

## Promoting the forgiveness in premarital counseling as a way to get a successful marriage

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### Abstract

Forgiveness is capable to create a change in cognitions, emotions, and behaviors toward somebody who committed a hurtful act, it can be a useful tool for counselor to deal with client's problems including marital issues. One of the major issues in marriage is divorce. Meanwhile, the previous studies proved those individuals who experienced premarital counseling gained a high level of marital satisfaction. This article literately reviews how forgiveness can be used as a main topic in premarital counseling as an effort to achieve a successful marriage.

**Keywords:** forgiveness, premarital counseling, successful marriage

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### Introduction

In the early 20<sup>th</sup> century, researchers predicted there will be a rising trend of marital problems in the society, even in 1999 as many as three out of five marriages in big cities in the western world will be ended in divorce during the first fifteen years of existence (Merwe, 1999). Today, as the word and technology develop continuously and unstoppable, the factor risks of divorce are also become more sophisticated, information technology and social interaction reach the peak and bring both advantages and disadvantages in different ways. In fact, the disadvantage for family live today seems to be very destructive. BKKBN (National Council for Family Welfare of Indonesia) stated officially that Indonesia had reached the highest rate of divorce among Asia Pacific countries (Rahman, 2012) and based on data from Ministry of Religion in 2013, the number of marriage as much as 2.218.130 events in entire of Indonesia while the divorce rate within the same year up to 14.6 percent, or 324 527 events (Sasongko, 2014). Furthermore, Indonesia is also ranked as the second fatherless country after the USA, this means that many children in families are leaved by their fathers caused by divorce or separated (Fauzani, 2016).

However, the development of social science is also optimistic toward future social live, in counseling discipline there is a special field that elaborate family-correlated problems, even to prevent the problems, counseling provides premarital counseling (Carroll & Doherty, 2003). In premarital counseling, individual or couple are not only offered the knowledge to prevent future problems but also trained with skills needed in the marriage live in order to gain successful marriage.

Many researchers had elaborate skills through their experiments and research to find both the effective model and the appropriate intervention in marriage counseling, and some latest literatures have discussed specifically about forgiveness in couple and family context, as work of Worthington and David (2010)

which obviously reviewed, conceptualized, and analyzed that. But, the topic of forgiveness in premarital counseling is considered as a lack of being discussed.

Through the process of reviewing the literature with computer search of a variety of electronic databases in authority access of Tuanku Bainun Library of Sultan Idris Education University, including Psych Info, Emerald Inside, JSTOR, Proquest Social Sciences Index, Taylor & Francis Online, EBSCOHOST and digital dissertations this work endeavor to describe a probability of use of forgiveness as a main 'weapon' to maintain our family in the society, and this also directs future counselors, especially in Indonesia and Malaysia, to start a step in new setting of counseling namely marital counseling and emphasize that taking advantage of forgiveness in premarital counseling is a bright way to nurturing future family and making a marriage, as an important step of live, become long lasting.

## **Discussion**

### *Successful Marriage*

Help the couples to build the strong family should be our attention in order to create health society, it is important to aware that the way someone maintain his relationship in his or her family is likely correlate with the way his or her next generations maintain their relationship. This is called 'relationship history' which is in other word it affects the couple's current relationship, such that couples who had parents that were not divorced and displayed low levels of conflict reported higher levels of relationship satisfaction (Halford et al., 2003).

Following that, the work of Bram (1979) to 608 undergraduate students of Indiana University in assessing what they assume as the strength of family base on their own live discovered that from the side of children these five concepts were perceived to be related to their families' strengths: 1) religious orientation, 2) togetherness, 3) recreational activities, 4) satisfaction with communication pattern with parents, and 5) perceived value placed on strong families by organizations and institutions.

In 1977, Stinnett and Saur studied 157 subjects in 99 families in Oklahoma to examine the relationship patterns among strong families. One of the major findings that emerged was that one of the primary characteristics of strong families is the members' enhancing one another's self-esteem through expression of appreciation and compliments. This study also identified other areas as characteristics of strong family: a willingness to spend time together (participating in activities as a family), good communication patterns, and commitment to a religious life style. Later Stinnett (1979) completed his research by adding the ability to deal with crisis in a positive way as a family strength.

The ability to solve problem in Stinnett study was not detailed, whereas an unsolved problem potentially directs the situation to be worse and even encourages one of couple to start talking about divorce.

### *Divorce*

Once the couple or one of couple initiates to talk about divorce, it indicates that this marriage and family relationship is in a serious problem, and this marriage is uncounted as successful. Zimmerman and Cervantes (1960) investigated the main characteristic of successful marriage is had not been interrupted by divorce and even separation. So, divorce and separation are critical be understood by anyone who will and in the deal with marriage.

There are some classifications of divorce and its potential to be, as Berne (1961) has grouped into several significant classes. There are those couples who do not get along well together, but do not wish a divorce. Other couples may be experiencing what Berne (1961) calls "an outbreak of script" involving some acting-out behavior or tendency which has been latent throughout the marriage. Another class involves divorced people willing to consider reconciliation. The final class, as described by Berne (1961), involves those couples wishing to justify a divorce by demonstrating "how hard each has tried" in order to proceed with a divorce with "clear conscience". Other couples may be experiencing what Berne (1961) calls "an outbreak of script" involving some acting-out, behavior or tendency which has been latent throughout the marriage.

On the other side, looking at the therapist perspective, through a survey of some 638 professionals in marriage and family life, Axelson and Glick (1979) asked what major topics were they thought as challenging in their field over the next decade, the topics most listed were: 1) divorce, separation and desertion; 2) variant life styles; 3) child abuse and family violence; 4) marital communication/marital enrichment; 5) age and aging families; 6) single parenting; and 7) both changing sex roles and public policy and the family. Take attention on the first topic, divorce, separation and desertion are confirmed as main topic in the field of practice.

