based on (McClelland, 1987)theoretical construct and has been tested for validity and reliability. Based on the results of the launch of the online achievement motivation scale through google form, data obtained that 0.83% of students have high achievement motivation, 66.33% of students have medium achievement motivation, and 32.84% of students have low achievement motivation. There are still many students who experience low achievement motivation.

Several facts obtained from the results of research on achievement motivation indicate the importance of strategies to deal with low achievement motivation. Low achievement motivation can reduce academic achievement. Low achievement motivation can cause students to avoid learning, learning achievement is not optimal, likes to delay completing assignments, easily gives up when experiencing failure, and avoids feedback from educators. This phenomenon needs to be resolved immediately because it has short-term and long-term impacts. The short-term impact is a decrease in academic achievement, while the long-term impact is a failure in work and entrepreneurship (McClelland, 1987).

One of the assistance efforts provided by the counselor in order to help solve the problems faced by students is to provide counseling services. Counselors have a responsibility to provide professional counseling services to counselees in an effort to help improve achievement and develop self-potential in students at school. Theoretically for Indonesia, counselors at the SMA/MA/SMK level have a percentage of responsive service delivery time (including counseling) between 15-25%. The time provided is very limited compared to the other two services, namely basic services and individual planning (Gysbers & Henderson, 2012) (Depdiknas, 2007).

Counselors are expected to have the ability to be skilled, master, and apply effective and efficient counseling approaches in order to realize professional counseling services in schools. So, a counseling approach is needed that pays attention to aspects of effectiveness and efficiency in realizing counseling changes in helping counselees to solve the problems they face. According to (Gladding, 2009), solution-focused counseling skills are needed by counselors working in assistance settings who are expected to provide more services in a shorter period of time. (Charlesworth & Jackson, 2004) stated that solution-focused brief counseling is suitable for school settings because it is able to provide effective counseling and in a shorter time.

Results of a systematic review of solution-focused brief counseling for children and families by (Abdulla & Woods, 2021); (Oliagba, 2015); (Jung, 2020); (Sucipto et al., 2020); (Rakich & Martinez, 2021) explained that short solution-focused counseling showed positive results for dealing with children's external behavioral problems (e.g., aggression, cooperation, truancy) and children's internal problems (e.g., shyness, anxiety, depression, self-esteem, self-efficacy). Furthermore, research by (Dahlan, 2011) shows that specifically the short counseling model focuses on effective solutions to improve almost all aspects of psychological power, namely interpersonal skills (self-understanding, self-direction, and self-esteem) and intrapersonal abilities (sensitive to oneself and others). others, comfortable with oneself and others, letting

others free, realistic expectations about oneself and others, and self-protection in interpersonal situations) except for the assertive aspect. Research conducted by (Nugroho et al., 2018) showed that short solution-focused counseling resulted in therapeutic changes in increasing the self-esteem of high school students. Research by (Rakauskiene & Dumciene, 2013) showed that short focused counseling was effective in increasing the academic self-efficacy of junior high school students.

Research by (Nugroho et al., 2018) shows the application of Solution-Focused Brief Counseling (SFBC) to improve students' academic self-concept. (Setiono et al., 2019) research proves that short solution-focused counseling can increase student motivation. Researcher proved that short counseling focused on effective solutions to reduce students' academic procrastination (Kurnanto, 2019); (Kusumawide et al., 2019); (Popowiranta et al., 2019). (Altundağ & Bulut, 2019) concluded that solution focused brief counseling (SFBC) is effective in reducing exam anxiety. Research (Eryanti, 2020) shows short solution-focused counseling is effective in increasing adolescent self-confidence. According to research by (Swandevi, 2020) the SFBC model can increase the independence of vocational students. Researcher proves that short counseling focused on effective solutions to increase resilience (Hendriani & Mulawarman, 2020); (Putri et al., 2019). Sitindaon & Widyana (2020) proved that short counseling focused on effective solutions to reduce stress levels. Researcher found that creative counseling (proops) through the SFBC (Solution-Focused Brief Counseling) approach can increase self-esteem (Nugroho et al., 2021). Researcher shows that solution-focused brief counseling is effective in developing students' self-esteem (Nugroho et al., 2021).

Solution-focused brief counseling has also been shown to be effective in group settings. Researcher shows that short group counseling focused on effective solutions to improve academic achievement and attendance of junior high school students (Newsome, 2004). Similarly, review of meta-analysis found that short solution-focused group counseling showed small, but positive changes for: external behavioral problems, internal behavioral problems, and family and relationship problems (Kim, 2008). The research of (Naraswari et al., 2021) shows that short solution-focused group counseling can improve self-regulation and academic achievement of junior high school students. Researcher also shows that short group counseling focused on effective solutions to reduce adolescent aggressive behavior (Baskoro, 2013). Researcher proved that solution-focused group counseling is effective in helping post-traumatic mothers have children with ASD (Zhang et al., 2018).

Likewise, research by (Ilbay & Akin, 2014) on the effect of short group counseling focuses on solutions to reduce student burnout through coping with burnout programs. Furthermore, research shows that short group counseling focuses on effective solutions to increase achievement motivation of vocational high school students (Wiyono, 2015). Researcher proves that short group counseling focused on effective solutions to overcome school burnout (Ates, 2016). Likewise, research by (Sarvi & Ghazi, 2016); (Hendar et al., 2019) proved that short group counseling focused on effective solutions to improve academic resilience and self-efficacy. The research of (Novriansyah et al., 2019) showed that short group counseling focused on effective solutions to improve students' self-concept. (Brogan et al., 2020) proved that small group counseling focused on effective solutions to increase self-esteem. Researcher found that group counseling with a solution-focused brief counseling (SFBC) approach can increase the resilience of junior

high school students (Diana, 2021). Likewise, research by (Sumini et al., 2020) proves short group counseling focused on effective solutions to improve students' self-concept.

Counseling programs must be adapted to the growing trends among students today. The results of a study conducted by the Ministry of Communication and Informatics show that almost 98% of children and adolescents know about the internet and 79.5 percent of them are internet users (Broto, 2014). With the high tendency of students to use the internet, as well as the COVID-19 pandemic conditions which have limited the implementation of face-to-face counseling, the right counseling program to develop is an online-based counseling program. This is in accordance with the opinion of (Ifdil & Ardi, 2013) that conducting online counseling is an effective thing if the problems faced need to be resolved immediately while there is no opportunity or constrained by distance to be able to do face to face counseling.

The use of developing technology is in line with the trend of counseling integration to optimize counseling outcomes. (Gaete & Gaete, 2015) say, "to our knowledge, there is no good reason for being uniperspectivist". Integration is defined by (Guterman & Rudes, 2005) as a combination of two or more different theories, resulting in a superior new framework. Meanwhile, (Holm-Hadulla et al., 2011) show that the available time frame is limited and wide in various living conditions and the needs of the counselee requires a wide variety of interventions available for counselors working with students. (Norcross & Goldfried, 2005) states that there are four routes to integration including: technical eclecticism, theoretical integration, common factors, and assimilation integration.

Based on the description above, this article aims to examine the Solution-Focused Online Counseling (SFOC) model to Improve Student Achievement Motivation.

METHODOLOGY

This research uses a research type/approach in the form of literature study. Sources of data that will be used as material for this research are books, journals and proceedings related to the chosen topic. Journals, proceedings and books used are from Google Scholar.

The stages in the comparative study of literature used in the preparation of this article refer to (Zed, 2008). There are four steps that must be taken, namely (1) preparing the equipment for the study: in the form of pencils/ballpoints, notebooks, and computers/laptops connected to the internal network; (2) compiling the selected or appropriate bibliography (which is actually used); (3) manage time and focus on activities so as to reduce or even avoid bias; and (4) read carefully, take notes, and write down the results. The data analysis technique used in this research is content analysis method. This analysis is used to obtain valid inferences and can be reviewed based on context.

RESULT AND DISCUSSION

Solution-Focused Brief Counseling

Solution-Focused Concise Counseling (SFBC) is a goal-oriented, future-focused counseling approach to brief therapy originally developed by Steve de Shazer and Insoo Kim Berg at the Family Concise Therapy Center in Milwaukee in the early 1980s. SFBT emphasizes the strength and resilience of people by focusing on exceptions to problems and their conceptual solutions. SFBT is an optimistic, anti-

deterministic, future-oriented approach based on the assumption that the client has the ability to change quickly and can create a problem-free language while striving for new realities (Corey, 2017).

According to de Shazer SFBC usually takes place in seven stages (Seligman, 2006):

a. Identifying a solvable complaint

Identifying a solvable complaint is an important first step in counselling.

b. Establishing goals

Set goals for continuing the counseling process. The counselor collaborates with the counselee to set specific, observable, measurable, and concrete goals

c. Designing an intervention

When designing interventions, counselors draw on their understanding of clients and creative use of counseling strategies to drive change, no matter how small.

d. Strategic tasks that promote change

The strategic task then promotes change.

e. Identifying and emphazing new behavior and changes

Positive new behaviors and changes are identified and emphasized when the counselee returns after being given an assignment.

f. Stabilization

Stabilization is important in helping people consolidate gains and gradually shift perspectives in a more effective and hopeful direction.

g. Termination

Termination of counseling occurs, often initiated by the counselee who has now achieved their goals.

According to (Corey, 2017) SFBC techniques are:

a. Exception Questions

The SFBC asks exception questions to direct the client at times when the problem is not present or when the problem is less intense. Exceptions are past experiences in the counselee's life when it is reasonable to have some hope that the problem occurred, but nevertheless did not happen.

b. Miracle Question

Miracle question is the main technique of SFBT. The counselor asks the counselee to consider that a miracle opens up various future possibilities.

c. Scaling Questions

Solution-focused therapists also use scaling questions when changes in human experience are not easily observable, such as feelings, moods, or communication.

d. Formula Fist Session Task (FFST)

FFST is a format of tasks given by the therapist to the counselee to complete between the first and second sessions.

e. Feedback

SFBC practitioners generally take a 5 to 10 minute break towards the end of each session to compose a summary message for the counselee.

Online Counseling

(Kraus et al., 2011) defines online counseling as a type of professional therapeutic interaction that uses the internet to connect qualified mental health professionals to their clients. This is in line with the opinion of (Ifdil & Ardi, 2013) which states that online counseling can be interpreted as a counseling process carried out with network aids as a liaison between the counselor/counselor and the counselee. Meanwhile, the American Counseling Association or known as (ACA, 2014), emphasizes the importance of an online counseling code of ethics covering distance counseling, technology, and social media. Furthermore, (Kemendikbud, 2016) explains the steps of online counseling (e-counseling) according to the stages: pre, process, and post-counseling.

Several research findings have proven the effectiveness of online-based counseling programs. Findings of (Carlbring et al., 2018) found that online-based counseling showed therapeutic results that were as effective as face-to-face counseling in dealing with psychological symptoms such as anxiety, panic disorder, and insomnia. This is in line with the findings of (Suranata, Rangka, et al., 2020) which confirmed that the website-based counseling method is effective in improving students' psychological competence and the results are not much different from the face-to-face counseling method. In addition, online counseling helps overcome several barriers to face-to-face counseling, such as time constraints, shyness, lack of emotional openness, and cost constraints (Amanvermez, 2015); (Ballesteros & Hilliard, 2016); (Gong & Hsu, 2017); (Ardi, 2019); (Bastomi, 2019).

The use of online-based counseling methods, especially in Indonesia, is still not optimal. Whereas based on research conducted by (Radjah et al., 2017) it was found that 74% of students agreed to the blended learning method in guidance and counseling services. This shows that face-to-face counseling methods and online counseling methods are equally in demand by students. Online-based counseling methods also have a fairly good level of time efficiency, and can be done without space and time constraints (Prasetya, 2017); (Erdem et al., 2018); (Erdem et al., 2018); (Situmorang, 2020). The development of online counseling that has been carried out is the development of an online counseling website for SMAN 1 Gresik (Prahesti & Wiyono, 2017). In addition, the development of an online counseling website for children with disabilities (Wiyono & Haq, 2019). Research by (Naini et al., 2021) on the design of online counseling guidance. Likewise, research succeeded in developing a cybercounseling model for counseling services for high school students (Gading, 2020). The research of resulted in the online counseling model of ibunda.id (Duniawati et al., 2020).

Several studies have proven the effectiveness of online counseling to help students' psychological problems. Research by shows that the website-based SFBC program is effective in reducing academic anxiety experienced by high school students (Suranata, Apriliana, et al., 2020). Furthermore, research proves that the CBT approach cybercounseling can improve students' Self-Regulated Learning (SRL) (Hidayati et al., 2021). In line with that, research by (Fahyuni et al., 2020) shows that a website-based Islamic cybercounseling application model can increase self-regulated learning. Research (Syam, 2020) proves that individual counseling through cybercounseling is able to reduce students' learning anxiety levels. Similarly, the research of (Novella et al., 2022) proved that the comparison of concise counseling focused on online and face-to-face solutions, where the results showed significant changes in general

anxiety and social anxiety and there was no significant difference in the effectiveness of the two methods. The results of (Junita & Adyani, 2021) research also show that online counseling is very effective because it helps reduce anxiety.

Model of Solution-Focused Online Counseling (SFOC)

This model is an integration between solution-focused concise counseling and online counseling. The platform used is a website that is integrated into android.

Table 1. Design of Solution-Focused Online Counseling Model

No.	Feature	Service Type	Main course	Support Apps
1.	Interactive	Technique	(1) Miracle question (2) Exception question, (3) Scalling question , (4) Formula Fist Session Task/FFST (5) Feedback	
		Synchronous	(6) Video Counseling	Google meet, zoom
			(7) Chat Counseling	Whatsapp
		Asynchronous	Email Counseling	Gmail
2.	Non Interactive	About	Information	Youtube

An outline explanation of the menu offered in the Solution-Focused Online Counseling model is as follows:

a. Miracle Question

Is a menu in the account that can be used by the counselee to design counseling purposes.

b. Exception Question

Is a menu in the account that can be used by the counselee to design a solution.

c. Scaling Question

This is a menu in the account that can be used by the counselee to measure changes in each counseling session.

d. Fist Session Task/FFST Formula

This is a menu within the account that counselors can use to assign assignments between the first and second sessions.

e. Feedback

Is a menu in the account that can be used by counselors to provide messages at the end of counseling sessions and achievement motivation scales.

f. Video Counseling

Is a menu in the account that can be used by counselors to interact face-to-face with counselees directly. This menu can be accessed by the counselee if the counselor is willing to do online counseling.

g. Chat Counseling

Is a menu in the account that can be used by counselors to interact with counselees directly. Chat Counseling is equipped with an online or offline status display.

h. Email Counseling

This is a menu in the account that can be used by counselors to interact with counselees who are connected to the counselor's personal email account.

i. Information

Contains information on how to use the SFOC website. In addition, it also contains information on applicable policies and codes of ethics.

CONCLUSION

The Solution-Focused Online Counseling (SFOC) model to increase student achievement motivation includes interactive and non-interactive features. The interactive features consist of technical, synchronous, and asynchronous features, while the non-interactive features consist of information on the use and policy of the counseling website.

ACKNOWLEDGMENTS

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LIFE SKILLS COUNSELING IN THE DEVELOPMENT OF COLLEGE STUDENTS PSYCHOLOGICAL WELL-BEING

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ABSTRACT

This research aims to conceptually examine life skills counseling in the development of college students psychological well-being. The research method uses library research. Data sources were obtained from international journal articles, ebooks, and website articles. The data source is accessed through Google Scholar. Data analysis used the process of content triangulation analysis of research studies on life skills counseling and psychological well-being. The results of the study show that theoretically, life skills counseling can develop students' psychological well-being. This can be seen from the relationship between the dimensions of psychological well-being and various skills that need to be developed in life skills counseling to develop the psychological well-being of college students. The limitation of this study only conceptually examines life skills counseling in developing students' psychological well-being. Therefore, it is necessary to follow up with the development of interventions in the form of life skills counseling models in developing students' psychological well-being. The life skills counseling model to be developed uses the life skills counseling construct from Nelson-Jones and the psychological well-being construct from Carol Ryff.

Keywords: College Students, Psychological Well-Being, Life Skills Counseling

INTRODUCTION

Industry 4.0 is another name for the fourth industrial revolution. The concept of "Industry 4.0" was formulated in 2011 by K. Schwab (Magera, 2019). The industrial revolution 4.0 is marked by the extensive use of cyber-physical systems, which quickly produce and process large amounts of data (Dombrowski & Wagner, 2014). The meaning of the industrial revolution 4.0 is the development of technology which is very rapid and has replaced various types of work that are usually done by humans which are not limited to automation and digitalization so that human work becomes faster, cheaper, more effective and efficient (Rahayu & Ramdhaniyah, 2019).

The era of the industrial revolution 4.0 will certainly have an impact on all aspects of human life (Mavianti, 2019). The industrial **revolution** 4.0 has had positive and negative impacts on humans (Reza, 2018). The positive impact is the advancement of information technology (IT) which is getting easier for everyone, causing everyone to be connected in a social network. A lot of information provides great benefits for the development of science and the economy of a nation (Aryati, 2019). Technological advances make it easier for humans to fulfill all their needs by using smartphones (Pratama et al., 2016). Using a smartphone and a good internet connection makes it easier for people to shop online without having to leave the house (Hermawan, 2017).

The negative effects of the industrial revolution 4.0 had an impact on social relations and human mental health (Reza, 2018; Boguszewicz et al., 2021). This is due to the excessive use of technology. Social impact occurs in people who constantly look at their cell phones during conversations or while they are engaging in activities that involve interpersonal relationships. This is called phubbing (Carlos et al., 2021). Phubbers (as they are called) often ignore the importance of maintaining and/or developing relationships by not communicating with other people. Phubbing occurs in everyday human activities, such as during meals, meetings, lectures, or social activities with family and friends (Reza, 2018).

Another negative effect of the industrial revolution 4.0 on human mental health can be seen in the use of cell phones and the internet. People who are smartphone-dependent will feel anxious, bored, stressed, and have difficulty sleeping if they don't use a smartphone (Aljomaa et al., 2016). The results show that students who are smartphone-dependent tend to neglect their coursework and separate themselves from friends and family (Torrecillas, 2007). Javid et al., (2011) found that increased student cell phone use can harm their academic performance, mental health, and subjective well-being or happiness.

Internet dependence also causes humans to experience psychological disorders. Internet dependence is a problem that arises when a person becomes completely dependent on internet connectivity and can even cause them to experience symptoms of anxiety, anxiety, and violence if they do not have access to a network (Sanchez-Carbonell et al., 2008). Research conducted by Mathew, (2020) found that internet dependence causes cognitive dysfunction, poor academic performance, and student's physical, mental, and behavioral disorders.

In addition to the disruption of smartphones and the internet, the implementation of the Industrial Revolution 4.0 was followed by an increasingly massive structured spread that has resulted in cyberbullying among teenagers (Dami & Waluwandja, 2019). Cyberbullying is behavior carried out through electronic, digital, and social media by individuals or groups who continuously convey hostile information, threats,

and attacks to other people or groups to cause harm or inconvenience to these other people or groups (Tokunaga, 2010). Cyberbullying can also cause negative emotions, depression, loneliness, suicidal tendencies, decreased academic performance, isolation, and anxiety (Dami & Waluwandja, 2019).

Facing various psychological problems faced by students as a result of developments in science and technology, students should ideally have good mental resilience. For some students, this condition is a life challenge but for some other students, it is a problem that requires adjustment to these tensions. This tension can result in decreased productivity, increased feelings of anxiety, stress, and inadequacy (Hadjam, 2005).

Various psychological or mental problems experienced by students are an indication of low student psychological well-being (Arslan & Allen, 2021; Syahril & Janna, 2021). Psychological well-being is positive affect which is defined by satisfaction, enjoyment, and happiness and the symptoms are positive beliefs about life, positive emotions, and no negative emotions (Sadati et al., 2019). Psychological well-being is a condition in which a person is characterized by feelings of happiness, low-stress levels, good physical and mental health, and quality of life (Vázquez et al., 2009). In other words, individuals with high psychological well-being maintain their physical and mental health to be able to face various kinds of obstacles and challenges to achieve happiness and satisfaction in their lives in the future (Syahril & Janna, 2023).

A broader definition of psychological well-being was put forward by Ryff, (1995) who argued that psychological well-being is people who evaluate themselves and their past lives positively, build good quality relationships with those around them, act independently, manage their life and environment, believe that their life has meaning and purpose and they develop as a person. The psychological well-being proposed by psychological well-being gets more attention and is accepted because of its empirical orientation in integrating with positive mental health dimensions (Fernandes et al., 2010).

Various interventions developed by experts in developing human psychological well-being. Among them is research by Ruini & Fava, (2009) which uses well-being therapy in developing the psychological well-being of sufferers of anxiety disorders in hospitals. Research by Edwards & Edwards, (2014) who developed cognitive behavior therapy counseling in developing psychological well-being for AIDS sufferers. Both interventions are therapeutic. Currently there is counseling developed by Nelson-Jones, (1994) called life skills counseling. The counseling aims to develop human psychological aspects and also equip humans with various skills needed in their lives (Palmer, 2000). Therefore, this study aims to theoretically examine life skills counseling in developing the psychological well-being of college students.

METHODOLOGY

The research method used in this study uses the method of literature study or literature review. Literature study is a study in which researchers collect various information using data from various sources such as libraries, historical stories, books, and other sources (Habsy, 2017). The data source uses sources obtained from searches from published journal articles and ebooks (Santoso et al., 2023). The data source in this study is a collection obtained from a collection of international journal articles accessed through Google Scholar by entering the keywords life skills counseling and psychological well-being.

Data analysis uses a content triangulation analysis process which is able to even out some of the data with the suitability of the study of the research topic. The process of analyzing the data is by mapping several data sources taken from several international journal articles as well as some data from supporting sources such as ebooks and articles from websites (Riza & Maryam, 2023).

RESULTS AND DISCUSSION

College Students Psychological Well-Being and Life Skills Counseling

Psychological well-being is important for students to have because psychological well-being is the most valuable welfare for every individual to live a healthy life, making it an important attribute in one's life during college (Sujatha & Jayakumar, 2017) Psychological well-being is one dimension of mental health. Psychological well-being can be defined as an individual's cognitive and emotional reaction to their environment and the way people use it to interact with it (Wood & Joseph, 2010).

Therefore, students need help to improve their psychological well-being. According to (Kemdikbud-Ristek, 2021) the way that can be done to improve the psychological well-being of students is to provide various life skills in the form of skills in managing emotions and behavior, empathy, and concern for others, effective problem solving, decision making, and establishing positive relationships with other people. Life skills are basic life skills that are used to help improve mental well-being and competence in children and adolescents when they face problems in their lives (Maryam et al., 2011). It is based on the philosophy that they must be qualitatively empowered to take responsibility for their actions (WHO, 2001).

A clear and concrete definition of Life Skills is provided by the World Health Organization (WHO). They define it as the ability 'for adaptive and positive behavior that enables the individual to effectively deal with the demands and challenges of everyday life' (WHO, 2004). 'Adaptive' means that a person is flexible and able to adapt to various circumstances. 'Positive behavior' implies that one moves forward even in difficult situations, and can find glimmers of hope and opportunities to find solutions (Kaur, 2011). (Kaur, 2011).

Life skills will enhance individual well-being and foster a positive outlook and healthy behavior. Life skills help improve knowledge, skills, attitudes, and effective communication, engage in risk-free behavior, help develop their full potential and improve their psychological well-being (Sujatha & Jayakumar, 2017). Life skills assume that every human being is a creature who has the responsibility to determine the quality of his life. This means that humans have a role and responsibility to develop themselves optimally in improving their quality of life. Life skills are essential psychosocial competencies and contain a person's ability to overcome challenges and obstacles (WHO, 2003).

Various studies have shown that life skills can improve psychological well-being. Hawkins et al., (1992), showed that life skills training will teach social and emotional skills that have positive effects in various fields, such as reducing aggression, reducing stress and low self-esteem in adolescents, reducing drug use and delinquency, increasing academic test scores, and increased positive attachment to school and family.

Research by Golby & Wood, (2016) regarding life skills training in improving psychological well-being shows that there is an increase in self-esteem, self-efficacy, positive influence, and student optimism.

Research by Bahramabadi et al., (2015) shows that life skills training (self-assertive, problem-solving, and stress management) leads to increased psychological well-being and student satisfaction at school. Furthermore, the research by Sadati et al., (2019) showed that life skills can significantly improve the psychological well-being of students, and one's ability to positively prevent behavioral and emotional disorders.

Practicing life skills can be done by counselors through guidance and counseling programs (Manee et al., 2015). The purpose of life skills training in guidance and counseling is to help a person identify feelings as values, facilitate decision-making and choices, resolve conflicts, know God, identify opportunities, communicate effectively with others, and accept responsibility for behavior (Amrei & Farahani, 2016).

In addition, through guidance and counseling, counselors can use life skills as an intervention in developing students' psychological well-being (self-esteem, self-efficacy, racial/ethnic identity) (Packer, 2006), and predictors of student academic success (Currie et al., 2012). Life skills will enhance individual well-being and foster a positive outlook and healthy behavior. Life skills help improve knowledge, skills, attitudes, and effective communication, engage in risk-free behavior, help develop their full potential and improve their psychological well-being (Sujatha & Jayakumar, 2017).

Therefore, the counselor's approach to developing the psychological well-being of students can be done with a life skills counseling approach. Through life skills counseling, counselees can overcome their problems by developing thinking and acting skills so that they can deal with their problems in the present and can prevent problems in the future (Yusuf & Nurihsan, 2005). According to Nelson-Jones, (1997), life skills counseling focuses more on developing psychological aspects rather than human biological aspects. The main focus in the development of the psychological aspect is the development of self-potential and human mental health rather than gaining physical health. Furthermore (Nelson-Jones, 1997) revealed that the psychological aspects of humans have a broader meaning compared to just physical existence, humans have a unique ability to understand themselves and make choices in their lives.

Philosophy of Life Skills Counseling in the Development of College Students Psychological Well-Being

The philosophy of life skills counseling in the development psychological well-being is to help counselees develop themselves independently (self-development) based on the belief that skills can be learned and trained and adapted to the challenges and problems of their life (Gould & Carson, 2008). Individuals can develop themselves independently in obtaining well-being. Life skills counseling in improving psychological well-being as an element of self-development is based on the belief that various psychological pressures that occur in humans can always be resolved by developing human potential (Deutch et al., 2011).

