

Development and validation of modules improving self-awareness excellent services of academic staff

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Abstract

The purpose of this study was to increase self-awareness of education personnel and help them offer excellent service to students in the university. It aims to: (1) describe the module design to increase self-awareness of excellent service for education personnel (2) perform module validation tests and (3) conduct module reliability tests. The study used the Research and Development (R&D) method. It was descriptive and involved four experts and 12 education staff at Universitas Negeri Padang as the subjects. The instruments used include (1) Validity Testing Instruments Module Contents (2) Ifdil & Taufik Self-Awareness Inventory and (3) Module Instruments. The results show that Self-Awareness Improvement Module for Excellent Services Education Personnel can be accepted and be used in self-awareness programs for the staff.

Keywords: Modul, self-awareness, excellent services, education personnel

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Introduction

Education personnel refers to members of the community devoted and appointed to support the implementation of education (Lestari, 2011; Mamulati, Triyuwono, & Mulawarman, 2016; Ningrum, 2016; Rahman, 2010; Sholeh, 2013). They are responsible for carrying out administration, management, development, supervision and technical services to support the education process in education units (Danumiharja, 2014; R. Septiana, 2013; Susongko, 2016). Education personnel has an important role in the proper implementation of the education process. To effectively achieve this objective, they need emotional intelligence. Generally, emotional intelligence impacts work commitment and have the potential to improve the work performance of education personnel (Efendi, 2013; Supriyanto & Troena, 2012; Yudhaningsih, 2011).

Self-awareness is an aspect of emotional intelligence and people with this ability recognizes their emotions (Daud, 2012; Yuniyani & Pamudji, 2010). However, it is not easy to determine whether someone has self-awareness. The ability to monitor feelings regularly is important for psychology and self-understanding in work or education personnel (Rahmasari, 2016). Self-awareness is the ability to know what you feel inside and use it to guide your decision making, have realistic benchmarks for abilities and strong self-confidence (Gipps, 2002). A person can understand the various potentials in him regarding the strengths they have and their weaknesses (Nguyen et al., 2016).

People with high self-awareness 1) understand their strengths, weaknesses, values, and motives; 2) measure mood and understand how it affects others, 3) receive feedback from others on how to improve; 4) able to work even under uncertainty; 5) show a sense of humor; 6) understand various factors that make them liked; and 7) use pressure on members of the organization (Chow, 2019; Xu & Chan, 2017). Therefore, individuals with high self-awareness have strengths and weaknesses.

Self-awareness is nothing more than a perception of the inner mental state of the subject. Based on the timeframe, there are three levels of self-awareness. The first one arises after the release of emotion (Rifani, 2016). The second one arises when we feel something emotionally while the third one comes before we do anything (Prastika, 2016). To reach a stage of self-awareness, people need experience and social interaction (Rusuliana, 2015; N. Z. Septiana, 2016). A person can express thoughts, feelings, ideas, or resentment to others to receive attention or feedback.

Self-awareness is very important in improving service quality. According to (Taufik, Ifdil, & Netrawati, 2017), officers with self-awareness tend to improve the quality of service as indicated by the customers' satisfaction. Service quality improvement can be achieved in case there is an employee's self-awareness of the services provided. However, the same study indicated that only 28.7% of respondents had high self-awareness. For this reason, this study carried out the development and validation of the module to increase self-awareness excellent service of education personnel. This module could be used as one of the guidelines for education personnel to train themselves and increase self-awareness.

Method

This study was conducted using a development research design in education (Anderson & Shattuck, 2012; Buchori et al., 2017; Richey & Klein, 2014). Research and Development (R&D) method was used (Day, Fleenor, Atwater, Sturm, & McKee, 2014; McDonough & McDonough, 2014; Mead, 2017; Richey & Klein, 2014). This study specifically aims to (1) describe the module design to increase self-awareness of the prime service of teaching staff (2) conduct a module validation test and (3) carry out a module reliability test. To validate the contents of the module, four experts were selected, and to test the validity and reliability of items, individual experiments were carried out on 12 education staff at Padang State University. The instruments used include (1) Instrument Content Validity Test Instrument (2) Ifdil & Taufik Self Awareness Inventory and (3) Instrument Reliability Module. Data were analyzed by the Wilcoxon Test. The results showed the Self Awareness Improvement Module for the Best Service Education Personnel was acceptable and could be used in self-awareness programs for education staff in service provision. Analysis of the data used is descriptive, to illustrate the feasibility of the module according to the expert.

Result and Discussion

Self-awareness module design

This is the structure used to make guidance for facilitators to use and improve their knowledge, competencies, and skills in carrying out exercises that improve and optimize the self-awareness of education personnel. This module discusses aspects that need to be improved, including procedures and efforts to develop skills, increase knowledge and advanced training. It can be used by facilitators to develop and improve participants' insights and knowledge and skills to have self-awareness and offer excellent services. All the necessary materials are contained in this module with 7 items and 23 activities.

Coaching Module Improvement of self-awareness Excellent Service Educational Staff comprises seven sub-modules. This includes Self Awareness, Belief on Self Ability, Optimistic, Aim, Responsible, Rational and Realistic, and Skill. Each of the seven sub-modules has objectives and activities along with the steps to be followed. This includes;

Stage 1: self awareness

Self Awareness is a module that emphasizes individual understanding of the aspects possessed, such as selfhood, knowledge, and skills to be optimized to provide an excellent service for education personnel.

Stage 2: Confidence in Yourself

Self-confidence is related to self-efficacy, which means an individual's subjective beliefs to be able to overcome various problems or tasks and carry out activities oriented towards achieving the desired goals (Rustanto, 2017).

Table 1. Module Items

Name of Activity	Objective	Time
Knowing Self Awareness	Increasing self-awareness of education personnel to optimize work	60 minutes
Excellent Service Concept	Increase self-awareness of education personnel to provide excellent service	60 minutes
Ikhlas work	Increasing sincerity in education personnel in daily life and specifically working	60 minutes
Who am I	Improve the skills of participants to increase self-awareness	60 minutes
Tips to Become an Attractive Person	Improve the skills of participants to increase self-awareness	60 minutes
Become a Beneficial Person	Improve the skills of participants to increase self-awareness	60 minutes
Working is Worship	Increase self-awareness of education personnel	60 minutes
I can do it	Increase self-awareness of education personnel	60 minutes
Positive thinking	Increase optimism of education staff with positive thinking	60 minutes
Work Reflects Me! I Reflected Work Results!	Improve the skills of educators to do work as a form of identity	60 minutes
Work sincerely, work smart	Improve the skills of education personnel to understand and implement honesty and work smart	60 minutes
Change or Die?	Improve participants' skills to arouse confidence to work well	60 minutes
Impossible is Nothing	Improving participants' skills to analyze conditions in work and think nothing is impossible to spur good performance in work	60 minutes
Primaku Service	Improve the skills of participants to work with excellent service to increase performance and professionalism	60 minutes
Soul Art Serving	Improve participants' skills related to art in serving as educators	60 minutes
Let's open	Increase self-awareness of education personnel to be objective in an open way to work	60 minutes
Stop Gratification, Corruption, Collusion, and Nepotism	Increasing self-awareness of education personnel to be more objective by avoiding acts of gratuity, corruption, collusion, and nepotism in work	60 minutes
Totality	Increase self-awareness of education personnel to be more objective by building attitudes of totality in work	60 minutes
Money is not everything	Increase self-awareness on the basis and responsibilities of work and not for money alone	60 minutes
Helps That Worship	Increase self-awareness for the need for sincerity and altruism in work	60 minutes
Risk of Part of Work	Increase self-awareness that every job has certain risk consequences that need to be understood	60 minutes
Stop Complain	Increase participants' understanding of stopping complaints	60 minutes
Serving is beautiful	Improve the skills of participants in serving	60 minutes
ACT	Improve the skills of participants related to ACT	60 minutes
Miracle Words	Boost participants' skills in using miracle words	60 minutes
Look at me	Improve participants' skills in attracting positive attention	60 minutes
Smile Exercise	Enhance the skills of participants in smiling	60 minutes
3M	Increase participants' understanding of 3M	60 minutes
Soft Skill	Improve and develop soft skills so that	60 minutes

	participants can take on the role of a professional reliable in technical matters and very skillful in dealing with others	
Eye contact	Improve and understand the language conveyed by others through eye contact	60 minutes

Stage 3: Optimistic

Optimism is a module that emphasizes the belief in everything in terms of good and pleasant and always has positive expectations in everything that provides service.

Stage 4: Objective

The objective is a module that emphasizes a person's positive attitude in dealing with a situation. Objective attitudes can be seen from one's habits in expressing things as they are without personal feelings (Anwar, 2009).

Stage 5: Responsible

Responsible is a module that emphasizes the development of individual attitudes and characters to bear compensation and risk from each step or decision taken.

Stage 6: Rational and Realistic

This module emphasizes being rational and realistic. Based on KBBI, rational means according to the mind and logical considerations; a healthy mind; and fit with reason. Rational involves making consistent choices and maximizing values within certain limits while real means natural (Pricila, Ulfah, & Basri, 2013).

Stage 7: Skill

This module emphasizes skills. These are abilities and knowledge possessed or gained by a person to do a particular job or task (Motowidlo & Kell, 2012; Robles, 2012). Learning skills requires practice and is always associated with psychomotor humans. It is impossible to learn a skill just by listening to someone talking, seeing a demonstration, or just reading a book without practicing (Elnaga & Imran, 2013).

Validity Test Module Improvement of self-awareness Excellent Service of Education Personnel

Expert Test Module Increasing self-awareness Excellent Service Educational Staff

Product revision is carried out based on the results of the module feasibility test by experts. Data on the results of the feasibility test are compiled based on an assessment questionnaire filled by four experts. Data collection for the feasibility stage was carried out on February 6, 2017, until February 8, 2017. The results of the expert evaluation of all aspects of the instrument were collected and used as a reference in revising the products compiled. This made the formulation of modules suitable for use by the facilitators.

Table 2 presented the results of the expert feasibility test about the assessment of the Self-awareness Improvement Module Excellent Service of Education Personnel.

Table 2. Feasibility Test Results of Product Content by Experts

No	Experts	Score	Percentage	Expert Opinion
1	First Expert	23	92	Be accepted
2	Second Expert	22	88	Be accepted
3	Third Expert	22	88	Be accepted
4	Fourth Expert	20	80	Be accepted
	Total		87	Be accepted

Based on Table 2, the module has high content feasibility since the four experts gave a positive response with an average of 87%. Therefore, the module constructs can be used by facilitators to increase self-awareness of the excellent service of education personnel.

The validity of the constants was calculated using the formula

$$\frac{\text{Expert total score}}{\text{total (25)}} \times 100 = \text{Content validity}$$

The results of calculations based on the measured aspects are shown in table 3.