The risks of divorce are, surprisingly, likely tend to occurred in the first four year of marriage, the study of Karney & Bradbury (1997) discovered this fact through their work in longitudinal assessment to analyze marital satisfaction sought links between marital satisfaction, neuroticism and behavioral issues. They found at the conclusion of the four years period, 32 percent of the marriages had resolved in divorce or separation, with major shifts toward dissolution seen between 18 and 24 months and again between 42 and 48 months (Karney & Bradbury, 1997). More interestingly, for both spouses and across all categories, Karney and Bradbury also report that mean levels of self-reported marital satisfaction decreased and the variability increased over the first 4 years of marriage.

### *Premarital counseling (PMC)*

Peterson (1968) has reviewed all the books on the practice of marriage counseling published over a twenty-five years period and concluded that "marriage counseling is a practice without a theory", but now the marriage counseling is growing rapidly both in academics and in practices since there is massive improvement of some field of counseling that was especially in the church setting and was exclusively for Christian and now come up to surface as a more acceptable kind of general counseling for everyone.

PMC is defined as a specific type of systemic therapy aimed at assisting couples that are considering marriage. Interventions include "understanding and improving the premarital individual and couple interactional factors that can influence both quality and the stability of the marital relationship" (Holman & Linford, 2001). The focus of premarital counseling (PMC) is to prepare a couple for a lifelong relationship. In general, PMC programs are based on two principles: preventing future problems for couples and providing couples with skills-based training (Carroll, 2003). In Indonesia, premarital counseling is not a common type of counseling service yet, premarital counseling is still counted as individual counseling as the marital problems talked in the individual counseling session, this specific type of counseling is a new profession that would develop in Indonesia (Frischa Meivilona Yendi, 2013), it is likely not congruent with the need of marriage counseling or premarital counseling as the rate of divorces in very high.

Even though, Hudson research confirmed that those individuals who have experienced premarital counseling or premarital counseling including assessment tools self-report higher levels of marital satisfaction as depicted by the analysis of the MSI-R scores for these participants. (Hudson, 2008) while the high level of marriage satisfaction is indicated the little risk of divorce.

### *Forgiveness*

Jameson K. Hirscha (2012) defined forgiveness as an universal value of human being which every person respect this value, majority of culture and religion all over the world also value this attitude. Forgiveness is conceptualized as a motivationally and volitionally unique method of coping that does not require restitution, retribution or reconciliation, and which can be dispositional and/or situational in nature. Further, forgiveness is described as a process (Jameson K. Hirscha, 2012).

McCullough (2000) stated that While there are important links between forgiveness and reconciliation, they are quite different phenomena. Reconciliation entails the restoration of trust in a relationship that has been damaged. It is a major interpersonal achievement. Both parties must be involved and both must contribute to a resolution. Forgiveness is something that is granted by the person who has been wronged. It can be carried out alone or in interaction with the offender. Forgiveness does not mean that reconciliation could or should occur. For example, a person may choose to forgive a former partner for a betrayal of trust that ended the relationship, but still choose not to reconcile. Yet, even in the absence of reconciliation, forgiveness is a worthwhile goal.

The forgiveness just require the willingness of victims; it does not require the offender admission. The willingness that is voluntarily undertaken by a victim of an offence, consisting of offering, feeling or seeking a change from negative to positive cognitions, behaviors and affect towards a transgressor, including self, others, and God (Toussaint, 2005).

In his limitation chapter in his dissertation, Hudson (2008) stated: a researcher cannot eliminate the possibility that the most impactful factor of marital satisfaction might be forgiveness. It is possible that individuals are more open to freely forgiving one another for mistakes or offenses and therefore sense higher levels of satisfaction because they don't hold grudges regardless of the response of their mates.

Forgiveness may be initiated by reasoning, simply experiencing positive other-oriented emotions toward the transgressor, acting kindly toward the transgressor, or having the transgressor act contritely or in a way that provokes empathy, sympathy, compassion, or love. (Everett I. Worthington, 2010). The understanding of forgiveness is very crucial to counselor.

### ***Forgiveness in Premarital Counseling Model***

Interpersonal conflict in family in verbal way easily change into physical abuse as the anger mastering husband and then aim to express the anger in physical violence. In other word, revenge is a causal motive for acts of violence, McCullough, Sandage and Worthington (1997) suggest that forgiveness may be an important variable in dealing with interpersonal conflict, aggression, and violence. Moreover, the quantitative literature has shown that healthy communication among intimate partners is a strong predictor of relationship and marital satisfaction (Gottman, 1994; Gottman, Coan, Carrere, & Swanson, 1998). Furthermore, healthy communication is defined by one's openness with his/her partner, the ability to discuss particular issues and behaviors that bother him/her, and request changes without criticizing (Nichols, 2007). The communication skills in preparation of marriage is still an odd thing, while the communication in business-oriented purposes become more popular, as there are a little number of training centre where the participants learn about household communication and husband-wife interaction than Public Speaking Learning Centre to avoid divorce and get the successful marriage. This, as opportunity and also as challenge, should be the concern of counselor, specifically the marriage counselor. Forgiveness is considered as a most effective preventive tool to avoid the causes of verbal conflict and therefore automatically cover the possibility of physical abuse and divorce itself. Creating sufficient awareness of forgiving before two people live in together their new family is a field of premarital counseling in which emerged as a way to lower the chances of divorce and also to increase couple satisfaction after marriage.

Premarital programs provide couples with necessary skills to enhance communication, problem solving, and decrease conflict by addressing expectations within marriage (Stutzmen, 2011), so that, the skill of forgiving is seem to be a powerful if the programs are designed well. It should contain concepts and techniques of forgiveness.

To design an effective premarital counseling program by theme of forgiveness and put it into a module model is our academic homework, and later the module should be examined empirically, but once the evidences are supporting this article idea, it could be a solution for the phenomena of increasing trend of divorce in Indonesia.

### **Conclusions**

The Forgiveness in premarital counseling is as a way to get a successful marriage. Forgiveness is capable to create a change in cognitions, emotions, and behaviors toward somebody who committed a hurtful act; it can be a useful tool for counselor to deal with client's problems including marital issues. The counselor must be have the knowledge and skill about the forgiveness in premarital counseling.