Life skills counseling helps address the problems of ordinary/normal people by integrating humanistic (Cari Rogers), existential (Irvin Yalom), behavioral and cognitive (Albert Ellis and Aaron Beck) approaches. So the philosophical basis of life skills counseling is humanistic, existential, cognitive, and behavioral (Palmer, 2000). The humanistic approach is known as the third force in psychology and appears as an alternative to the psychoanalytic and behavioral approaches (Farooqi, 2021). The humanistic approach

to life skills counseling uses theory from person center therapy (PCT). In counseling person center therapy is used to help Kosley become more independent, spontaneous, and confident. Through PCT counselees can find resources within themselves to solve their problems. The counselor is very important to create a warm and harmonious relationship that encourages the counselee's self-growth in achieving optimal self-potential and believes that the counselee has the internal capacity to be good (Malchiod, 2003).

The existential approach is also used in life skills counseling because the existential approach teaches the counselee to have freedom and responsibility. The freedom in question is the counselee's ability to choose between existing alternatives, then the counselee learns to be responsible and willing to take risks for his decision to use freedom (Herlina & Hidayat, 2019). In addition, the existential approach also teaches counselees to gain self-identity and be able to establish relationships with others, search for meaning or purpose in life, anxiety as a condition often experienced in life, and awareness of death and death (Corey, 2013).

The purpose of using a humanistic approach in life skills counseling is to assist counselees in; 1) overcoming the problems experienced in their life by themselves; 2) encouraging counselees to actualize themselves optimally. Self-actualization is the highest level of psychological health. Such a person is also called a fully functioning person, and 3) an emphasis on establishing warm and positive interpersonal relationships and trust in interpersonal relationships, and 4) the counselee's search for life goals ((Palmer, 2000).

To change the counselee's perspective and actions and sharpen the counselee's understanding of the humanistic-existential meaning and help the counselee develop the various skills needed to become a person who can function effectively both in the present and in the future (Palmer, 2000), then Nelson-Jones, (1997) uses a cognitive and behavioral approach at a practical level. A cognitive approach that focuses on the counselee's thoughts, beliefs, or forms of self-talk. In other words, the cognitive approach focuses more on activities to manage the counselee's mindset so that it can change negative thoughts into positive thoughts so that more positive emotions are obtained (Rahmi, 2015). Meanwhile, behavioral focuses more on the actions taken by the counselee, determining forms (rewards) that can encourage certain actions or behaviors. Giving unpleasant consequences (punishment) aims to prevent the counselee from carrying out unwanted behavior (Ahmad, 2008).

Skills Required In Developing the Psychological Well-Being of College Students Through Life Skills Counseling

Life skills counseling aims to make the counselee become 'the skilled person', which means that the counselee has the skills and knowledge to be able to live effectively and independently in dealing with various problems in life (Yusuf & Nurihsan, 2005) including human psychological aspects. To obtain and achieve the quality of "the skilled person", the counselee has the skills of responsiveness, realism, relating, rewarding activity, and right and wrong. Here's the explanation;

a. Responsiveness, namely the counselee has skills related to awareness of the counselee's existence, understanding of his motivation, and sensitivity to his anxiety and negative feelings.

b. Realism, namely the counselee can think realistically. Realistic thinking is one's ability to think more logically and wisely by considering everything based on existing facts (Piacquadio, 2021).

c. Relating, skills in taking the initiative, giving care, establishing good relationships with others, working together, being assertive, and being able to manage conflict and negative emotions.

d. A rewarding activity, namely work skills, skills in managing free time, and maintaining physical health.

e. Right and wrong, namely skills related to the application of ethics and norms in life in society (Yusuf & Nurihsan, 2005).

These various skills are used to improve the psychological well-being of students which consist of dimensions of self-acceptance, establishing positive relationships with others, environmental management, personal growth, and independence. More details can be seen in the following table.

Table 1 Types of Skills in Developing Psychological Well-being

No	Life-Skills	Dimensions of Psychological Well-Being
1.	*Responsiveness*	o self-acceptance o life goals
2.	*Relating*	o establish positive relationships with others
3.	*Rewarding activity*	o environmental management
4.	*Realism*	o personal growth o independence

Based on Table 1 it can be seen that responsiveness is used to improve psychological well-being in the dimensions of self-acceptance and life goals so that counselees can know their existence regarding their self-acceptance and life goals that will be achieved in the future. Relating life skills are used to increase the psychological well-being dimension in the dimension of establishing positive relationships with others. With this skill, the counselee will be able to build good relationships and interact with other people in their environment. Rewarding activity skills are used to improve the counselee's psychological well-being dimension in the environmental management dimension. Realism skills are used to improve the counselee's psychological well-being in the dimensions of personal growth and independence. With this skill, the counselee can optimally develop his potential and become an independent and responsible person.

CONCLUSION

Life skills counseling can develop the psychological well-being of college students so that they can develop themselves optimally, are resistant to the pressures of life, have high productivity, play an active role in society, and can deal with problems appropriately, all of which are indicators of people who have good mental health. The limitations of this article are only limited to studies at the conceptual level, it needs to be followed up with the development of life skills counseling intervention models in improving college students' psychological well-being.

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CAREER PSYCHOEDUCATION TO IMPROVE CAREER MATURITY OF ADOLESCENTS

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ABSTRACT

Career decision-making is an important skill that must be possessed by adolescents in determining their future. Career decision-making is related to career orientation in adolescents. Growth in orientation is related to environmental growth and self-exploration, and the growth of environmental exploration will be related to progress in commitment and career decision status. Data in the field found regarding career readiness and maturity in adolescents in Bangkingan Village is still relatively low. This research is a type of literature study (literature review). The research method used in the research is qualitative research method and the data sources used in this research are secondary data obtained from several journals, articles, and previous studies as well as field data obtained through interviews with residents in Bangkingan Village which the author has reviewed related to the problems to be studied in this study. The career psychoeducation provided can help adolescents recognize and explore their potential talents and interests in adolescents and plan careers to achieve the maturity of adolescent career orientation in the area.

Keywords: Career Maturity, Psychoeducation, Career Orientation

INTRODUCTION

Career decision-making is an important skill that must be possessed by adolescents in determining their future (Lam and Santos 2018). Career decision-making is related to career orientation in adolescents. Of course, this skill can be learned and taught to adolescents (Jiang 2016). Adolescence is an unstable period that causes them to have many views and career paths that lie ahead (Wang and Jiao 2022). Growth in orientation is related to environmental growth and self-exploration, and environmental exploration growth will be related to progress in commitment and career decision status (Arjanggi 2017). Determination of career choices is based on the student's own decision based on an understanding of abilities and interests as well as an introduction to careers that exist in society (Fahmi and Ali 2022) . The difficulties experienced by students in choosing and determining a career cannot be denied, many students do not understand that a career is a way of life to achieve a good life in the future (Trisnowati 2016).

Psychoeducation is an intervention that can be carried out in individuals, groups, and families that focuses on educating or explaining to the counselee about the challenges or problems experienced in the counselee's life (Brown et al. 2020). In addition, psychoeducation also helps the counselee to develop coping skills to deal with challenges or problems experienced by the counselee, as well as develop sources of social support and support in dealing with these challenges or problems (PRATIWI 2020). Then, according to (Suryani 2017) psychoeducation is a health education provided to patients with both physical illnesses and mental disorders with the aim of overcoming the psychological problems that are being experienced by these patients.. Meanwhile, according to (Alfianto, Apriyanto, and Diana 2019), Psychoeducation is defined as a modality of action delivered by a professional by integrating and synergizing psychotherapy and educational interventions to be given to the counselee (ERYILMAZ and Kara 2020). So that from several definitions of psychoeducation, it can be concluded that psychoeducation is an action taken by a professional counselor in the scope of health given to patients or counselees who experience psychological problems by providing information and education through teraupetic communication.

The purpose of the psychoeducational services carried out by the counselor is that the counselor is expected to increase the achievement of the counselee's knowledge related to the problems being faced, teach how teaching techniques as an effort to help the counselee to protect the individual's self by knowing the symptoms of behavior that may cause problems, and provide support to the individual. (Nurmalisyah 2018).

The psychoeducation provided in the career field is motivated by a phenomenon that occurs in a village called Bangkingan in Surabaya City. According to field data obtained by the author, it shows that the level of knowledge of career orientation in junior and senior high school adolescents in the area is still relatively low. This is known through the activities of the Family Learning Center in Bangkingan Village. Through these activities, parents can come and consult about anything experienced in the family. The majority of reports and complaints that come from residents or parents who have teenage children are about the lack of career readiness. The purpose of career psychoeducation is to facilitate teenagers in Bangkingan Village to plan their careers in order to have maturity in career orientation in the future.

METHODOLOGY

This research is a type of literature study (literature review). The review model that the author chose was a narrative review where the study was conducted by comparing data obtained from several journals reviewed by the author (Snyder 2019). The research method used in the research is qualitative research method and the data sources used in this research are secondary data obtained from several journals, articles, and previous studies as well as field data obtained through interviews with residents in Bangkingan Village which the author has reviewed related to the problems to be studied in this study. Researchers use descriptive analytical methods by collecting, preparing, and analyzing researched data.

RESULT AND DISCUSSION

The rapid pace of the post-modern world of work characterized by the development of science and technology has led to the emergence of new fields in the world of work. (Pambudi and Kesuma 2016). The development of the 21st century has led to the creation of new fields of work and careers that adolescents should be aware of. Careers are increasingly diverse, fragmented and global, becoming an important concept that prioritizes career adaptability, and directs one's development in the context of work. (Zacher, Ambiel, and Noronha 2015). Today's work life faces uncertain and ever-changing situations caused by the times and the rapid development of technology. Therefore, a person should adapt to life and his work environment as much as possible in order to survive in maintaining his career (Garcia et al. 2015). A person's ability to adapt to changes in the labor market and working conditions is related to career adaptability. (Avavidya 2021).

Data in the field found regarding career readiness and maturity in adolescents in Bangkingan Village is still relatively low. This was obtained through interviews with a number of residents and parents who have teenagers in the area. Most of them said that adolescents or their children who are teenagers are still confused about what steps to take after they graduate from school. The talents and interests of teenagers in this case are also a matter of confusion. Through the family learning center activities available in the area can be an alternative solution in dealing with existing problems. The family learning center in its main function is as a facilitator and provider of consultation/counseling services for local residents. Facilitators are tasked with providing socialization and psychoeducation with various relevant topics needed by residents. The topics range from parenting, family welfare, introduction to talents and interests, and so on. One of the psychoeducation that can be given to teenagers in the area is related to talent, interest, and career planning.

Career planning can be defined as a process by which an individual chooses career goals and career paths to achieve those goals. As a process that aims to systematically match career goals and individual abilities with opportunities to fill them, career planning can be defined as a process by which an individual chooses career goals and career paths to achieve those goals. (Massie 2015). The process of choosing career goals certainly requires direction and guidance (Karavdic,2014). Children and adolescents who are confused in their career planning need to be guided and given education about the career. Career psychoeducation provided to adolescents in junior high school education aims to :

1. Deeper self-understanding of abilities, interests, and desires.

2. Stabilize the motivation to learn as a preparation for future life.

3. Get to know the various fields of work that are suitable for them.

4. Understand the differences between the various fields of work that exist.

5. Get to know the various fields of education majors in the college to be chosen.

6. Understand that different types/fields of work demand different types of knowledge and skills..

7. Understand the personal and social value of various types of work

8. Understand the various major positions in a field of work and understand their differences.

9. Able to make decisions to achieve his/her career goals.

10. Able to choose a field of work that is still broad enough to be studied in more depth.

11. Able to choose the type of training education according to goals or aspirations

Then, for adolescents with high school education, career psychoeducation aims to :

1. Understand yourself more deeply (abilities, interests).

2. Understand the situation of the world of work in the country (urgent fields, fields that are scarce in demand).

3. Understand the meaning of division of tasks and cooperation in work organizations. Understand that different types of work require different knowledge and skills.

4. Be familiar with the various types of higher education that he/she may enter (nature and purpose, requirements and preparation to be fulfilled, and types or fields of work that can be entered after completing it).

5. Recognize the need to be more specific about their career goals.

6. Is able to develop more specific plans to realize them career goals.

7. Able to implement various plans in order to prepare themselves to enter a certain specific job or career by choosing the right major in high school or high school, taking various courses, and continuing their studies to college or appropriate further vocational education. Psychoeducation has various types and models, starting from the information model, the skills training model, the supportive model, the comprehensive model, the multiple family group model, the multiple family group therapy model, and the behavioral family management model..

In this case, the psychoeducation provided is in the form of an information model. The information model is a psychoeducation model that prioritizes the provision of knowledge. The aim of this model is to increase the knowledge of psychoeducation participants about the topic being discussed. (Nurmalisyah 2018). The topics discussed, of course, are about honing talents, interests and career planning. Career psychoeducation that is carried out can help adolescents in Bangkingan Village to be able to recognize and explore the potential of talents and interests in themselves. In addition, the career psychoeducation conducted can provide provisions for adolescents in the area to have career planning so that it will create a more mature career orientation for adolescents in Bangkingan Village.

CONCLUSION

Psychoeducation is an intervention that can be carried out on individuals, groups, and families that focuses on educating or explaining to the counselee about the challenges or problems experienced in the

counselee's life. The rapid post-modern world of work characterized by the development of science and technology has penetrated into the emergence of new fields in the world of work. Career decision making is an important skill that must be possessed by adolescents in determining the future of adolescents. Career decision making is related to career orientation in adolescents. Of course, this skill can be learned and taught to adolescents. Through career psychoeducation services with information models, it can help deal with the problem of immature career planning experienced by a number of adolescents in Bangkingan Village. The career psychoeducation provided can help adolescents recognize and explore the potential talents and interests in adolescents and plan careers in order to achieve the maturity of adolescent career orientation in the area.

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IMPLEMENTATION PARENTING PROGRAMS TO IMPROVING SOCIAL BEHAVIOR OF EARLY CHILDHOOD

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ABSTRACT

This research was conducted to achieve several objectives, including; (1) knowing what parenting is, (2) knowing the purpose of parenting, (3) knowning what stages of parenting formation, (4) knowning what early childhood is, (5) knowing what children's social behavior is (6) relationship between parenting style and early childhood social behavior. This research is structured to increase the insight of parents in order to educate their children properly, especially in children's social behavior. So that the program can be implemented properly and also to achieve the goals set by the author, it is hoped that parents out there can understand and also study the contents of this article correctly. Not only from this article, parents can also access Google to find hundreds to thousands of articles that discuss parenting programs. This can also increase the percentage of successful parenting programs that parents of early childhood will implement.

Keywords : Parenting Programs; Social Behavior; Early Childhood.

INTRODUCTION

This article discusses the implementation of parenting programs to improve early childhood social behavior. The background of the preparation of this article is to increase parents' insight into how parenting can improve the social behavior of early childhood, because there are still many parents out there who do not understand how to do good and right parenting. In fact, there are not a few children who are neglected both physically, psychologically, biologically, and socially as a result of parents who lack knowledge about parenting. This parenting program is very important because it can support a bright future for children. It should be noted that the future of the nation is determined by the younger generations, if the parenting of the parents is not good or bad, it is certain that the future of the child will be bleak, as well as the future of the nation will also be threatened.

Parenting is an important urgency for children's growth and development, especially in social behavior that will shape the child's social situation in the future. Many studies say that in Indonesia, there are still many parents who do not understand how to treat or parent properly as they should. This is based on the lack of literature review and insight into the importance of parenting for parents in educating their children. It is parents who must be responsible for giving and instilling values, morals, exemplary, and naturalness in their children. Because a child really needs the guidance of his parents in forming a good child's personality character. That way, the purpose of parenting itself will produce good results too.

This research article uses a qualitative research method using the subject of parents of early childhood in the Balas Klumprik sub-district, Surabaya city, East Java Province, Indonesia. The results of this research article are expected to make it easier for parents to educate their children using good and correct parenting methods. Because some parents in the Balas Klumprik environment still don't understand what and how to use good and right parenting.

DISCUSSION

Definition Parenting

Parenting consists of two words, namely pattern and foster. According to the Big Indonesian Dictionary, pattern means style, model, system. How it works, the shape (structure) is fixed. While the word foster has the meaning of looking after (caring for and educating) young children, guiding (assisting, training, and so on) and leading (heading and organizing) an agency or institution. But the views of psychologists and sociologists say otherwise. Parenting in the view of Singgih D Gunarsa (1991) is a description used by parents to care for (caring for, guarding, educating) children. But other experts provide other views, such as Sam Vaknin (2009) who states that parenting is an interaction between parents and chilldren during their care. From the above understanding, it can be concluded that parenting is an overall interaction between parents and children, in which parents who provide encouragement to children by changing behavior, knowledge and values are considered most appropriate for parents so that children can be independent, grow and develop, in a healthy and optimal manner, have self-confidence, have curiosity, be friendly, and be success oriented.

Baumrind (in Mahmud, et al 2013: 150-151) states that in general categorizing parenting is divided into three types, namely democratic, authoritarian, and permissive parenting. Each of these patterns has its own advantages and disadvantages. Based on these things, parenting style has something to do with the emotional development of children. This is in line with the purpose of writing this article, so that parents can know and be able to choose and apply parenting styles to their children so that children can develop optimally according to their stage of development.

1. Authoritarian parenting style

    With the characteristics of parents forcing their will on children, strictly controlling children's behavior, giving physical punishment if children act not in accordance with the wishes of their parents, many children's will is regulated by their parents. In this type of parenting, children usually do not have the freedom to make decisions, even for themselves because all decisions are in the hands of the parents and made by the parents, while the child must obey them without any opportunity to refuse or express opinions. The characteristics of this parenting style include dominant parental power if not absolute, children who do not obey their parents will get harsh punishments, children's opinions are not listened to so that children do not have an existence at home, children's behavior is controlled very tightly.

2. Democratic parenting style

    This parenting style uses rational and democratic approach. Person parents are very concerned about the needs of children and considerate enough factors of interest and needs realistic. Of course, not solely obey the wishes of the child, but at the same time teach children respect essential needs for life. Parents also supervise on children's activities. Children are given freedom to act and mingle with his friends. Parent give freedom with responsibility answer, that the child can do activities and socializing with others others. Assignments and demands of responsibility answer is reasonable. Parent who applies this democratic parenting style, usually offer a variety of warmth, and accept the child's assertive behavior regarding rules, norms, and values who embraced and willing to negotiate with child. With clear rules and consistently, children will learn to know what they want and expected parents.

3. Permissive parenting style

    In this type of parenting, parents give complete freedom to children. The characteristics of parents are lax, not giving too much guidance and control, even giving the impression of lacking attention. The child's control is completely in the child himself. Children can learn many things through parenting done by parents, including learning about personality.

Parenting here is not just taking care of children, but parents must educate, guide, and protect every child's development. including directing children to learn.

Parenting Goals

In general, the purpose of the parenting program is to invite parent's parents to jointly provide the best for their children. According to the Character Education Guidelines on Early Childhood Education,

Directorate of Educational Development Early Childhood, Directorate General of PAUDNI, Ministry of National Education 2011, in terms of developing parenting programs are:

a. Improving parental knowledge and skills in carrying out the care, upbringing, and education of children in their own families on the foundation of good character.

b. Bringing together the interests and desires of the family and the school in order to synchronize the two so that the character education developed in PAUD institutions can be followed up in the family environment.

c. Link between school programs and home programs.

Stages of Parenting Formation

According to the Guidelines for Character Education in Early Childhood Education, the Directorate of Early Childhood Education Development, Directorate General of PAUDNI, Ministry of National Education 2011 suggests the following stages of parenting formation:

a. Identify the needs of parents

Every parent has different needs and desires for their children who become students in PAUD institutions. There are parents who want their children to be able to read quickly, there are parents who want their children to be more independent, there are parents who want their children to be good at singing and dancing, etc. Therefore, it is necessary to identify the diverse needs of parents so that they can be developed and included in the curriculum of PAUD institutions.

b. Form a parenting committee that involves the school committee

The committee in the parenting program is formed by involving the school committee so that the parenting program that will be developed can truly bridge the needs of parents and the needs of schools/PAUD institutions. The parenting program committee is formed with a clear structure as in the chart of an organization. In this chart, as completeness of an organization, there is a chairman, secretary, treasurer, and sections such as the education and teaching section, the equipment and facilities section, the funding section, these sections. evolve according to the needs of the organization.

c. Create a job description of each section

After the composition of the committee for the parenting program with a clear organizational structure has been formed, then each section prepares a job description or task plan in each existing section and section.

d. Programming

The organizational set that is formed then works under the command of the Head of the Parenting program to compile the program to be implemented, who will implement it, who will be the resource person, what is the budget.

e. Arrange a schedule of activities

Apart from compiling the program, it also prepares a detailed and clear schedule for the implementation of activities, time and place, number of meetings and so on.

f. Identify potential and supporting partners

With the development of parenting programs, it is necessary to establish partnerships with individuals such as officials, community leaders, professionals such as doctors and health workers, nutritionists, PAUD practitioners and both government and private institutions such as health centers, health offices, education offices, posyandu, and so on.

g. Carry out the program according to the agenda

The program and schedule of activities will then be a reference in implementing it in the field. If an activity agenda occurs, it is also necessary to prepare alternative implementations if there are obstacles in the field.

Definision of Early Childhood

According to the Law on the Protection of Children (RI Law Number 32 of 2002) Chapter I Article 1 it states that a child is not yet 18 years old and includes a child who is still in the womb. Meanwhile, according to National Education System Law No. 20 of 2003 Article 28 paragraph 1, the range of early childhood is 0-6 years which is reflected in the statement which reads: early childhood education is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education (Sisdiknas, 2003). Meanwhile, according to the directorate of early childhood education (PAUD), the definition of early childhood is children who are in the age range 0-6 years, both served and unserved in early childhood education institutions.

Yuliani Sujiono (2014) states that early childhood is a child who has just been born up to the age of 6 years. This age is a very decisive age for the formation of a child's character and personality as well as his intellectual abilities. Meanwhile, according to The National Association for the Education of Young Children (NAEYC), early childhood is a child who is in the age range 0-8 years. According to this definition, early childhood is a group that is in the process of growth and development (Wijana D Widarmi, 2013: 1.13).

Based on these various definitions, it can be concluded that early childhood is those under the age of 6 years including those who are still in the womb who are in the process of growing and developing physically, mentally, personality and intellectually, both served and unserved in educational institutions early childhood.

Early Childhood Social Behavior

Bartal (Masruroh, 2014: 2) argues that social behavior is behavior that is carried out voluntarily, which can benefit or please other people without any anticipation of reward. Meanwhile, according to Slavin (Nawafilaty, 2013: 3) social behavior is an act that shows respect and concern for other people. In social behavior there is prosocial behavior, namely voluntary actions towards others such as caring, sharing, consolation, and cooperation. According to Hurlock (1978: 260) patterns of behavior in social situations in early childhood are as follows:

1. Cooperation. A small number of children learn to play or work together with other children until they are 4 years old. The more opportunities they must do things together the faster they learn to do it in a collaborative way.

2. Competition. If competition is an encouragement to children, it will increase their socialization, if it is expressed in bickering and arrogance, it will result in poor socialization.

3. Generosity. Generosity, as seen in the willingness to share something with other children increases and selfishness decreases after children learn that generosity produces social acceptance.

4. The desire for social acceptance. If the desire to be accepted is strong, it encourages children to conform to social demands. The desire to be accepted by adults usually arises earlier than the desire to be accepted by peers.

5. Sympathy. Young children are incapable of behaving sympathetically until they have experienced a situation akin to grief. They express sympathy by trying to help or comfort someone who is grieving.

6. Empathy. Empathy is the ability to put yourself in someone else's shoes and live up to that person's experience. this only takes place if the child can understand facial expressions or the meaning of other people's speech.

7. Dependency. Dependence on others for help, attention, and affection encourages children to behave in ways that are socially acceptable. The free-spirited child lacks this motivation.

8. Friendly attitude. Young children show kindness by being willing to do things for or with other children/people and by expressing affection for them.

9. Selflessness. Children who have the opportunity and encouragement to share what they have and who are not constantly the center of attention in the family learn to think of others and act for others instead of focusing only on their own interests and possessions.

10. Copy. By imitating someone who is well-accepted by the social group, children develop traits that add to the group's acceptance of them.

11. Attachment behavior. From the foundation laid in infancy, when the baby develops a warm and loving attachment to the mother or surrogate, the young child transfers this pattern of behavior to other children/people and learns to build friendships with them. This attachment is divided into 3 attachment styles, namely: 1) secure attachment, 2) resistant attachment, and 3) avoidant attachment.

The definition of social behavior is a behavior or action of a child in interacting in the school environment, starting from the behavior that is most visible to that which is not visible, from what is felt to what is not felt, both positive and negative. Social behavior is important for children, children are able to accept other people's points of view, children have empathy or sensitivity to other people's feelings, children are able to listen to other people, children have the ability to start relationships with other people, children can resolve conflicts with other people. On the other hand, children have the ability to communicate with other people, children have a friendly attitude or get along easily with their peers, children have an attitude

of tolerance and concern for others, children can pay attention to social interests such as helping each other. Actions that aim to help others without reward teach children to learn to sincerely help at will, even voluntary actions are good to teach children if you want to help others must be at will, and actions that produce something good good parents must behave well to others so that children see the kindness of parents and children will follow imitating parental behavior, teach children good things, and set an example of something good for children.

Social behavior is an attitude of helping in everyday life which can be understood as any behavior that benefits others. Social behavior is divided into positive social behavior and negative social behavior. Positive behavior is everyone's hope, everyone wants to have positive behavior, therefore teachers and parents must teach children to always think positively. The aim of national education in particular and development in general is to create a complete human being. It means a complete, harmonious, harmonious and balanced human being in terms of personality development Meanwhile, negative behavior is indicated by deviant student behavior (Deviant Behavior). Deviance can be defined as any behavior that fails to adapt to the will of society or certain groups in society. Deviance is an act that ignores the norm, and this deviation occurs when a child or a group does not comply with school rules or house rules.

Relationship Between Parenting Style and Early Childhood Social Behavior

Education in the family is the first and foremost educational institution because the main task of the family is to meet the physical, spiritual, and social needs of its members. The family is the smallest social group that is very important in the child's development period. Chon and Tronick (Santrock, 2007: 157) every family are a system-a unit formed by parts that are interconnected and interact. The relationship between members in a family is the time of individual development and the beginning of the socialization process for children. According to Hurlock (1978: 256) In the early years of life, what gives the most important influence on the social behavior and attitudes of children is the way children's education is used by parents. children raised in a democratic family environment probably make the best social adjustments. They are socially active and easy to get along with. Conversely, those who are pampered tend to be inactive and aloof. Children who are taught in an authoritarian way tend to be withdrawn and not rebellious, and their curiosity and creativity are hampered by parental pressure.