Table 3. Results of The Feasibility Test of Product Content by Experts Based on Content

No	Statement	Agreement					Total	Judgment
		A.I%	A.II%	A.III%	A.IV			
1.	Fill in the module according to the target population	100	100	100	80	95	Be accepted	
2.	The module contents can be implemented well later	80	80	80	80	80	Be accepted	
3.	Fill in the module according to the time allocated	100	80	80	80	85	Be accepted	
4.	The contents of the module can be used as information material to improve the self-awareness of the excellent service of education personnel	80	100	80	80	85	Be accepted	
5.	The contents of the module can be used to help education personnel provide excellent services to the targets.	100	80	100	80	90	Be accepted	
	Total	92	88	88	80	87	Be accepted	

Based on the results of the calculations in Table 3, the average level of approval in item 1 shows that the design module increased self-awareness of excellent service educational staff. It is at a level feasible to be used by facilitators to increase trust, knowledge, and skills in offering excellent service by education personnel. The average level of approval in item 2 is considered feasible to be used by facilitators. The average level of approval in item 3 shows the module has been designed under the time required, which is feasible.

In item 4, the contents of the module information material increase the trust, knowledge, and skills of participants in conducting counseling services. Education staff services are 85% and therefore the module is approaching a feasible category. It can be used as information material to increase participants' trust, knowledge, and skills in conducting educational service counseling. The average level of approval in item 5 shows the module is suitable for use to increase the participants' trust, knowledge, and skills in conducting educational counseling services.

The expert's assessment of the product developed reached 87%, showing it is in a workable assessment category. An open questionnaire provided data in the form of comments and suggestions from the four experts on the product developed. The four experts provide positive comments and suggestions, and therefore the research product is a Self-Awareness Improvement Module of Excellent Services Education Personnel tested and content-worthy.

Based on the results of the data at the feasibility test stage, the product was revised. Product revision activities aim to make improvements to improve the modules prepared based on the input from experts. The input is presented as (1) pay attention and check the writing of the material with correct and standard written procedures, (2) focus on the synchronization of contents (3) check systematics, plagiarism, writing/language, and EYD, (4) pay attention to writing synchronization, and (5) pay attention to the module steps.

The module is made as an improvement to be implemented at the usage test stage for the facilitator to see the use of the product. The research product produced in this study is the Self-Awareness Improvement Module of Excellent Services for Education Personnel. The results show that the modules compiled by experts have reached the feasible criteria. This is evidenced by the average value of the entire

product of 87% which is in a decent category. The feasibility values provided by these experts are based on objectivity to the contents of the module.

According to the results of the feasibility test, the module developed has fulfilled one of the necessary characteristics, which is self-contained. This means that all the required learning material is contained in the module, providing an opportunity to thoroughly comprehend the material packed into an intact unity (Edaran, SMK, Kurikulum, & Kejuruan, 2015). Furthermore, in the implementation aspect of the module developed, the facilitator can be operationalized. Education personnel might utilize the developed modules, and this is in line with the characteristics of the module that needs to meet the rules of user-friendliness (Edaran, et al., 2015).

Every instruction and information exposure appears helpful and friendly to the user, including the ease of responding and access as desired. The use of simple and easy to understand language, and commonly used terms is one of the user-friendly forms. Additionally, the assessment provided by experts related to several aspects, including the usefulness, contents, and objectives of the modules, the use of language, and the material presented show the assessment is above the feasibility standard. This shows that the Self-Awareness Improvement Module of Excellent Services Education Personnel deserves to be utilized.

Pre Results Analysis and Post Module Trial test

Identification of participants' self-awareness before and after the module training provides excellent service to education personnel. The determination of differences before and after the training was carried out using Wilcoxon's Signed Rank Test statistical analysis technique through the SPSS version 20.00 computer program. The results obtained show Sig. (2- tailed) skill level of participants in providing excellent service of education staff before and after attending the training was 0.002 or probability below alpha .05 (.002 <.05). Therefore, there are significant differences in the participants' self-awareness before (pretest) and after (posttest) training. Table 4 shows the direction of the difference, whether a pretest or a higher posttest.

Table 4. Directions for Differences in Pretest And Posttest Competence of Education Personnel Before and After Attending The Self-Awareness Improvement Module of Excellent Services Education Personnel training.

Ranks				
		N	Mean Rank	Sum of Ranks
After-Before	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	12 ^b	6,50	78,00
	Ties	0 ^c		
	Total	12		
a.	Self-awareness and skill level of participants after the training <self-awareness and skill level of participants before the training			
b.	Self-awareness and skill level of participants after the training > self-awareness and skill level of participants before the training			
c.	Self-awareness and skill level of participants after the training = self-awareness and skill level of participants before the training			

From table 4, the Positive Range shows the number 12b, meaning that all the 12 participants have higher competency after the training. Based on the results of the statistical test analysis using the Wilcoxon Sig Rank Test, there are significant differences in self-awareness between the results of before and after the module training. This means that the participants' self-awareness and skills related to the excellent service of education personnel have increased after participating in the training. Therefore, the module has been successful in increasing self-awareness of the excellent service of education personnel.

Conclusion

This study concludes that the self-awareness improvement design module tested has worthy of content. Furthermore, the results of the Self-Awareness Improvement Module superior service from

education personnel can be used for self-awareness, knowledge, and skills of Participants to provide excellent education services. The results of the feasibility test show that the module developed has fulfilled several characteristics. Also, the results of the experiment show that the self-awareness and skills of the participants related to the excellent service of the teaching staff increased after the training. This research recommends further testing of the effectiveness of the module for better results.

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Expressive writing changes grief into meaning – a sequential explanatory design approach

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Abstract

The purpose of the present study was to describe the effect of expressive writing on the level of one's grief through a sequential design (expressive writing experiments for 3 consecutive days for 15 minutes each days then an analysis of the participant's writing contents was conducted). This study used a pre-post test matching technique experimental design follow up by content analysis. The total number of participants (both in the experimental and control groups) was 30 (M-age = 21.2; SD = 1.2), lost their parents more than six month. Randomized matching technique was use to divide participant into experimental (expressive writing) and control (non-expressive writing).The baseline score measured by the complicated grieving inventory of >25 (Prigerson, 1995). Results showed that the experimental group had a decreased level of grief relative to the control group, the texts showed an interested result to be further discussed.

Keywords: Complicated-grief, ICG, expressive writing, sequential explanatory

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Introduction

Grieving is a normal symptom of an individual who loses someone or something he or she loves ((Stroebe, 2010). However, some expert divided grieving into two different classifications: typical grief and atypical grief. A typical grief is characterized by protest and despair, including the emergence of the symptoms of physical disorders, such as lethargy and feelings of being unable to escape from the past but, over time, it can eventually subside and is accepted (Bonanno et al., 2002). An atypical grief is one not subsided for more than a year, referred to as a prolonged grief disorder or complicated grief, or persistent complex bereavement disorder (Lundorff, Holmgren, Zachariae, Farver-vestergaard, & Connor, 2018; Prigerson et al., 2009). The signs of this last symptom include a sense of prolonged loss not subsided by time, always feeling the deceased near and nearby, performing mummification or organizing items or property of the deceased, which are not allowed to be changed, as if the latter is still alive, as well as numbness not disappearing after one week of events (Bowlby, n.d 2008.)

Handling of negative emotions due to the loss of either someone or something by means of expressive writing has been researched by (Chung & Pennebaker, 2007). Expressive writing, that asks participants to express their deepest thoughts and feelings during four days in a consecutive days for 30 minutes per day proved to effectively cope with negative feelings. It produces adaptive effects in various

contexts of loss, such as in breast cancer patients (Lu, Gallagher, Loh, & Young, 2018) in those who lost their jobs (Chung & Pennebaker, 2007), those who lost a partner in a romantic relationship or had a broken heart (Lepore & Greenberg, 2002). However, studies linking the effects of expressive writing to the loss of parents or one of the parents are scant (Frattaroli, 2006). In the context of Indonesia, studies aimed at determining the effects of expressive writing on the negative emotions were only conducted in the context of depression in general (Fitria Ida et al., 2016; Qonitatin, Widyawati, & Asih, 2001), but none specifically linked it to the context of prolonged grief due to the loss of parents or one of parents, or complicated grieving. Furthermore, in addition to their scarcity, studies of the effects of expressive writing on prolonged-grieving individual had varied results. A study by (Rubin et al., 2019) showed that expressive writing on the topic of positive memory for the deceased did not have a significant effect on mood changes; however, (Boals, 2012) and (Bonanno, 1997) studies showed the opposite, in which expressing a negative feeling through writing could reduce the symptoms of grieving, changing the mood to be more adaptive, and also meaning making. With regard to emotional disclosure by means of expressive writing (both positive and negative) the study of (Stroebe, M., Schut., 2005) showed no significant effect on adaptation.

Thus, the purpose of the present study was to explain and confirm the effects of expressive writing on the levels of prolonged grieving caused by the loss of parents. It is thought that when someone discloses (not keeping, suppressing or avoiding) their perceived negative emotions by writing down their deepest feelings and thoughts and gets the meaning or the wisdom of the grief they experienced, as well as being able to use others' perspective of their perceived grief, the perceived prolonged grief would be reduced (Pennebaker, 2011). The main hypothesis of the present study is that there are differences in the effect of expressive writing on the levels of grieving between the experimental group (expressive writing) and the control group. An additional hypothesis is that there is a significant reduction in the participants' levels of grieving in the experimental group after expressive writing. Both hypotheses would be tested using the experimental method. The second sequel was to determine the dynamics of emotions and thoughts of grief during writing three days in a row by means of a qualitative content analysis. Additionally, it is also thought that there are various psychological dynamics with regard to emotional disclosure (both positive and negative), the ability to see their grief from others' perspective, as well as the meaning making or wisdom of the grief events. In order to describe these, a content analysis was carried out on the basis of the ability to follow the writing instructions and the themes appearing in the texts.

Reducing grief by means of expressive writing

The study by (Leblanc et al., 2019) showed that grieving is the psychobiological response to the death of loved ones as indicated by sadness, longing, floating emotions, and loss of appetite and sleep. This causes problems for some people (especially in the early adulthood). They will be overwhelmed with the feeling of loss itself since they will tend to bury it and inhibit the expressions by reason of controlling their emotions. According to (Stroebe, M., Schut., 2005), controlling emotions seems good, but expressing it is also necessary. Narrative writing (Bahiyah & Savitri, 2018; Savitri, Takwin, & Ariyanto, 2019) can be a means for an individual to express feelings since he or she actively manage emotions arising due to recalling the events of grief directly. Dealing with emotions arising due to recalling negative events an individual can actively be helped reduce the impact of inhibition of emotions and facilitate the regulation of emotions (Watson & Pennebaker, 1989)

The mechanism underlying the adaptive process of expressive writing is to express emotions that will encourage individuals to deal with their emotions, instead of keeping, suppressing or avoiding them. Expressing emotions in written form will help individuals obtain psychological benefits of (1) coping with emotions actively. According to (Huffine, Folkman, & Lazarus, 1989), an individual will feel better when they face directly the sources that make them feel depressed; thus, the painful responses arising when recalling the events of loss become reduced since the role of cognition is more dominant when writing it. Cognition used when doing the writing serves as a kind of acceptance or confession of the events of loss.