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## **Effectiveness of cognitive restructuring technique to reduce academic procrastination of vocational high school students**

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### **Abstract**

Academic procrastination is a serious problem among student. Academic procrastination refers to delaying in doing assignments and preparing for examinations until the last period of examination time and submission date of assignments. To solve this problem we could use cognitive restructuring technique. The purposes of this research are to gain the description of academic procrastination decrease by implementing the cognitive restructuring technique. This research used a single subject research as the research design. The type of the single subject research which used in this research is multiple baselines. The result of this research shows that academic procrastination had significant decrease by implementation the cognitive restructuring technique. This research gives advice for two parts. First, it will be better if counselor implement the cognitive restructuring technique to decreasing academic procrastination. Second, it will be better if stakeholder of school gives support to counselor for implementation the cognitive restructuring technique to decrease academic procrastination.

**Keywords:** Academic Procrastination, Cognitive Restructuring Technique

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### **Introduction**

Delays in academic tasks become a serious problem among students. The phenomenon of delays in academic task called academic procrastination. Solomon & Rothblum (1984) says that academic procrastination is delay on academic tasks such as writing papers, preparing for exams, reading to complete a task, perform the administration tasks, attendance in class and completing academic tasks.

The phenomenon of academic procrastination among students showed some of the research. Research of Carolia, Yusuf & Yanuvianti (2012) in one of the universities in Bandung showed that 52.94% of the subjects are in a moderate, 41.18% are at a low level, while the remaining 5.88% are at a high level. Research of Utaminingsih & Setyabudi (2012) in one of the Tangerang city high school showed that 43.70% of the students have a high level of procrastination and the remaining 56.30% had low academic procrastination.

The students in One of the areas in Indonesia, that experiencing of academic procrastination problem is Ngawi, East Java. Academic procrastination scale given to 37 students randomly. Results of data analysis of academic procrastination scale showed that 27% of students experiencing academic procrastination high

category, 57% of students experiencing procrastination medium category, and 16% of students experiencing academic procrastination lower category.

Academic procrastination is effect on student achievement. Research of Tice & Baumeister (1997) concluded that academic procrastination impact on the low score of the subjects and the final exam. Research of Steel, Brothen & Wambach (2000) concluded that students who commit academic procrastination tend to get lower grades in each subject and final exam scores. Research of Popoola (2005) stated that the low academic achievement happened to students who have high and moderate procrastination. Research of Akinsola, Tela & Tela (2007) stated that academic procrastination was a significant correlation with academic achievement in mathematics.

Besides effect on academic achievement, academic procrastination also affect on academic performance. Research Jiao et al. (2011) concluded that academic procrastination contributes to a decrease in academic performance of students in the form of products study groups. Research of Michinov et al. (2011) concluded that procrastination is highly correlated with lower academic performance of students in the discussion forum. Research of Savithri (2014) concluded that academic procrastination effect on students' academic performance.

Academic procrastination does not happen by itself, but due to certain factors. Research of Chow (2011) concluded that academic procrastination happens to students who have a negative self-evaluation as a form of mind dysfunctional. Research of Flett et al. (2012) concluded that academic procrastination correlated with negative automatic thoughts. Dysfunctional thinking also makes students become a person who easily give up before the task. Personal quitter encourage students delay their academic tasks.

Academic procrastination need to be addressed. One effort to overcome academic procrastination among students is counseling sessions with cognitive restructuring techniques. Cognitive restructuring techniques using the assumption that the responses of behavior and emotional adaptive influenced by beliefs, attitudes, and perceptions (cognition) counselee (Coermir, Nurius & Osborn, 2009). This study sought to examine whether cognitive restructuring techniques can reduce academic procrastination of vocational high school students.

## **Method**

This research used a single subject research as the research design. The researcher studies the behaviors of single individuals rather than a group of subjects. There are several reasons this study uses a single subject research design, namely: (1) This study sought to learn the behavior of a single individual rather than a group; (2) study the single subject research design can observe the behavior of research subjects from time to time; and (3) study using single subject research design can control the threat of internal validity (Creswell, 2012). The type of the single subject research which used in this research is multiple baselines. The use of multiple baseline type of intervention aims to diffusion will not occur on the subject of research (Creswell, 2012). Measurement of baseline and intervention phases of data on a single subject research study design with multiple baseline type performed repeatedly (Lodico, Spaulding & Voegtle, 2010). Subjects in this study are a class XI student of SMK Muhammadiyah 2 Ngawi. Methods of data analysis used in this study is based on experimental design single subject research design with multiple baseline type is a visual data analysis. Visual data analysis is a process of reading a chart to determine whether the intervention has shown a change in the condition before the intervention. There are three important things that must be considered in analyzing visual data, namely the level, trend and variability.

## **Results and Discussions**

The results of research that considers the trend, the level and variability indicates a student's academic procrastination decreased significantly through the application of counseling intervention with cognitive restructuring techniques. The results of research that considers the trend, level, and such variability visually depicted in figure 1.1.