Fatimah (2012: 5) says that good parenting style by always expressing love (hugging, kissing, giving praise), training emotions and controlling children will result in children feeling cared for and children will not feel afraid to associate with people. others, more expressive, creative, not afraid to try new things so that children's development is more optimal, especially children under 5 years. Furthermore Borowitz (Fatimah, 2012: 5) states that the DDST (Denver Developmental Screening Test) tool can identify 85-100% of infants and preschool children who experience developmental delays, and subsequent follow-up turns out that 89% of the abnormal DDST group experience failure in School 5-6 years later.

Parents have their own ways and patterns in educating and caring for their children. In parenting, parents will show attention, rules, punishments, and other responses. The parenting style that is applied will be different for each family because the parenting style that is applied is a picture of the attitude, behavior

and ability of the parents themselves to communicate and interact. With the different parenting styles that are applied, the social behavior of children will also be different.

From the description above, it can be concluded that there is a relationship between parenting style and social behavior of children where parents who use authoritarian parenting will lead to socially incompetent child behavior, while parents who use authoritative parenting will result in the child's behavior being socially competent, and parents who use permissive parenting will result in incompetent and less self-controlled child behavior.

CONCLUSION

Parenting styles greatly impact children, there are 3 types of parenting styles, namely authoriatarian parenting style, democratic parenting style, and permissive parenting style. the purpose of this parenting is to provide what is best for their children to support their bright future. There are 7 stages in planning a parenting program, namely (1) knowing what parents need, (2) forming a parenting committee involving the school committee, (3) making job descriptions in each section, (4) compiling a program, (5) compiling a schedule activity, (6) identification of potential partners and supporters, (7) implementing programs according to the agenda.

The early childhood is those under the age of 6 years including those who are still in the womb who are in the process of growing and developing physically, mentally, personality and intellectually, both served and unserved in educational institutions early childhood. Social behavior is important for children, children can accept other people's points of view, children have empathy or sensitivity to other people's feelings, children are able to listen to other people, children can start relationships with other people, children can resolve conflicts with other people. Social behavior is an attitude of helping in everyday life which can be understood as any behavior that benefits others. Social behavior is divided into positive social behavior and negative social behavior.

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PSYCHOEDUCATIONAL SERVICES AS AN EFFORT TO PREVENT BULLYING IN TEENAGERS

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ABSTRACT

Childhood and teenagers are a period of growth where children experience many things that can affect their development to reach emotional, physical, social and mental maturity. Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Bullying can take many forms, ranging from physical, verbal, and sexual abuse, as well as either directly or indirectly. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. The purpose of this study was to find out whether psychoeducation services about bullying can increase understanding and prevent bullying in adolescents. The method used in this study is by literature study research. The results obtained from this study can be concluded that the provision of psychoeducational services is effective or also useful in efforts to increase understanding and prevention of bullying behavior among teenagers.

Keywords: Teenagers, Bullying, and Psychoeducation.

INTRODUCTION

Childhood and teenagers are a period of growth where children experience many things that can affect their development to reach emotional, physical, social and mental maturity.

Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Bullying is considered a negative behavior because it can have a very serious impact on the victim of bullying. This bullying behavior often occurs because of an imbalance of power / power that exists in the environment, both school environment, work environment, and even home environment. In this bullying behavior, there are bullies, assistants to victims.

Bullying can take many forms, ranging from physical, verbal, and sexual abuse, as well as either directly or indirectly. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. Bullying must stop because it is very detrimental to its victims. Therefore, teenagers need to understand bullying in order to prevent such behavior from happening.

Bullying is considered a negative behavior because it can have a very serious impact on the victim of bullying. This bullying behavior often occurs because of an imbalance of power / power that exists in the environment, both the school environment, work environment, and even the home environment. This is because victims of bullying always come from people who lack power.

Psychoeducation is a process of socialization and exchange of opinions between clients and professionals so as to contribute to the determination of psychological disorders. Thus, psychoeducation can be an effort to increase knowledge among adolescents with the aim of preventing bullying. The purpose of this study was to find out whether psychoeducation services about bullying can increase understanding and prevent bullying in adolescents. From the situations and conditions described above, the implementation of a service through adolescent psychoeducation programs that aim to increase knowledge about bullying as a form of effort to create an Anti-bullying generation is very necessary as well as psychological first aid intervention for teenagers who are victims of bullying.

METHODOLOGY

This article is using literature study research techniques, literature study research is a process or activity of collecting data from various literature such as books and journals to compare research results with one another (Manzilati, 2017). The purpose of this literature study research is to obtain a theoretical foundation that can support the problem solving being studied and reveal various theories relevant to the case, more specifically in this study the researcher examines Psychoeducation Services as an Effort to Prevent Bullying in Adolescents.

RESULT AND DISCUSSION

The word bullying comes from English, namely from the word "bull" which means a bull that likes to duck to and fro. In Indonesian, etymologically the word bully means "Penggertak", one who annoys the weak. According to Heebert (Lee, 2004) defines bullying as terrible and cruel behavior committed to

an individual or group of individuals. Bullying is a harmful, horrible and cruel act committed by a person or group of people to another individual or group repeatedly with the aim of hurting others.

Students who do not have enough knowledge become vulnerable to becoming perpetrators and becoming victims of bullying. Research (Kholilah, 2017) states that there is a relationship between the level of adolescent understanding of bullying with students' bullying behavior, the better the knowledge of adolescents about bullying, the lower the incidence of bullying in adolescents. This is in line with the explanation (Ajzen, 2005) that knowledge variables are fundamental factors, influencing other variables, thus causing behavioral changes. Bullying must be prevented because it is very detrimental to victims who experience it.

Psychoeducation according to (Pratiwi, 2020) is an intervention that can be given to individuals, groups or families that focuses on educating or explaining to counsellors natural challenges or problems in the counsellor's life. Psychoeducation can also help counsellors develop coping skills to face challenges or problems faced by counsellors, as well as develop community resources and social support to face these challenges or problems (Pratiwi, 2020). According to Suryani et al. (2016), psychoeducation is health education for patients with physical and mental illnesses with the aim of overcoming psychological problems faced by these patients. Psychoeducation is a model of action carried out by someone who is already an expert by integrating and coordinating psychotherapeutic and educational interventions (Lukens &; McFarlane in (Maramis, 2022)).

Meanwhile, according to (Alfianto et al., 2019) explained the concept of psychoeducation as a model of action proposed by an expert by integrating and coordinating psychotherapy and educational educational interventions for counseling. Therefore, from several notions of educational psychology, it can be concluded that educational psychology is an action carried out by a professional consultant in the psychological field on patients or people who experience psychological problems by providing information and education through therapeutic and non-therapeutic communication. The purpose of psychoeducation is to educate the client about the mental health condition, provide the client with systematic, structured, didactic information about the disorder, and its treatment to the client and/or integrate the emotional aspects to enable the client to cope with the illness.

Journal Results

Table 1. Results of literature studies of related journals/articles

No	Title / Year	Researchers	Purpose	Population/Sample	Research Methods	Result
1	Psikoedukasi Upaya Mencegah Dan Melawan Perundungan (Bullying dan	Yuli Fitria, Ahmad Efendi	Aims to provide introduction, understanding, and application of ways to reduce the intensity of	A total of 209 students, consisting of 117 female students and 92 male students in SMP	The research method carried out is using psychoeducation	Produce; 1. Increased knowledge & understanding of students about bullying that is

	Cyberbullying) Di SMP Unggulan Habibulloh / 2022 (Yuli & Ahmad Efendi, 2022)		bullying practices and how to fight them	Unggulan Habibulloh		measurable from posttest results with grades that meet, 2. Increasing student awareness by getting used to being sensitive to the characteristics of bullying behavior and being able to become a facilitator for perpetrators or victims of bullying within the school to help teachers, the academic community in creating a positive school climate so that they are free from bullying behavior.
2	"Aku Siswa Anti Bullying": Layanan Psikoedukasi untuk Mencegah Bullying di Sekolah / 2022 (Christy et al., 2022)	Zefanya Amarya Christy, Rikman Unter, Doddy Hendro Wibowo	The purpose of service activities is that students can know, understand the importance of preventing bullying behavior in the school environment and create a safe and comfortable	Psychoeducation service participants totaled 78 grade VII students.	The research method carried out is using psychoeducation	The results of service delivery showed that almost all students knew about the topic of services provided, gaining a new understanding that it is not good to bully,

					and students feel happy and understand about bullying behavior.
3	Psikoedukasi Pencegahan Kekerasan Seksual dan Bullying di Sekolah / 2022 (Puspasari et al., 2022)	Dwi Puspasari, Tri Rahayuningsih, Nelia Afriyeni, Taufik Hidayat, Rika Susanti, Nila Anggreiny, Puji Gufron Rhodes	Aims to gain knowledge and awareness about sexual violence that is rife among adolescents. And also provide assistance services to victims and parents	A total of 243 students at SMKN 1 Sawahlunto City, West Sumatra.	Using psychoeducational methods and also pre-tests. Where the stages of psychoeducation through lectures and questions and answers, as well as attitude evaluation during one day of activities.	The results of psychoeducation about bullying in general can increase participants' knowledge about bullying and increase knowledge and skills on how to with the concept of forgiveness therapy.
4	Upaya Pencegahan Perilaku Bullying Pada Siswa SMA "XYZ" Melalui Kegiatan Psikoedukasi / 2022 (Vestalia et al., 2022)	Debora Vestalia, Sukmawati, Doddy Hendro Wibowo	The purpose of this psychoeducational service is to be able to assist students in preventing and overcoming bullying behavior in the school environment.	A total of 51 students at High School "XYZ"	The research method carried out is using psychoeducation and using pre-test	The results of psychoeducation show that students have an increased understanding of bullying behavior and understanding of how to prevent bullying behavior.

Weak emotions will have an impact on the emergence of problems among adolescents, such as bullying that reappears in the media. School violence is like an iceberg phenomenon that represents only a small part. This will continue to repeat if not handled properly and continuously from the root of the problem. (Usman, 2013) mentions that there are various kinds of inequality in strength / power, namely, victims are physically and mentally weaker than bullies and bullies are more than the victims of bullying themselves.

Bullying behavior can have a very significant impact on victims both physically and psychologically. The emergence of truant behavior and even suicide is one of the consequences of bullying.

1. Psychologically, people who are bullied will experience extreme anxiety and depression, so they will try to commit suicide rather than eliminate the bullying problem they experience (Hidayati, 2012). In addition, the occurrence of bullying will also cause a decrease in the brain's ability to concentrate and memory, which leads to a decrease in academic achievement in school. Bullying behavior also makes victims resilient but fluctuating, this is because their behavior seems strong, can be overcome but at the same time vulnerable adolescents (Luthar, 2015).

2. Physical bullying can cause bruises or serious injuries to extreme bullying (Trisnani &; Wardani, 2016).

According to Salmivalli, et al (in Trisnani &; Wardani, 2016) In the act of bullying or intimidation, there is a role that complements the action. There are 5 roles in it, these roles are:

1. His main role is Bully. This role is taken by a Shiva, who acts as the leader of the group who actively carries out threatening actions.

2. The second role is deputy bully. This role is played by a person or people who are actively involved in bullying behavior. Often, the role of the bully's assistant depends on the bully or his leader.

3. The role of inactive bullies is those who do not actively bully, but make it fun and show off.

4. The third role is the Defender. He is the one who defends the victims of bullying. However, considering their actions to protect victims, it is not uncommon for them to be the target of intimidation.

5. Finally, the role of Outsiders. This role is for people who understand bullying but choose to be indifferent. Bullying behavior that often occurs has a variety of different forms of behavior.

According to Riauskina (Trisnani &; Wardani, 2016) grouping bullying into 5 categories including:

1. Physical Bullying

   Physical bullying is an act of intimidation carried out by direct physical contact. Examples of physical bullying include hitting, pinching, pushing, scratching, squeezing, and smashing things.

2. Verbal bullying

   Verbal bullying is the act of bullying that is carried out directly using spoken words. Examples of verbal bullying are threatening, demeaning, humiliating, harassing, mocking, threatening, and spreading gossip.

3. Direct non-verbal bullying

   This is an act of intimidation accompanied by unpleasant behavior or movement of limbs. This nonverbal abuse is often accompanied by physical or verbal abuse. Examples of nonverbal bullying are seductive hand gestures and unpleasant/demeaning facial expressions.

4. Non-verbal indirect bullying

   Like direct nonverbal abuse, indirect verbal abuse is nonverbal abuse that occurs without any interaction between victims, such as strangling someone, manipulating others, and exclusive behavior.

5. Sexual harassment

   Sexual harassment that falls under bullying is classified as verbal or physical aggression aimed at harassing the victim of bullying.

According to (Ariesto, 2009) there are factors that cause bullying behavior, which is divided into 5 groups including:

1. Family factors

   Bullies often come from difficult families. This can happen if family members are not treated well, such as excessive punishment, stressful situations at home, and hostilities that occur at home. An unpleasant situation arises that causes a person to observe the behavior and then imitate it with his friends.

2. School factors

   The school environment is one of the factors causing bullying. Indeed, when bullying occurs at school, the school monitoring sometimes ignores it. While bullies tend to continue to behave badly. Although it can be followed in school by giving appropriate punishments to make someone respect you.

3. Peers

   Sometimes friendship can be one of the factors causing bullying behavior, this usually happens because someone wants to show their power / power over a certain group. Although sometimes bullies feel uncomfortable with such behavior.

4. Factors of environmental social conditions

   The social environment can be a breeding ground for bullying behavior. One of the social factors behind bullying behavior is poverty. A person who is troubled by poverty will do anything to support himself. Even though these problems can lead to bullying behavior.

5. TV and print media related factors

   Television programs and print media can form patterns of bullying behavior caused by broadcasts.

CONCLUSION

Bullying is a dangerous, horrible, and cruel act committed by a person or group of people against another person or group of people repeatedly with the intention of hurting others. Children and young people must have an understanding of bullying behavior so that they can become agents of change that can reduce such crime. One of the efforts to prevent bullying is to use psychoeducational services. Psychoeducation is a process of socialization and exchange of opinions between clients and professionals so as to contribute to the determination of psychological disorders.

Based on the results of studies conducted on several journals / articles on psychoeducational services carried out as an effort to prevent bullying behavior in adolescents, it can be concluded that this psychoeducational service is effective or useful for preventing bullying behavior in adolescents. This is because adolescent ignorance is one of the factors in bullying, therefore with the provision of psychoeducational services, adolescents can experience increased understanding and awareness of the dangers of bullying, so that teenagers can stay away from this bullying behavior.

Suggestion

Conducting further and deeper research related to psychoeducation services as an effort to prevent and increase understanding of the dangers of bullying among teenagers, so that empirical evidence is obtained about psychoeducation services and uses the results of this literature study and other references to be used as new science related to psychoeducation services as an effort to prevent and increase understanding of the dangers of bullying among teenagers.

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INFORMATION MODEL OF PSYCHOEDUCATION ABOUT PARENTING IN LAKARSANTRI VILLAGE COMMUNITIES

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ABSTRACT

Parenting is the way parents interact, guide, educate, and foster children to shape the child's personality, which is done consistently in everyday life. The data obtained from the interviews show that the parenting style of parents in the Lakarsantri village is more oriented towards how to discipline children, but is not fully in line with the child's developmental stage. In addition, the positive side of the parenting style that is applied is that parents establish communication and accompany children. Psychoeducation with an information model is used to increase people's understanding of parenting styles that are appropriate to the child's psychosocial stage. This research is a type of qualitative research using the literature study method and data obtained from several journals, research, and the results of interviews with the community related to the problem studied, namely regarding parenting. Then the data is analyzed and presented in the form of a description. The results of the study show that the psychoeducation information model can increase people's understanding of appropriate parenting styles and encourage people to adapt parenting styles to the development and needs of children.

Keywords: Psychoeducation, Information model, Parenting

INTRODUCTION

An understanding of parenting is currently one of the things that really needs to be considered by everyone who is going to and has already started a family. Parents become occupations that make children the main object of attention, and have real risks for the parents (M. H. Bornstein, 2001). Gunarsa (in Adawiah, 2017) states that parenting is the way parents act or behave as parents of their children by making various active efforts. This opinion is reinforced by the opinion which states that parenting can be defined as the daily attitude of parents in interacting, guiding, educating, and fostering children to shape children to be successful in life (Fatmawati et al., 2021) . Parenting style can also be interpreted as the attitude of parents to shape the child's personality, where this attitude is applied consistently in everyday life. Each parent's parenting style is different. Usually, parenting is often associated with heredity, but to know the various factors of parenting, genetic factors alone are not a sufficient basis (Maccoby, 2000). Parenting has many indirect effects in a child's life, be it in their personal life, social life, or academic life. For example, parenting affects the difference in academic productivity between boys and girls (Derrick et al., 2019) and and parenting patterns affect children's sleep quality over time (Meijer et al., 2016). Parenting can also help parents who experience high levels of child behavior problems (Morawska et al., 2011).

According to Diana Baumrind, there are 7 types of parenting, namely authoritative, democratic, nondirective, authoritarian-directive, nonauthoritarian-directive, uninvolved, and good enough (Weiss & Schwarz, 1996). But generally they are parenting types commonly found, namely permissive parenting, authoritarian parenting, and democratic parenting. Permissive parenting is a parenting style in which parents give freedom to children for what they have done. Parents who apply permissive parenting do not provide special rules for their children, provide less guidance, and have no control. As a result, children will become more selfish, find it difficult to give in, and tend to act as they please (Makagingge et al., 2019) . Parents who apply authoritarian parenting style will greatly limit children and provide various rules that children must obey. As a result, the child will grow into a person who lacks confidence and has difficulty getting along. Authoritarian parenting style will turn children into rebels and adopt problematic behaviors (Sarwar, 2016). But authoritarian parenting is also often associated with higher child achievement (Kordi & Baharudin, 2010). Meanwhile, parents who use democratic parenting tend to be more flexible than authoritarian or permissive parents. Children are still given freedom according to their needs, but also do not ignore the limits and control of their parents. As a result, children will become responsible and rule-abiding individuals. In addition, for teenagers, democratic parenting will encourage them to better understand democratic values (Miklikowska & Hurme, 2011). Democratic parenting also influences academic success, achievement goal orientation, empathetic prosocial behavior, and citizenship (Damrongpanit, 2022). However, children may also depend on their parents' authority. Based on this explanation, it can be seen that parents need to apply the right parenting style to their children. To be able to apply proper parenting, parents must know and understand the various parenting styles, as well as know and understand the stages and tasks of their child's development. Not only mothers, but the figure of a father is also very important in parenting. The role of fathers and mothers is equally influential on children, although in its application there are some differences in the type and quantity of parenting (Pedersen, 2012).

This research was made against the background of the need for an understanding of parenting in the community in the Lakarsantri village. Based on data obtained by researchers through interviews, the parenting style applied is oriented towards how to discipline children, especially regarding time. Children are accustomed to always being on time in carrying out daily activities, such as going to school, studying, reciting the Qur'an, eating, and so on. But besides the demands, parents also maintain interaction and always accompany their children. However, the thing that needs to be underlined is that researchers did not find data stating that the choice of this parenting style was adapted to the child's development and developmental tasks. In fact, the choice of parenting style is based on the desire of parents to shape their children to be disciplined. Therefore, it is necessary to have an intervention to provide more understanding to the people in the Lakarsantri village regarding parenting styles that are in accordance with individual development and their developmental tasks.

Psychoeducation can be an alternative that can be used to provide understanding to the public about parenting. Optimal parenting information and education is important for children's social adjustment and success (L. Bornstein & Bornstein, 2007). Initially, psychoeducation was a concern to address the learning difficulties of children with mental health disorders (Bonsack et al., 2015). Psychoeducation itself is an activity based on education and consultation that is a service to the community (Supratiknya, 2011) . Psychoeducation has a great opportunity to reduce relapse hospitalization rates and mental health costs (Srivastava & Panday, 2016). The scope of psychoeducation includes three areas, namely the school environment, industry or organization, and society. This discussion will focus more on the scope of psychoeducation in the community. Psychoeducation has therapeutic and non-therapeutic goals. Therapeutic psychoeducation focuses on healing and completion, while non-therapeutic is preventive which can be done through providing information and others. One type of psychoeducation that is appropriate when used to provide information about parenting is psychoeducation information models. Information models are one of the psychoeducational models that are oriented towards imparting knowledge with the aim of increasing psychoeducational target knowledge regarding the topics discussed.

This study aims to determine the application of psychoeducation information models in an effort to increase the knowledge of the Lakarsantri village community regarding parenting styles that are appropriate to child development. The difference between this research and other studies is the subject and the theory that supports it. This research is supported by Erikson's theory of psychosocial development which discusses the development of human personality and character, as well as the developmental tasks that must be fulfilled by humans within a certain age range.

METHODOLOGY

This research is a type of qualitative research using literature review method. The data collection technique used in this study was interview and supported by secondary data from journals and previous research. Interviews were conducted directly with the Lakarsantri village community using interview guidelines that had been prepared previously. The literature used is a source related to the problem under study. The analysis technique used in this study is descriptive analysis where the data is analyzed and

described according to reality. Data from the literature study will be used to discuss possible interventions to be applied to the problems obtained from the interview results.

RESULT AND DISCUSSION

The parenting style applied by parents to their children will affect the child's personal development. Therefore it is very important to know and understand the right parenting style to apply to children. Based on the data obtained through interviews, the Lakarsantri village community still has not fully implemented parenting styles that are in accordance with child development. The parenting style applied is parenting style that is considered to make children disciplined. This is certainly not entirely true, but also cannot be said to be wrong. Basically, the parenting style that tends not to think about the interests of the child is the authoritarian parenting style, where the child must always follow what the parents want. But the people of the Lakarsantri village still pay attention that children also need assistance. So that's why it is necessary to provide them with an information model of psychoeducation, because later if the parenting style that is applied tends to be the same, starting from the age of the child to adulthood, it will certainly hinder the development of the child, especially from a psychological and social perspective.

There are research that support the assumption that parenting style will affect children's development. Both from a psychological, social, and behavioral perspective. The research will be presented in the following table

No	Researcher	Results
1	(Asri, 2018)	There is a relationship between authoritarian, democratic, and permissive parenting styles with the development of children's moral, social, emotional, language, cognitive, and physical-motor values.
2	(Taib et al., 2020)	Authoritarian parenting style is very influential on the moral development of children. The negative impact is that children will grow into individuals who are stubborn, undisciplined, easily nervous, insecure, and lacking in communication skills.
3	(Utami & Prasetyo, 2021)	Good parenting will have a good impact on children's development and parents as the most responsible people must consider the right parenting style to apply to their children.

From the table it can be seen that as the most influential person in a child's life, parents must really consider the best parenting style for their child, because this parenting style will greatly affect the child's development. From the results of interviews with informants, the data shows that democratic parenting when applied will have a positive impact on children's social development. An example is that children become closer to their parents and are more open to their situation. However, back to the previous point, that parents in Lakarsantri village are still focusing on how to discipline their children, without considering at what stage their children are now.

Psychoeducation is an alternative because it is considered capable of increasing people's understanding of parenting styles that should be applied to children and in accordance with their developmental stages. There are several research that strengthen this statement and show the effect of providing psychoeducation on public understanding. The results of these studies will be described in the following table

No	Researcher	Results
1	(Cahyani & Putrianti, 2021)	Psychoeducation has a role in increasing understanding of positive parenting patterns for mothers in parenting.
2	(Amelia, 2017)	The psychoeducation provided increases the knowledge of the participants (mothers) regarding parenting patterns, without involving violence.
3	(Akbar & Zakiah, 2020)	Almost all psychoeducation participants gain an understanding of positive parenting and want to start applying positive parenting to their children.

Based on these three studies, it can be seen that providing psychoeducation to parents regarding parenting will increase understanding of the importance of implementing appropriate parenting styles and will encourage them to apply them. In this study, the provision of psychoeducation will be carried out using an information model that will provide knowledge about parenting styles that are appropriate to children's psychosocial development according to Erikson's theory. With knowledge about children's psychosocial development, parents will apply parenting styles that are in accordance with their developmental tasks as well.

Erikson's psychosocial theory discusses 8 stages of human development. They are trust vs mistrust, autonomy vs shame, initiative vs guilt, industry vs inferiority, identity vs confusion, intimacy vs isolation, generativity vs Stagnation, dan integrity vs Despair (Munley, 1975). In the following section, we will present about the 8 stages of human development according to Erikson, the developmental tasks of each stage, as well as the parenting style that should be carried out by parents.

1. Trust vs Mistrust

    This stage lasts from birth to 18 months of age, which is the earliest stage of a child's personality development. At this stage the baby will learn to start trusting the people around him, especially those who care for him. Therefore, what parents have to do is give attention and love to their children so that they can develop a sense of trust and feel safe, and to avoid excessive fear in the future.

2. Autonomy vs Shame

    This stage lasts from the age of 18 months to 3 years. At that time the baby will grow into a child who has greater self-control abilities than before. This stage is a fairly crucial stage, so the parenting style applied by parents must also be very concerned. Parents should not control their children too much and should not let go of control. This will make the child grow into a person who has many doubts and is less able to explore.

3. Initiative vs Guilt

    This stage lasts from the age of 3 to 6 years. At this stage children will ask more questions and want to try new things. So parents should support children to develop their curiosity so that they grow into self-confident individuals. Parents should not forbid their children to do something, because if their curiosity is not fulfilled then the child will grow up with fear, doubt, and lack of confidence.

4. Industry vs Inferiority

This stage lasts from the age of 6 to 12 years, where this period is the transition from childhood to middle age. Children will develop social interactions and will feel proud when they succeed in doing something. The role of parents at this time is to support children to build a sense of competence and confidence in their skills. Not providing support will only foster feelings of inferiority in children.

5. Identity vs Confusion

This stage lasts from the ages of 12 to 18 years. During adolescence, children usually experience identity confusion. Children will also need more freedom. So that parents must be flexible, it means that besides giving freedom, parents also provide control and assistance to children. At this stage, parents are strongly recommended to really implement democratic parenting.

6. Intimacy vs Isolation

This stage lasts from the age of 18 to 40 years. At this stage humans will focus on developing close relationships with others. At the beginning of this stage, maybe the child will start to get to know courtship. Then when they grow up they will marry and have a family. Even though they are already married, parents should still accompany their children, but in certain cases without interfering too much in their affairs.

7. Generativity vs Stagnation

This stage lasts from the age of 40 to 65 years. Maybe here, humans will focus more on contributing to society and family. If it succeeds in fulfilling the developmental task, then a person will feel useful, otherwise if it is not successful then a person will feel that he is not contributing, which will eventually result in that person becoming stagnant. A person's personality at this time is also the result of parenting in the previous stages.

8. Integrity vs Despair

This stage lasts from the age of 65 until death. Humans will reflect on what has been done when they were young. There are two possibilities, if they are satisfied with the achievements in their youth, then they will feel content, and if not, then they will feel regret. The development task which is the end result of this psychosocial stage is wisdom.