On the other hand, writing can generate the benefit of self-perception of an active agent. Through writing, an individual can see themselves as problem-solving agents, who have control over themselves to solve problems; 2) Reconstructing negative experiences into narration. (Lazlo, J., 2008) stated that, by engaging in narrative thinking, people would translate their lives into easy-to-understand stories. Writing down their life could help them organize events into a text, which contains goals and social

relationships, helping the individual rearrange their experiences. There is also the potential to improve the way of thinking that will appear in terms of clarity and storyline, thus encouraging them to better understand the events they experienced and how to deal with them; 3) Assimilating trauma with other memories. The writing process gives individuals the opportunity to recall traumatic episodic memories (what happened) with abstract semantic memories (meaning); thus, when the individual allows himself to recall the negative events and write it down, the events will be arranged into a more structured way, integrating episodic and semantic memories containing narration of past events into interpretation, leading to reduced or less intense negative emotions. This is supported by the findings (Anderson & Levy, 2009) study that repression of unwanted memory often has a little to do with other memories, leading memories to become less comprehensive and the focus of attention being only on the repressed memories, making them naturally traumatized.

Method

Samples and Procedures

The present study used the sequential explanatory design (Creswell, 2013) to test the hypothesis. The first stage was performed by the method of experimental pre-post test independent matching group design. The second stage was to describe the mechanism underlying the effects of expressive writing on the dependent variable, the level of grieving, by using the content (qualitative) analysis on the basis of the themes emerging from expressive writing instructions for 3 consecutive days.

The first stage of the experiment was performed to test whether the manipulation of independent variable, i.e., writing techniques (expressive vs. control), would cause differences in the levels of grieving between the experimental group (expressive writing) and the control group (non-expressive writing or topics of daily activities), and whether there is a decrease in the levels of grieving in the experimental group as indicated by the pre-test and post-test.

In doing so, a total of 30 participants (7 men, 23 women, Mage = 21.2, SD = 1.2) was recruited, who were selected through a public announcement. The participants’ levels of grieving were subsequently measured using the instrument Inventory of Complicated Grief (ICG) (Prigerson et al., 2005). As baseline participants, only those with a total ICG score of greater than or equal to 25 were selected as samples. The participants’ demographic data are shown in Table 1.1. below.

Table 1. Participants’ demographic description

Name	Gender	Age	Age of the Event of Loss	Deceased Parent
AP	F	26yr	11 years	Mother
NF	F	29yr	1 years	Father
NT	F	22yr	2 years	Mother
MG	F	24yr	7 months	Father
RM	M	26yr	10 months	Mother
KA	M	31yr	3 years	Mother
AF	F	26yr	15 years	Father
RK	F	22yr	4 years	Father
EL	F	21yr	4 years	Mother
MA	F	24yr	6 years	Mother
NR	F	26yr	5 years	Mother
SU	F	28yr	6 years	Mother
FY	F	31yr	3 years	Mother
MR	F	29yr	8 years	Father
AN	F	28yr	2 years	Father
MD	F	21yr	2 years	Father
CH	F	23yr	1 years	Mother

RC	F	28yr	5 years	Mother
AW	F	26 yr	4 years	Father
PL	F	24 yr	14 years	Mother
IM	M	23yr	1 years	Father
MU	F	23yr	3 years	Mother and Father
BS	M	26yr	1 years	Father
TS	M	24yr	7 months	Father
AU	F	24yr	4 years	Father
DC	F	19yr	1 years	Father
AM	F	24yr	7 years	Father
AF	M	29yr	8 years	Father
BK	M	27yr	1 years	Father
JB	F	25yr	6 years	Father

The pre-test produced baseline Inventory of Complicated Grief (Prigerson et al., 1995) scores, which were matched (Cash, Stankovi, & Štorga, 2016) to serve as a basis for dividing the experimental and control groups with the following steps: Ranking participants' CGI scores for pairing.

Table 2. Pre-test subjects' scores

No.	Initial	Score	No.	Initial	Score
1	AP	54	16	FY	31
2	IM	57	17	CH	36
3	MD	53	18	NF	38
4	AF	53	19	DC	32
5	SU	51	20	RC	30
6	AM	51	21	KA	30
7	MU	48	22	NR	29
8	NT	46	23	PL	29
9	RK	43	24	EL	28
10	BS	42	25	TS	28
11	AW	39	26	BK	28
12	MG	35	27	MR	27
13	AG	38	28	RM	26
14	AN	35	29	MN	26
15	JB	38	30	AU	25

1) Pairing subjects on the basis of the rankings; the first pair consisted of subject 1 and subject 2; the second pair consisted of subject 3 and subject 4, and so on; 2) Selecting randomly from each pair subjects to be distributed to the Experiment Group (EG) and Control Group (CG) using the matching technique. The EG and CG are shown in Table 2.

Table 3. Group distribution by means of the matching method

EG			CG		
No.	Initial	Score	No.	Initial	Score
1	AP	54	2	IM	57
4	AF	53	3	MD	53
5	SU	51	6	AM	51
8	NT	46	7	MU	48
9	RK	42	10	BS	43
12	NF	36	11	AW	39
13	MG	35	14	AG	38
16	AN	35	15	JB	38
17	FY	31	18	CH	36
20	KA	30	19	DC	32
21	EL	28	22	RC	30
24	NR	29	23	PL	29
25	MR	27	26	BK	28
28	RM	26	27	TS	28
29	MN	26	30	AU	25

After the matching procedure, manipulation was performed by instructing the participants to write for 3 consecutive days with duration of 15 minutes per day. The Experiment Group (EG) participants were asked to write expressively their feelings about the loss of their parents, while the Control Group (CG) participants were only asked to write their daily activities and were not allowed to write about their feelings or opinions.

The writing instructions used for the manipulation of independent variable are as follows:
Instructions for the experiment group

Day 1 (emotional disclosure)

Not everyone experiences a loss as you feel; please write about your deepest thoughts and feelings about the loss of your father/mother. At the time of writing, release your emotions and explore the event and how it affected you. You can write down how it happened, how you felt when it happened and how do you feel now. (Example: I had an accident 4 years ago. I had to stay in the hospital for months, I felt very bad because I was worried about losing my future, etc.)

Day 2 (see from others' perspectives)

On this second day, try to think of associating the event of a loss you experienced with other things outside of yourself, with matters relating to your relationship with your family, or your closest friends, how others think (family, friends and close friends) of you, how the event affected your activities, as well as your work.

Day 3 (making meaning or wisdom)

On this third day, you stay focused on your emotional state and thoughts about the event, but try to use different perspectives and points of view from those you think about, try to think and look for wisdom that might be hidden from the event, and how it influences and shapes you to be what you are today. If possible, end your writing today by writing a letter to your father/mother, whatever you want to convey to them.

Instructions for the control group (non-expressive writing)

For the next three days, write down your daily activities, from getting out of bed until the evening (both planned and done). Do not write about your feelings about your event of a loss, and do not write about your opinion of the event. Write down WHAT happens every day, write in the form of activities. Example: I wake up at 7; I used to pray and then tidy up the bedroom and have breakfast. Later in the afternoon I will meet my friend and then in the evening I will watch a movie, etc.)

The measure used was the Inventory of Complicated Grief (Prigerson et al., 1995) with 19 items using a Likert scale with 5 alternative answers, starting from 0 for Never experienced, 1 Rarely experienced, 2 Sometimes experienced, 3 Often experienced, 4 Very often experienced. The measure was adapted by translating it into Indonesian, and then translating it back to English. It was then validated by using three experts, consisting of 1 clinical psychologist, 1 social psychologist and 1 head of the funeral home.

The reliability test showed an alpha Cronbach of 0.9, meaning that the measure was reliable. Then, since independent T-tests and paired T-tests for pre-post tests were used, requiring normal and homogeneous data distribution, data normality and homogeneity were tested. Results of the Kolmogorov-Smirnov test of the normal data distribution showed a p-value of 0.1 ($p > 0.05$), while results of the Lavene test of data homogeneity showed a p-value = 0.834 ($p > 0.05$), meaning that data were homogeneously distributed.

The whole manipulation (intervention) procedure in this experiment was as follows; 1) in the pre-study, participants were asked to download the DU recorder application, which is a screen recorder application that will record participants' face and writing via Google Play Store; 2) the secondary variables (extraneous variable) were determined, which are expected to have an effect on the manipulation of independent variables (expressive writing): a) the age of the event, controlled for by selecting participants who experienced grief for more than 6 months (Prigerson et al., 1995) b) the age of the participant, controlled for only for those of early adulthood; c) the baseline level of grief, only those with a baseline score of 25 and above being selected, which could be categorized as experiencing prolonged grief; 3) randomization using the matching technique to ensure internal validity, in which the participants with equal baseline ICG scores in the experimental group and control group were paired (see Table 3.1); 4) a readability test on 10 people outside the participants was performed to maximize variation in order to ensure that instructions for the experimental and control groups were completely different; 4) After randomization using the matching technique, the participants were given written and audio writing instructions (by means of recorded instructions), which would be followed for 3 consecutive days of writing for 15 minutes/day; 5) participants wrote using the DU recorder at the place determined by the participants for privacy and calm; 6) After writing for 3 days in a row, 15 minutes/day, participants sent their writing results to the specified email address; 7) participants fill in the post-test, Inventory of Complicated Grief.

In the second stage, the content (qualitative) analysis was carried out on the narrative of the experimental group participants based on the expressive writing instructions and coding would be carried out as follows: 1) Determine the characteristics of complicated grief based on factors in the Complicated Inventory Grief (CIG), consisting of: (Being overwhelmed with thoughts of the deceased, Always looking for and feeling missing the deceased, Not believing that the deceased is dead, Crying constantly, Remaining gaping or stunned by the death of the deceased, Not accepting the death of the deceased); 2) Conduct content analysis: whether the 6 characteristics of the complicated grief were present in the participants' writing contents; 3) Conduct content analysis: whether participants could comply with the expressive writing instructions that led participants to: (Day 1: be able to express the deepest thoughts and feelings on the first day and identify their thoughts and feelings when the events occur to activate the functions of self-disclosure., Day 2: be able to encourage participants to see the impact of the events of a loss and to think about how the participant's relationship with other people related to the event, to activate others' perspectives, Day 3: be able to encourage participants to find meaning in the event of a loss or to take lessons from the event, Find themes written by the participants during 3 days in a row of writing, Conduct a comparative analysis among participants of the contents written for 3 consecutive days to determine the psychological dynamics among the participants).