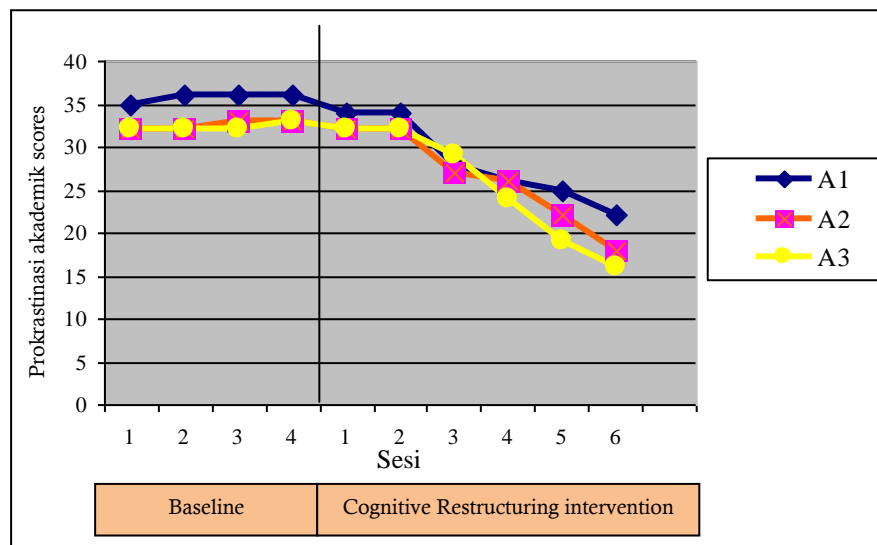


Figure 1 Graph of academic procrastination scores

The study's findings indicate that students' academic procrastination decreased significantly through the application of counseling intervention with cognitive restructuring techniques. Trend research subjects decreased after getting counseling intervention with cognitive restructuring techniques. Changes in levels reached diverse and counseling intervention with cognitive restructuring techniques demonstrated therapeutic in lowering academic procrastination of student. In addition, intervention counseling with cognitive restructuring techniques to experience variability of the data and the decline in academic procrastination scores fluctuated.

Based on the results of previous research studies, has not carried out studies that specifically examine the decline of academic procrastination through the application of counseling intervention with cognitive restructuring techniques. Nonetheless, previous studies involving cognitive restructuring techniques have the same characteristics, namely changing dysfunctional thoughts became more functional in overcoming the problems (Allain & Lemieux, 2007). Changing patterns of thinking will be a stimulus to changes in behavior (Turner & Napolitano, 2010).

The study of Marcello, Hilton-Lerro & Mueser (2009), examines the application of cognitive restructuring as CBT techniques in dealing with Posttraumatic Stress Disorder (PTSD). The result of research indicating cognitive restructuring techniques can be applied as a counseling technique in dealing with individuals who experience PTSD. Cognitive restructuring techniques in the study were designed specifically for individuals with psychotic disorders and mood by focusing on modifying dysfunctional beliefs and behaviors.

The study of Hope et al. (2010) concluded that cognitive restructuring techniques in Cognitive Behavioral Group Therapy can reduce social anxiety. A cognitive restructuring technique used in reducing social anxiety is designed to challenge and change the irrational thoughts automatically become more rational. Automatic thoughts reflected in three fundamental themes, namely experience anxiety, negative self-evaluation and negative evaluation scary.

The study of Rosenberg et al. (2011) concluded that cognitive restructuring program can to solve PTSD experienced by adolescents. Cognitive restructuring programs that are used in addressing adolescent PTSD designed to teach cognitive skills and changing dysfunctional thoughts be functional. Subjects who had undergone counseling sessions, reported high satisfaction and provide positive feedback to the counselor.

The study was conducted Ekennia, Otta & Ogbuokiri (2013) that concluded cognitive restructuring techniques can be used to reduce nocturnal behavior enuresis. The study explains that cognitive restructuring is CBT techniques that can be observed and practiced by students. Similar to this study,

cognitive restructuring techniques allow students to absorb and apply the results of counseling outside the counseling session.

Past research has shown that a problematic behavior caused by dysfunctional thoughts. Academic procrastination caused by dysfunctional thoughts (Chow, 2011). Dysfunctional thinking is a denial of the reality and illogical ways of evaluating yourself, others, and the world (Balkis, Duru & Bulus 2012; Ellis, 2000; Robertson, 2000).

Dysfunctional thoughts on the subject of research trigger very diverse academic procrastination. Corey (2009) explains that humans basically have a tendency to have a mindset of dysfunctional, have confidence in the outer reality, self-deprecating, and avoid the potential for self-actualization. At times like that a human being personally ineffective. Dysfunctional thinking begins with learning illogically obtained from the parents and the culture of the place grew. Dysfunctional thinking will be reflected on the verbalization used. Verbalization illogical show wrong thoughts and verbalize the right shows the right way of thinking.

### Conclusions

Results of visual data analysis by observing the trend, the level and variability of the data, it was concluded that a student's academic procrastination decreased significantly through the application of counseling intervention with cognitive restructuring techniques. Counselors need to identify academic procrastination problems that occur in students in schools and implementing counseling interventions with cognitive restructuring techniques to reduce it. Schools should support and provide facilities to the counselor to intervene counseling with cognitive restructuring techniques and cognitive diffusion.

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## Learning strategy implementation of jigsaw to upgrade the academic competency of counselor candidate

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### Abstract

Peculiarly, the building of academic competency on counselor candidate needs to be gained through activity degree and student learning outputting class. Student academic competency in work skill on guidance and counseling course, notably in management and evaluation of guidance and counseling course require for having knowledge on theoretic treasures, context, principle, procedure and tools used in performing guidance and counseling service, also in developing professionalism as counselor on an ongoing basis by practicing guidance and counseling performance procedurally in school. Academic competency that will be gained by student can be categorized in three aspects of academic competency accomplishment, which are cognitive, affective, and psychomotor. The researcher concludes that the lack of those three aspects above caused by the learning process in class which is expository, that giving less attention on learning experience organization. So, the study content tends to be forgotten easily. The using of jigsaw learning is expected to facilitate e-learning experience organization of the student in improving academic competency of counselor candidate. Classroom action research is implemented in three cycles. The result gained in each cycle is increase gradually. Cycle I shows that the development of student academic competency is still on low rank, cycle II shows medium average development of student academic competency, cycle III shows that the average development of student academic competency is on high rank. The implementation this learning strategy can be used to improve the learning process by prioritizing on academic competency through study activity and learning output of the student. As the process improvement, the researcher focuses on student learning, so that the lecturer has the role as facilitator only.