CONCLUSION

Parenting is a matter that must be considered by all parents in the world because the choice of parenting style applied to children will affect the child's development and will have an impact on their life in the future. Interview data show that the Lakarsantri community adopts a fairly good parenting style, parents provide assistance and guidance to their children. But the orientation is on disciplining children, which sometimes is not in accordance with the stages of development and developmental tasks of children. Therefore it is important to do psychoeducation, where psychoeducation is given using an information model that provides knowledge to the public about various parenting styles that should be carried out according to the stage of the child's psychosocial development. Based on the literature review conducted, psychoeducation is proven to be able to increase parents' understanding of parenting and encourage them to apply appropriate parenting styles to their children. Researchers hope that through this research parents

will be more careful in applying parenting to children because the impact is very large, both in the short and long term.

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EFFORTS TO INCREASE FAMILY RESILIENCE THROUGH PSYCHOEDUCATION IN LAKARSANTRI VILLAGE

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ABSTRACT

There are factors that can cause divisions in the family such as lack of time to gather with the family, household chores only done by the mother, and fathers who do not contribute to the education of children. So that these problems do not have an impact on the split, it is necessary to increase the resilience in the family. This research uses a type of qualitative research using the literature study method. The technique used in this research is interviews supported by secondary data derived from various journals and previous research. This research was conducted in RW 3 Lakarsantri Surabaya Village, with the subjects who conducted the interviews people who lived in RW 3 Lakarsantri Surabaya Village. Increasing resilience in the family, it can be done by providing psychoeducational information models delivering education by counselors, and providing infographics, and also videos related to efforts to increase family resilience. The results of this research that has been conducted, it shows that the method of providing psychoeducational services with the information model that has been carried out in RW 3 Lakarsantri Surabaya Village is quite effective in increasing resilience in families.

Keywords: *family resilience, psychoeducation, information.*

INTRODUCTION

The family is a small unit of the ordering system in society, consisting of a father, mother, and children. The family functions as an integral unit within society to contribute to determining how society recovers after a traumatic event. Because if an individual has experienced traumatic problems or other things, the family is the first person who will help the individual to heal and get back on their feet. In addition, the family is the core of all healing because the impact of problems that exist in society, generations, and time can be reduced through proper handling in the family. So in human life, there is no escaping the relationship with family.

Resilience is the ability that exists within an individual who seeks to recover from crises, problems, or challenges that are being faced in his life. Not only conflicts can occur in individuals, but quite a lot of families also have experiences that are in crisis situations caused by various things. No family escapes from a problem, surely all families have faced problems, although every problem in a family has a different level of difficulty. There are problems that are easier to overcome and are like challenges, but there are problems that are more severe so that they can cause a crisis in the family that faces them.

All problems that occur in the family can definitely be resolved, but the resolution depends on how family members can provide mutual support when a problem occurs in the family, as well as how family members can solve the problems that are happening, and how the family can rebuild their family life after the transition. So that resilience is needed in the family when facing a problem or conflict. When problems arise in the family and family members manage to overcome them, then there needs to be adaptation after the emergence of the problem is called family resilience. Family resilience is how resilience in a family can overcome existing problems.

According to Bhattacharjee et al in Nurmalisyah (2018), there are several types of psychoeducation implementation, one of which is the information model psychoeducation type. Information model psychoeducation is one type of psychoeducational provision carried out by a counselor or psychologist who focuses more on providing knowledge, knowledge is given to counselees or individuals who need information or education related to the problem at hand in accordance with the psychoeducational material provided. The purpose of providing information in this type of psychoeducation is to improve the ability of counselees related to psychoeducation based on the topic being conveyed.

Psychoeducation activities are carried out at the RW 3 Hall in Lakarsantri Village which has been determined in accordance with the Puspaga Surabaya TOT activity program, which consists of several students who provide material, socialization, psychoeducation, and as counselors, and there are assistants from psychologists if there are students who are not able to deal with existing problems.

The material used in the psychoeducation is related to family resilience in the Lakarsantri village community. Providing psychoeducation using the informative model is an effort to improve family resilience in the RW 3 Lakarsantri Village community environment. While the purpose of the informative model psychoeducation in this study is to improve the relationship between family members in RW 3 Lakarsantri Village in order to form family resilience in the family.

METHODOLOGY

To collect information that is relevant to the topic or problem to be discussed in this study, the authors use a type of qualitative research using the literature study method. i.e. the data used in completing this research comes from data collection activities derived from several books, scientific journals, magazines, documents, reports, and other written sources both printed and electronic that relate to issues related to the topic raised (Harahap & Siregar, 2020).

The technique used in this research is interviews supported by secondary data from various journals and previous research. This research was conducted in RW 3 Kelurahan Lakarsantri Surabaya, with the subjects who conducted the interviews of people living in RW 3 Kelurahan Lakarsantri Surabaya. So that the literature study data will be used to make interventions that are possible to apply to the problems obtained when conducting interviews.

RESULT AND DISCUSSION

Resilience is a process of adapting well when facing misfortune, trauma, tragedy, threats, and things that cause significant stress. The concept of resilience is usually only defined as the ability to survive, but resilience also bounces back from crisis. Walgnild and Young in Apostelina (2012) say that individual resilience is the ability within a person to overcome change or misfortune. Based on the understanding of individual resilience, the term family resilience emerged, which states the family's ability to continue its life after experiencing severe problems or pressures.

Family resilience is a way or strategy carried out by members of the family when facing pressure, problem, or conflict that arises in the family (Herdiana, 2019). In a journal written by Herdiana (2019) regarding the resources that must be owned by the family in order to increase family resilience when there is a conflict or crisis are as follows:

1. A positive outlook, where family members must have positive emotions such as compassion, have positive solutions when facing problems, be humorous, and strengthen each other.
2. Spirituality, in the family must have faith as a foothold to find a way out when there is a conflict in the family.
3. Attachment of family members, where all family members are able to work together to find a way out of existing problems such as by coordinating well, providing mutual support, and helping each other.
4. Family communication, how members in the family succeed in creating a sense of togetherness, there is clarity in the communication carried out, communication if there are problems. Because communication is very important to be able to overcome a problem.
5. Financial management, making good decisions in financial management can contribute to family welfare, because basically a lot of family problems stem from a less stable family economy.
6. Time together, spending more time with family such as eating together, watching television together, taking vacations together, or sharing chores are examples of individuals who spend a lot of time with family.

7. Social support, not only getting support from others, a healthy family is a family that also contributes to supporting other people's family relationships. Because basically, the community will give feedback on what we give them.

Similar to the family resilience factors conveyed by (Irawan, 2018), several factors influence family resilience, namely internal and external factors. Internal factors themselves are factors that come from within the individual such as the individual's ability to maintain the family, communication, emotions, flexibility, and spirituality. Meanwhile, external factors come from outside the individual such as support provided by other family members, relatives, the surrounding community, and spending time with family.

Like family resilience in RW 3 Lakarsantri Surabaya, it has the ability to handle problems quite well. Where from the results of our interviews with the local community stated that in family resilience there must be one family member who has the ability to resilience, when there is a conflict between the two parents it must be resolved immediately and hidden from the child, there is good communication between father, mother, and child. When there is free time to spend time with family on vacation together or farming. As well as being able to establish good communication with the local community and contribute to events or activities in the village such as karawitan.

However, there are several factors that can cause a split in the family due to lack of time to gather with the family because every day they only gather for about 6 hours at night, lack of initiative from family members in helping with household chores, health-related problems owned by children, to fathers who contribute less to children's education. In order for these problems not to have an impact on the split, it is necessary to increase the resilience in the family. Increasing resilience in the family can be done by providing psychoeducation.

Psychoeducation is a form of education or training given to an individual who has psychiatric disorders, with the aim of carrying out the treatment and rehabilitation process (Bhakti & Kurniawan, 2020). Psychoeducation is health education given to patients or counselors who experience physical illness or mental disorders, with the aim of being able to overcome the psychological problems they experience (Suryani et al., 2016). So from some of these conclusions, it can be concluded that psychoeducation is a therapeutic service provided to counselees, groups, and families as a form of intervention carried out by counselors to help overcome problems or diseases experienced by individuals, both psychological disorders and physical illnesses.

In providing psychoeducational therapy services, it can be done passively and actively, for passive provisions of psychoeducation, such as providing information with leaflets, posters, via emails or websites, videos, pictures, and the like. The active provision of psychoeducation services is to provide counseling or provide health education individually or in groups to counselees. Providing psychoeducation actively or passively is expected to significantly reduce the symptoms or diseases experienced by patients or counselees. Psychoeducation has a flexible form that combines specific information and media to convey information to the community, so it has the potential for a variety of life challenges faced by the community (Lukens & McFarlane, 2004 in Bhakti & Kurniawan, 2020).

Psychoeducation can be done through training using exploration, assessment, discussion, role play and demonstration methods. In the intervention process, the counselor not only provides information related

to individual/group problems in dealing with the problem situation, but also educates and helps the counselee to be able to develop sources of support and social support in facing the challenges he faces, and can develop coping skills or overcome the pressure being faced by the counselee. The basic purpose of psychoeducation is to provide knowledge about various aspects of the disease or symptoms, eliminate misconceptions and unconsciousness, and help individuals have knowledge of what can be done and prohibited in providing care to sick people or patients.

In a journal written by Anwar & Rahmah (2017), the focus of psychoeducation services is as follows:

1. Assist the counselee regarding the problems or life challenges that are being faced

2. Helping counselees develop sources of support and social support in facing life challenges

3. Develop coping skills to face life challenges

4. Developing emotional support

5. Reducing the counselee's sense of stigma toward a disorder

6. Change the attitude and belief of the counselee towards a disorder

7. Identify and explore feelings toward an issue

8. Developing problem-solving skills

9. Developing crisis-intervention skills.

The psychoeducational services provided to the RW 3 community in Lakarsantri Surabaya Village are included in the information model type of psychoeducation. The provision of psychoeducational services with an information model is to increase family resilience in order to be able to overcome and adapt to the family problems faced. So that later it is hoped that the psychoeducation provided can prevent the occurrence of individual inability to overcome and adapt to family problems. The psychoeducation model provided in this study is to use the life skills model, which is the attitude, ability, and skills that everyone needs to have in order to be able to maintain their position.

This service prioritizes the provision of knowledge or information. The counselor will provide psychoeducation actively and passively. In providing psychoeducation actively, the counselor will display a PowerPoint to the RW 3 community in Lakarsantri Surabaya Village and provide several efforts to be able to increase resilience in the family. While passively providing services by distributing infographics and videos related to efforts to improve family resilience through the WhatsApp group of the RW 3 community of Lakarsantri Surabaya Village.

CONCLUSION

From the results of interviews that have been conducted in RW 3 Lakarsantri Surabaya, the ability to handle problems is quite good. Where the local community states that there must be one family member who has the ability to resilience, when there is a conflict between the two parents, it must be resolved immediately, good communication occurs, spending time with the family, establishing good communication with the local community. And there are also factors that can cause divisions such as lack of time to gather with the family, household chores only done by the mother, and fathers who do not contribute to the education of children.

In order for these problems not to have an impact on the split, it is necessary to increase the resilience in the family. To increase resilience in the family, it can be done by providing psychoeducation with an information model by delivering education by counselors, providing infographics, and also videos related to efforts to increase family resilience. The results of this research that has been conducted, it shows that the method of providing psychoeducational services with the information model that has been carried out in RW 3 Lakarsantri Surabaya Village is quite effective in increasing resilience in families.

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BUILDING MENTAL WELL-BEING BY DEVELOPING A SPIRIT OF SOCIAL CONCERN

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ABSTRACT

Individual mental or psychological well-being is very important in one's growth and development. A healthy mind is a healthy mind. Psychological or mental well-being not only describes an individual's condition that is free from difficulties, but the condition of an individual who is independent, has positive relationships with others, can adapt to the surrounding environment, has goals in life, has good self-acceptance, and is able to realize the potential that is owned continuously in accordance with its growth and development. The purpose of writing this article is to identify the meaning of mental well-being and how it forms. Especially the mental well-being of the people of Sememi Village, Benowo District, Surabaya. This research is a type of qualitative research using literature study method. The data collection technique used in this study was interview and supported by secondary data from books and previous research. The results of this study can be concluded that the majority of the people of Sememi Village have a high sense of social concern as evidenced by the results of interviews and descriptions of the relationship scale of 5 respondents with their families and surroundings which according to 5 respondents give their own happiness when they can provide assistance to neighbors in need.

Keywords: Mental Well-being, Spirit Social Concern

INTRODUCTION

Individual mental or psychological well-being is very important in one's growth and development. A healthy mind is a healthy mind. There are many forms of a person's mental well-being, such as self-acceptance. When a person can accept his own good and bad circumstances, that person can create a prosperous and healthy mentality. Being able to accept your own shortcomings is not easy, you need an open and sincere heart so you don't get down with the shortcomings you have. Good well-being is directly linked to positive mental health, helping to reduce stress, anxiety and depression. (Keyes, 2002)

Throughout the life span, each age stage always has developmental tasks that must be passed. If a person fails to carry out developmental tasks in his age range, the development at the next stage will experience interference and cause problems for him. In the adolescent phase, physical changes and psychological make them tend to be unstable in acting and experiencing changes in emotional conditions fast. (Fahmawati et al., 2022)

Another thing that influences mental well-being is individual growth and development. Growth is a physical change that occurs and is quantitative (measurable) such as weight and height), while development is a series of progressive changes that occur as a result of the process of maturity in learning and experience. Everyone must experience growth and development differently. If a person's growth and development can be fulfilled and in accordance with his developmental tasks, it is likely that his psychology will also be safe. However, if gaps are found in one's growth and development process, it can affect one's mental well-being. For example, someone who has less than average height will definitely get attention from the general public, if that person does not have good self-acceptance, that person will be down and of course it will affect the individual's mentality. As a result, this person becomes introverted and lacks confidence when dealing with society in general.

The third is the purpose of life. Someone who has clear and planned life goals, they will do anything to achieve these goals. If they fail to achieve this goal, they will look for other solutions to get back up. However, when a person cannot accept his failure, he will feel like there is pressure inside him which will affect his mentality.

Mental well-being can not only be built with factors that come from within the individual, but external factors also greatly affect a person's mentality. Such as relationships with other people and the surrounding environment. For example, a person's relationship with his neighbors. Humans are social creatures who cannot live alone. In social life, there are many activities and things that allow people to meet and gather. By creating a positive relationship between people will create a conducive environment. To create positive relationships within the community, this can be done in various ways, one of which is by having a caring spirit among human beings. When there are neighbors who need help, then as much as possible we provide help according to our abilities. There are many forms of helping behavior, it can be in the form of materials, services, or even being someone who wants to hear other people's complaints, it can also be called help.

This is in accordance with the existing conditions in Sememi Village RW 3, Benowo District, Surabaya City. Most of the people of RW 3 Sememi have a positive relationship with one another. When a neighbor needs help, they are happy to help. However, not all people in Sememi are like that. There was

one of the residents I met who had a bad relationship with their neighbours. There are several reasons underlying this behavior, one of which is due to a lack of self-acceptance, which makes the person feel unhappy when neighbors remind him to do good. This has an impact on the mentality of the person who then does not attend regular events held by local residents. For this reason, we want to provide education regarding the importance of mental well-being for life by building a spirit of caring for each other in the Sememi Village community.

The spirit of social care is very important to be developed for the community, especially the people of RW 3 Sememi Village, Benowo District, Surabaya. We convey this with psychoeducation services in the PUSPAGA (Family Learning Center) program in the city of Surabaya. We provide this psychoeducation with the aim of helping the local community to develop a spirit of social care among fellow citizens by building good relationships and helping each other so as to create a healthy and prosperous mentality to face every challenge in life in the future.

METHODOLOGY

This research is a type of qualitative research using literature study method. The data collection technique used in this study was interview and supported by secondary data from books and previous research. Interviews were conducted with the Sememi Village community directly using the interview guidelines that had been prepared previously. The literature used is a source related to the problem under study. The analysis technique used in this study is descriptive analysis where the data is analyzed and described according to reality. Data from the literature study will be used to discuss possible interventions to be applied to the problems obtained from the interview results.

RESULT AND DISCUSSION

According to (Ryff, 2015) in (Hidayati et al., 2021) psychological or mental well-being does not only describe an individual's state of being free from difficulties, but the condition of an individual who is independent, has positive relationships with others, can adapt to the surrounding environment, has life goals, have good self-acceptance, and be able to realize their potential continuously according to their growth and development. Another opinion from Jorm (2019) in (Fatahya & Abidin, 2017) states that mental health literacy is knowledge that can be used by individuals to do things that are beneficial to mental health. Individuals who are literate about mental health need to apply this knowledge in their daily habits in order to reduce the risk of health problems caused by mental health problems or to choose more appropriate strategies for dealing with individual mental health. (Aldwin & Revenson, 1987)

Social concern creates a sense of solidarity in society, strengthens social bonds and helps create a more harmonious environment. (Hou et al., 2020) According to Junrong (2016) in (Prawoto, 2022) there are three main problems that often occur in the community environment, namely slow management, the availability of volunteers to help the village, and the difficulty for village officials to socialize with their residents. The purpose of writing this article is to identify the meaning of mental well-being and how it forms. Especially the mental well-being of the people of Sememi Village, Benowo District, Surabaya. To provide information regarding the importance of social care for the welfare of citizens, we provide

psychoeducation services in the Sememi RW 3 Village in the PUSPAGA (Family Learning Center) program in the city of Surabaya. We provide this psychoeducation with the aim of helping the local community to develop a spirit of social care among fellow citizens by building good relationships and helping each other so as to create a healthy and prosperous mentality to face every challenge in life in the future.

According to Lazarus in (Anisatul Fikriyah Aprilianti, 2023) says that happiness is a form of expression of interaction between humans and their surroundings. In this case, humans can be happy because of themselves and happy for themselves, but on the other hand there is also someone who is happy because of other people and for other people. This can prove that happiness is not selfish but can be shared with other people and the environment. Such a positive relationship and helping each other will create its own happiness for someone.

From the results of my interviews with 5 residents, one of the things that can make you feel peaceful is being happy when you have good relationships with yourself and with the people in your surroundings. The following is data from my interviews with 5 respondents from Sememi Village residents, Benowo District, Surabaya regarding the level of happiness of residents based on a scale of 1-10:

Number	Name	Relationships with spouse, children and family	Relationship with work	Relations with other people and social community
1.	Siti Yulaikah	10	8	8
2.	Rahmawati	9	8	8
3.	A (Nama Samaran)	7	6	8
4.	B (Nama Samaran)	10	7	8
5.	C (Nama Samaran)	10	8	9

The results of the data in the table above can be described that each individual has a different level of happiness in each aspect. The x-ray of happiness can be a reference for a person's mental well-being and social care. After I talked to these women, they said that they were happy to be village cadres because they could help other people and also for the sustainability of their village. Another thing that makes them happy to meet residents at the village hall is because they are too bored if they have to be in the house all the time, by coming to the village hall, women can do activities that make them happy. After this psychoeducation about mental well-being, the people of the Sememi sub-district became more aware of the importance of happiness for themselves, others and health.

CONCLUSION

Individual mental or psychological well-being is very important in one's growth and development. A healthy mind is a healthy mind. Psychological or mental well-being not only describes an individual's condition that is free from difficulties, but the condition of an individual who is independent, has positive relationships with others, can adapt to the surrounding environment, has goals in life, has good self-

acceptance, and is able to realize the potential that is owned continuously in accordance with its growth and development. Another form of mental well-being is happiness, the happiness of being able to provide assistance to others in need as well as concern for others. Happiness is a form of expression of interaction between humans and their surroundings. In this case, humans can be happy because of themselves and happy for themselves, but on the other hand there is also someone who is happy because of other people and for other people. After I conducted psychoeducation services at the PUSPAGA (Family Learning Center) program in Surabaya City, I obtained the results of interviews and scale-based data collection conducted on 5 respondents from Sememi Village, Benowo District, Surabaya. It can be concluded that each individual has a different level of happiness. -Different in every aspect. The x-ray of happiness can be a reference for a person's mental well-being and social care. After this psychoeducation about mental well-being, the people of the Sememi sub-district became more aware of the importance of happiness for themselves, others and health.

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ROLE OF COMMUNICATION FOR PSYCHOSOCIAL DEVELOPMENT IN THE PERSONAL-SOCIAL FIELD

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ABSTRACT

Family is one of the bodies that carries out the duties and is responsible for achieving goals that can develop the child's personality positively. To what extent is the effective role of parents in providing education from infancy as a means to develop their personality and make them aware of the importance of love in everything they do based solely on the principle of reciprocity. The psychosocial development of an individual can be seen from a psychological perspective or point of view. Development from childhood to adolescence is a very interesting thing to study related to family, friends and the environment. This psychosocial development can be seen from the increased social development of children marked by changes in their knowledge and understanding of needs and existing regulations. The theory of psychosocial development from Erik Erikson which can improve the skills of parents to be able to understand and educate children to an optimal level of maturity. The results of this study indicate that interpersonal communication between parents and children can provide more complete and flexible attention. The messages conveyed by parents, verbal and non-verbal language, are carried out to strengthen the messages conveyed when children experience difficulties in terms of communication and social interaction. The process of communication between parents and children really helps children understand themselves, their feelings, thoughts, opinions and desires.

Keywords: Communication, Psychosocial Development, Personal-Social Field

INTRODUCTION

Communication is something that cannot be avoided in human interaction. Whether through words, facial expressions, or even body cues, communication plays an important role in forming social relationships and developing individual psychosocial skills, including children (Mailani et al. 2022). In the family context, parents act as the main agents in shaping communication patterns and have a major influence on children's psychosocial development. Research has shown that effective communication between parents and children can have a significant positive impact on a child's emotional, social, and mental development. Therefore, the role of parents in understanding and optimizing communication with children is very important to ensure that children have a strong foundation in living their social lives. One of the important aspects of parental communication that influences children's psychosocial development is the quality of communication that is established. Parents who listen empathetically, speak age-appropriate language, and pay full attention to their children tend to form stronger relationships with their children. These positive communication patterns allow children to feel supported and accepted, thus increasing their self-confidence and independence.

Apart from that, good communication also plays an important role in teaching children about values and social norms. Through daily communication, parents can guide children in understanding and recognizing emotions, regulating behavior, and understanding the consequences of their actions. Thus, parental communication helps form the moral and ethical basis of children, which helps them become responsible and empathetic members of society (Setyowati 2013). Another aspect of the role of parental communication is as a model of behavior for children. Children tend to imitate the behavior of their parents, including the way they communicate and express emotions. If parents display healthy and effective communication patterns, children are more likely to adopt these patterns in their interactions with others. However, if the parent's communication is unhealthy, such as aggressive behavior or ignoring the child's emotions, the child may have difficulty coping with their own emotions and interacting well with others.

The condition of this mother in RW 03 Lakarsantri Surabaya does not fully understand the stages of psychosocial development of children with a psychological approach. So far, parenting done by parents is only limited to basic adequacy orientation, communication in parenting is also still in accordance with existing habits and not in accordance with the child's condition. Knowledge of children's psychosocial development is needed by parents to be able to see the child's development according to the stages that fit the proportion of the child's age. So that children do not experience failure in their development which will affect the next stage of development. To what extent is the effective role of parents in providing education from infancy as a means to develop their personality and make them aware of the importance of love in everything they do based solely on the principle of reciprocity. Parents can distinguish a child's personality by observing the following behaviors that children show every day when analyzing the child's communication style, lifestyle, and even problems to help children make their own decisions (Dewi and Wahyuni 2020).

The stages of development are critical periods that require stimulus to see developing and undeveloped potential that will require attention (Sukamti et al. 2014). There are several factors that can affect the growth and development of children, namely genetic factors (heredity) and stimulation from the

environment. These two factors are mutually sustainable and support each other to achieve optimal child potential. It can be seen that environmental factors that influence child development reach 80%. The influence of this environment will shape the child and bring up a stimulus to stimulate child development (Novitasari et al. 2022). So with this, parents are expected to be a good environmental factor by providing a positive environment and providing a stimulus to improve children's development.

Parents in family life are the head of the family. Indirectly, parents shape the character of their children through attitudes, thoughts, and everything they do. For example not listening to children, scolding children excessively, giving inappropriate advice, or speaking harshly to children. Some of the examples of behavior above can have a negative impact on child development. The family environment is the main aspect in influencing child development. children spend more time in the family environment, so that the family has an important role in shaping the behavior and personality of children.

It is very important for us to know how the psychosocial development of children, especially in today's times. By adding to the knowledge of children's psychosocial development, we can guide and help optimize the development process that will be experienced by children appropriately. Knowledge of psychosocial development will help mothers to face the challenges of raising children. There are various theories regarding the psychosocial development of children. In providing psychoeducational services, researchers used one of the expert theories, namely Erik Erikson.

METHODOLOGY

Descriptive research with a qualitative approach is a research method used to understand phenomena in depth, comprehensively and contextually. This study aims to describe and analyze information qualitatively, without measuring or calculating certain variables as in quantitative research. A qualitative approach allows researchers to understand the complexities and meanings behind human behavior, actions, and experiences, including in the context of the role of parental communication in children's psychosocial development. In this research, the qualitative research methods commonly used are case studies, in-depth interviews, participatory observation, and content analysis. Case studies allow researchers to dig up detailed information about individual cases or certain groups, such as families with effective and communicative parent-child interactions. In-depth interviews are a way to obtain data through direct interaction with parents and children, so that researchers can understand their views on communication and the role of parents in children's development. Participatory observation allows researchers to observe behavior and interactions directly in natural contexts, such as in a home or family environment, so that the data obtained is more contextual.

In addition, content analysis is used to analyze text or recorded interviews, field notes, and other related documents. In content analysis, researchers identify themes and communication patterns that emerge from the data that has been collected. In research on the role of parental communication in children's psychosocial development, content analysis can help identify how parents communicate with their children, how they understand children's emotions, and how this communication affects children's psychosocial development. Descriptive research with a qualitative approach provides in-depth and rich information about the phenomenon under study, which can assist in understanding the complex dynamics of parent-child

interaction. However, this research also requires a lot of time and dedication from the researcher, as it involves a careful process of data collection, analysis, and interpretation. The results of this research can provide valuable

RESULT AND DISCUSSION

The situational perspective states that interpersonal communication focuses specifically on interactions between two people who communicate simultaneously, both verbally and nonverbally. Fast communication and feedback. Interpersonal communication is communication between two people that starts at the level of familiarity to the level of separation and goes through certain stages of interaction and relationships that are repeated. One of the main aspects of interpersonal communication is the ability to listen actively and empathetically (Martoredjo 2014). Good listening allows one to really understand what the other person is saying, including the emotions and feelings associated with the message. This helps build mutual understanding and trust in interpersonal relationships.