Table 3. Content analysis Form

No.	Instructions	Verbatim	Authors' Interpretation
1	Day 1 Not everyone experiences a loss as you feel; please write about your deepest thoughts and feelings about the loss of your father/mother. At the time of writing, release your emotions and explore the event and how it affected you. You can write down how it happened, how you felt when it happened and how do you feel now.		Does the narrative show signs of disclosing feelings and deepest thoughts related to the complicated grief characteristic? Emerging themes
2	Day 2 On this second day, try to think of associating the event of a loss you experienced with other things outside of yourself, with matters relating to your relationship with your family, or your closest friends, how others think (family, friends and close friends) of you, how the event affected your activities, as well as your work.		Is there a narrative that shows the relationship with immediate family, friends, and other people related to the event of a loss? Emerging themes
3	Day 3 On this third day, you stay focused on your emotional state and thoughts about the event, but try to use different perspectives and points of view from those you think about, try to think and look for wisdom that might be hidden from the event, and how it influences and shapes you to be what you are today. If possible, end your writing today by writing a letter to your father/mother, whatever you want to convey to them.		Does the participant can take wisdom from the events or cognitive changes related to the event? Can participants write a letter to the deceased, which contains positive contents? Emerging themes

Results and Discussion

The hypotheses to be tested in the present study were whether there are differences in the levels of grieving between the experimental group performing expressive writing and the control group performing non-expressive writing (neutral) and whether there is a decrease in the levels of grieving (CGI score) of participants in the experimental group before and after expressive writing. Results showed that the pre- and post-writing results for the experimental group differed significantly, whereas for the control group it did not differ significantly, as shown in the following table:

Table 4. Results of paired T-test of pre- and post-expressive writing

	Experiment		Control		Sig(2-tailed)	T-value
	Pre	Post	Pre	Post		
Mean	36.73	25.73	38.33	36.80	0.133	1.59

*Significant at $p < 0.05$.

These results indicate that expressive writing for three consecutive days with duration of 15 minutes managed to reduce the levels of grieving in the experimental group, but not in the control group. Thus, the first hypothesis is supported.

The second hypothesis that there are differences in the levels of grieving between the experimental and control groups was tested by performing an independent T-test of the post-writing grieving scores of the control and the experimental groups. The results are shown in the following table.

Table 5. Results of independent t-test of samples

		Levene's		t-test for equality of means		
		F	Sig.	t	df	Sig.(2-tailed)
CGI	Equal variances assumed	.045	.834	-2.897	28	.007
	Equal variances assumed			-2.897	27.993	.007

The independent T-test showed that was a significant difference in the levels of grieving ($p \leq 0.05$) between the experimental (expressive writing) ($M = 25.73$; $SD = 10.54$) and control groups (non-expressive writing) ($M = 36.80$, $SD = 10.38$), with a t-value of -2.89 . Thus, the second hypothesis is supported.

Content Analysis

To describe the psychological dynamics of grief by means of the participants' expressive writing, a content analysis (Krippendorff, 2004; Mayring, 2014) was performed. The purpose of content analysis is to determine whether participants can properly follow the expressive writing instructions. The analysis was carried out by two independent raters. Subsequently, content analysis was performed to find the themes emerging from the participants' writings that matched or did not matched the instructions in order to describe the patterns of the participants' narratives.

Results of the analysis of participants' ability to follow the instructions are shown in Table 5. The themes emerging from the participants' narratives are shown in Table 5. as follows.

Table. 5. Raters' interpretation of the success of following instructions for the experimental group

Rank Gain Score	Respondent	Age of death	GAIN SCORE	Pre Test ICG	Day 1 (Success of writing down the deepest feelings and thoughts openly)						Day 2 (Success of writing down others' perspectives on self and grief events)						Day 3 (Success of writing down wisdom or meaning of the grief event)						Post Test ICG	
					Par. 1	Par. 2	Par. 3	Par. 4	Par. 5	Par. 6	Par. 1	Par. 2	Par. 3	Par. 4	Par. 5	Par. 6	Par. 1	Par. 2	Par. 3	Par. 4	Par. 5	Par. 6		
						
1	NF	1 yr	19	36	X	√	X	√	X	√	x	x	√	x	√	-	-	√	√	√	√	√	√	17
2	SU	6 yr	17	53	X	√	√	-	-	-	√	√	√	-	-	-	√	√	√	√	-	-	-	36
3	MR	8 yr	16	27	X	√	√	√	√	-	√	x	√	x	-	-	-	√	√	√	-	-	-	11
4	AF	15 yr	15	53	√	√	√	-	-	-	x	√	x	√	-	-	-	√	√	√	-	-	-	38
5	NT	2 yr	14	46	√	√	√	√	√	√	√	x	√	√	x	√	√	√	√	√	-	-	√	32
6	RM	10 mt	12	26	√	√	√	√	√	-	x	√	x	√	-	-	-	√	√	-	-	-	-	14
7	KA	3 yr	12	30	X	√	√	√	√	-	√	√	√	-	-	-	-	√	√	-	-	-	-	18
8	EL	4 yr	12	28	√	√	√	√	√	-	√	√	-	-	-	-	√	√	√	-	-	-	-	16
9	AN	2 yr	12	35	√	√	-	-	-	-	x	√	√	√	√	√	√	√	√	√	-	-	-	23
10	FY	3 yr	11	31	X	√	-	-	-	-	x	√	√	√	x	-	-	√	x	√	-	-	-	20
11	AP	11 yr	10	54	√	√	√	√	-	-	√	√	√	√	-	-	-	√	√	-	-	-	-	44
12	RK	4 yr	10	42	√	√	√	√	√	-	X	√	X	√	-	-	-	√	√	-	-	-	-	32
13	NR	5 yr	6	29	√	√	-	-	-	-	X	√	-	-	-	-	-	√	√	-	-	-	-	23
14	MG	7 mo	6	41	√	√	√	√	√	√	X	X	√	X	√	-	-	√	√	-	-	-	-	35
15	MN	6 yr	5	26	√	√	√	-	-	-	X	X	√	-	-	-	-	X	√	-	-	-	-	21
Success of following instructions (%)					66%	100%	73%	60%	46%	20%	40%	74%	53%	46%	26%	6%	30%	93%	93%	46%	13%	6%	13%	
(Successful paragraphs:all paragraphs) x 100%																								
Failure to follow instructions (%)					33%	0%	7,%	0%	6.6%	0%	60%	26%	20%	20%	6%	6%	0%	7%	7%	0%	0%	0%	0%	0
(failed paragraph:all paragraphs) x 100%																								
Not writing (paragraphs)					0%	0%	20%	40%	46.	80%	0%	0%	13%	34%	68*	88%	0%	0%	7%	53%	87%	94%	87%	S

Unit of analysis = paragraphs; X = participant not following instructions; V = participants following instructions; -: blank paragraphs.

As shown in Table 5. based on the rank gain score (score [post test CGI - CGI Pre-test score), the participants' grieving after writing shows the following patterns:

The most obvious pattern was shown by the participants' success of following the first day's instructions of writing down their deepest feelings and thoughts related to the grief events. All participants could follow 66% of instructions in the first paragraph and then increased to 100% in the second paragraph and gradually decreased in the subsequent paragraphs. The similar pattern was seen in the third day's instructions of finding wisdom and sending letters to the deceased. All of the participants succeeded in following the instructions (93%), except for MN that failed to write meaning in the first paragraph, he/she also had the lowest gain score. In the second paragraph all of the participants could find meaning and write a letter to the deceased (93%), except for FY, which then decreased in the following paragraphs. However, there were inconsistent patterns in responding to the second instruction of writing down other things outside of themselves and the perceived of grief. There were participants who succeed (√) and some who failed (X). The content analysis showed that expressive writing with a pattern of emotional disclosure is effective in relieving grief (Sloan, Marx, & Epstein, 2005). It naturally helped participants disclose their suppressed emotions and the disturbing ruminative patterns of thought (Baikie, 2008)

Basically, the instructions used were based on the expressive writing instructions of James W. Pannebaker (2004, p.12) which seek to recognize both positive and negative emotions associated with negative experiences (eg. grief, in the present study). In the present study, it was represented by the first-day instructions. The broadening of the perspective to prevent from being overwhelmed with emotions emanating from the grief events is represented by the second-day instructions. The re-interpretation as referred to in the theory of self-distancing, a condition of switching perspectives of negative experiences into new meanings (Park, Ayduk, & Kross, 2016) is represented in the third-day instructions.

In detail, based on the objectives of the first- and third-day writing instructions, the results of content analysis of exploring emotions are relatively successful. On the first day, all participants were able to follow the writing instructions to explore their emotions and recognize their emotions well (sample sentences: and no matter how strong I cried, my soul couldn't open her eyes (AF.1.1). That day, I lost a big part of my life. The house felt quiet without mama (NT.1.2))

With regard to the second-day instructions, there were irregular and inconsistent patterns. The instructions aimed at obtaining different perspectives from the participants' subjective perspectives on being likely to be overwhelmed with the grief event, did not successfully reveal it (sample sentences: I also do not know others' views of me, maybe I just live my life only because I have a breath, I don't know the rest, RK.2.1). In this sentence, RK tends not to want to know others' views of her. She tends to be hopeless. There are some participants who were able to use others' perspectives on themselves in the face of grief events, but they were not consistent (Even when I asked my friends, they said that it's normal for me to behave this way – away from my friends because I am still grieving. I stay away from my friends. NT, 2.1.); another thing that has changed is the way I treat older people; in my opinion, I have become more respectful and more polite. Even I help the elderly or people of my mother's age without any consideration (MR, 2.1).

With regard to the third-day instructions of taking wisdom and sending a letter, consistency and patterns are clearly seen in paragraphs 1 and 2. Some sample sentences include those from NF, who have the highest gain score, "*There are much wisdom from this event. Papa teaches me remain strong in any condition and should be patient and maintain health and lifestyle*" (NF, 3.1); MN, who had the lowest gain score, despite the difficulty in taking wisdom, still could see that there was wisdom, "*In my opinion, there is only one wisdom behind my mother's death, she did not need to suffer from illness for too long, because when she was in the ICU and helpless to do anything, my heart was sad and hurt seeing it*" (MN, 3.1).

Emerging themes

With regard to the first-day instructions of writing down the deepest feelings and thoughts, the emerging themes among the participants showed similar themes of grief: shock, confusion, sadness, crying, anger, and questioning of why I had to experience it, and a desire to get a chance to be together again. These themes are similar to the patterns of grief studied by (Hamilton I.J, 2016) (2016). On the third day, instructions to find wisdom were successfully written down by the participants and produced themes of independence, apology to the deceased, commitment to be better, more responsible, and be able to build closeness with other members of the family besides the deceased. These are in line with Calhoun, et.all (2010) study, stating that the event of grief due to the loss of parents (either one or both) may be an experience of self-maturity.