**Keywords:** Academic Competency, Jigsaw learning, Counselor Candidate

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### Introduction

First degree (S1) Guidance and Counseling education program of University of Kanjuruhan Malang is one of the Education Institutions on Pedagogical Force(LPTK) under the Coach Association of University Education Institution which has capability to think of and intense skill to be source of reference to development and implementation of science, technology, and art in field of Guidance and Counseling. It can be stated that each education department is required to have competency in each field. According to Curriculum Center of National Education Ministry in Lasan (2014), competency defined as knowledge, skill, and principle values reflected on the habit of thinking and acting. This statement can be deepened by

referring on The Minister Regulation of National Education number 27/2008; first degree education (Scholar) for counselor candidate is carried out to prepare in mastering the counselor competency, specifically on academic competency by applying the rule of learning process for the counselor candidate. The learning process rules for counselor candidate include how the learning process can be performed in order to enable the student acquire various experience, that are (1) *acquiring and integrating knowledge, expanding and refining knowledge, applying knowledge meaningfully*, (2) acquiring skill of cognitive personal-social and psychomotoric, and also (3) developing attitude and value attitude on the basis of character building (ABKIN, 2007).

Peculiarly, the building of academic competency on counselor candidate needs to be gained through activity degree and student learning output in class. The higher of student activity on learning certainly resulted on the high output. Various researches that have been conducted show high correlation between study activity and the output. For the students of Guidance and Counseling study program who are prepared to be counselor candidates, in elementary schools until senior high schools, certainly they have to possess academic competency which can be developed through their experiences according to the rules of learning for the counselor candidate which afterwards can become basic competency for professional counselor. It means that students not only have comprehensive understanding toward multiple courses, but also have actual experience in their study activity. From several work skill courses, there are courses that prepares the students to have academic competency which expected to be acquired and applied, that are Management of Guidance and Counseling and Evaluation Guidance and Counseling. The substance of these courses are more to mastery of basic theory in the meaning of *acquiring and integrating knowledge, expanding and refining knowledge, applying knowledge meaningfully*, acquiring skill of cognitive and personal-social. These courses are also able to create professional counselor that can give service to the *counselee*.

Keep in mind that academic competency cannot be aside from aspects of cognitive, affective and psychomotor which become objective achievement standard in conducting Guidance and Counseling learning process. If these three aspects of BK learning objective can be achieved well, then socially, the counselor candidate able to build solidarity and strong emotional bonding with fellow students at the same year or fellows from other years as the fellow generation of BK education. At the end of study process, the counselor candidates are able to remove their dependences on the lecturer and able to reconstruct their knowledge by themselves correctly and directivity, making decision wisely, having initiative, and capable to innovate (Harahap, 2006). On the basis of cognitive aspect, the counselor candidate expected to have capability of synthesis analysis based on strong mastery of theory. Nevertheless, in some courses the students don't have the capability of synthesis analysis in mastering the basic theory of Guidance and Counseling yet. It can be seen from the observation conducted by students from the generation of 2015 during September until November 2015 on some courses. The observation result shows that the skill of synthesis analysis in mastering the basic theory of Guidance and Counseling is on low level.

Some gained data that shows the low level of students activities of counselor candidate are (1) too picky in choosing friends as the members of study group, (2) pretend to be nice towards disfavor friends when having interaction, (3) doing the group tasks by dividing based on the number of students and then accomplish them by their own self, put the tasks together without discussing, so that each of them responsible for their own tasks (4) disregard toward friends that giving their opinion or presentation (5) judging friends by their physical appearances only, (6) busy with their own business while the lecturer is explaining the subject in front of the class, (7) the students tend to be passive and quiet when the lecturer is giving question, and (8) students tend to be satisfied quickly with the answers given by fellow students that are giving the material of class presentation.

In fact, in the learning process inside the class showed that the active study level occurred on some students. Based on the observation of learning process, only around 20-30 % of the students who were active in the course and the rests were quiet, only listened to and scrutinized the explanation from lecturer or friend. Moreover, there were some students who busy with their own activity that made them couldn't catch up the lecture well, such as talking with their friend next to them or playing with their communication tool. It happened continuously, although the lecturer had motivated and gave them chances to ask, to answer the questions, or to give opinion, thought, ideas to solve problems emerged in

the process of learning. This condition assumed to be occurred also in other courses. Based on the observation, some lecturers gradually tried to change their way of lecturing toward the way of learning centered to the students, at least it seen from giving more chances to the students to be more active in the learning process, such as group discussion, task appointment, field survey, and presentation by the students.

If this low level of active study cannot be solved quickly, then it would give furthermore consequence on passive students, uncritical, less responsibility, less responsive toward surroundings, easily influenced by the environment and having less *social-emotional*. It is predicted may cause not optimal competency achievement of university graduates. Besides the low level of study, another problem occurs, that is the study output in management and evaluation of guidance and counseling courses. Data shows that the average value of the students in that courses are 61-70 or B- (2.7). The low level of study and the output study of students cannot be separated from various influencing factors, such as internal factor, which comes from inside the self and external factor which comes from outside the student (Biggs & Tefler, 1987; Winkel, 2007). Internal factors that influence the learning activity are attitude, motivation, concentration, intelligence quotient, and emotional quotient. Meanwhile, the external factors are learning material, learning source, learning environment, and learning method of the lecturer.

In relation with the low competency of student of counselor candidate in learning activity and the learning output, it assumed that the influencing factor came from the method teaching applied by the lecturer. All the time, the teaching method applied is by giving speech (*expository*), questions and answers, and group discussions (group presentations). Although question and answer method was applied, but in fact the questions came more from the lecturer and some active students, while the rests were passive. Likewise, in answering the questions, the lecturer was the one who more active. Besides that, the lecturer gave less attention and appreciation to the students who were brave and active in giving questions and opinion. On the other side, when a student asked question, instead of giving the answer to the whole class, the lecturer seemed to focus only to the one who asked and ignored the others. This made the learning interaction became two-way interaction (between lecturer and student or viceversa), which became a *teacher centered*-learning. On the other hand, the interaction expected to occur is multiple way learning interaction, which more *student centered*. The learning method of *teacher centered* that applied by lecturer most of the time was a dull method, made them sleepy. Therefore, this kind of learning method is less effective to be applied for the students.