Apart from listening, verbal and non-verbal expressions also play an important role in interpersonal communication. Body language, facial expressions, and tone of voice can communicate emotions and intentions that words alone cannot convey. Therefore, conveying messages in an appropriate manner and recognizing non-verbal communication cues from the interlocutor are also important skills in interpersonal communication. In addition, the ability to tactfully convey criticism and input is also an important part of effective interpersonal communication. When giving criticism, it is important to avoid a blaming or judgmental tone and to offer constructive suggestions for improvement. This helps create a positive and supportive communication environment, which promotes personal growth and closer relationships

Interpersonal communication also involves the ability to manage conflict well. Conflict is inevitable in every relationship, but how to deal with it can affect the quality of the relationship. In interpersonal communication, it is important to respect differences of opinion, listen to the views of others, and seek mutually beneficial solutions together. In Erik Erikson's theory which is used to provide a new understanding, it has been explained that there are eight stages of life. The outcome of each stage is affected by the outcome of the previous stage, and an individual's ability to grow optimally depends on the resolution and success of each ego crisis. The ego needs to develop various skills to deal with the various demands that society puts on it. The eight stages of Erik Erikson's psychosocial development are as follows (Putri 2021):

1. Stage 1: Trust vs Mistrust (0-1 years) At this stage the child will acquire the skills needed to develop trust and hope if the mother is able to meet their needs. This person will always believe that other people are trying to take advantage if the child experiences an ego crisis, which can result in the child having difficulty trusting other people.

2. Stage II: Autonomy vs Shame and Doubt (1-3 years) At this stage, the child will discover that he can control his body. It is hoped that parents can guide children and teach children to control their children's impulses and desires without being rude. The goal at this stage is for children to learn to conform to social norms without losing their initial understanding.

3. Stage III: Initiative vs Guilt (3-6 years) At this time the child will learn to plan and take action. Children will be afraid to take the initiative or make decisions for fear of making mistakes if this stage is not successfully completed. Children will lack self-confidence and are reluctant to set goals for themselves when they grow up.

4. Stage IV: Industry vs. Inferiority (6-12 years) Children will learn at this age that completing academic tasks will give them joy and satisfaction. Children will be able to solve problems and feel successful if this stage is done well. Children will feel bad if they can't solve the problem.

5. Stage V: Identity vs. Identity Confusion (12-20 years) There seems to be a contradiction that children are considered adults on the one hand and immature on the other hand because there are changes in the child's physical and mental state at this stage. At this stage the importance of parents as protection begins to wane. The child will experience an identity crisis if at this stage it is not resolved properly, because at this stage the child's identity will begin to form.

6. Stage VI: Intimacy vs Isolation (young adulthood, 20-30 years) Young adults gain a deeper understanding of how to interact with others during this phase. Feelings of isolation will result from an inability to build solid social bonds. Love is obtained by ego skills if the individual is able to overcome this crisis.

7. Stage VII: Generativity vs Stagnation (middle adulthood, 30-65 years) At this point, the individual contributes to the continuity of the current generation and gives back to the world in exchange for what he has received inability to see the big picture, which gives the impression that life is purposeless and boring. When an individual is coping with a current crisis, mindfulness is one of the skills of their ego; However, the individual will believe that his life has no purpose if he fails.

8. Stage VIII: Ego Integrity vs Despair (late adulthood, 65 years and over) At this stage of old age, they will remember the past and feel the meaning of peace and integrity. It feels good to think about the past. People will appear depressed if they fail to complete this phase, if they succeed they will be satisfied with themselves.

With these stages, parents understand how important it is to complete each stage of a child's development so that it does not impact on the next stage of development and will cause a child's identity crisis if the stages of development cannot be completed properly.

According to Devito, the effectiveness of interpersonal communication includes openness, positive behavior, empathy, cooperative behavior, and similarity (Chairani, Wiendijarti, and Novianti 2009). This can be explained as follows:

1. Openness affects differences in variations of both verbal and non-verbal messages. This shows the quality of openness in interpersonal communication, and it includes two dimensions. The second aspect shows a willingness to be open and direct with others, and vice versa.

2. "Empathy, the ability to project oneself into the role of another person or try to feel in the same way as other people's feelings. With this empathy framework, a person will understand his position and thus will not judge the behavior or attitudes of others as wrong or right.

3. "Supportive behavior, interpersonal communication will be effective if in facing a problem you don't behave defensively or defensively. Openness and empathy cannot take place in a non-supportive environment."

4. "Positive behavior, in interpersonal communication of this quality there are at least three aspects of difference or that is interpersonal communication will be successful; if there is positive concern for one's self, interpersonal communication will be well maintained if a positive feeling towards other people is communicated.

5. "Similarity, includes similarities in two things. The first is the similarity in the field of experience among the actors. That is, interpersonal communication will generally be more effective if the actors have the same values, attitudes, behaviors and experiences. Second, the similarity in conversation between communicators, meaning that there are similarities in terms of sending and receiving messages.

Interpersonal communication can strengthen the relationship between the parties who communicate. In social life, humans can find peace in their lives because they have a life partner (Br Surbakti, Achiriah, and Abidin 2022). Through interpersonal communication, you can also build good relationships to avoid and overcome conflicts that arise. Interpersonal communication between parents and children can take a more complete and flexible attention. Parents who try to accompany their children in everyday life can better understand and understand their child's personality. The nature of the experience of interpersonal communication between parents and children can be expressed in their closeness and togetherness. This is very useful for parents and for knowing how to behave when facing communicative situations in the development of their child's personality. In addition to using non-verbal, let alone verbal, parents do a lot of things as communicators or message communicators so that messages are conveyed properly. received by the communicator (Wiananda 2020). (child). The messages conveyed by parents, verbal and non-verbal language, are carried out to strengthen the messages conveyed when children experience difficulties in terms of communication and social interaction.

Every parent has their own way of guiding their child. Because every child has a different personality, the aim is to shape the child's character. The child's desire to speak from heart to heart leads to interpersonal communication. Communication must be based on the child's trust in his parents (Gunawan 2013). With this trust, children develop self-confidence and try to trust their parents and truly understand their feelings. Of course, in a parent-child interpersonal communicative relationship, there are several things that hinder or help the communication get to the child. Parents must face man obstacles and support in interacting with their children, and parents must fulfill their duties as teachers and educate their children about good attitudes and behavior in social life (Pérez 2017).

The function of interpersonal communication or interpersonal communication is to try to improve relationships, avoid and overcome personal conflicts, reduce uncertainty about anything, and share knowledge and experiences with others. Interpersonal communication can strengthen the relationship between the parties who communicate. In social life, humans can find peace in their lives because they have a life partner (Sen 2020). Through interpersonal communication, you can also build good relationships to avoid and overcome conflicts that arise.

The other function of interpersonal communication is

1. To get a response or feedback. This is a sign of the effectiveness of the communication process
2. To anticipate after evaluating responses or feedback
3. To exercise control over the social environment
4. Creating and maintaining good interpersonal relationships.

The factor that underlies communication between parents and children is an open attitude and openness gives children the feeling that they are trusted, cared for and entitled to (Dzulhidayat 2022). An open attitude between the two parties establishes familiarity and frequent communication and interaction. In addition to openness, children's trust in their parents also influences communication factors. Children who trust their parents will always tell what happened to them. Children do not hesitate to share their experiences because they believe their parents are good listeners. That way, children feel safe to interact with their parents (Mikhaharahap et al. 2022). While the factors that hinder interpersonal communication between parents and children in the process of personality formation are as follows.

1. Parents' work and children's activities

   Parenting patterns can interfere with interpersonal communication with children, especially mothers. Mothers have an important role in raising children. If the mother works too much, the child will have little time to communicate with her. As in Wonosidi Village, many parents work as farmers and work in the garden from morning to night. The same goes for working children, full-time schooling and out-of-district schools. Therefore, communication is very rare and difficult to achieve Islamic character formation.

2. Children prefer to argue rather than listen

   The family environment can also interfere with interpersonal communication in the development of a child's Islamic personality. Defending children by one or more family members hinders communication between children and parents. Because children feel they have a protective shield and are not afraid of threats from their parents.

CONCLUSION

The psychological development of children is influenced by their social interaction with the environment, especially the family environment. Providing psychoeducational services provides parents with a new understanding of their child's psychosocial development and what will happen if each stage is not resolved properly. The process of communication between parents and children really helps children understand themselves, their feelings, thoughts, opinions and desires. Children are good at identifying their own emotions, which helps them identify those same emotions in others. As children are gradually trained to recognize emotions, they become more confident and in control of their emotions (easier to control what they already know).

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THE EFFECT OF PARENTING PROGRAMS ON CHILD DEVELOPMENT

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ABSTRACT

Development is an inevitable thing of every individual's life. Development is the increase in more complex body structures and functions in gross locomotion, fine motion, speech and language as well as socialization and independence. Development is the result of the interaction of the maturity of the central nervous system with neuromuscular, speech, emotion and socialization. Development must be faced by every child from the time he is born in the world to leaving the world. In this period of development many influencing factors can cause development to lead to positive and negative. At moments like this, the role of parents is very influential so that the changes that occur in their children lead to positive development. The role of parents is to provide assistance, provide input when they feel their child begins to lead to negative development. But what happens today is that many parents do not understand their influence in mentoring is very important. Parents think if children are schooled the development that occurs to their children leads in a positive direction.

Keywords: Development, Parents, Roles

INTRODUCTION

A child is a living being who is given the grace of being born through the marriage of two people who have different sexes, namely male and female, either through marriage or not, is still called a child. Children have many aspects ranging from gender, categories such as young people in the age category, religion, emotional development, physical. Many things can support the development of children's growth, especially from the circumstances around them, starting from the smallest, namely the family, to the neighbors where they live and interact.

Every individual will certainly go through a phase of development in his life. The development begins from an early age when they are just born into the world until they grow up to the last point which is to leave the world. Development in its concept is not an event to measure with certainty, but this process of development can be felt either from the individual himself or others. Another person who can feel the development of a child is the person who is side by side with the child. Development has the nature of progress, commonly referred to as progressive, systematic, and continuous.

All individuals will definitely experience a phase of development and things that develop between individuals with each other must be the same aspect. But still there is something that distinguishes each individual, judging from the development of speed between individuals with one another, it will definitely have a different speed. There are also preceding previous developments, basically this development has a tendency along with aspects of development not much different from one development to another. In this child development assistance, parents have an important role so that their child's development is maximally successful and does not tend to negative things. Because this development has a huge impact on the individual and many factors that give the development of either the environment or friendships. If the environment is wrong then individual development definitely tends to be wrong, here the role of parents is very important for mentoring.

At this time, parents have a view that in the development process who has full responsibility is the teacher at school. This is mainly based on the process of educating, providing material, using learning media so that those who know the process of child development in full are teachers at school. In this case, most parents choose not to be involved in the child's developmental process. Parents give all responsibilities and optimize child development is the full responsibility of teachers who educate them while in school, because parents have also spent a lot of money to send their children to school, so parents have the courage to let go of hands and hand over full responsibility to the teachers who teach them at school, parents just accept it.

METHODOLOGY

There is also this type of research is a literature study. Zed in Kartiningsih research (2015) said that the literature study method is a series of activities related to the method of collecting library data, reading and recording, and managing research materials. Kartiningsih added that literature studies are carried out by each researcher with the main aim of finding a foundation to obtain and build theoretical foundations, frameworks, and determine temporary conjectures or also called research hypotheses.

RESULT AND DISCUSSION

A. Child Development Stages

1. Child Development Period

   According to the time sequence, childhood is the period of development from 2 to 6 years of age. Biological development in these times was rapid, but sociologically he was still very much bound by his environment and family. Therefore, the family plays an important role in preparing children to be able to adapt to a wider environment, especially the school environment.

   Childhood is often referred to as aesthetic time, sensory time and time against parents. It is called aesthetic because this period is the time when the feeling of beauty occurs. It is also called the sensory period, because at this time the children's senses develop rapidly. Because of this rapid development, children like to explore, which is then called the resistance period.

   At this time children have an egocentric attitude because they feel themselves at the center of the environment shown by children with an attitude of being happy to oppose or reject something that comes from people around them. Such development is caused by the child's awareness, that he has his own abilitiesand will, which will is different from the will of others.

   In early childhood, children imitate a lot, play a lot of plays or fantasies, from their habits it will provide skills and experiences to the child. Some say that early childhood begins as a period of infant covering. Early childhood ends until about elementary school entry age. The characteristics in early childhood are:
   a. An age that contains problems or difficult ages;
   b. Age of toys;
   c. Preschool age;
   d. Age of group learning;
   e. Age exploring and asking a lot;
   f. Age imitating and creative.

2. Physical Development

   Physical development or the human body is a complex and very amazing organ system. Kuhlen andThompson suggest that individual physical development includes four aspects, namely:
   a. A nervous system that greatly influences the development of intelligence and emotions;
   b. Muscles that affect the development of strength and motor abilities;
   c. Indoctrinal glands, which cause the emergence of new patterns of behavior, such as in adolescence developing feelings of pleasure to be active in an activity that consists partly of members of the opposite sex;
   d. Physical structure/body which includes height, weight and proportions.

   Early childhood is a period of development that occurs from late infancy to about age 5 or 6, sometimes called the preschool years. The first grade of primary school usually marks the end of this period. 2 From the above it can be concluded that, early childhood is the period of development of childrenfrom the age of 2 years to the age of 6 years, which can also be called the preschool period.

   Physical development is the basis for subsequent developmental progress, with increased growth inboth weight and height and strength, allowing children to be more active and develop their

physical skills,as well as developed exploration of the environment without the help of their parents. The development ofthe central nervous system provides readiness for children to further improve their understanding and mastery of their bodies.

a. Height: The average annual height gain is three inches. At the age of six the average child height was 46.6 inches;

b. Weight: Annual weight gain averages three to five pounds. At the age of six years it is approximately seven times the weight at birth. Girls averaged 48.5 pounds and boys 49 pounds;

c. Body comparison: The baby's appearance is no longer visible. The face remains small but the chin is clearly visible and the neck is more elongated. Body clots are reduced and the body tends to be cone- shaped, with a flattened abdomen, and a more developed chest, wider and square shoulders, longer and straight arms and legs, larger hands and feet;

d. Body posture: Differences in the body first appear in early childhood, some are fat flabby (endomorphic), some are strong muscular (mesomorphic), some are relatively thin (ectomorphic);

e. Bones and muscles: The rate of muscle shift varies in parts of the body following the laws of developmental direction. The muscles become larger, heavier and stronger, so the child appears thinner despite the increased weight;

f. Fat: Children who tend to be endomorphic have more fat tissue than muscle tissue while mesomorphic on the contrary and those with ectomorphic bodies have small muscles and little fat tissue;

g. Teeth: During the first four to six months of early childhood, the last four baby teeth of the back molars appear. Over the past half year baby teeth begin to fall out, replaced by fixed teeth. The first to comeoff is the first baby tooth to grow, namely the middle incisors. When childhood ends, babies generally haveone or two fixed teeth in front and several gaps where fixed teeth will appear.

The brain has a very decisive influence on other aspects of individual development, both in the formof motor, intellectual, emotional, social, moral and personality skills. Vice versa, the importance of nutrition for brain growth, from several animal studies results prove that poor nutrition (malnutrition) suffered by animal mothers results in fewer fetal brain cells than fetuses whose parents are normal. In humans, malnutrition in pregnant women resulting in very low baby weight is also closely related to high mortalityrates and the cause that often occurs is poor developmet

3. Cognitive Development

Cognition means the ability to think, the ability to use the brain. Cognition development means the development of children in using their thinking power. In cognitive development, the child in this case hisbrain begins to develop the ability to think, learn and remember. The cognitive world of children at this ageis creative, free, and fantastic. Children's imaginations develop over time, and their mental understanding of the world improves.7 At this level children can improve their use of language by imitating adult behavior.

4. Physical structure/body which includes height, weight and proportions.

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5. Psychosocial Development

The psychosocial development that occurred at this time included several things, namely:

a. Emotional Development During early childhood emotions are very strong.

This is a time of imbalance because children are "out of focus" in the sense that they are easily carried away by outbursts, emotional and difficult to guide and direct. This is particularly pronounced in children ages 2.5 to 3.5 yearsand 5.5 to 6.5 years, although it is generally true throughout most of the early childhood period.

So heightened emotions in early childhood are characterized by strong outbursts of anger, intense fear and high envy. At these times children are difficult to guide and direct, they tend to be angry, rebelliousand offended if warned, this is because children are out of their focus.

High emotions are mostly caused by psychological problems. Usually parents only allow children to do a few things, even though the child feels he is able to do more, so in the end the child will resist the parents' prohibition and the child tends to rebel. Children will explode their anger if they cannot do something that is considered to be done easily.

b. Social Development

The basis for socialization in children is laid with the improvement of relationships between childrenand their peers from year to year. The child not only plays more with other children but also talks more. Ifthe child likes relationships with others even if only occasionally, then the attitude towards social contact brings better than frequent social relationships but the nature of the relationship is not good.

In the above statement it is explained that the development of socialization in early childhood is characterized by an increase in the intensity of relationships with peers, and this development increases from year to year. In this phase also children not only enjoy playing but also talk more. Social relationshipsor contacts are better than poor social relationships.

Here it can be concluded that peers also play an important role in children's social development, because through peers children can learn and get information about the child's world outside the family. Atthis time children begin to know the world outside the family, namely by playing with peers. Children willalso begin to compare themselves with their peers.

B. Child Development Tasks

1. Development task at infant and childhood age

   a. Learning to walk occurs between the ages of 9 to 15 months, at this age the leg bones, muscles and nervous system have matured to learn to walk.

   b. Learn to eat solid foods This happens in the second year, the system of food digestion and chewing apparatus in the mouth has matured for it.

   c. Learn to speak

   1) That is, making meaningful sounds and conveying to others the names or words about something regularly in a given situation until the child learns to associate (associate) certain sounds with certain objects or situations (behaviors).

   2) The second opinion, quite the contrary, according to this theory is that the baby's voice is not accidental but has meaning to him because the sounds express or express his feelings. The next development of learning this language occurs by imitation.

d. Learn to urinate and defecate

Before the age of 4 years, children generally cannot overcome (resist) bedwetting because the development of nerves that regulate disposal is not perfect. To provide hygiene education for children under 4 years old, it is enough to get used to it, that is, every time you want to relieve yourself, take the child to the toilet without giving much light to him. While the tasks of early childhood development are:

1) Learn to recognize sex differences

Through observation (observation) children can see behavior, physical form and clothing that differ from one sex to another. In this way, children can recognize the anatomical differences between men and women, children pay great attention to their own genitals and others so that the recognition of gender runs normally, so parents need to treat their children both in providing toys, clothes, and other aspects according to the child's gender.

2) Achieve physiological physical stability

The physical condition of children is very labile when compared to adults, children quickly feel changes in temperature so that their body temperature is easily changed. Different variations in food variations given can change salt and sugar levels. In the blood and water in the body. To achieve physical stability, for children it takes time until the age of 5 years. In the process of achieving physical stability, parents need to provide intensive care. Both when it comes to nutritious feeding and the maintenance of hygiene.

3) Forming simple concepts (understandings) of social and natural reality.

In the beginning, this world for children is a complex and confusing situation, over time children can observe objects or people around them. Further development, children find order and can form generalizations (conclusions) from various objects that generally have the same characteristics.

4) Learn to make emotional connections with parents, siblings and others.

Children make contact with people around them using various ways, namely, signing, imitating and using language. The way obtained in learning to make emotional connections with others will more or less determine his attitude in the future.

5) Learning to have good and bad relationships means developing a heart.

Young children are dominated by naïve hedonism where pleasure is considered good while suffering is considered bad, when children grow older then children must learn to understand good and bad right and wrong because as social beings humans not only pay attention to their own interests, but also must pay attention to the interests of others. Something important in developing a child's heart is the role model of parents and their guidance.

2. Developmental tasks in school

The developmental tasks of late childhood according to Syamsu Yusuf (2008) developmental tasks at

this time include:

a. Learn to acquire physical skills to perform the game. In school the child has reached the level of muscle mastery, so he can march, do morning exercises and light games, such as football, jumping rope, swimming, and so on.

b. Learning to form a healthy attitude towards oneself as a biological being. The essence of this task is

   1) Develop habits for body maintenance including hygiene, personal safety, and health;

   2) Develop a positive attitude towards his gender and also accept himself positively.

c. Learn to get along with peers who will learn to adjust to new environments and situations and their peers.

d. Learning to play roles according to their gender.

   If the child has entered school, sex differences will be more visible. In terms of games, for example, it would appear that boys would not allow girls to participate in typical male games such as playing marbles, playing ball, and kites.

e. One of the reasons the age of 6-12 years is called school is because his physical growth and spiritual development are mature enough to receive teaching. To be able to live in a cultured society, at least children must finish elementary school (SD) because from elementary school children have acquired basic skills in reading, writing, and arithmetic.

f. Learn to develop everyday concepts When we have seen, heard, tasted, smelled, and experienced a memory lives on us. The memory of past observations is called a concept (response). The more knowledge, the more concepts are acquired. The task of the school is to instill clear and correct concepts. These concepts include religious rules or teachings, (moral) science, customs, and so on.

g. Developing the heart of this task is to develop attitudes and feelings related to religious norms. This task deals with true-wrong, permissible-not-not, such as honest is good, lying is bad, and so on.

h. Learning gains personal freedom. The essence of this task is to be able to be a person who can stand alone, in the sense of making plans, acting for the present and the future free from the influence of parents and others.

i. Develop positive attitudes towards social groups or institutions. The essence of this task is to develop a democratic social attitude and respect the rights of others. For example, developing an attitude of helpfulness, tolerance, willingness to cooperate, with others, tolerance of the opinions of others and the rights of others.

3. Developmental tasks od adolescence

The development process of adolescence usually lasts for approximately 11 years, starting at the age of 12-21 in women and 13-22 years in men. This long period of adolescent development is known as a time full of difficulties and problems, not only for the teenager himself but also for parents, teachers and the surrounding community even not infrequently law enforcers are also bothered by actions and actions that are considered deviant.

William Key laid out the developmental tasks of the adolescent as follows;

a.   Accept his own physique and diversity of qualities.

b.   Achieve emotional independence from parents or authority figures.

c.   Develop interpersonal communication skills and learn to get along with peers or others either individually, or in groups.

d.   Finding a human model that is used as his identity.

e.   Accept himself and have confidence in his own abilities.

f.   Strengthen self-control on the basis of value scales, principles or philosophies of life.

g.   Able to abandon childish reactions and attitudes / behaviors.

Havigrush (1961) describes the tasks of development as follows:

a.   Achieve more mature relationships with peers; The essence of this task aims to learn to see the reality of girls as women, and boys as men, develop into adults among other adults, learn to cooperate with others to achieve common goals, and learn to lead others without dominating them.

b.   Achieve social roles as a man or woman.

c.   Accept the physical state and use effectively. The essence of this task is to make adolescents feel proud, or tolerant of their physique using and maintaining their physical effectively, and feel satisfied with their own physique.

d.   Achieve emotional independence from parents and other adults. The essence of this task is to free oneself from childish or dependent attitudes and behaviors towards parents, develop affection (love) for parents, without depending on them and develop respect for other adults without depending on them.

e.   Achieving guaranteed economic independence is essentially a task so that adolescents are able to create a life (livelihood).

f.   Choosing and preparing for a career (job). The essence of this task is to choose a job that suits his abilities and prepare himself to have the knowledge and skills to enter the job.

g.   Preparing for marriage and family life, the essence of this task is to develop a positive attitude towards marriage, family life, and having children and acquire proper knowledge about family management and child rearing.

h.   Develop intellectual skills and concepts necessary for citizens. The nature of this task aims to develop concepts of law, government, economics, politics, geography, human nature and social institutions that are compatible with the modern world and develop language skills and reasoning skills that are essential for efforts to solve problems effectively.

i.   Achieve socially responsible behavior. The essence of this task is to participate as a responsible adult as a society and take social values into account in his behavior.

j.   Acquire a set of values and ethical systems as a guide in behavior. The essence of this task is to form a set of values that may be realized, develop awareness to realize values, develop awareness of his relationship with fellow humans and also nature as the environment in which he lives, and

understand the picture of life and the values he has, so that he can livein harmony with others.

k. Have faith and fear in the One True God.

C. Program Parenting

The role of parents in the way of parenting children must certainly adjust to the age and development that their children have gone through. From this parents are faced with the task of understanding the phases of development that occur in their child and must be able to balance withtheir developmental phases. Every child must provide real practice in their environment, this aimsto develop a way of thinking, a way of seeing reality that occurs in the process of passing their daily lives. The task of parenting in this small aspect is to provide a small view of their experiencein the process of going through which is also tailored to the needs of their child. Therefore, the importance of the division of duties between father and mother, so that the mindset that affects children's intelligence can develop optimally and optimally.

Through good parenting, it is hoped that it can develop children with good personalities as well. Most parents learn parenting practices from their own parents. Some of these practices they accepted, but some they abandoned. Husbands and wives may bring different views on parenting(Santrok, 2007: 163).

Parents have the same function towards the care of their children, but in the pattern of parenting fathers and mothers have quite different roles but must be able to collaborate well The role of mothers, namely:

1) Creating feelings of love and affection for children through interaction;

2) Creating language skills for children through activities carried out in everyday life;

3) Giving stories or reading fairy tales with this can be interspersed with heart-to-heart talks thatmake the closeness of mother and child more pronounced;

4) Teaching about sex-adjusted roles such as girls starting how to act as a natural woman, whatare the expectations of the social environment with the presence of a woman.

On the other hand, the role of the father is no less important than the role of the mother who mustalways bring herself closer to her child, the father also has a role as follows :

1) Foster a sense of self-worth that must be owned and have competence in children by doinggames that involve physical both indoors and outdoors;

2) fostering the need for achievement in children through activities to introduce children tovarious stories about ideals,

3) Teach about the role of the male sex, about how to act as a man, and what the socialenvironment expects of men.

The difference in roles between fathers and mothers in parenting is also stated by Gunarsa (2008:31) who said, the role of mothers is to meet physiological and psychological needs, set examples and examples, as a wise manager, care for and take care of the family patiently, as an educator who manages children. The role of the father is the breadwinner, giving a sense of security, participating in the education of the child, and as a firm protector.

In today's society, the need is increasing, it makes demands for parents to earn as much sustenanceas possible in order to maintain life. The trick is definitely to work hard, where in the past only one party worked from one party, namely the father, but now many wives also join the work. Thiscertainly has a positive impact

as well as a negative impact. The negative impact is that the time to take care of his children is decreasing a lot because the time that should be used to take care ofchildren, is used to work to meet daily needs.