Conclusion

There were significant differences in the levels of grief between the participants in the experimental group (expressive writing) and those of the participants in the control group (non-expressive writing/daily activities). The levels of grief of the participants who performed expressive writing decreased significantly. The results of content analysis showed that the first-day instructions succeeded in helping participants disclose and recognize the emotions when experiencing grief. The third-day instructions were also able to encourage participants to think and reinterpret the wisdom behind the grief event. The success of the first- and third-day instructions was not the case with the second-day instructions which asked participants to broaden their perspectives. This is an interesting finding. Despite the participants' inability to use others' perspectives in viewing their grief, but the levels of grief could be decrease by the participants' ability to disclose themselves and their emotions and take wisdom from their grief events.

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Marital satisfaction of visually impaired couples

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Abstract

Despite the relatively high degree of research among disabilities in Malaysia, there remains lack of research on issues and challenges faced by visually impaired couples. Visually impaired couples may experience different set of challenges and seek different needs for a satisfying married life as compared to typical couples. The research was conducted qualitatively by interviewing four visually impaired couples. The analysis of in-depth interviews with the couples yields three main themes which are the challenges, the coping strategies, and the future hopes of the visually impaired couples.

Keywords: visually impaired, marriage, satisfaction, disability, support

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Introduction

Marriage is the fundamental basis of a personal association between a man and woman and a biological relationship for mating and reproduction; it unites partners socially and economically, which is relatively consistent over time and accords each member with certain agreed-upon rights. However, when long-term sickness or known as disability encounters in a couple's life, it can be stressful for the couple and this permanent disability could lead to sudden effect on the marital relationship. In the case of marital relationships, when a spouse's functional becomes limited, it will also affect the role of healthy partners to support disabilities of the partner. Hence, visual disability will curtail an individual's lifestyle (Schwartz & Scott, 2012). There are three objectives for this research, which are to explore the challenges faced by spouses with visual impairment, the coping strategies and to obtain their future hopes. Hence, the significance of this study is to help couples with vision impairment to know their rights and raise their motivation and strength with visually impaired spouses. In addition, it can help them to have an open communication with their spouses and resolve the conflict which will lead to the success of marriage and decrease the level of divorce rate.

Marital satisfaction is one of the common concepts used for assessing happiness and stability in a marriage. One latest study conducted by Zeinab et al. (2016) stated that the factor comes from a multidimensional concept. Correlated to this, it is also one of the most important indicators of life satisfaction and family performance. Marital satisfaction is a process that comes into existence in the life of couples because it requires compliance with tastes, knowledge of personality attributes, establishing rules of behaviour, and formation of relationship patterns because marital relationship is the primary source of social support for most couples and acts as a protective factor against both psychological and physiological affliction; marital satisfaction affects physical and mental health, life satisfaction, success in work, and social communication (Akbari, 2009). As quoted from Alyson Aliano (2018), through Christian perspectives, marriage is a formal union; it is a social and legal contract between two individuals that unite

their lives legally, economically, and emotionally. It is a contractual marriage by which they have legal obligations to each other until they decide to divorce. It is also added from another definitions, according to Merriam-Webster web (2012), marriage is the state of being united to a person of the opposite sex as husband or wife in a consensual and contractual relationship recognized by the law; the state of being united to a person of the same sex in a relationship like that of a traditional marriage [same-sex marriage], and the mutual relation of married persons that lead to the institution whereby individuals are joined in a marriage.

In addition, through the concept of Islam, Ibn 'Uthaimin ('Uthaymin) took an even more comprehensive view of the institution of marriage in his definition of it as follows, "It is a mutual contract between a man and a woman whose goal is for each to enjoy the other, become a pious family, and a sound society."

Marital satisfaction is a mental state that reflects the perceived benefits and costs of marriage to a person. The more costs a marriage partner inflicts on a person, the less satisfied one generally is with the marriage and with the marriage partner. Similarly, the greater the perceived benefits are, the more satisfied one is with the marriage and with the marriage partner. Unfortunately, for the disabled couples in fact, the disabled person is the one whose physical or mental health has been damaged temporarily or permanently, and who has lost his/her ability to perform personal and daily chores and social activities and as a result, he/she cannot continue living without help or special support and care. In other words, disability, due to severe and on-going problems which cause limitations and many psychological and social pressures for the individual and his/her family, has several consequences (Kathleen, 2012). Undoubtedly, the disabled person's spouse is the closest to the patient, having the greatest emotional, cognitive, verbal, and non-verbal relationship with the patient and this would distract their marital satisfaction of the marriage because of their partner.

Methods

This research was conducted by using qualitative approach. The design was to expose the unique furtherance of the case. Besides that, qualitative research enables the information to be collected in detail so that wider view of the research could be explored. This research focused on marital satisfaction of visually impaired couples and such method is helpful to obtain data and understand deeply in detail (Kathleen, 2012). The participants of this research study are from the Sarawak Society for the Blind (SSB) and four couples mainly involved in the interview session with the researcher. In the current study, the researcher used semi-structured interviews and the interview protocol was prepared. In contrast, qualitative research interview goes in depth and uses researcher's standards of quality (Brinkmann, 2001). Semi-structured interviews involve the questions to be predetermined, but the order as well as the wording can be modified, and questions can be omitted or added during the interview (Robson, 2002). The interviews were conducted in the researcher's language proficiency that can be in English, Malay, or local dialects such as Sarawak Malay dialect. The interview conversation were transcribed after the interview session had been done. Thematic analysis was utilized to analyze the data (Braun & Clarke, 2016). According to Emily (2012), thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data that are themes and it is applied to represent the linked raw data as summary markers for later analysis.

Results and Discussion

Demographic Information

Participant	F.C Couple	F.A Couple	M.R Couple	SA.TJ Couple
Current Age	40 (Husband) 42 (Wife)	51 (Husband) 31 (Wife)	76 (Husband) 46 (Wife)	54 (Husband) 52 (Wife)
Ethnic	Iban	Malay	Iban	Malay
Place of Origin	Sarawak	Sarawak	Sarawak	Sarawak
Occupation	Both are working at Reflexology Massage for the Blind People.	Both are working at Reflexology Massage for the Blind People.	Wife, Reflexology Massage Blind Centre. Husband (non-worker)	Husband, Professional Massage Centre Wife, A Secondary School Teacher.
Number of Child/Age of Child	1 Child- 12 Years Old	3 Children – 12, 10 and 4 years old	1 Child -19 Years Old	1 child (Deceased)
Type of Disability	Both are Blind OKU	Both are Blind OKU	Husband (Deaf + Blurry Vision) Wife(Blind OKU)	Both are Blind OKU

Four couples were interviewed in this research. They are originally from Sarawak and most of them are majority ethnics of local Sarawak which are Iban and Malay. Besides that, all the couples have children, and only one couple has a deceased child. Most of them work as massage therapists for blind people and have a certificate to work as professional massage therapists for blind people, while only one person works as a teacher. Apart from that, their overall types of disability are blind except for M.R Couple, where the husband is deaf and has blurry vision.

There are three main themes that emerged from the data, which were to explore the challenges faced by couples with visual impairments, to explore the coping strategies by visually impaired couples, and their future hopes on their marital relationship in many aspects.

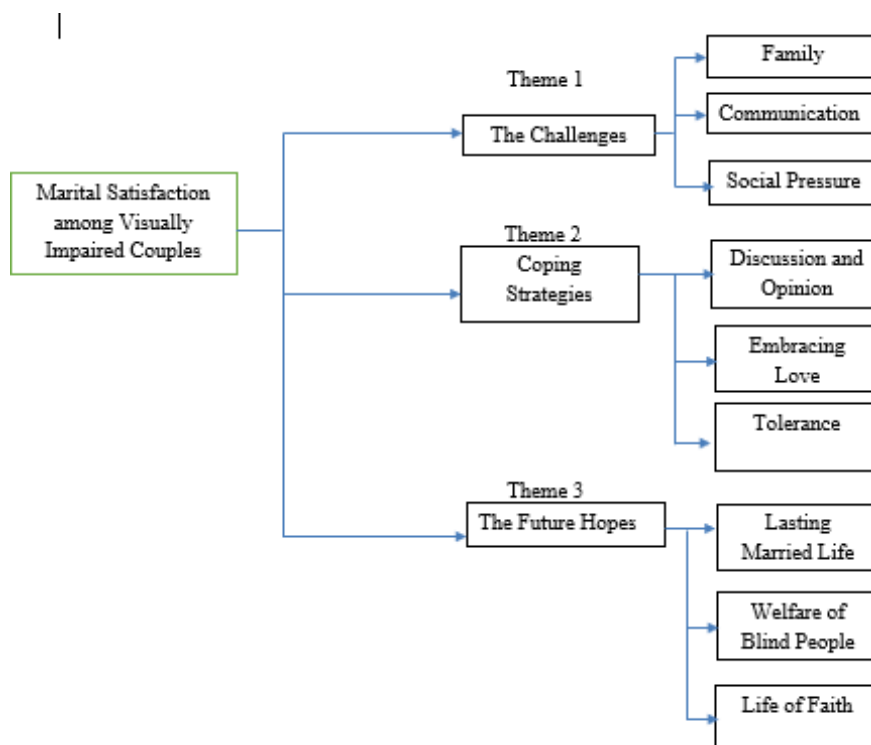


Figure 1 : Structural Overview of Three Major Themes and Sub-Themes

Figure1 shows the structural overview for each theme. In this study, each major theme has three-sub themes. Theme 1 discussed the challenges faced by the spouses with visual impairments; it includes the family origin, communication, and social life. Next, Theme 2 discussed the coping strategies by the visually impaired couples. Lastly, Theme 3 discussed the future hopes of their marital relationships which are lasting marriage, welfare of OKU blind people, and motivation in life.

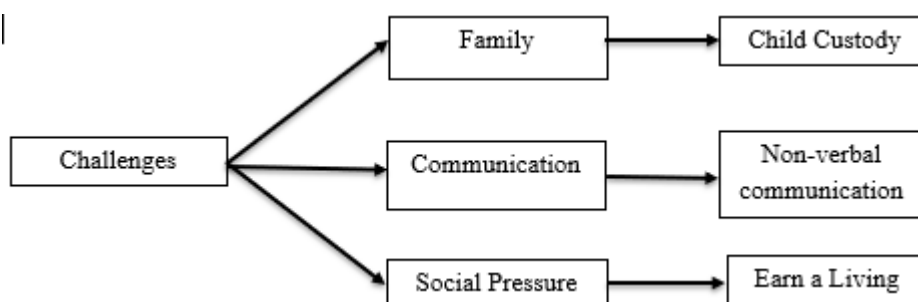


Figure 2 : The Challenges

The challenges of the visually impaired couples include the family that is child custody, communication that is non- verbal cues, and social pressure that constitutes to earn a living for their survival.