Such kind of condition is very worrying for the students to be maintained as the learning method applied on university. Furthermore, it may result in descending competency of counselor candidate student. The learning method that center to the students (*students centered*) likewise *cooperative learning* method. Cooperative learning is a method of learning in small group. Students learn in groups which each group members has different skill. The number of member group consists of four to six students that work together in learning activity. The group is given rewards according to how much each member has learnt (Slavin, 2006).

Theoretically, cooperative learning is viewed to be able to develop academic achievement and non-academic achievement as well, such as social relation, inter-personal, intra-personal and group cooperation. According to Arends (2014), cooperative learning is developed to achieve at least three main objectives; they are academic achievement, tolerance and acceptance to diversity, and development of social skill. Marning and Lucking (1991) stated that cooperative learning not only giving positive contribution to academic achievement, but also improving social skill and *self-esteem* of the students.

One form of cooperative learning is *jigsaw* method, which is in this research will examine the implication on the student competency of counselor candidate. On learning method of *jigsaw*, students learn in groups which consist of students with heterogeneous skill and each of them is responsible for one part of the learning material (Arends, 2014). The learning topic is given by the lecturer, meanwhile the students tasks are to study carefully the topic and discuss various material in expert group, then share that material on original group (*sharing*).

Aronson, et al (Marning and Lucking, 1991) through the research concluded that students taught by *jigsaw* method, became more interested in their friends in same study group than their interest in friends of

same class which from different study group. By cooperative learning, they became more appreciate to each other and care one another, so that able to improve interpersonal relationship between them. Chun-Yen and Song-Ling (1999) observed the impact of *jigsaw* method on academic performance and non-academic performance of high school students that study natural science. One of the student groups is placed randomly, taught by *jigsaw* method (experimental group) and other group was taught by traditional method (control group). The result showed that experimental group had higher academic performance, had less prejudice, and improved social relationship compared to the control group.

Gillies (2003), researched junior high school that learnt to solve the problem, accomplished tasks of mathematics, natural science, and English language in small structured group and unstructured group. 220 students of 8<sup>th</sup> grade participated on the research, which conducted in 3 *termin*. Students worked in group consisted of four students, female and male, with heterogeneous skill. The result showed that students who studied in structured group were more cooperative and gave more help to each other when they study in a group compared to students that work in unstructured group. Moreover, found that students learned in structured group had strong perception that study in small group was very exhilarating and enabled them to gain opportunity to learn together with good quality.

Learning strategy of *jigsaw* is chosen because it has purposes not only to improve academic achievement but also to improve acceptance widely from people with diversified culture, social class, skill and weakness. Learning strategy of *jigsaw* giving opportunity for students from different backgrounds and condition to work together and involved positively. Being accustomed to social skills is important thing to have as the provisions to development of counselor candidate competency.

### **The competency of counselor candidate**

The Department of National Education (Depdiknas (2007), on the basis of task context and performance expectancy meant, the comprehensive characteristics of counselor cover academic competency and professional competency as one integrity. Academic competency of counselor candidate is *scientific basic* and *arts* of conducting professional service on guidance and counseling.

The academic competency of counselor candidate in rules of learning process cover the skills of (a) understanding counsels going to be served, (b) mastering the treasures of theoretical, context, principle, procedure, and tools used in conducting the service of guidance and counseling, (c) conducting independent service of guidance and counseling, and (d) developing professionalism as counselor continuously based on values and supportive personal tendency. The building of academic competency of counselor candidate is carried through formal education of grade S-1 in field of guidance and counseling.

Some efforts to support skill and competency which reflected on attitude and behavior of counselor required for:

1. The requirements of professional counselor candidate not only based on the minimum of education level but also emphasizes on personal requirements such as intelligence, talent, interest and other personal aspects that believed can be supportive to the profession.
2. The determination of education accreditation of counselor candidate and the handout of license or authority for a counselor as letter of credence (credentials) given by profession organization based on national standard needs to be carried out continuously.
3. The arrangement of the course not only emphasize on the course aspects but also has continuity between the courses and the conduction of practical work either in laboratory or in field.
4. Giving opportunity to practice and self-evaluation and also its development for the counselor that qualified to profession standardization should be conducted by ABKIN and institution where the counselor works at.

### **The learning model of *jigsaw* in university to improve academic competency of counselor candidate**

Learning process that frequently practiced in university nowadays, most of it still applies the learning method of *teacher centered*, where the delivery form of teaching is one way face to face (speech). When attending course or listening to the speech, the students will meet difficulty in following or comprehending

the essential meaning of learning material, so that their activities are limited only on making notes that the rightness is questionable. The pattern of learning process where the lecturer is active (*teacher centered*) and the students are passive has low effectiveness, and cannot develop active participation process in learning (Depdiknas, 2008). New paradigm of university learning process nowadays views that knowledge as the result of construction or formation of learning person. So that learning is a process to seek for and construct knowledge, actively and specifically. One of the constructive learning applied on university is cooperative learning (Depdiknas, 2008). One type of cooperative learning is *jigsaw* method, which is in this research will examine the implication on skills of interpersonal relationship and group cooperation. On the learning method of *jigsaw*, students work in group that has heterogeneous skills and each student has the responsibility on one part of material (Arends, 2014).

Firstly, *Jigsaw* was developed and tested by Elliot Aronson and his friends at Texas University, then adapted by Slavin and his friends at John Hopkins University (Arends, 2001). Students not only have to learn the material given, but also have to be prepared in teaching that material to the members of the group. Therefore, the students are depending on each other and have to work cooperatively to learn the material and task given. In this technique, the lecturer pays attention to schema or students experiences backgrounds and helps them in activating this schema so that the material learning become more meaningful. *Jigsaw* is designed for improving the sense of students responsibility on their own learning process and others learning process too. *Jigsaw* is a model of cooperative learning where students work in small groups consist of 4-6 members in heterogeneously and work together with positive dependence and responsibility on thoroughness part of learning material that has to be learnt and deliver that material to the rest group members (Arends, 2014).