The use of the word parenting (parenting) includes a variety of activities that aim to enable childrento develop optimally and survive well. The principle of parenting does not emphasize who (the perpetrator) but rather emphasizes the activities of the child's development and education. Therefore, parenting includes physical care, emotional care and social care.

1. Physical parenting includes all activities that aim to make the child survive well by providing basic needs such as eating, warmth, hygiene, tranquility during sleep, and satisfaction when removing metabolic waste in the body.

2. Emotional parenting includes mentoring when children experience unpleasant events such as feeling alienated from their friends, afraid, or traumatized. This emotional nurturing includes nurturing so that children feel valued as an individual, know they feel loved, and have the opportunity to make choices and to know the risks. This emotional parenting aims to make children have a stable and consistent ability to interact with their environment, create a sense of security, and create a sense of optimism for new things that will be encountered by children. Meanwhile, social care aims so that children do not feel alienated from their social environment which will affect children's development in the future.

3. This social parenting becomes very important because the social relationships built in parentingwill form a perspective on themselves and their environment.Good social care focuses onproviding assistance to children to be well integrated in their home and school environment and helps teach children about the social responsibilities they must carry (Hughoghi, 2004: 53).

CONCLUSION

Development is inevitable in every individual. This development tends to be positive and negative when viewed from a psychosocial aspect. But there is also a definite development in all humans and it is relatively the same. The development that all humans will definitely experience is physical development. This physical development is only differentiated sex, but in the same sex must experience the same physical development. In addition to this development, there are also many tasks that must be carried out in each development. The role of parents is very important because parental assistance is very influential in helpingthe development of their children.

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FACTORS CAUSING THE DECREASE OF MENTAL HEALTH AMONG ADOLESCENT

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ABSTRACT

Adolescence is a period marked by the search for identity. extreme mood swings often accompany the teenage years. it becomes a stressor and will cause mental health problems. Some of the driving factors for these problems include family, environmental, self-factors and many other supporting factors that often become triggers. These factors, both internal and external, have an impact on mental health. The lack of knowledge about mental health also makes the surrounding environment feel down giving feelings that make it even more agitated. Stress and depression are the final answers to those feelings. in fact, issues regarding mental health have been circulating everywhere. Old, young, even children took part in discussing these issues. However, some do not understand how to deal with problems surrounding mental health. Lack of education about handling makes a person often hold back what is being felt. Some of them deliberately harbored it, some even did not understand the main originator of their mental health problems. In this study, researchers will observe several factors that cause a decline in mental health among adolescents. This case study was carried out at a vocational high school in Surabaya. The items needed were taken using a questionnaire that had been distributed. With the results found that the psychological condition (mental health) of adolescents has decreased, one of which is a high level of anxiety with religious and social causes.

Keywords: Factor Decrease Mental, Adolescent, Mental Health, Anxiety, Prevention .

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INTRODUCTION

Adolescence is a period which is often marked by the search for identity. This search for identity is often carried out by teenagers only to understand what kind of identity suits them. Often on the way to the search, teenagers often experience emotional changes, tend to be unstable, easily stressed, even to depression. However, these changes are not captured in just one context. Lots of causes and factors that include it.

Changes in mood or mood often accompany the teenage years. But what should be underlined is, changes in mood or moods that are too extreme. So that teenagers often lose control and feel stressed and even feel uncomfortable with themselves. Stress and depression and other things that decrease the mental health of a teenager. Mental health is a lively topic of discussion around the world. it is highlighted from various parties, from children, adolescents, to adults. Some of them have different causative factors. Also, without realizing it, some of the factors are often found in the surrounding environment. They often ignore things that they consider normal even though these are often the things that bring down a person's mentality.

In adolescents who are vulnerable to emotional changes, mental health and mental health issues often become easy targets or even boomerang on teenagers. Because at the age of adolescence mental health becomes a hot spotlight that is often discussed. This includes cases of bullying, toxic parenting, and an environment that doesn't support their mental health. Some of them even commit suicide because no one understands their feelings. (Fava, 2007) explain the depression describes both a transient mood state experienced by virtually all individuals at some time in their life as well as a clinical or biobehavioral syndrome, usually called major depressive disorder (MDD).While in a journal stated anxiety disorders are the most prevalent psychiatric problems among college students, with approximately 11.9 % of college students suffering from an anxiety disorder (Pedrelli et al., 2015) this age also includes seceral adolescent ages.

However, of the several factors above, the worst point is that some of them are reluctant to tell about their feelings. Because some of them are confused about who to tell and how to tell it. Some of them even think this is a disgrace that must be covered up and should not be told to the general public. therefore awareness of mental health needs to be increased, considering the many cases of mental health such as depression, anxiety, stress and so on that often lurk in the lives of adolescents.

After knowing about what causes adolescents to experience a decline in mental health. Counselors are expected to be able to provide treatment both classically and responsively, preventively and curatively to adolescents who have problems within themselves. Counselors are expected to be more sensitive to the movements that are made and the feelings that are being felt by the teenagers around them, especially in the school environment. After voting in the form of a factorial questionnaire, satisfactory results are expected from the accession answers and the counselor's role in responding and providing treatment.

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METHODOLOGY

in this study the method used is a qualitative method using case studies. Case study research is a form of qualitative research based on human understanding and behavior based on human opinion. The vote was taken using an additional instrument in the form of a questionnaire.

RESULT AND DISCUSSION

Adolescence is a transitional phase from childhood to adulthood, which is based on several biological, cognitive and psychosocial changes. There are at least three reasons that can explain why teenagers experience the above changes. First, the general behavior of adolescents, adolescents will often take high risks and seek sensations, this can be seen from various human cultures. Second, there is evidence of typical juvenile behavior of some species. All mammals go through a developmental process between puberty and becoming sexually mature, during which there is increased risk taking, environmental exploration, and changes in social behavior. Third, adolescent behavior has been well documented in history. (Nebhinani & Jain, 2019)

Adolescence can be called a growth phase in preparing adult roles and skills to be able to survive obstacles and challenges. On the other hand, adolescence can also be referred to as a transitional period, in which psychological problems will become more intense due to adjustment problems. Positive adolescent mental health will be a support to get through this phase towards a good adult life. (Idele et al., 2022)

Experience in childhood is also a factor that causes a teenager to experience mental disorders. A childhood filled with bullying, abuse, and neglect can be a cause for the emergence of mental health disorders later in life. Environmental factors can trigger the risk of mental illness (psychosis) such as consuming alcohol and freedom to do anything in a culture with sociocultural values that often occur in urban areas but rarely in rural areas. The role of parents is also a factor why someone can easily experience mental health problems. A poor family environment can amplify a person's genetic risk factors for mental illness, and will influence our experiences of adolescence and how others perceive us.

During adolescence, the time spent with friends will increase, of course this will make peers evaluate social and personal values. Teenagers will tend to take risks and experiment with their friends rather than alone. A teenager will be more easily influenced by his peers than by adults. This is due to hypersensitivity to social exclusion from peers. So it can be seen that the threat of rejection like this can also trigger mental illnesses such as depression. (Blakemore, 2019)

Depression is a major factor of adolescent distress and suffering which is considered an important risk factor influencing suicide. Depression is usually associated with suicide where the rate of depression among adolescents is quite high, and the youth suicide rate has been increasing for more than a decade. According to Blaney, depression is associated with strong explicit factors. This includes anxiety where

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anxiety is associated with memory tests but not recognition tests. Because memory depends on memory and recognition depends on familiarity. This suggests that anxiety affects the ups and downs associated with memory more than the lack of effort associated with familiarity. Depression is a clinically and biologically heterogeneous presence. Where this disease is experienced repeatedly in 75% of people, namely major depression within 10 years. Which then resulted in impaired cognitive function and severe as well as psychosocial disorders. According to Topper, Emmelkamp, Watkins, and Ehring showed that the prevention and maintenance of depression and anxiety in adolescents by thinking high levels of repeated negative by receiving cognitive-behavioral behavior training in reducing negative thinking and the like. This is so that it can reduce depression and anxiety as well as the effects and impacts. and Ehring demonstrated that prevention and maintenance of depression and anxiety in adolescents by thinking high levels of repetitive negative thinking by receiving cognitive-behavioral behavioral training in reducing negative thoughts and such. This is so that it can reduce depression and anxiety as well as the effects and impacts. and Ehring demonstrated that prevention and maintenance of depression and anxiety in adolescents by thinking high levels of repetitive negative thinking by receiving cognitive-behavioral behavioral training in reducing negative thoughts and such. This is so that it can reduce depression and anxiety as well as the effects and impacts. (Miller & Campo, 2021).

(Tyrer, 2018) Sadness or known as depression is usually the causal factor is the loss of a goal. This leads to continual analytic thinking that is focused on losing a goal and has a strategic outcome in acquiring a new goal. Such thinking is associated with the inability to experience positive influences that can reduce motivation in carrying out other activities. In a state of depression has symptoms of cognition in avoiding losses, conserving energy, letting go of goals that cannot be had, and promoting analytical thinking. Depression is characterized by sadness, loss of interest and pleasure, feelings of guilt, feelings of worthlessness, poor appetite, fatigue, and poor concentration. As a result emotions are recognized with a lack of body language. People who are depressed may complain of physical symptoms without an accurate cause. Depression that is ongoing or recurring can affect a person's ability to function and cope with everyday life. Until the most severe form of depression is to cause suicide (Eysenck & Fajkowska, 2018).

Depression is quite heritable in about 40% with evidence suggesting a genetic risk in all internalizing disorders. Internalizing disorders include a high degree of shared genetic risk that lies between major depression and generalized anxiety. Neuroticism is a temperamental trait or character usually associated with depression, and a genetic risk in the development of neuroticism that is shared with internalizing disorders. Common nongenetic risk factors associated with the development of anxiety and depression include prior life difficulties such as past trauma from neglect, parenting style, and current stressors. Disorders of depression occur during development with other anxiety disorders beginning during preadolescence and early adolescence tending to emerge during adolescence and early to mid-adulthood (16–18) (Vasile, 2020).

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As for Symptoms of depression are disturbances in mood or affect. It refers to an ongoing or internal mood. The term depression was used in the 19th century as a mental depression that was described in a downturn in morale. The modern word for depression is loss of interest and pleasure. Most of the causes of depression are a lot of life pressures. As in a study, there are symptom data and life event data that are collected differently. There was little association between the type of symptoms and previous life events. Other studies have found counselees with a pattern of symptoms that differ slightly between groups in the presence of stressful life events. However, there are some differences after depression (Kalin, 2020).

In addition, the mental illness that is commonly experienced by adolescents is anxiety. Anxiety disorders are the most common. This includes many conditions, one of which is extreme or pathological anxiety as a major mood or emotional disorder. Anxiety that can be understood as normal fear is understood by disturbances of mood as well as cognitive, behavioral, and physical activities. Anxiety disorders include panic disorder without a history of agoraphobia and agoraphobia with a history of panic (Eysenck & Fajkowska, 2018).

Anxiety disorders themselves cause adolescents to focus on fear and uncertainty. Whereas anxiety is relatively mild and brief which is caused by a stressful sequence of events such as public speaking or a first experience doing something. This anxiety disorder lasts at least 6 months and can get worse if not treated immediately. Anxiety disorders generally occur together with another mental or physical illness, one of which is excessive drinking and substance abuse. This is to cover up the symptoms of anxiety you have. However, this will only make matters worse.

Anxiety disorders include panic disorders. Where this disease is characterized by sudden attacks usually accompanied by palpitations, sweating, weakness, fainting, and dizziness. In this panic disorder, a person will feel cold and flushed, hands feel tingling, experience chest pain, disaster comes to a suffocating sensation. Panic attacks usually acquire a sense of unreality where the fear will be disastrous if the anxiety cannot be controlled properly. Fear of unexplained physical symptoms is included in panic disorder. Everyone who has panic disorder believes that they are having a heart attack, losing their minds, and being on the verge of death. They are unable to predict when or where the disturbances and panic attacks will occur. Attacks usually peak within 10 minutes but symptoms may last longer. People who experience it repeatedly can become more out of control and need treatment before they can avoid situations that make them panic. For example, if a panic attack occurs in an elevator, then that person will develop a fear of elevators so that it affects the choice of work and the future, or limits every activity that will be carried out.

Another anxiety disorder is obsessive-compulsive disorder (OCD), where a person is so obsessed with germs or dirt that they develop the urge to keep washing their hands repeatedly. If someone is obsessed with intruders, they will lock and relock the door many times before going to sleep. If a person is afraid of being social, it encourages him to comb his hair in front of the mirror. That way what they do produces temporary relief from the anxiety that the obsessive creates. If OCD becomes severe, it can keep a person

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from working or carrying out normal responsibilities at home. People with OCD may try to help themselves by avoiding situations that trigger their obsessions.

In addition there is post-traumatic stress disorder anxiety or (PTSD) which involves physical danger or the threat of physical harm. Usually the person who develops PTSD is probably the one who is at a disadvantage. Where the loss occurs to a loved one or a person who has witnessed a dangerous event which has occurred to a loved one or a stranger. PTSD was first central to the public regarding war veterans, but can occur in various traumatic incidents such as rape, torture, kidnapping, child abuse, car accidents, natural disasters or earthquakes. PTSD people are easily shocked to the point of being emotionally numb, especially in relationships with people who were once close. become more aggressive, and become violent. They prefer to avoid situations that remind them of the original incident. Someone experiencing flashbacks may lose touch with reality and believe the traumatic event will happen again.

Furthermore, social phobia anxiety is when a person becomes very anxious and self-conscious about everyday social situations. People who experience social phobia have a deep, persistent, and intense feeling of being watched and judged by others and doing things that embarrass them. They can feel anxious days or even weeks before the event occurs. This fear can become so severe that it interferes with work, school, and other usual activities, and can make it difficult to make and keep friends. While many people with social phobia recognize that their fear of being with other people is exaggerated or unreasonable, they are unable to overcome it. Even if they manage to face their fears and get around other people, they are usually very anxious beforehand, very uncomfortable throughout the encounter, and worry about how they will be judged for hours afterward. Social phobia can be limited to one situation (such as talking to people, eating or drinking, or writing on a whiteboard in front of other people) or it may be so broad (as in generalized social phobia) that the person experiences anxiety around almost anyone. apart from family. Physical symptoms that often accompany social phobia include facial flushing, profuse sweating, tremors, nausea, and difficulty speaking. When these symptoms appear, the person with social phobia feels as if all eyes are on him. Social phobia can be limited to one situation (such as talking to people, eating or drinking, or writing on a whiteboard in front of other people) or it may be so broad (as in generalized social phobia) that the person experiences anxiety around almost anyone. apart from family. Physical symptoms that often accompany social phobia include facial flushing, profuse sweating, tremors, nausea, and difficulty speaking. When these symptoms appear, the person with social phobia feels as if all eyes are on him. Social phobia can be limited to one situation (such as talking to people, eating or drinking, or writing on a blackboard in front of other people) or it may be so broad (as in generalized social phobia) that the person experiences anxiety around almost anyone. apart from family. Physical symptoms that often accompany social phobia include facial flushing, profuse sweating, tremors, nausea, and difficulty speaking. When these symptoms appear, the person with social phobia feels as if all eyes are on him. profuse sweating, shaking, nausea, and difficulty speaking. When these symptoms appear, the person with social phobia feels

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The next type of anxiety is specific phobia due to an intense and irrational fear of something that actually poses little or no threat. Some of the more common specific phobias are heights, escalators, tunnels, driving on the highway, enclosed spaces, water, flying, dogs, spiders, and injuries involving blood. People with certain phobias may be able to ski the world's tallest mountain with ease but not climb above the fifth floor of an office building. While adults with phobias recognize that these fears are irrational, they often find that they face them, or even think about them. faced, the feared object or situation causes panic attacks or severe anxiety. If the feared situation or feared object is easy to avoid, people with specific phobias may not seek help; but if avoidance interferes with their career or personal life, it can be disabling and treatment is usually sought. Specific phobias respond well to targeted psychotherapy. Then finally there are people with generalized anxiety disorder (GAD) where this anxiety is filled with excessive worry and tension, even though little or nothing provokes it. They anticipate disaster and think too much about health problems, money, family problems, or difficulties at work. Sometimes the mere thought of getting through the day produces anxiety. Specific phobias respond well to targeted psychotherapy. Then finally there are people with generalized anxiety disorder (GAD) where this anxiety is filled with excessive worry and tension, even though little or nothing provokes it. They anticipate disaster and think too much about health problems, money, family problems, or difficulties at work. Sometimes the mere thought of getting through the day produces anxiety. Specific phobias respond well to targeted psychotherapy. Then finally there are people with generalized anxiety disorder (GAD) where this anxiety is filled with excessive worry and tension, even though little or nothing provokes it. They anticipate disaster and think too much about health problems, money, family problems, or difficulties at work. Sometimes the mere thought of getting through the day produces anxiety. or difficulties at work. Sometimes the mere thought of getting through the day produces anxiety. or difficulties at work. Sometimes the mere thought of getting through the day produces anxiety. Research data that is relevant to the articles made :

Articles title	Author	Relevant articles content
Risk and Protective Factors for Prospective Changes in Adolescent Mental Health during the COVID-19 Pandemic	Natasha R. Magson, Justin Y. A. Freeman, Ronald M. Rapee, Cele E. Richardson, Ella L. Oar, Jasmine Fardouly	Consistent with theory highlighting the importance of peers during the adolescent period, the results showed that adolescents' greatest concerns during the COVID-19 crisis were around the disruption to their social interactions and activities, whereas concerns around contracting or getting ill from the virus were very low. This suggests that it is the restrictions put in place to reduce the spread of the virus, rather than the virus itself, that is causing

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		adolescents the most distress. As social isolation, interpersonal stress, and mental health problems during adolescence can be a precursor for mental health problems across the lifespan, parents and teachers are encouraged to assist adolescents in finding ways to maintain their social networks, monitor young people for signs of emotional distress, provide positive and supportive home and learning environments, and engage with mental health professionals early. Finally, as research on the mental health impact of COVID-19 is still in its infancy, more longitudinal research is needed to gain a greater understanding of the long term implications of this pandemic on the emotional wellbeing of young people. (Magson *et al.*, 2021)
Risk and protective factors for children's and adolescents' mental health: results of the BELLA study	Nora Wille, Dipl. Psych., MPH Susanne Bettge Ulrike Ravens-Sieberer and the BELLA study group	the results causes to be distinguished from consequences, e.g. low personal and social resources as well as unfavourable family climate may be a consequence of mental health problems. This also holds true of some risk factors, such as parental strain, so that it cannot be decided whether parental strain is an antecedent (and therefore a risk factor) or a consequence of the child's mental health problems. Special attention has to be given to the identification of underlying developmental processes also enabling the differentiation if factors influence the onset versus the course of mental health problems. These questions are undoubtedly best addressed using longitudinal data. Furthermore the effects of risk and protective factors regarding different specific mental health disorders have to be analysed. Previous research found that risk factors have the same impact regarding internalising as well as externalising disorders, influencing the severity but not the kind of disorder. Whether this can be confirmed for the protective factors as well, justifying the authors'

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		conclusion that the same preventive interventions might be effective for both classes of problems' has yet to be examined. (Wille, Bettge and Ravens-Sieberer, 2018)
Children and Adolescents Mental Health: A Systematic Review of Interaction-Based Interventions in Schools and Communities	Rocio Garcia Camión , Beatriz Villarejo Carballido and Lourdes Villardon-Gallego	Supportive interactions carried out in the framework of mental health interventions involve various contexts, agents and systems, including teachers, parents, mental-health professionals, and members of the community. There is evidence of a positive effect on the mental health of children and adolescents, both in decreasing internalizing and externalizing symptoms, and in promoting personal well being. Factors that foster mental health as social support or engagement also increase with interventions programs that include interaction as a main feature. However, more research is needed into the specific impact of interaction on the mental health of children and adolescents, as well as analyzing the type of interactions that have the most beneficial effect. (Garcia-Carrion, Villarejo and Villardón-Gallego, 2019)

Based on the results of observations at a vocational high school in the city of Surabaya, East Java, Indonesia. the result is as follows:

Results			
Mental Illnesses			
1	Stress	68,83%	Moderate
2	Depression	71,02%	High
3	Anxiety	75,55%	High
Causative Factors			
1	Family	74,77%	High
2	Personal	67,34%	Moderate
3	Social & Religion	71,80%	High

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Scoring Scale	
High	71-100 %
Moderate	36-70%
Low	0-35%

These results provide a fact that the psychological condition of a teenager who ranges in age from 15-18 years has a reduction on their mental health. Because in these results teenagers have a fairly high percentage value in anxiety points and followed by depression with points that are not much different. The biggest factor is the family.

Meanwhile, from the percentage results obtained, on a rating scale with a vulnerability of 71-100%, it is a high vulnerability. And this is held by anxiety and depression. Anxiety itself is an intense, excessive, and persistent worry and fear related to everyday situations. May be accompanied by a pounding heart, shortness of breath, sweating, and feeling tired. Meanwhile, depression is a condition associated with an increase or decrease in one's mood. As for the statement sheet, there are statements with the highest scores in points of stress, depression, and anxiety as well as on factors namely family, personal, religious and social as follows:

Mental Illnesses	Statement Indicators	Statement Score Frequency
Stress	Feeling out of control of the important things in your life	99
Depression	Difficulty concentrating, such as when reading a newspaper or watching TV	101
Anxiety	Fear of going to certain places	110

Causative Factors	Statement Indicators	Statement Score Frequency
Family	Family members are often busy and rarely greet or chat	109
Personal	Have a thing or habit that other people consider strange	102
Social & Religion	Fear of going to certain places	110

From the results above it can be seen that the average student at a vocational school in Surabaya, East Java, Indonesia experiences anxiety due to religious and social factors because the frequency of the scores for these two statements is the highest compared to the others.

Prevention of Mental Health Decrease

Depression and anxiety disorders are common mental illnesses that affect many people. Both of these mental disorders not only affect adults but also adolescents (Stamatis et al., 2022). Mental illness or disorders such as anxiety and depression are not insurmountable. Adolescents who experience anxiety

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usually realize that what they are experiencing is irrational, but they refuse to be given therapy because of the stigma that anxiety cannot be cured. In fact, various ways have been found to decrease anxiety or depression in various studies. one of them can use the Cognitive Behavioral Therapy (CBT).

Anxiety disorders that appear during adolescence will be preceded by symptoms (Strawn et al., 2022). One of the results of research developments over the past few years shows that cognitive behavioral therapy (CBT) is an effective treatment for anxiety disorders. An article written by Carpenter et al, (2018) entitled "Cognitive Behavioral Therapy for Anxiety and Related Disorders: A Meta-analysis of Randomized Placebo-Controlled Trials" shows that CBT can be a fairly effective therapy for dealing with anxiety disorders (Carpenter et al., 2018). Therefore, the cognitive behavioral therapy (CBT) is proven to be used to decrease anxiety disorders.

One of the techniques that can be used to decrease depression is relaxation techniques. Relaxation technique is a combination of strategies to increase response to the stress. Relaxation techniques that are often applied in a case include, somatic (Progressive Muscle Relaxation (PMR), and cognitive relaxation techniques (imagery and meditation) (Hamdani et al., 2020). This technique is rarely found in the treatment of depression because there are still few tests of its effectiveness. This technique is included in a package of mental health interventions aimed at increase level of adolescent mental health in the world (Hamdani et al., 2022).

CONCLUSION

Conclusion

Adolescent mental health can decrease when experiencing mental disorders. Mental disorders experienced can be in the form of anxiety, stress, and depression. The most common mental disorder experienced by adolescents is anxiety. Factors that cause adolescents to experience mental disorders are family, personal, social and religious factors. Based on the results of a case study conducted at a SMK in the city of Surabaya, it shows that the psychological condition of adolescents aged 15-18 years has decreased. Anxiety is the most common mental illness experienced by adolescents with the biggest factor being the family. Therefore, to prevent a decrease in mental health caused by anxiety, you can use Cognitive Behavioral Therapy (CBT). In cognitive behavioral therapy (CBT) there are relaxation techniques to reduce mental disorders, but these techniques are rarely used to reduce mental disorders because there are only a few tests of their effectiveness.

Suggestion

This mental health problem is very interesting for further research and intervention, because this mental health problem is currently hot among adolescents. There is a need for more interventions using relaxation techniques to find out their effectiveness in overcoming mental disorders and also by using other techniques so that various effective solutions emerge in overcoming mental health problems.

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COVID-19 PANDEMIC CAUSED ANXIETY IN PSYCHOANALYTIC PERSPECTIVE

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ABSTRACT

The Covid-19 pandemic has various impacts on various sectors. The Covid-19 pandemic is spreading so fast that people are always encouraged to keep their distance. When indicated positive for Covid-19, it is mandatory to carry out isolation, either independently or in the hospital. When carrying out isolation, most patients will feel lonely, this is because they cannot interact with many people including their own family. In a day this virus can also cause death to hundreds to thousands of people. The number of deaths makes some people experience fear and anxiety about being left behind by loved ones. From a psychological point of view, the fear and anxiety experienced by people can be a deep trauma of loss. Psychology itself has several approaches to overcome this problem of fear and anxiety. One approach that can be used is the Psychoanalytic approach. Some of the techniques that can be used in dealing with this case include free association techniques and abreaction techniques. This research is a study that uses a qualitative descriptive method. This title is used to determine the effect of the Covid-19 pandemic on a person's fear and anxiety from a Psychoanalytic point of view.

Keywords: Covid-19, Anxiety, Psyhycoanalytic.

INTRODUCTION

The Covid-19 pandemic has a huge impact on all aspects of life. One of the impacts of covid-19 is that it requires us to keep our distance from each other. If we have been indicated positive for Covid-19, then we must be required to carry out isolation. The isolation can be done either independently or in the hospital. By doing self-isolation, most people will feel lonely. This is because they cannot interact with other people carelessly considering the contagious nature of this virus. Another consequence of Covid-19 is that it makes people have to stay at home as much as possible, eventually most people feel unproductive until they cannot interact with others as before this is what can trigger this feeling of anxiety.

Anxiety comes from Latin (anxius) and from German (anst), which is a word used to visualize negative effects and physiological stimuli. Basically, this anxiety condition is a feeling full of fear and worry. Where, this feeling is not necessarily going to happen, it may not even happen in the future. This sense of anxiety is not clear where it comes from. The effect of anxiety on the achievement of maturity is an important issue in personality development. It is clear that in emotional disorders and behavioral disorders, anxiety is a complex problem.