Firstly, the challenge comes from the family, which is child custody. This happens because of family’s interference and their family does not put a high trust on them to raise their child. This statement was supported by the National Council on Disability (2012), who stated that parents with disabilities that are engaged in the custody or visitation in the family law will regularly encounter discrimination.

Next is communication, which is non-verbal cue. For the visually impaired couples, non-verbal cues are important because they help the couples to have a better communication. This is supported by a study

conducted by Humprey (2015), which stated that non-verbal compliments also bring closer or move apart from expressing emotions. Hence, the problem encounters when the partners change the habitual practice of relying on non-verbal cues as a part of the message and this makes they lose the cues of communication.

Lastly, the challenge is social pressure. This is more to unemployment among the participant and correlates to how they earn a living. One of the studies conducted by Ling & Khoo (2013) stated that there are biases and discriminations in hiring the visually impaired people because they have a negative view and prevalent misconceptions in the job market. This stereotyping often happens when it comes to hiring disabled people.

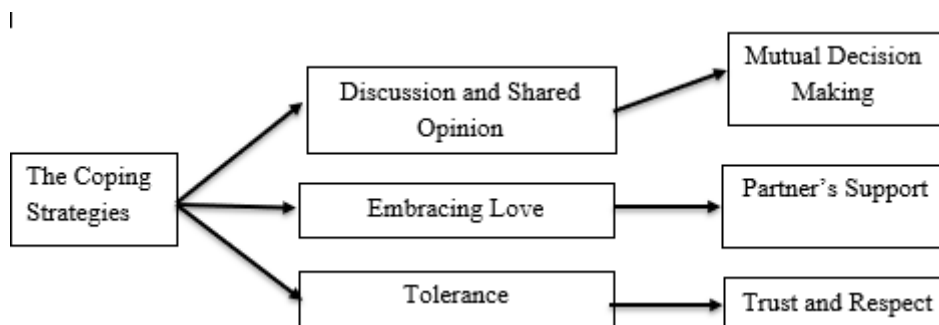


Figure 3 : The Coping Strategies

Based on the findings, the coping strategies firstly discussed is through discussion and shared opinion that comes out with mutual decision making, while the next sub-theme is embracing love through partner support and lastly followed by tolerance that comes with trust and respect. One literature review that can support mutual decision making as one

of the coping strategies is the study conducted by Avivi et al. (2009), which indicated that stability and quality depend on the partners' sharing of meaningful goals. Another study conducted by Mackey & Bernard (2010) stated that one of the lasting married adaptations is through mutual decision together and it can also avoid conflicts in the marital relationship.

Next is partner support. This finding was supported by a study conducted by Vanover (2016), which stated that the important factor in marital success is partner's support and the consequence of divorces is the loss of a key source of support.

Lastly, the strategy is trust and respect. One study conducted by Moone (2012) revealed that trust is vital to healthy personalities and satisfying relationships and trust has been described as a belief, expectancy, and a feeling such as "an individual's belief in, and willingness to act on the basis of, the words, actions, and decisions of another". Hence, vulnerability can be particularly great in close, intimate relationships where there is significant investment of self and dependence upon the other (Johnson, Makinen, & Millikin, 2001).

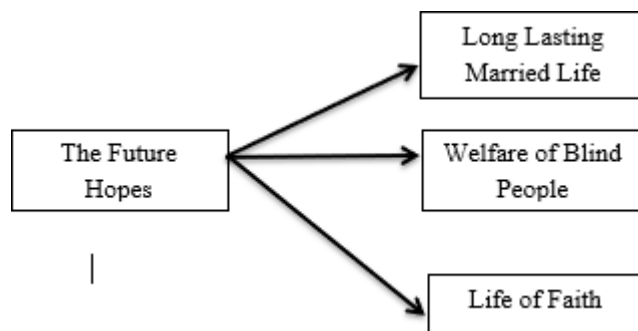


Figure 4 : The Future Hope

According to the Malaysian Government Department of Social Services (2014), in order to provide for the future with high need for supports, they must reflect on hopes and dreams for the future of the persons especially the people with disabilities. Creating visions, hopes, and dreams are plans that they are willing to fulfil for their dreams and do best with their ability. All the future hopes and need, mentioned by the visually impaired participants are similar because they are convinced and congruent to each other. All participants want a long-lasting married life and no one in this world want to experience divorce. With regards to the welfare of blind people, they are hopeful that they can manage to build a home and rescue other visual handicapped people. Finally, they expressed, the hope is life of faith. This is meaningful because they have high enthusiasm in life and the belief that God creates something not only without purpose but it comes with wonderful reasons in life.

Conclusion

In conclusion, the three main findings in this research are the challenges, the coping strategies, and the future hopes of visually impaired couples. The participants had encountered some challenges such as from their family, communication, and their social pressure too. They also came out with coping strategies through discussion and shared opinion, embracing love, and having tolerance in their daily life.

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The pilot study of SMART-Resilience a psycho-educational program

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Abstract

They propose this pilot study is investigating the feasibility of the Smart-resilience program for secondary school students. The one group pretest and posttest experiment design conducted by involved 45 of second grades students of secondary school in Province of Bali, Indonesia as a participant. In each area of the urban, suburban, and rural schools comprise 15 students. The Indonesian version of a student's well-being scale used to collect the data for pretest and posttest assessment. General Linear Model of Repeated Measure ANOVA conducted on the analysis of the data through the JASP program. The results show; (1) Smart-resilience programs are effective to improve student well-being in overall school areas, (2) there are differences in the effectiveness for students in urban, suburb and rural school areas, (3) the programs achieve a high acceptance and accessibility by students and the school counselor.

Keywords: Counseling, resilience training, CBT, well being

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Introduction

In the industrial's era of revolution 4.0, every nation in the world requires developing the quality of its education, because the quality of education is one standard of prosperity in improving human capabilities in a country. In the last decade, it has charged that education is not just a matter of establishing knowledge oriented to cognitive aspects, but character is also very important. The cognitive aspects require students to gain new knowledge, while factors contribute to the process of students' success in their academics and lives (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Predicted in about 20% of young people in the world, including students and colleges, experienced clinical depression and increased about ten times more than their 50s in the past (Lewinsohn, Hops, Roberts, Seeley, & Andrews, 1993). In Indonesia, we can observe the symptoms of students' destructive behavior from the rise of news coverage in the media, electronic, and also through social media about teenagers, and students. This phenomenon is paradoxical because the current environment predicting be further established and advanced, sufficient food is available, better transportation, more suitable school facilities, technology, entertainment, more trendy or attractive clothes are usable (Mongrain & Anselmo-Matthews, 2012).

Stress and depression are among the highest risks that threaten failure in realizing student academic success (Dray et al., 2011; Martínez-Martí & Ruch, 2017; Schulz et al., 2014). However, these conditions did not run parallel with achieving subjective well being and happiness in youths (Sagone & Caroli, 2013;

Sagone & Elvira De Caroli, 2014). Students often face various difficulties, psychological constraints, and stress in carrying out their academic tasks and tasks in their development. Students who cannot overcome such problems are students who cannot actualize their resilience (Cutuli, Desjardins, et al., 2013).

The school counseling system at school is proposing to support students to develop the potential needed to produce optimal development. One aspect of the prosperous school counseling program is the support student to be wellbeing. To find that, they need to develop some non-cognitive abilities that cover all aspects of psycho-emotional that can save and show positive responses in handle of many conditions, both disappointment, hopelessness, stress, unfairness, and other conditions which threaten both at school and outside school (Suranata, Atmoko, Hidayah, Rangka, & Ifdil, 2017).

Resilience programs are one of the forms of interventions to promote the psychological wellbeing of students. This program intervention has been formed in many countries in the world integrated into school education (Leppin et al., 2014; Waters, 2011). Resilience training programs in schools are an effective way to support the students to improve their skills required to avoid stress or depression. This program has also been used in overcoming problems with tobacco, alcohol, and narcotics addiction among students (Rebecca Kate Hodder et al., 2017). Empirical results of research on resilience programs such as those summarized in a meta-analysis study show that resilience programs gain acceptability as part of the curriculum in schools to establish psychological resilience and wellbeing (VicHealth, 2015). Meanwhile, in Indonesia intervention programs for resilience in school have not been examined.

Some resilience programs implementing in the schools were rising of large effectiveness from the view of later research results (Cutuli, Gillham, et al., 2013; Rebecca Kate Hodder et al., 2014). These models commonly are the focus on the cognitive-behavioral procedure. In comparison with that, the Smart-Resilience program test in this study was integrates CBT with the paradigm strength-based counseling approach. The Smart-Resilience is a psycho-educational program to improve the student potential to deal with obstacles so they can express psychological wellbeing. This program is designed for all students in schools. The program combines procedures and approaches in behavioral cognitive and strengths-based counseling. Cognitive-behavioral counseling (CBT) is the approach that focuses on mind experiences that affirm perception and resolve negative thoughts and maladaptive views that were original started by Beck (Suranata, Atmoko, & Hidayah, 2017). While the strengths-based is a counseling paradigm that emerges from a positive psychology perspective oriented to the awareness of the sources of strength in students to overcome their obstacles (Bannink, 2014; Shoshani & Steinmetz, 2014). This pilot study proposes to test the effectiveness and feasibility of the Smart-resilience program for secondary school students.

Methods

Experimental design

We performed this pilot study by an experimental with the one group pretest-posttest design. We selected 45 students from secondary school students in the Province of Bali as research samples determined by cluster random sampling. In each rural, suburb and urban school area it represents 15 students. This study also involved three school counselors to facilitate of carry out the program. Each group of respondents, rural, urban and suburban groups facilitating by one school counselor. Figure 1 shows the flow chart about the recruitment and retention subject also procedure of the experimental of this study.

Instrumentation

The 39 items of the Indonesian student subjective wellbeing scale collected the research data. Kurniastuti & Azwar (2016) report that the quality of this scale has good validation for each item and reliability. Through paper and pencil based, students report their wellbeing conditions through each scale item. Students choose one of five alternative answers for each item, from which is not agreed (score 1) to great agree with (5). Under the experimental procedure used in this study, students of study participants took wellbeing measurements twice, before and after attending a counseling program as a treatment. They had got an explanation that the results have no impact on test their achievements in school. So they need not hesitate to answer according to their real condition.