The conduction steps of *Jigsaw* learning strategy, are as follows: first, the lecturer conveys the course competency that has to be acquired in one term; second, the lecturer forms groups and determines the group representatives in averages; third, the lecturer delivers the subjects or teaching material used according to the determination of group representatives; fourth, each group representative join in expert group; fifth, the students discuss and work through the expert group; sixth, the report to original group to explain the result of discussion in expert group; seventh, the lecturer encourages the group members to ask questions to the presenter and discuss the group work sheet; eighth, stabilizing and making conclusion over the material by the guidance of the lecturer; and ninth, individual evaluation and group rewards.

## Method

This research use qualitative approach. The type qualitative research applied is *classroom action research*. Classroom action research is systematic observation, which is conducted by researching teacher, the headmaster, school counselor, or others who have authority to make policy on teaching learning environment to gain information about the school conduction, how they teach, and how good are the students have learnt (Mills, 2007).

The subject of this research is the students of Guidance and Counseling Department of University of Kanjuruhan Malang that are studying Management of Guidance and Counseling course on *offering* B 2015/2016 generation with 36 students. The next are students of Evaluation on Guidance and Counseling course at *offering* A 2013/2014 generation with 36 students.

This research is conducted through several steps, which are introduction study and arranging action plan. The activity of introduction study is conducted to gain sufficient data in order to formulate the needs. The next step is arranging action plan to be carried out in action cycle. The next is conducting the action, observation, and reflection of action result. If the case related to the objective of learning is not achieved, then the revision will be conducted on next cycle. The conduction of action on one cycle covers four steps, which are planning, conducting the action, observation, and reflection.

## Results and Discussions

The research discovery on each cycle can be seen from the learning process. The learning process is also valued from the student commentary on each ending of the learning process. The research discovery

on cycle I showed that the indicator defined by the researcher at the beginning plan of the research, cannot be achieved yet by the students. Students are just come to 'low' development of three aspects on academic competency achievement (Cognitive, Affective, and Psychomotoric). The conduction process of learning strategy on the research cycle I was not perfect yet, which was the less comprehension of material concept by the group representative caused the way in delivering the summary of material cannot be comprehended by the original group. Then, the rewards of student achievement were given in paper and not deliver them directly. Another weakness that obstructed the learning process was that in delivering the material to the group, student tended to read the text and the presenter couldn't deliver the material well, so that it made the other members more confused and not comprehend the explanation. It caused the student unable to comprehend three aspects of achievement on academic competency, but the student didn't realized that in discussion needed to pay attention on that three aspects of achievement on academic competency.

The research discovery on cycle II showed that, student had 'medium' development of three aspects on academic competency achievement. It was related to the conduction learning process of jigsaw on cycle II. According to data collection instrument, the observation and reflection process conducted, showed that *jigsaw* on cycle II has been conducted harmoniously and comprehensively. The lack development of three aspect of achievement on academic competency was assumed come from the students that were lack of confidence and conviction in delivering the material to group so that the students appointed each other to give the presentation firstly. Besides that, the weakness of this cycle was the students who depended on the conclusion of the material to the lecturer, so that the development of three aspects on academic competency achievement still obstructed.

The research discovery on cycle III showed that, the students were on 'high' development, which meant that the indicator defined at the beginning of research for three aspects on academic competency achievement of counselor candidate has been achieved. This was an improvement continuously from the result of each research. On cycle III, the companion lecturer as the researcher conducted the revision strategy applied on the learning process of jigsaw, by giving the material order to group representative, so that at the time of presentation, the original group had already each responsibility according to material order and chose the group leader so that the discussion would run smoothly directed by one in charge and minimalized the conflicts in the group. Besides that, they also chose a secretary to make notes and deliver the result of discussion in orderly, so that no more dependence on conclusion explanation to the lecturer. Remembering that the tasks of companion lecturer are only to correct the material and give rewards to students achievement in presenting the material with responsibility.

It is expected by the decreasing amount of conflicts that imply on effective conduction of, and the development of three aspects on academic competency achievement will increase. This is appropriate with preceding discovery about jigsaw. *Jigsaw* Model has two impacts in students, which are instructional impact and side impact. The impacts are on acquiring the concept, positive dependence, group processing, the awareness on diversity, collective leadership, tolerance on differences, and social sensitivity (Wibowo, 2010). The applying of this strategy may improve the learning process by emphasizing on academic competency through learning activity and the learning output. As the revision process, the researcher focuses on student learning, so that the lecturer only gives a role as the facilitator. Besides that, all students become active and involved in the learning process. Meanwhile, as the improvement result, students are able to improve the learning achievement according to three aspects on academic competency achievement. This is strengthened by the research result conducted by Wibowo (2010) which stated that student achievement in learning was influenced by *jigsaw* learning strategy.

Learning strategy of *jigsaw* has limitation such as the lecturer is required to prepare the material in written form to be discussed by the group in each course. Secondly, it requires the lecturer activity to check the evaluation result and to give commentary to the students individually. Third, it is hard to have the conduction in class with large amount of students. Fourth, student cannot reveal the full result of self-reflection and the process of learning due to the limitation of language skill in written and communication delivering the material individually. Fifth, sometimes the students discuss unrelated material so that

wasting so many times on tiny things at the time of discussion. Sixth, the material coverage in each learning process is very limited. Seventh, students need sufficient time to discuss with expert group.

### Conclusions

Class action research takes place in three cycles with the aim to improve academic competency of counselor candidate with three aspects of achievement in the learning process, that are cognitive, affective, and psychomotoric. Three aspects of achievement academic competency of counselor candidate also refers to the rules of learning process of counselor candidate that have been defined by ABKIN cover how to conduct the learning process that enable the students acquire various experience, which are (1) *acquiring and integrating knowledge, expanding and refining knowledge, applying knowledge meaningfully*, (2) acquiring skill of cognitive, personal-social and psychomotoric, also (3) developing attitude and value attitude on the basis of character building.