Anxiety experienced during the Covid-19 period can be overcome with several approaches in Psychology. One approach that can be used is the Psychoanalysis approach. Psychoanalysis is a theory developed by Sigmund Freud in analyzing human psychology. According to Freud, human psychology and behavior are dominated by the subconscious, which is what makes individuals feel anxiety during the Covid-19 period. Some techniques that can be used in handling this case include free association techniques and abreaction techniques. The free association technique is a technique that requires clients to tell consciously what they feel, clients can tell about problems in the present and past that make clients feel uncomfortable with their lives. Furthermore, the abreaction technique is a technique that requires clients to express their emotional content in their subconscious in the form of speech and behavior. This technique is a continuation used by the counselor when the free association technique still feels not optimal.

METHODOLOGY

The approach used in this research is descriptive qualitative, which describes the phenomena that occur around. The data collection technique in this study uses observation. Observation is done by observing the behavior of the observee during the Covid-19 pandemic. The method used in this research uses the narrative analysis method. This method seeks to convey data with narratives or stories. Of course, it contains all parts of the research, especially related data. This method is widely used in research on judgment, emotions, and many others. In addition, this method seeks to make the data or research results later easy to understand. This is because of the narrative method, delivered in an interesting language. This method will help you to develop an action plan from the data generated by the research.

RESULT AND DISCUSSION

From the observations that have been made, we can see the behavior of the observee including the following:

Observee is often seen crying suddenly. When we asked why she was crying, Observee just said there was nothing wrong. I think this is an odd thing. Because if there is nothing, then why is this observee crying. Investigated, it turns out that the observee has anxiety about being left by loved ones and people closest to him. Remembering the incident a few months earlier, when the Covid-19 outbreak was so widespread in various circles, including in his family. At that time the mother of the observee was diagnosed positive for Covid-19, this made everyone in her nuclear family have to isolate themselves. Along with her being self-isolated, there is an event that must still be carried out, namely her brother's wedding. Here the observee and her family cannot attend the event. Time continues to run and roll. Until finally Covid-19 attacked the observee's family again. The sister of the Observee who had a wedding a few months ago was diagnosed with positive Covid-19. So a swab was carried out for all extended family members. It turned out that the family in Gresik was also diagnosed with positive Covid-19. After a few days, there was sad news that the brother of the observee who had married a few months ago passed away in a young pregnant condition. Not long after, the brother-in-law of the brother who died earlier died. This news spread to the extended family. Well, in the incident with the same timeline, the family in Jombang was also diagnosed with Covid-19. This family in Jombang is a cousin who is very familiar from the observee. Here the position of the cousin of the observee is heavily pregnant, around 8 months. The cousin of the observee heard the news that her brother died in the middle of a young pregnancy and became overthinking herself with her current condition. Then a few days later a Caesarean section had to be performed to save the fetus from being infected with the Covid-19 virus. Shortly after the operation was carried out smoothly, the condition of the mother and baby seemed fine. However, 2 days later the condition of the cousin of the observee decreased. Until the third day after the Caesarean section, the cousin of the observee died. Here the baby's condition is quite safe despite having to enter the intensive care room. But after 7 days after the day of birth, the baby followed the mother, the baby was declared dead.

Maladaptive behavior can be said to be behavior that is not in accordance with the demands of its environment. Maladaptive behavior that occurs in the observee. Where the observee cannot be in a situation alone and no one else. If the observee is alone, then her anxiety will arise so that she cries. Now because this anxiety often arises, this observee often follows her mother to the office when her parents work and when her siblings go to school. It got to the point that this observee could not sleep alone. Observee eventually slept with her mother.

The ego defense mechanism seen in the observee is repression. Repression is the suppression of unpleasant thoughts, feelings, or memories. For example, someone who has experienced childhood trauma may not be able to remember or acknowledge the bad experience. So here the observee often cries suddenly because she has anxiety about being left by her nearest and dearest. Well observee cannot acknowledge the anxiety she is experiencing. When the anxiety hits and she will cry, but when asked why she is crying, she not only suppresses her anxiety, cannot acknowledge her anxiety, and only answers 'nothing'.

CONCLUSION

The best of treatment that can be used to handle this case in Psychoanalytic is with free association technique. Which by using this free association technique can be used as a means of catharsis for the

observee. There the observee can express the various feelings that are in him both emotions, anxiety, and anxiety. In using this free association technique, we can also find out what things are around the observee that can be related to the conditions he is currently experiencing, be it things in his life at this time to his past. Then we can use the abriaction technique as a follow-up after the catharsis is completed. Where in this abriaction technique the observee will be asked to relax and calm down in telling stories and conveying the feelings that are inside him, whether feelings of anxiety, anxiety, or other things.

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THE INFLUENCE OF FAMILY ON JUVENILE DELINQUENT IN PSYCHOANALYTIC PERSPECTIVE

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ABSTRACT

Nowadays, cases of juvenile delinquency are increasingly found in the community. Some of the delinquencies that often occur are smoking behavior, arguing with parents, and having poor emotional control that affects themselves and the surrounding environment. Some of these behaviors are behaviors that are considered negative or not good. Especially smoking is an activity that has been commonly practiced by many underage adolescents in Indonesia. This paper uses a descriptive case study method with primary data obtained through observation techniques of an individual who has characteristics of juvenile delinquency and takes several sources from relevant journals. The Theory used in this paper is using the Theory discovered and developed by a psychologist named Sigmund Freud in the form of psychoanalysis Theory. Based on the results of the case analysis in this paper, it shows and explains that family attitudes have a very important role in individu's ego defense mechanisms that produce adaptive and maladaptive behavior of an individual, so that juvenile delinquency can occur.

Keywords: family affair; psychoanalytic; juvenile delinquent; ego defense mechanism

INTRODUCTION

Adolescence is a transitional period with changes that occur both physically, emotionally, or behavioral patterns that tend to have problems from childhood to adulthood. At this time an individual is looking for an identity and lifestyle that suits them so that it will cause them to do some deviant things.

Some of the deviations committed by adolescents are smoking, denying the words or advice of parents, scolding others for the resentment they harbor, and it is not uncommon to hear that there are teenagers who leave their home.

In psychoanalytic Theory, a person's behavior is influenced by their past, especially in childhood, namely the inhibition of the development process and the occurrence of problems so that an ego defense mechanism appears that is tightly attached to their personality so that juvenile delinquent behavior occurs.

The deviant behavior of a teenager is influenced by many factors both internally and externally, one of which is the family. The family is the first environment known by children. The character of an individual is basically arranged by parents by following their behavior and habits since childhood so that the nature of adolescents is influenced by how the family behaves.

This article will discuss how juvenile delinquent behavior and the influence of parents as the cause of such behavior in the view of psychoanalysis. In this article, one sample is taken, namely an individual who has characteristics of juvenile delinquency. The behaviors that appear are caused by habits and experiences gained since childhood from his family so that he has a high ego defense mechanism and is attached to his personality.

METHODOLOGY

This article uses a case study method with primary data obtained from observation and uses literature review as secondary data. Case study is an analytical technique that uses certain techniques, tools, and materials to study a situation and development of a problem with the aim of obtaining complete and confidential data.

RESULT AND DISCUSSION

A. Observation result

Mr.A is a teenager with an explosive temper. He often scolds people around him, especially his younger brother who is a few years younger than him. He also very often goes to play with his friends without knowing the time even though his parents have forbidden him to go and even scolded him. Whenever anyone including his siblings tried to give him advice, he would divert the conversation or would scold the person advising him. In terms of his family, his mother and father were strict and demanding, and they both worked and rarely had time to communicate with Mr.A since he was a child. After having a younger sibling, Mr.A spent less time with his parents. Since childhood, he has often been told by his parents to look after the shop (his parents are merchants) and would scold him if he did not serve customers immediately. This caused him to become a loud and defiant person because he felt he heard his parents' scolding too often.However, because of this, she also took her education for granted. Although he went to school, he always felt he wanted to work because he had been taught to earn money (looking after the shop)

since he was a child. Mr.A's emergent behaviors include having many friends. He is a pleasant and helpful child, he is also a child who can be said to follow the learning at school well (not often skipping class or making big problems). Mr.A also plays more than he studies. When he had free time he would go out with his friends until late at night. Mr.A is also an active smoker. He also often scolds people around him, uses a high tone when speaking and does not filter his words when talking to others.

B. Cases Baseon on Psychoanalytic Theory

a. Definition of Psychoanalytic

In the world of psychology, there are several schools of Theory that have developed and are best known by name. They are psychoanalytic Theory proposed by Sigmund Freud, behaviorism Theory by James Watson, and humanistic Theory by Abraham Maslow. In this article, the Theory used is psychoanalytic Theory. Where psychoanalytic Theory itself was originally an approach aimed at treating people with mental illness and then developed into a concept about humans. So it can be concluded that psychoanalysis is a Theory that explains all human behavior based on motives or drives that are not realized by humans themselves. The Theory of psychoanalysis views the unconscious as the most important source of human behavioral energy. Freud argued that consciousness is only the smallest part of a person's mental life. The biggest part is the unconscious.

Sigmund Freud viewed humans as essentially deterministic (Corey 2009). Deterministic behavior is caused by irrational forces, unconscious motivation, and biological drives and instincts. Sigmund Freud's personality Theory is based on the experiences of his patients, the analysis of his dreams, and various scientific and humanitarian literature. Some of the distinctive theories developed by Sigmund Freud regarding personality are the levels of personality (conscious, preconscious, and unconscious) and the structure of personality (id, ego, super ego).

b. Ego Defense Mechanism

In psychoanalytic Theory, the ego defense mechanism is one of the dynamics of life that is often felt and carried out by a person. The existence of an ego defense mechanism is caused by an impulse or feeling that changes to find a substitute object. This ego defense mechanism was coined by Sigmund Freud. According to the view of Friedman & Schustack (2008: 88) who say that the defense mechanism is a stage used by the ego with the aim of diverting reality so that an individual's self is protected. In addition, the ego defense mechanism is a scheme used by an individual who has the aim of having a defense against the expression of the id drive and against a repression of the superego. A person carries out ego defense mechanisms in his life with the intention of reducing painful impacts and frictions which are through spontaneous reactions and have become daily routines. This conflict or friction can arise from the tension between unconscious desires and social demands and realities that require a person to restrain and control themselves.

With the ego defense mechanism carried out by an individual, it will provide assistance to a person to reduce and handle anxiety and counteract the ego that is experiencing threat. In

addition, a person's defense mechanism is carried out in essence so that one's self can be protected from vulnerability or external danger influenced by the ego. Then someone does an ego defense mechanism so that an individual is protected from threats that come from within an individual's own self which is a result of self-development. However, in this process something excessive or extreme can take place which aims to protect the self. The biggest effect of this is that it will influence the type of person an individual is and is embedded in the subconscious. This ego defense mechanism works in the subconscious and is manifested in the behavior of an individual.

Based on the analyzed case, there are several ego defense mechanisms shown by Mr.A. In Mr.A, ego defense mechanisms appear in the form of self-justification, projection, displacement, and sublimation. Projection is a form of ego defense mechanism in which a person throws their own weaknesses, discomfort, or desires onto others. The projection behavior shown by Mr.A is that he feels that his sister is the reason why Mr.A is often scolded by his parents. Mr.A felt that his parents spoiled his sister even though when he was a child, he did not get this so that Mr.A became very sensitive and often scolded his sister even though his sister only made a small mistake.

Then there is a displacement ego defense mechanism where someone who does displacement diverts negative emotions to other objects that are easier to aim for. Mr.A does displacement as an ego defense mechanism which is shown when Mr.A feels upset or has scolded others, Mr.A will go to play with his friends so that Mr.A will briefly forget his anger towards parents, younger siblings, or other siblings. This is Mr.A's way of diverting his feelings of anger or emotion.

Mr.A also performs sublimation which is also a form of ego defense mechanism where this sublimation is the behavior of turning unwanted urges into positive and productive actions. Mr.A demonstrated this sublimation by frequently visiting his older friend to get a job. Hallini did this with the aim that Mr.A would not be at home for a long time and do unproductive things because his emotions would explode when Mr.A was at home, especially when his siblings were present.

Not only projection, displacement, and sublimation, Mr.A also performs a form of ego defense mechanism with self-justification. This ego defense mechanism in the form of self-defense is carried out by always ignoring when given advice from others, even though Mr.A only pretends to listen when in reality Mr.A does not care what the person says. Mr.A feels that everything he does is right and the advice that others give him is useless for Mr.A to do. Mr.A performs several forms of ego defense mechanisms with the intention of distorting reality to maintain a socially acceptable self-image.

c. **Style of Parenting**

Kohn (in Agustiawati) argues that parenting is the behavior or attitude of parents towards their children. Attitudes shown include how to provide understanding to children, how parents provide punishment and rewards, and how parents pay attention including showing authority and responding to a child's wishes.

Parenting is the way parents educate a child as a form of responsibility so that their child grows and develops into a good child and in accordance with the norms of society.

In the case analyzed, the parents' parenting of Mr. A was not appropriate and their parenting was not successful. Mr. A's parents are strict with Mr. A, use punishment more than rewards, and show favoritism towards their children.

The parenting style has caused Mr. A to engage in some deviant behaviors and commit juvenile delinquency.

CONCLUSION

From the analysis, it can be concluded that the experiences Mr. A got from his parents as a child greatly influenced his behavior as a teenager. The attitude of his parents who gave punishment made Mr. A bring up the ego defense mechanism of self-justification. His parents' favoritism towards his younger brother gave rise to the ego displacement defense mechanism. Mr. A also showed a sublimation ego defense mechanism, which is turning negative emotions into positive behavior.

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THE INFLUENCE OF DIVORCE ON PERSONALITY IN FREUD'S PERSPECTIVE

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ABSTRACT

Infidelity is an immoral act that affects the people around it. One of the most unavoidable impacts is the influence on the psychological health of children. This research aims to analyze the changes in the personality of children to adults who are victims of their parents' infidelity in Sigmund Frued's perspective. According to Frued, there are three structural components that make up human personality, namely id, ego, and superego. The three components are interrelated and interact in the conscious, subconscious, and unconscious. The research method used is descriptive qualitative with data collection techniques in the form of interviews, observations, and document studies. The results of this study indicate that there is a change in a person's personality that is influenced by the act of infidelity of his parents. The perpetrator of infidelity is dominated by "id" as a form of gratification of pleasure without caring about the consequences caused to the surrounding people, especially their children. While the victim of infidelity experiences inner conflict because the "ego" cannot balance the demands of the "superego" and "id" which have the same strength, but contradict each other.

Keywords: divorce; family affair; infidelity; psychoanalysis; sigmund freud

INTRODUCTION

Family is the smallest social unit that has an important role in an individual's personality. In addition to playing an important role in personality formation, the family also has a role in the psychological development of individuals, especially in a child. Children are young individuals in the family whose personality and psychological development are influenced by adult individuals, within the scope of the family, namely parents. The influence given by parents includes parenting and meeting the emotional, cognitive, and material needs of children. The relationship between children and parents needs to be built as a foundation in providing positive influence in the family (Hasanah, 2020).

Positive influence in the family is based on trust between family members. If this trust is misused, problems or conflicts will arise that cause family disunity. One of the problems that arise due to abuse of trust is infidelity, both from the mother and the father. Infidelity is an immoral act that has an impact on people around. One of the most unavoidable impacts is the influence on the psychological development of children.

The existence of infidelity can lead to a split in the form of divorce which has an impact on each family member, especially for children. In the process of divorce, children experience deep trauma by witnessing and experiencing the event firsthand. So that in the long run the child cannot express his personal emotions and feelings which results in the child's emotional instability (Psikologi, 2014).

This research aims to analyze the changes in the personality of individuals, namely children who are victims of parental infidelity and divorce from Sigmund Freud's point of view. The focus of this research approach uses three structural components that make up human personality, namely id, ego, and superego. Are these three components well controlled as in a healthy individual, after experiencing the event? Or does it experience an imbalance that causes an imbalance of control between id, ego, and superego.

After conducting the research, the researcher realized that this research was different from other research themes. Because, this research is based on the true story of a counselee who experienced personality changes after going through the events of infidelity and divorce by his parents. In this study, researchers conducted interviews and direct observations of the counselee. From the results of interviews and observations conducted by researchers, it was found that solving the problems experienced by the counselee could use the focus of the three structural components approach in accordance with Sigmund Freud's personality theory, namely id, ego, and superego (Hall, 2019).

METHODOLOGY

In this study, a qualitative descriptive method was used. Descriptive qualitative is a research method by explaining the facts that occur to the research subject (counselee). In this scope, the explanation of facts uses words and language that are in accordance with the circumstances and behavior of the research subject (counselee). Data collection techniques are interviews, observations, and document studies. Interviews and observations are carried out by asking questions to research subjects (counselees), as well as direct observation of behavior as a data collection technique. Thus, researchers can obtain data about the problems experienced by research subjects (counselees) clearly and in detail.

The individual who is the subject of research is a housewife with 2 children aged 42 years. The approach that suits the case of the research subject is Sigmund Freud's personality theory including id, ego, and superego. By using this approach, the researcher was able to realize changes in the emotions and behavior of the research subject (counselor) after experiencing a traumatic event caused by his parents' infidelity and divorce.

RESULT AND DISCUSSION

The research subject (counselee) the researcher gave the initials "V" to facilitate the process of writing the article. V is the third of 5 children and the only girl in her family. The age difference with her two older siblings is not too far, namely, 4 years with the first brother and 2 years with the second brother. V's parents went through a divorce due to her mother's affair with her father's close friend, when she was 6 years old or in grade 1. V's mother's affair was witnessed by him and caused him considerable pain. The divorce had a direct impact on V's academic performance at school. After the divorce, V lived with her maternal grandmother. After a few months, V's stepfather disappeared while working (as a fisherman). One year after her mother remarried, V's mother returned to her parents' house, where V lived after the divorce. At that time V already had a half-sister and intended to ask her father to reconcile with her mother, her father agreed but not her mother. V's mother already had another man whom she wanted to marry. After this incident V was angry with her mother by closing communication and not wanting to meet for a long time. V also felt ashamed of her friends, so she was often alone, kept her feelings to herself, and cried in solitude. As time went on, V decided to continue her studies in her father's hometown. However, when V asked her mother for permission, the response was not as expected. This made V feel neglected by her mother and made her anger resurface.

After growing up, at the age of 21 V decided to marry the man of her choice. From that marriage V was blessed with 2 children. From the events of her childhood, V finally tried to be the best mother figure according to her version for her children, even to the point of being willing to sacrifice her happiness so that her children get complete love from both parents.

From the results of the research, the problem of the counselee can be analyzed using the approach of personality theory according to Sigmund Freud's views, namely id, ego, and superego. "id" is a structural component that works on the unconscious by satisfying desires within the individual so it is called the pleasure principle. The "ego" is a structural component that uses the energy of the "id" to carry out its duties based on the reality principle that works on the conscious, subconscious, and unconscious realms. Meanwhile, the "superego" is a structural component that works on the subconscious and unconscious based on the principle of morality and the principle of ideality that demands perfection (Feist, Feist, & Roberts, 2017).

V's mother as the perpetrator in this case is controlled by "id" with actions in the form of infidelity under the control of the unconscious, to leave her family as a form of pleasure without caring about the consequences caused to the surrounding people, especially her child. Meanwhile, V, his brother, and his father are victims of infidelity who experience inner conflict due to the pain caused by his mother's infidelity, as well as the desire to maintain an intact family so as not to be viewed negatively by people

around them based on the principles of morality and the principles of ideality in the subconscious or unconscious. This is a representation of the "ego" that cannot balance the demands of the "id" and "superego" which have equal but conflicting strengths.

V's personality also changed from being active and achieving in his school and neighborhood, to a child who was closed to the social environment to a decrease in grades at school. Until V became an adult, the traumatic experience still had an impact on his married life. This is a form of sublimation self-defense where V represses feelings and memories of her family's past by acting better towards her child and being accepted by society.

CONCLUSION

From this study, researchers obtained problem identification and also the results that the research subject (counselee) experienced significant changes. This is in the form of a decrease in academic grades which is influenced by the affair committed by his mother. As in normal children who see their parents having an affair in front of their eyes, it must greatly affect the psychological development of V as a research subject (counselee) in this study. Through interviews and observations conducted directly, the researcher identified that the problems experienced by the research subject (counselee) could be related to Sigmund Freud's personality theory. As explained in the results and discussion section, the structural components of each individual's personality, namely id, ego, and superego, work according to the level of mental life which includes the conscious, subconscious, and unconscious.

After conducting the research, the results obtained by the researcher were that there was a structural imbalance in the mother of the research subject (counselee), where 'id' controlled 'ego' and 'superego'. In addition, the research subject (counselee) also seemed to experience an imbalance that occurred when he saw his mother's infidelity and his parents' divorce, where the 'id' was as strong as the 'ego'. The 'id' in the research subject (counselee) experienced pain over the betrayal committed by his mother to his father, but his 'superego' held back his pain so that his family would not fall apart and be seen as bad by the surrounding community. Then, after examining in more detail, the researcher realized that after the research subject (counselor) went through the event, there was indirectly an ego defense mechanism. The ego defense shown is in the form of sublimation, by suppressing feelings and past memories of problems in his family.

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THE INFLUENCE OF PARENTAL PRESSURE IN ACADEMIC ON CHILDREN'S PERSONALITY

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ABSTRACT

Children's personality can be formed from the influence of the environment, surrounding community, and family. Families, especially parents, are the first teachers who provide knowledge and habits that can shape children's personalities. The purpose of this study is to determine and analyze the influence of parental pressure in educating children on children's personality. The method used is descriptive qualitative using a case study approach. This research is based on one case and interviewed to find out more in-depth problems. With the explanation that has been presented, as well as the things that result from this study, researchers can obtain and know the personality of children that can be caused by pressure in parental education patterns. This study shows that children who get pressure from their parents in academic matters can affect the child's personality in the future. The results of the personality of parents' parenting of children with prosecution in doing everything, especially in the academic field so that it affects the personality of children who tend to become individualists, difficult to understand themselves, difficult to make their own decisions, and always consider wrong in any case if not in accordance with what their parents teach.

Keywords: children, personality, academic, parent's pressure.

INTRODUCTION

Children's personality is strongly influenced by environmental factors, society, and family, especially parents. Personality is a relatively permanent and unique trait that provides stability and individual personality to a person's behavior (Roberts & Mroczek, 2008). Children are the seeds, strength, and young generation to continue the ideals of the nation's struggle, have a strategic task and have distigtive characteristics and characters that ensure the continued existence of the nation and state in the future. Parents are the main and first educators before children get formal education at school, it is in the family that children first learn. The family is not only the successor of offspring, but also for the direction of the child's personality (Theresia, 2009). Parenting by parents plays an important role in building children's character. Children's personalities that are influenced by parenting patterns vary. Parenting is a relationship or relationship between parents and children in a good context, therefore it is usually used as a figure for their children (Theresia, 2009). Parenting is a process of interaction from parents to children, which includes meeting food needs, success in teaching civilized behavior and will later be applied and accepted in society (Suwanti, Iis, 2016). Every parent must have a different parenting style in terms of educating children. Parents must want to provide the best for their children, so that the child can be successful in the future. From the parenting given by parents, it certainly has its own influence on their children. In this case, parents certainly play a big role in forming habits that will affect the character of children in the future. Parenting plays an important role in psychosocial and behavioral development (Sugiarti et al., 2020; Smith-Adcock et al., 2019). Children will also show their different characters depending on how the parenting provided by their parents. Parenting is the foundation of a child's character in the future. Because parents are the first teachers for their children. One of the patterns of parental education is to demand or pressure their children so that the child is always obedient to them.

The urgency of the problem in this study is to find out that parents' upbringing to children has an influence on future personalities. With the aim of analyzing the personality of children with demanding upbringing, especially in academic matters. Therefore, this study is more directed at discussing the formation of personality on parental parenting by demanding children to excel in academics that parents want such as excelling in math and science.

METHODOLOGY

The research entitled "The Influence of Parental Pressure in Academic on Children's Personality." was conducted using descriptive qualitative research methods with a research design using case study techniques by conducting interviews. This research is descriptive qualitative, descriptive qualitative is a technique that manifests and interprets the meaning of the data that has been collected by providing observations and recording as much as possible on the part of the situation being studied, until finally it can get a general and comprehensive picture of the actual situation (Kriyantono, 2007). The object taken from this research is a female student named Aisyah. This research was conducted on May 8th, 2023, located on Lidah Wetan st. Alley number 5, Surabaya, East Java. The analysis technique used in this research is to use Sigmund Freud's psychoanalytic theory approach regarding the concept of human personality in the id, ego, and superego mind areas.

RESULT AND DISCUSSION

Childhood wounds caused by parents' parenting of children that can hurt children mentally, or what is commonly known as toxic parenting. In childhood, she is always regulated and demanded to be what parents want, especially the pursuit of academic perfection, demanded to always excel without considering her interests and talents. In daily life, they are always compared to other people's children, harsh upbringing, blamed by parents in various circumstances even though they are not the source of the problem. Parents who should be the first place as the safest space in all situations but instead they are the ones who make children in unsafe and comfortable conditions. According to her, home is no longer the most comfortable place, but home is the source of trouble, there is no longer a place to share stories whether happy or sad.

When she grows up an adult, the child becomes an independent individual and always achieves, but she has difficulty in making choices, has difficulty understanding herself, considers anything to be wrong if it is not in accordance with what is taught by parents. Her childhood experiences have a big influence on her life today. She considers whatever makes her now is the result of his past. From childhood, she was used to being regulated and demanded so that now she has difficulty in making choices and has difficult understanding herself. She wants whatever she says to be listened to, because as a child her parents often did not pay attention to what she suggested, or what she felt. In addition, she currently cares less about her surroundings, has difficulty mingling with her college friends, and according to her psychiatrist she has anxiety and OCD. Freud said that the human mind area is divided into three parts, namely, the id, ego, and superego.

The id is the core part of the personality that is totally unconscious or subconscious. It has no connection with reality by satisfying basic desires for pleasure. As the child experiences the demands of his parents, a new form of personality emerges, the ego. The ego is the only area of the mind that can relate to reality. The ego functions as the executor of the id, because the ego and id have no morality so they cannot decide what is done right or wrong. Then the superego is the moral aspect. The principle of morality and the idealistic principle possessed by the superego is the opposite of the id's pleasure and the ego's realistic. So in this case the superego acts as norms and rules as a barrier to the aggressive and selfish id impulses to be realized.