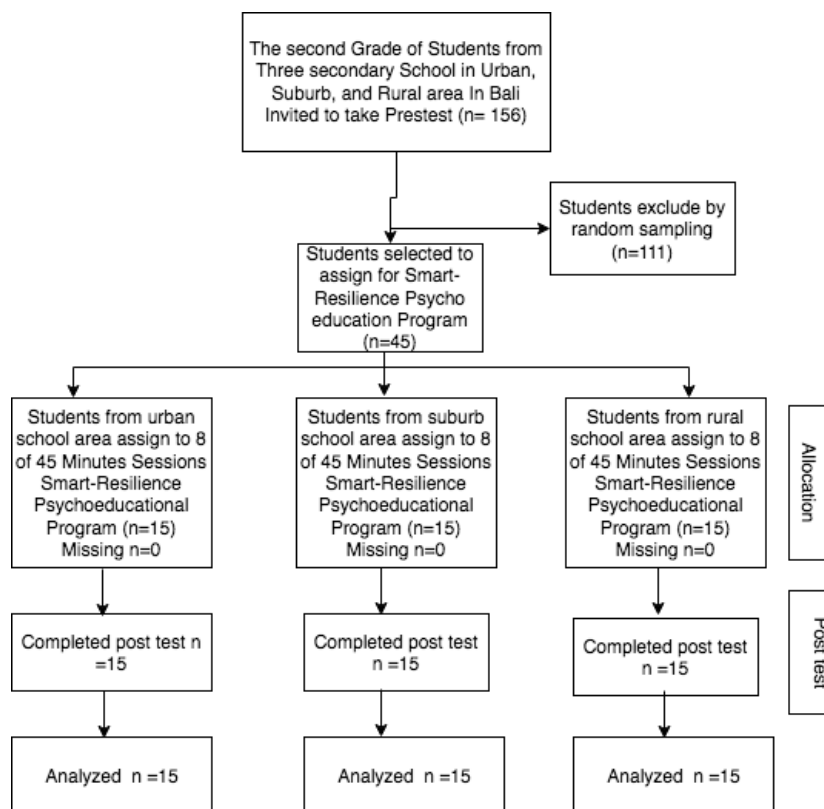


Figure 1. The recruitments and retention subject study

Smart-resilience procedure

The SMART-Resilience is a psycho-educational program carried out by linked the cognitive-behavioral and strengths-based counseling model. The strategy includes five stages, i.e. (1) Source your strengths, students coaching to establish and recover sources (internal and external that appear in themselves and in their surrounding); (2) Manage yourself, which is a step to establish, regulate the sources owned, which includes perceiving management, self-management, time management, money management and so on; (3) Actuating your potential, is a step to implement the resources owned to deliver psychological well-being; (4) Remember The God, is a step to train students to improve their spiritual side, affirming to their religion and beliefs; and (5) Take your Dream, is the final step to develop confidence, hope, and encouragement to reach its objectives and ideals.

There are several procedures applied in this model which comprise: (1) drawing and story, students draw themselves by pointing out their strengths both from within themselves and the assets gained from environmental support, along with the self-portrait, students also narrate the power resources it knows; (2) cognitive restructuring and positive affirmation, students manage beliefs and emotions, through recognizing and identifying sets of negative expectations and affections that occur within them, holding negative thoughts and feels, and changing with more adaptive forms of thought and feels; (3) self-management, students manage themselves as an entity, from chance, resources had, covering economic. Self-management carries out by recording his activities, handling of chance, infrastructure, and finance in a Logbook. We decide the logbook every week, facilitated by the school counselor; (4) problem-solving training, a technique intended to train students to decide based on the best solutions they have; (5) social skills training, which is a technique to recover the quality of problem-solving related to social conflicts. We implement this technique using the psychodrama method; (6) miracle question, is a procedure take from the solution-focused brief therapy model (Dameron, 2016; Kim & Franklin, 2009); and (7) we integrate Mindfulness technique on Cognitive Behavioral tradition (Cherkin et al., 2016).

Data analysis

The research hypothesis was tested through GLM RM-ANOVA. The analysis in this study involved 3 sample groups based on the school area (urban, suburban, and rural areas) and two-time observations

(pretest and posttest). Analysis of research data was carried out using the JASP V. 0.10 statistic analysis program (Goss-Sampson, 2019). The main effect SMART-resilience is described from the resilience comparison at each observation time. The main effects on group differences and interaction effects between time and group were tested for the effect size on partial eta square (η^2_{partial}) that describes the proportion of total variables caused by the factors tested (Field, 2009). The level of significance used in this study was 0.05 (Hair, Black, Babin, & Anderson, 2010). The data of respondents' perceptions on the feasibility of the program, including the obstacles experienced during the program were also narrated and discussed.

Results and Discussion

The effect of smart-resilience on students resilience

The results of the RM ANOVA report show an expansion in the average resilience from the baseline to the posttest in each group that shown in table 1.

Table 1. Mean and standard deviation on baseline and post-test in overall group

RM Factor 1	Group*	Mean	SD
Baseline	1	97.5	2.35
	2	99,75	4.82
	3	98.35	3.67
Post-test	1	163.8	2.75
	2	178.23	2.45
	3	111.10	2.85

*Group 1 urban, 2 suburbs, 3 rural

Table 2 showed that the main effects of time (pretest, posttest) for resilience were significant ($F [1, 42) = 2667.63, p < 0.05$, with effect sizes on $\eta^2_{\text{partial}} = 0.89$). Meanwhile, the interaction effect between x time groups was significant ($F [2, 42) = 35.08, p < 0.001$, with the effect sizes on $\eta^2_{\text{partial}} = 0.75$).

Results of RM ANOVA in Table 2 and Table 3 confirm the hypothesis tested in this study, that the Smart-resilience program is effective for students in the urban, suburb, and rural school areas. Effect size $\eta^2_{\text{partial}} = 0.99$, which means is high of effect sized (Field, 2009). The results also prove that there are differences in the effect of this program for students in urban, suburban, again on rural areas at $\eta^2_{\text{partial}} = 0.75$, which measures it is high.

Table 2. Within subjects effect

	Sum of Squares	df	Mean Square	F	p	$\eta^2 p$
Time	23158.84	1	2318.84	2667.63	< 0.05	0.89
Time vs group	433.09	2	244.04	35.08	< 0.05	0.75
Residual	367.09	42	10.05			

Note. Type III Sum of Squares.

We can determine the comparison of effect among the three groups in the Post-hoc of Bonferroni analysis in Table 3.

Table 3. Post hoc comparisons

Groups	Mean Difference	SE	T	P bonf.
1 2	-0.98	0.52	-1.66	< .05
1 3	4.35	0.52	6.67	< .05
2 3	4.65	0.52	8.94	< .05

*Group 1 urban, 2 suburbs, 3 rural

These results show that the program is more effective for students in suburb areas than in urban areas, but in students in rural areas, it is lower than in urban areas. This means that students in suburban groups get the highest effectiveness.

The students and school counselor perception on feasibilities of smart-resilience

The student groups in urban areas have completed the program in 3 months, for students in the suburbs for 2.4 months, and all students in rural areas complete the program longer than 3 months (3.9 months). All the student participants and school counselors involved to attend the program agreed that’s the Smart-Resilience program had well acceptability and feasibility. This supported the results of statistic results shown that’s the program was effective. They could attend their roles in the program. They agreed about the Smart-resilience procedure can do. About 90% of students in urban areas say they are able by implement the procedure and techniques after they end the program. There was 85% of students are in urban suburbs, and only 65% of students in rural areas say they can do the procedure well without the counselor’s advice. About 95% of students in rural areas say that they only repeat several sections of the procedure of whole the program.

Discussion

The Smart-Resilience program is a recent model in school counseling intervention, which improved by changing the strength-based cognitive behavioral counseling models. Before being carried out in a further population, its efficacy and suitability must investigate, so we know it whether this method applies. According to the objectives of this research, we confirm the results that are the Smart-Resilience program were meet as an effective and feasibilities program. That’s finding from statistic analysis occurs and the feasibilities perception from the participant.

This result of research in line with several past researches that have confirmed the effectiveness of the cognitive-behavioral model as interventions applied to enhance resilience among students or adolescents can meet in the results. Study of the Penn Resiliency Program or PRP in overall society (Challen, Machin, & Gillham, 2014; Cutuli, Gillham, et al., 2013; Gillham et al., 2012; Rebecca K Hodder et al., 2012), which produces the effectiveness and feasibility of school-based resilience interventions through developing mental status and avoidance of emotional or behavioral troubles. Study of the effect of the Penn resilience program conducted in early adolescents in India has found successful in developing children’s attribution of life events (Sankaranarayanan & Cycil, 2014). Other resilience program models that investigate and have known effectiveness such as Ready (Burton, Pakenham, & Brown, 2010). This model differs from Penn Resiliency, Ready model orientation on developing psychosocial aspects than therapy of emotional or behavioral disorders, but yet on the cognitive behavioral approach (Burton et al., 2010). In addition, the FRIENDS program also showed effectiveness in handling the students’ fears, anxieties and upsets through develop emotional resilience and self-esteem (Matsumoto & Shimizu, 2016; Pereira, Marques, Russo, Barros, & Barrett, 2014; Ruttledge et al., 2016). The FRIENDS program focus on symptoms or behaviors that reflect the psychological problems, such as depression, frustration, drug addiction, and the eating disorder.

The SMART-Resilience Program focus on measured on develop of the positive attributes of students’ psychological conditions. Therefore the findings of this study can a support to establish the counseling or therapy model in cognitive-behavior psychology. It can benefit, not only to manage the

psychological problems or distress but also to develop the positive aspects of students, for instance, resilience, happiness and psychological well being (Bannink, 2014; Padesky & Mooney, 2012).

The SMART-Resilience Model provides answers to questions that arise from the results of previous studies about the comparison of the effectiveness of cognitive behavioral counseling and strengths based counseling by Suranata, et al. (Suranata, Atmoko, & Hidayah, 2017). Although both models are effective, the study recommends integration between the two models as an eclectic model. Based on the recommendations of the research results, to complete each of the limitations of both, both models need to complement. We can see this from the good acceptance of this Smart-Resilience model from the taking part students and also the school counselor who facilitates the students to implement the program.

The results also found that the Smart-Resilience model is effective in students in urban schools, urban queues and out of town. The results of the highest increase in resilience scores occurred in the group of participant students who were in the suburb school area. The results showed that students at rural areas could not implemented all the procedure of the program by independently after eight of 45 minutes session. Future studies need to investigate more deftly about factor areas for the Smart-Resilience program. This study is a pilot study, which has several research limitations that must be considered when interpreting the results. The pilot study, which aims to examine the feasibility of a program in a school environment in the province of Bali, Indonesia, involves only three schools recruited for this study. The participants of this study is limited, involved 15 students in each school. In addition, this study also did not involve groups of control students. Future studies need to involve comparative participant groups to see student development that is not involved in Smart-Resilience interventions or is involved with other comparable intervention programs. To ensure that the findings of this study can be generalized, it is important to evaluate the program in a wider range of students and schools. Such studies will also benefit more if the model evaluation of each procedure is carried out separately evaluating each technique and module rather than just the whole of the program.