In accordance with the explanation above, it can be related to the problems in this study related to Freud's personality structure. When the id in her seeks freedom from the various demands given from her parents, and the ego in her cannot realize the id's encouragement, then forms of ego defense mechanisms appear. Ego defense mechanisms are a mechanism used as a means to overcome and suppress the anxiety that exists in her. Ego defense mechanisms that appear in related problems include regression, suppression, and repression. The meaning of regression itself is a self-defense mechanism when a person returns to childhood/children to protect the ego from anxiety. In this case regression appears as a form of self-defense when anxiety occurs in the self by returning to childhood such as sometimes acting childish. The next self-defense mechanism is suppression or consciously chosen actions to cover up thoughts, feelings or urges related to certain behaviors. In this case, suppression arose when her parents did not approve of her studying painting, so she suppressed her interest in drawing and painting even though she liked it. Then, repression is hiding unwanted experiences in the unconscious as a defense against the pain it gives. In this case repression arises when she cannot realize what she wants so that in order to fulfill this desire, she realizes it with the

hallucinations she makes. With the above problems and discussions, free association counseling is carried out, to express and catharsis emotions so that pent-up emotions can be released freely.

CONCLUSION

Based on the results of research that has been conducted on the influence of pressure in parenting, it can be concluded that it is important for parents to know how to educate children appropriately to be able to form a good personality for children. With these demands, it not only makes children uncomfortable, but will make children depressed.

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HANDLING SEXUAL HARASSMENT TRAUMA PSYCHOANALYSIS APPROACH WITH FREE ASSOCIATION TECHNIQUE

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ABSTRACT

This research entitled Handling Sexual Harassment Trauma Psychoanalysis Approach with Free Association Technique (case study on the victim with the initials "B" in Surabaya). The purpose of this research is to find out the handling of sexual harassment trauma in victim "B" with a psychoanalytic approach of free association techniques. This research uses case study qualitative research, which is research conducted in depth on the research subject (victim "B"). Data collection techniques in this study used interviews. The location of this research is in Lidah Kulon Village, Lakarsantri District, Surabaya City. the steps in handling trauma cases in victims with the initials "B" first, the counselor forms a safe and empathic therapeutic relationship with the counselee to free the counselee to express and explore traumatic experiences, second, the counselor uses free association techniques. By understanding the conflicts and psychological defences that underlie post-traumatic symptoms, counselors can help counselees manage and change their responses to their traumatic experiences such as avoidance of the opposite sex, fear of crowds and being more open and positive changes in thinking.

Keywords: free association technique, trauma, sexual harassment.

INTRODUCTION

Sexual harassment is a never-ending issue. There are always unexpected and deliberate acts done with the aim of sexually harassing someone and sometimes accompanied by threats. Sexual harassment occurs verbally such as catcalling, making sexual comments, using rude words, telling inappropriate jokes, making sexual noises, asking about personal sex life, giving inappropriate advances or compliments, expressing a desire for sex, and non-verbally related to physical touch such as inviting intercourse.

In Indonesia itself, the word sexual harassment is no longer something new because sexual harassment occurs almost every year, the news of sexual harassment cases is getting crazier every day. Indonesian people have often heard about sexual harassment. However, Indonesian law does not fully provide strict consequences for perpetrators and protection for victims. There are still many victims who prefer to remain silent rather than speak out because there will always be a negative stigma for victims, it does not rule out the possibility that the victim will be blamed, therefore victims prefer to keep it to themselves with feelings full of fear and worry.

Victims of sexual harassment can happen to anyone regardless of gender. Men can also be subjected to sexual harassment by crazy people but many studies say that victims of sexual harassment are dominated by women. Victims of sexual harassment always find it difficult to accept the harassment they experience but on the other hand also feel confused about what to do. None other than because of the assumptions she makes herself like I should be able to stop the harassment. If the victim is male, he is afraid that people will ask about his sexual orientation (toxic masculinity) because men are always considered dominant beings in line with the assumption that women are submissive beings plus the negative stigma of society, and various myths of sexual harassment.

The free association technique is the main technique in psychoanalysis. Basically, the free association technique asks the counselee to express anything that comes to mind no matter how painful it is. Free association is a technique of recalling traumatic experiences and releasing emotions related to past traumatic experiences. Through free association techniques, it aims to help counselees understand and gain deeper insight into themselves, resolve internal conflicts, build awareness of unconscious aspects that affect daily life, and overcome psychological barriers they may experience. A painful event that is pent up long enough can affect a person physically and psychologically which will result in changes in behavior and changes in thinking, the incident is called trauma if the psychological disturbance is very severe then the person may experience post traumatic stress disorder.

The purpose of this research is to find out the handling of sexual harassment trauma on the victim initials "B" with a psychoanalytic approach with free association techniques. This research can also play a role in increasing public understanding and awareness about sexual harassment. By exploring the victim's experience in depth, this research can provide a more comprehensive picture of the impact of sexual

harassment on victims. This can help overcome the stigma and misconceptions that still exist around us, as well as increase support and protection for victims of sexual harassment.

The research method used in this research is case study qualitative research, which is research conducted in depth on the research subject (victim "B") with the data collection technique using the interview method with the victim. By understanding the conflicts and psychological defenses that underlie post-traumatic symptoms, counselors can help counselees manage and change their responses to their traumatic experiences such as avoidance with the opposite sex, fear in crowds and being more open and positive changes in thinking.

METHODOLOGY

The approach used in this research is a descriptive qualitative approach with interview data collection instruments. Descriptive qualitative is a type of research that utilizes qualitative data which is then described descriptively or in narrative form. The interview was conducted with victim B in Lidah Kulon Village, Lakarsantri District, Surabaya City. The data obtained is then analyzed and described precisely because it has the aim of providing a clear and precise understanding.

RESULT AND DISCUSSION

Summary of Interview Results

Victim B said that he was always afraid to get out of his comfort zone. He is an overseas child from Java who is studying at the Surabaya campus. He looks more quiet and closed to the surrounding environment. He recounted an incident experienced as a teenager, used to take junior high school in one of the famous boarding schools in East Java. He said that one day it was a holiday where the students were allowed to leave the cottage to buy necessities while at the cottage. In the morning, this counselee went out with his friend to the market on foot. Well after finishing they immediately returned to the cottage. But at that time the hot afternoon suddenly there was a man who walked opposite. Suddenly the man committed a harassment by touching B's vital organs. B unconsciously screamed and cried loudly until she arrived at the hut. She stated that she cried and locked herself in her room for days. She felt hurt when the friend who was with her at the time of the incident said, "Forget about it, why do you keep crying." Because of the incident, her teacher called her and calmed her down. B said that for the time being she could calm down but would never be able to forget the incident, not even her family knew about it. When asked why she did not talk to her mother, she replied that she was very embarrassed and disgusted. The long-ago incident made her reluctant to be in crowds and fearful of seeing unfamiliar men. She is very quiet even when she is at college. She also recounted something that happened recently when she was on campus, she was

verbally harassed by her campus friend. But that incident, there was a friend who defended him so that the counselee did not feel afraid. Even though this counselor is a pondok child with very syar'i clothes, who would have thought that it did not rule out the possibility of sexual harassment cases. Once, I took a walk with B to the market to buy food. Then near the market there were men who were not like normal people, so immediately he grasped my hand tightly and his footsteps became fast. After the incident, he apologized and expressed his sudden fear.

Adaptive and Maladaptive Behavior

Adaptive behavior is a response in the form of good behavior in adjusting to environmental conditions so that it matches expectations and desires by considering existing conditions (Nahnudin et al, 2023). The results of the research on the victim that there is no adaptive behavior he has done. This is due to past trauma that is not realized. Therefore, victims need counseling with free association techniques to release unconscious thoughts and can shift their thoughts to positive behavior.

Meanwhile, maladaptive is a response in the form of harmful behavior due to the inability to respond to the environment (Mulyawan, 2022). Maladaptive behavior in a person can damage and harm themselves and even others because they feel unable to adjust to their environment. Based on this explanation in this case, the victim displayed maladaptive behavior that he was not aware of. This is because "B" feels dangerous and unable to respond to the environment. Some forms of maladaptive behavior that arise such as (1) anti-social behavior formed as a result of his trauma (2) emotional behavior in the form of low self-esteem and excessive fear in the crowd (3) does not care about his environment and withdraws from his social environment

Ego Defense Mechanisms

Sigmund Freud is a psychological figure who contributed through his psychoanalysis theory and then discovered ego defense mechanisms. A person will perform ego defense unconsciously when something unwanted happens to reduce stress on themselves and balance themselves due to conflicts that occur. This ego defense mechanism will emerge strongly due to self-drive so that it can affect personal development. However, this defense mechanism cannot infer a person's personality. The results of the researcher's case study on the victim showed that the victim displayed ego suppression or semi-conscious defense mechanisms by reflexively doing unconscious things when in a difficult situation. It appears unconsciously to calm her excessive anxiety.

Basic Use of Free Association

The Free Association Technique is one of the techniques in psychoanalytic counseling discovered by the psychologist, Sigmund Freud. Sudrajat argues about the free association technique that this counseling technique is carried out by the counselor to seek the counselee in his mind about the experience

that occurred so that he can reveal his past experiences (Yunita et al 2019). This technique is used to reveal the past experiences of the counselee who traumatized him by releasing his pent-up emotions. The purpose of Free Association is to be able to restore the unconscious character structure of the counselee to become aware so that the counselee can release his traumatic feelings and stop the negative emotions of his trauma.

Related to the traumatic case experienced by the victim, the researcher chose the free association technique as a counseling technique. That is because "B" is a closed individual who prefers to stay in a zone that is considered comfortable. He is also a shy and closed individual with problems and even experiences unconsciousness with the trauma experienced, so researchers make free association techniques as a way to restore his past memories and release negative emotions consciously.

Free Association Procedure

In this study, the free association technique was carried out by conducting an interview with "B" directly. Then given a word and asked to answer directly that is in his mind, in this case the nature of the technique is passive. After that, in a comfortable state either sitting or lying down any position is allowed, for his comfort so that he can convey the things that are in his mind. When he feels comfortable with his situation, "B" will follow the flow of the counselor so that he is carried away with his feelings and reports everything he thinks about without hiding anything.

Through the free association technique in cases of sexual harassment, it is hoped that it will have a positive impact, including the victim being able to interact with the surrounding environment, being able to realize herself about the trauma she has experienced so far, being open to her past experiences so that she can eliminate the suggestion that she is alone in the world and feels that no one cares, and believes that there are good men so that she dares to start a new relationship with the opposite sex.
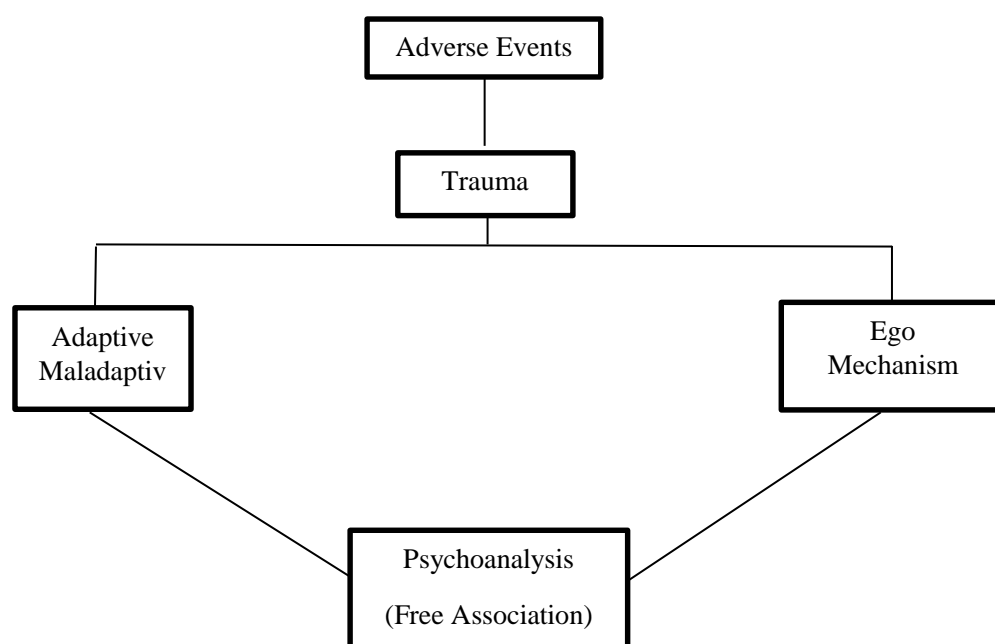
CONCLUSION

The free association technique is the main technique in psychoanalysis. Basically, the free association technique asks the counselee to express anything that comes to mind no matter how painful it is. Free association is a technique of recalling traumatic experiences and releasing emotions related to past traumatic experiences. Through free association techniques, it aims to help counselees understand and gain deeper insight into themselves, resolve internal conflicts, build awareness of unconscious aspects that affect daily life, and overcome psychological barriers they may experience. A painful event that is pent up long enough can affect a person physically and psychologically which will result in changes in behavior and changes in thinking, the incident is called trauma if the psychological disturbance is very severe then the person may experience post traumatic stress disorder. Through the free association technique in cases of sexual harassment, it is hoped that it will have a positive impact, including the victim being able to interact with the surrounding environment, being able to make herself aware of the trauma experienced so far, the counselor is open to her past experiences so that she can eliminate the suggestion that she is alone in the world and feels that no one cares, and the counselor believes that there are good men so that they dare to start a new relationship with the opposite sex.

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PSYCHOEDUCATION THROUGH FAMILY COMMUNICATION TO IMPROVE FAMILY WELL-BEING

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ABSTRACT

The city of Surabaya is a major city in Indonesia, according to the Surabaya City Statistics Agency, the population is 3,157,126 people with a total of 971,659 family cards. In one of the areas in Surabaya, namely in Jeruk sub-district, Lakarsantri District, Surabaya City, there are problems related to family communication. The problems that occurred caused mis-communication which resulted in disputes. This can be overcome by providing psychoeducation in the first attempt which is used to provide an understanding of the importance of communication in achieving family well-being. Psychoeducation in realizing family well-being is carried out with the aim of helping families in Jeruk sub-district, Lakarsantri sub-district, Surabaya to be able to achieve family well-being in their families. Psychoeducation with this life skill model is intended so that they have abilities and skills that can be mastered as the fulfillment of their developmental tasks. The pattern of communication in a family is carried out as an effort to create a family that understands each other so as to create a peaceful atmosphere. With the creation of good and effective communication , families can achieve prosperity which at the same time can prevent problems such as divorce, conflict and violence in the family.

Keywords: Psychoeducation, Communication, Family, Family Welfare

INTRODUCTION

Relations between families have an important role for family members. Unfavorable family relationships can reduce the quality of the family itself. The city of Surabaya is a major city in Indonesia, according to the Surabaya City Statistics Agency, the population is 3,157,126 people with a total of 971,659 family cards. In one of the areas in Surabaya, namely in Jeruk sub-district, Lakarsantri District, Surabaya City, there are problems related to family communication. The problems that occurred caused mis-communication which resulted in disputes. So that problems related to family communication must be addressed immediately so as not to have a more severe impact. This problem can be overcome by providing psychoeducation to the community regarding the importance of communication in achieving family welfare.

Psychoeducation or *psychological education* is commonly referred to as *personal and social education* or social and personal education which is important in the counseling psychology environment. Psychoeducation is a movement for providing public services in the field of psychological counseling which does not have a single meaning. This psychoeducation is carried out by providing information services about psychology in the public sphere and also training someone in learning various *life skills*. This is like Goldman's 1988 (Atri & Sharma, 2007) statement which defines that psychoeducation is Education or training of a person with a psychiatric disorder in subject areas that serve the goals of treatment and rehabilitation, for example, enhancing the person's acceptance of his illness, promoting active cooperation with treatment and rehabilitation, and strengthening the coping skills that compensate for deficiencies caused by the disorder.

The family is the smallest unit of society consisting of the head of the family and several people who gathered and lived in a place under a deep roof a state of interdependence(Suhartati, 2013). The family is the smallest scope in which there are parenting efforts aimed at educating and building children's character and providing children with an environment that supports their growth and development until they are adults. In family life parents are required to be able to establish good and harmonious relationships in order to be an example for their children. Parents who can keep family relationships harmonious can be done by creating warmth, a sense of mutual concern, looking after each other, respecting each other and fulfilling each other's needs according to Yunistiati in (Amita et al., 2022) .

A harmonious family environment can provide comfort for the children who live in it, this is reinforced by Hurlock's opinion (Amita et al., 2022)which states that children who feel harmony in a family environment with both parents who have a happy marital relationship can make children happy. provide a happy home and family perception in their lives.

Communication within the family is the most important thing in maintaining harmony within the family itself. Communication that is carried out clearly and functionally between family members is the most important thing that can keep the family environment conducive. Conversely, communication that does not take place properly and clearly can give a bad image which also results in a less warm and harmonious home atmosphere. So that in this case communication patterns play an important role in reflecting the relationship between family members (Kuncahya et al., 2019) . Ineffective communication within the family can also cause various problems such as divorce, violence and ongoing conflict. The

failure of this function is very worrying because it can interfere with the physical, psychological development and economic growth of individuals for the family itself, the community so that it has the greatest impact on the country (Setiawan, 2015) .

It cannot be denied that effective communication within the family is very important for achieving family wellbeing. So that the roles and functions of the family in achieving family wellbeing must be able to run well. If family wellbeing can be achieved, it can have a positive impact on the welfare of its members.

METHODOLOGY

To obtain data related to problems that occur in the community, observations are made to identify at a glance the existing needs. To strengthen the collection of information as a whole, interviews were also conducted with several residents and local community leaders. After the data and information is collected, the problem is studied using a literature review which explains several related views as an effort to solve problems that exist in society.

RESULT AND DISCUSSION

Family Communication

Communication is the most important thing for life, because humans cannot live without communication. Communication is done to form an interaction relationship between a person and other people both individually and within the scope of the group. Aziz Safrudin in (Oxianus Sabarua & Mornene, 2020) family communication is an organization that is carried out using words, body language, voice intonation, actions to create image expectations, expression of feelings and mutual understanding of one another.

Communication within the family, especially between children and parents, has a major contribution for both of them, because by forming an efficient communication that is carried out continuously, it can create a relationship of intimacy, openness, attention between them. This is supported by Adi Fahrudin's opinion in (Zaim & Salleh, 2020) which reveals that the family has a very important role in forming a healthy personality and mentality. There are six indicators of family roles, namely the ability of the family to solve problems, communication within the family, division of roles, sense of responsibility, emotional involvement and controlling the behavior of family members.

The pattern of communication in a family is carried out as an effort to create a family that understands each other so as to create a peaceful atmosphere. John P. Caughlin and Allison M.Scot in (Wardyaningrum, 2013) suggest that family communication is based on repeated interaction styles and behaviors , so that it can be different between single families and extended families (families with family members who Lots). This pattern can be built in a short or long period of time. There are seven patterns of communication in the family according to experts in (Oxianus Sabarua & Mornene, 2020), including:

a. Permissive communication patterns (tend to be liberating)

The permissive communication pattern is a communication pattern in which parents tend not to care about their children when children express opinions or when they are just talking. In some cases, parents with this communication pattern tend to free children to make decisions, so that children do

not understand where their mistakes are or things that should not happen can happen and be repeated because of this communication pattern (Koerner, 2014). When a child realizes his or her shortcomings and mistakes, the child will feel inadequate and no longer have self-confidence. Children who are raised with this kind of communication pattern can cause children to lack empathy for other people.

b. Authoritarian communication patterns

Authoritarian communication pattern is a pattern of communication by forcing the will. Parents in this communication pattern serve as supervisors for children, they are also difficult to accept suggestions and tend to impose their will in differences. Parents who have communication patterns like this will usually influence children with approaches that have elements of coercion and threats. With this pattern of communication, children will find it difficult to have closeness with their parents so that their relationship tends to be tenuous.

c. Democratic communication patterns

It is a good communication pattern among several existing communication patterns. This is because this type of pattern prioritizes shared interests above individual interests within the family. The type of democratic pattern does not give much control to children. The characteristics of the democratic pattern include: in the education process there are children who are contrary to the opinions of others, parents always align personal interests and goals with the interests of children, parents are open to suggestions, criticism and opinions conveyed by children, tolerating children when they make mistakes and provide direction to children so as not to repeat the same mistakes, prioritizing cooperation in achieving goals, parents always try to make children better than themselves.

This type of democratic communication pattern has an influence on children in teaching children a sense of responsibility and children can develop their potential. Children who are raised with this communication pattern tend to have a sense of caring between family members. Even though it is less organized, this pattern of communication is able to produce children's productivity and creativity.

d. Fathernalistic communication patterns

This type of communication pattern is a pattern of communication where parents act as father figures who have actions such as educating, nurturing, teaching, guiding and advising children well. This is done to move the child to achieve the desired goal even though there is a sentimental approach. This type of communication pattern provides an opportunity for children to grow up and have a sense of responsibility. The general nature of this communication pattern is based on the parent as the leader.

e. Manipulative communication patterns

Manipulation communication patterns are carried out by providing deception, seduction and twisting the existing reality. This is done so that what is desired can be achieved. An example is parents tricking children into doing what they want. This communication pattern was successfully achieved because the child did not realize what the parents meant.

f. Transaction communication patterns

This communication pattern is carried out by parents by always giving an agreement. Where parents often make agreements with children for the actions to be taken. Certain sanctions are also imposed if the child violates the agreement.

g. Self-interested communication patterns

Is a pattern of communication that is carried out with material values . If parents want their children to do something they will provide rewards so that their children are encouraged to do it.

Communication patterns have a real influence on family welfare. The higher the pattern of communication between families, the higher the family welfare. Family well-being is measured by the level of happiness and satisfaction felt by the family members themselves. Of course, communication patterns that can provide family welfare and happiness are healthy and effective communication patterns (Muladsih et al., 2011) .

Family well-being

Clarke (Na'imah, 2013) explains that *well-being* is generally achieved when all human needs are fulfilled, from basic needs to self-actualization. Family well-being itself is family welfare where it is defined by the family members themselves where the level of individual needs and family interaction is fulfilled. The nature of the family as a unique unit of money gives rise to various differences that exist in describing family well-being. So that family well-being is influenced by the welfare of individual members which can affect community well-being. Fahey, Keilthy and polek describe family well-being as a multidimensional concept that involves the well-being of parents and children. In the aspect of the family well-being framework, children are seen in the development of cognition, physical health and socio-emotional. Meanwhile, parents emphasize physical health, housing availability, mental health and access to information (Setyawan & Psi, 2011) .

To maintain family well-being in everyday life it is important for families to carry out various routines and spend time on something they value and create positive feelings according to Ziegert in (Setyawan & Psi, 2011) . Arestedt, Persson & Benzine also revealed that family well-being means being aware of existing patterns and collaborating within the family to balance individual and family needs with available resources and choices.

In Baldwin's theory states that there are 3 dimensions of family well-being, namely:

1. Dimensions related to the fulfillment of family materials, namely clothing, food and housing. In this dimension must be based on social and cultural aspects

2. The dimension of communication and family moral behavior which is the importance of communication within the family to transmit culture, values and shape individual and group identities. Family is a friend where children get life experience through the care they get from childhood to adulthood so that they can have embedded moral values

3. The dimension of power and emancipation which means parental power in the family must be conveyed through communication in the family that is oriented towards mutual agreement.

From the existence of these dimensions it can be interpreted that family well-being can be achieved if the family's needs are guaranteed, fulfilled and there is good communication between all family members.

In contrast to the opinion expressed by Voydanoff's who views the concept of family well-being based on ecological theory. Voydanoff's concluded that a family is said to achieve prosperity if it achieves

physical, social and environmental well-being. This is based on the fact that family welfare cannot be separated from the welfare of the broad ecosystem (Na'imah, 2013) .

Not only that, there is also the theory of family systems which explains that family welfare can be assessed from the psychosocial well-being of family members by looking at family complexity, relationships between family members and family dynamics. From this opinion a guideline was developed that can be used by parents and certain professions to provide support for the welfare of children and families. This model has the goal of supporting families to achieve optimal potential by meeting the general, additional and special needs of a family relationship (Na'imah, 2013)

Communication in Improving family Wellbeing

In realizing family well-being, effective communication within the family is needed. Psychoeducation in realizing family well-being is carried out with the aim of helping families in Jeruk sub-district, Lakarsantri sub-district, Surabaya to be able to achieve family well-being in their families. Psychoeducation with this life skill model is intended so that they have abilities and skills that can be mastered as the fulfillment of their developmental tasks.

In improving and achieving family well-being, it is necessary to emphasize good family communication, because this has an important role. Because family relationships play role in shaping an individual's well being (Thomas et al., 2017). In achieving good communication in (Setyawan & Psi, 2011) several things need to be considered in family communication including:

1. Open

   This allows each family member to convey their thoughts, ideas and feelings without any pressure which is then carried out as part of a routine and not limited to certain topics.

2. Conversation Oriented

   In making a decision in the family should prioritize discussion and deliberation by exchanging ideas, ideas and opinions.

3. Provides a foundation for transactional symbolic processes

   This is done in order to build and interpret meaning with various symbols that are understood together and can encourage families to grow positively

4. Non-Confrontational

   Maintain relationships between family members with a sense of trust and intimacy within the family.

5. Supertive

   This is based on mutual benefit both physically, psycho-socio-emotional and informational and not based on competition between members either in parenting or family relationships so as to create protective factors that cause problems in the family.

6. Spend lots of time together

   Spending time with family members can keep families getting to know each other, understand each other and form positive bonds

7. Utilize communication technology actively and productively

This is done by minimizing time and distance limitations in creating togetherness which is done when family members cannot meet in person in the same place. By using multimedia communication can continue even though separated from the family.

The characteristics described above lead to support for achieving meaningful health, happiness and harmony both for each family and as a whole.

CONCLUSION

Psychoeducation is a movement for providing public services in the field of psychological counseling which does not have a single meaning (Lukens & McFarlane, 2004). This psychoeducation is carried out by providing information services about psychology in the public sphere and also training someone in learning various *life skills.* Communication within the family, especially between children and parents, has a major contribution for both of them, because by forming an efficient communication that is carried out continuously, it can create a relationship of intimacy, openness, attention between them (Chiocchi et al., 2019). There are seven communication patterns in the family including permissive communication patterns, authoritarian communication patterns, democratic communication patterns, fathernalistic communication patterns, manipulation communication patterns, transactional communication patterns, and self-interested communication patterns. These communication patterns play an important role for families to achieve family well- being .

Family well-being is family welfare where it is defined by the family members themselves where the level of individual needs and family interaction is met. In realizing family well-being, effective communication within the family is needed. Psychoeducation in realizing family well-being is carried out with the aim of helping families in Jeruk sub-district, Lakarsantri sub-district, Surabaya to be able to achieve family well-being in their families. Psychoeducation with this life skill model is intended so that they have abilities and skills that can be mastered as the fulfillment of their developmental tasks. The characteristics of good communication include being open, conversation-oriented when making decisions, providing a basis for transactional symbolic processes, non-confrontational, supportive, providing time together and utilizing technology to communicate.

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