Conclusion

The results showed that (1) the SMART-resilience program is effective for students in urban, suburb, and rural secondary school areas, (2) there are differences in the effectiveness for students in urban, suburb and rural school areas. We got the highest effectiveness in the student groups in the suburbs, (3) the program achieved high acceptance and feasibility from the school counselors and the students.

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The students problems in junior high school

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Abstract

Problem is a condition which doesn't meet the expectation rightly and it must be solved directly. In early phase of adolescent, the Junior High School students are always find the highest changes in their selves which can cause a problem. Because of that, the guidance and counseling services should be provided based on the students' need that related to their problem experienced. On the flip side, the school counselor have difficulties to identify those problems that can influence in giving services. Then, this research focus on the students' problem experienced of junior high school which has 193 students as a respondent. Therefore, all of them are students of junior high school in Yogyakarta. Furthermore, the method on this research is service method by using a guidance and counseling problem-based instrument namely Alat Ungkap Masalah (AUM) Umum. The result in this research showed that they are three categories of problems experienced by students in junior high school Yogyakarta as the highest one. They are (1) Social Relationship which got 45%, (2) Personality got around 44% and (3) Physical Health is about 40%.

Keywords: Student Problem, Junior High School, Guidance and Counseling.

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Introduction

Junior high-school student in their developmental stages are classified as early adolescents. Santrock (2014) mentions adolescence as a transitional period of development that begins around the age of 10 to 12 years, and ends at the age of 18 to 22 years. This stage of adolescence is a transition from childhood to adulthood where there will be many changes that occur. Adolescence is a developmental transition involving physical, cognitive, psychosocial changes, from childhood to adulthood, (Papalia et al, 2008). These changes can be seen from biological, emotional to cognitive. Santrock (2011) argues that among the cognitive changes that occur during the transition from childhood to adolescence is an increase in abstract, idealistic, and logical thinking. This will be a problem if students cannot handle changes. Basically, the problem experienced by the learner can be specifically identified, where the competent educator in the case is the school counselor. As in school, guidance and counseling also require student need's analysis (Ratnawulan, 2017). Before school counselor provide guidance and counseling services first need to do understanding of students an understanding of the potential, abilities, characteristics, needs and problems it faces. Gysbers & Henderson (2012) the middle school or junior high school level, students can gain assistance in such areas as career planning, high school educational opportunities, community involvement, and recreational opportunities.

Student issues need to be identified by guidance and counseling teachers who will impact on guidance and counseling services. The process of discovering the problems that students experience can be done using a guidance and problem-based counseling instrument. Some researchers have pointed out that

school students are people who are experiencing change that can pose problems to him. Desmita (2015) characteristic of junior high school students have unstable reactions and emotional expressions. Intelligence of junior high school students is low, Lestari (2012). Given that emotional intelligence is one of the capitals for learners in life that must be grown so that students can become human beings capable of controlling various aspects that exist in him. Students at this stage have new demands to be met in both the school, family and community environments. It takes students to have their own mindset in solving problems encountered. Confusion, changes and demands that exist make students experience stress, become unstable, difficult to understand. The immorality of students' thinking according to David Elkin (in Papalia, et al., 2008) is manifested in six characteristics: (1) Idealism and criticality, (2) Argumentativity, (3) hesitation, (4) hypocrisy, (5) self-awareness, (6) specificity and resilience.

Hendri et al (2014) showed that the average junior-highschoolstudent who commits the violation is seen from the school entrance aspect of 61.39% in the medium category, and the learning time violation is 62.54% in the high category. In addition to the problems in violations that exist within the school, the learner also has problems on his mind. Park et al (2017) writes that the mindset of learners as adolescents can also affect their academic achievement. On the other hand the mistake of the learner in thinking of course can cause other problems in him. Wendari, et al (2016) revealed that junior high school students overall are in the category of problem (57.65%). Students who have problems will affect the mindset until the behavior disclosed by Fitri (2017) in his research shows the social adjustment of junior high school students affects the students' academic achievement of 17.5%. Problems related to the psychological condition of the students include problems with feelings of alienation and isolation from the community, as well as issues related to anxiety and concerns about the educational process and learning outcomes Pozdnyakova (2017).

However, in fact Jannah (2010) the results of his research revealed the factors that cause the lack of guidance and maximum school counselor to carry out analysis of junior-high school students is limited time, energy, and limited costs. As an educator, school counselor have the responsibility and duty to assist students in achieving optimum development. As explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 that the general purpose of guidance and counseling services is to assist students in order to achieve maturity and independence in life and carry out developmental tasks including personal, social, learning and career intact and optimal. Guidance and counseling services are services that consist of various concepts and methods and are tailored to the needs of the students. To be able to carry out their duties and responsibility'sschool counselorhas an important role in identifying students' problems at school as the main foundation of the counseling and guidance service itself.

This study aims to uncover the problems that occur in juniorhigh-school students by using the Alat Ungkap Masalah (AUM) Umum instrument. AUM Umum as a tool to express the problem is a fairly simple and easy to use instrument to reveal various problems experienced by learners Prayitno (2017). Issues that can be disclosed to include areas of personal, social, learning and career issues. In addition, the benefits of this research are as early information that can be used by guidance and counseling teachers in the design of guidance and counseling services in junior high school. AUM is one of the guidance and counseling instruments that are widely used guidance and counseling teachers in Indonesia who have high validity and reliability. AUM is used as a tool to express problems experienced by students. AUM instrument's format two for junior high- school consists of ten problem areas and 155 problem items. This instrument is then given to junior high school students in Yogyakarta.

Method

According to Sugiyono (2014) population is a region of generalization, objects / subjects that have certain qualities and characteristics set by the researchers to be studied and then drawn conclusions. Explain Arikunto (2010) population is the whole of the study subjects. This research use survey method, that is research conducted by using questionnaire as research tool which done on big and small population (Sugiyono, 2013). Survey research methods include survey development, sample selection and survey administration, and data analysis and reporting (Fink, 2013). The instrument used is Alat Ungkap Masalah (AUM) Format two for Junior high school. AUM Umum has its validity and reliability. This instrument is given to junior high school students in Yogyakarta, amounting to 193 people, to assist students in finding the problems they experienced. The results of the answers selected by the students then analyzed teacher guidance and counseling. The results of the analysis will show the highest problems

experienced by junior high school students, and will serve as the basis for the provision of guidance and counseling services.

Results and Discussions

Data from the Alat Ungkap Masalah (AUM) Umum sees the highest problem experienced by Junior-high school students in Yogyakarta and the lowest problem. These problems can then determine guidance and counseling services for learners. Based on the results instruments of Alat Ungkap Masalah (AUM) Umum format two can be found out the data results of the group of junior High-school students in table 1 below.

Table 1. Results of data group of junior high school students

Overall Problems			
Field Issues	Amount	Percentage (%)	The Average Student
Physical Healthy	400	40	2
Personality	1107	44	6
Social Relationship	1127	45	6
Career and Work	134	27	1
Economy and Finance	156	16	1
Education and Lessons	252	17	1
Religion, Values, an Morals	227	23	1
Relationship of Young People	180	36	1
Circumstances and Relationships Within the Family	330	13	2
Leisure Time	169	34	1

The result of group data in table 1 above can be seen that on the whole problem, the highest problem is in the field of Social Relations problem with the number of 1127 problems or 45% where each student has 6 problems in that field. While the lowest problem is in the field of Career and Employment problems with the number of 134 problems or 27% where each student has one problem in the field. Based on the results of the above group data, it can be seen in detail the three highest problems experienced by junior High-school students in Yogyakarta in table 2 below.

Table 2. The highest problem of junior high school students

Overall Problems			
Field Issues	Amount	Percentage (%)	The Average Student
Social Relationship	1127	45	6
Personality	1107	44	6
Physical Healthy	400	40	2

The three highest problems experienced by junior high school participants can be seen in table 2 above. The first highest problem is in the field of Social Relations problems with the number of 1127 problems or 45% in which each student has 6 problems. The second highest problem is in the Personal Problem area with the number of 1107 problems or 44% where each student has 6 problems in the field of personal issues. Furthermore, the third highest problem is in the area of physical and health problems with a total of 400 problems or 40% in which each student has 2 problem problems.

The junior high school student starts facing a problem that may be felt when he is in this teenage phase. These problems can be handled well if the student has the ability to control himself. School counselors in this case facilitate students in solving problems. It is not uncommon to see that junior high school students have issues that affect behavior by the way they socialize with others. It is not easy to handle the problems experienced in this phase considering the number of students from the tribe to the existing social-economic level, one of them in the first junior high school students in Yogyakarta. As in table two above it is seen that the highest problem experienced by junior high school students in Yogyakarta is a social problem. Myrick (2011) describes the challenges of counseling and mentoring in junior high schools centered on the physical, intellectual, emotional, and social development that comes with early adolescence. This suggests that challenges to help students cope with their social development, foster friendships with peers, can communicate well and have sincere friendship. Yusuf and Sugandhi (2014) write that social development is the result of social relationships between norms, morals, and traditions, which combine together, communicate, and work together.

Previous research conducted by Izal (2015) reveals junior high-school students in Padang who have the highest problems in personal matters. On the contrary similar research results have also been conducted Gonal (2016) has shown that junior high-school students in Kupang have problems with social problems. The goal of social achievement (different orientation towards social competence) is an important aspect of youth social motivation, Ryan (2008).Based on this issue, guidance and counseling teachers will provide guidance and counseling services that meet the needs of learners and facilitate participants to solve the problems they face. Social problems facing students are important to provide a multicultural and interdisciplinary approach, Faris (2015).Shaterloo, et al (2011) included that school counselors support learners in their academic processes to foster, improve interpersonal competence and improve academic achievement.

Based on the results of the research in Table 2 above shows the highest problem experienced by junior high school students in Yogyakarta on social relations. Students who have high social problems such as difficulty getting along, choosing close friends, to low social interaction ability will affect other problems that arise. It is necessary to obtain counseling and guidance services from school counselor so that student problems can be solved without causing any new problems.

Conclusions

The junior high school participant will experience various problems that can change the mindset until the behavior if the problem cannot be handled properly. This is where the provision of guidance and counseling services should be provided in accordance with needs. The problems experienced by junior high-school students are identified by the problem-based instruments commonly used by guidance and counseling teachers in Indonesia. The instrument is an Alat Ungkap Masalah (AUM) Umum format two for a secondary school.

This study identifies three of the highest problems faced by junior high school students in Yogyakarta covering the areas of Social Relations problems of 45%, personal problems of 44%, and Physical and Health by 40% . This indicates that junior high school students experience social relations attitude that is closed with the problems they experienced. These problems will not be separated from the supervision and handling of school counselor in providing guidance and counseling services in accordance with the problems and needs experienced by student. Identifying the problems of these student will greatly help teachers guidance and counseling to facilitate student until the problems they encounter can be solved.

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