Thus, it can be concluded that the improving of academic competency through learning process is by using *jigsaw* learning strategy. In improving academic competency through three aspects of achievement is done continuously to reach defined indicators, which are: (1) cognitive, that include student knowledge in recollecting and studying the material content; student comprehension in explaining and concluding the material content; the student application in indicating problems are frequently occurs with school counselor, analyzing and organizing the problems; (2) affective, that include taking the explanation well; giving response to friends who ask questions by giving appropriate answers according to the comprehension and able to discuss it with the group; sharing ideas and considering friends input or opinion; (3) psychomotoric, that include listening other friends opinion well; practicing in making BK program and BK evaluation instrument in groups and individually; practicing the implementation on school; demonstrating what has been practiced in school with the group.

The effective *jigsaw* learning strategy in developing academic competency of counselor candidate is by doing the learning process continuously and well directed. This well directed aspect can be gained by appointing of the students as the group chief that leads and organizes the discussion of the group, then appointing one of them as group secretary in order to make the conclusion of the whole material easily. By applying this strategy students are able to involve actively in the whole process of learning, without conflicts on the order of presentations, so that it may give valuable experience for the students.

By choosing the right learning strategy of *jigsaw* will give positive contribution to improve academic competency of counselor candidate. At the end of the cycle III, the students are able to improve three aspects of achievement on academic competency of counselor candidate on “high” level, although some students still having difficulties in delivering the material well.

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## Semar puppet counseling model

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### Abstract

Puppet as the original local wisdom has a great role in the character building and giving a good example of how to behave, puppet is also the source or guidance of how to behave well. One of the figures in puppet that has strong characteristic as the leader, protector, patron, and also the guide for *ksatria* in taking the decision is Semar. Semar has the perfection ethic of Javanese person and raise as the core of the soul of Javanese people. Semar's wisdom can be applied in the development of multi culture Counseling for Counselor and multi culture Counseling characteristic. The characteristic of multi cultural based Counselor are: (1) Prudent, (2) Helper, (3) Motivator, (4) Democratic, (5) Fair, (6) Associating, (7) Sustains on the objectives, (8) Responsible, (9) Teaching, (10) Wholeheartedly, (11) Well mannered, (12) Sincere, (13) Honest, (14) Faithful, (15) Unpretentious (16) Not an anti critical, (17) Able to keep secret, and (18) Positive thinking. The application of Counseling based on the Semar's characters is offered to develop the practice of multi cultural Counseling for the Counselors, it called puppet semar counseling model.

**Keywords:** Counseling model, semar puppet, multi cultural counseling

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### Introduction

The civilization, especially the civilization of Indonesian people has been developing through culture. Based on Kluckhohn and Kelly, culture is every form of life that has been created historically, written or implied, rationale or irrational in a certain period of time as the potential guidance for human being. Corey (2010) stated that a complex culture has a philosophical basis and a self thought in many ways, and in this case is counseling approach. One of the Javanese culture that seems to be soul of the Javanese philosophy is Puppet (*wayang*).

Based on Achmadi (2003) Puppet (*wayang*) is "*wawayangan manungso*" which means puppet is the symbol of life and human living, by understanding Puppet we will be able to live our life better. UNESCO (*The United Nations Educational Scientific and Cultural Organization*) at 7 December 2003 in Paris has decided Puppet as the *Masterpiece of The Oral and Intangible of Humanity (adiluhung)*. It shows that puppet as the one of the traditional culture has be acknowledged internationally as a value of the formation and development of Indonesia national identity.

Mulyono (1983) stated that Puppet as the symbol of the language of life which is tent to be more spiritual. Puppet is the symbol that explains the existence of human in relation with the natural and supernatural thing. Puppet also has a strong relation with social life, culture, and the religious of Javanese people, for examples Punakawan are always become the favourite in every puppet show, the Punakawan

represents the most people and they are the guides for *warrior* (*ksatria*). In Javanese puppetry, there is term called *sedulur papat limo pancer* that represents *ksatria* and their servant. *Sedulur papat* are Punokawan (Semar, Gareng, Petruk, and Bagong), *limo pancer* are *Pandawa Lima* (*kstaria*), they are: Yudistira, Arjuna, Bima, Nakula and Sadewa. Based on the Javanese spiritual, Semar represents *sukma* (soul), and Pandawa Lima represents body that tend to be careless weak, and the body needs soul to be stable. It must be nurtured by the bodies great teacher or leader (*pamong agung*) to keep remember and alert (*eling lan waspodo*).

Based on Guritno (1976), punokawan represents human characteristics, Semar represents *Karsa* (Intention), Gareng represents *Cipta* (mind, thought), Petruk represents *Rasa* (feeling), and Bagong represents *Karya* (action). From those four figures, Semar is the role model. Semar, sometimes also called *Ki Lurah Semar* also known as great teacher or leader (*pamong agung*) or *Kyai* Semar, is also a great teacher or leader for others. Semar represents a tutor and also a leader, a guide of physical and spiritual of all *ksatria*. Semar also considered as God's revelation (*terang ilahi*) to establish a good moral (*welas asih, gotong royong*), merciful, and people oriented.

Krisna (2012) stated that Semar is comes from the word *ismar* which means nail, he is the one who make the truth stronger, just like nail. Semar is an unpretentious, calm, humble, genius, and knowledgeable. Semar has wise advices and also become a role model for others. Based on Hermawan (2013) in Javanese tradition semar has an alias, it called *Badranaya*, it comes from the word *bebadra* which means establishing the medium and *naya/nayaka* which means messenger, so semar also considered as a messenger of God to bring peace for human. Christanto (2013), Semar leads and give guidance to *ksatria*. The guidance is the wise advices and the action and it prevents *ksatria* from doing bad things.

The great values of Semar can be actualized in daily life, those are *cipta, rasa, and karsa*. *Cipta* is the power to create the image in our mind about life. *Rasa* is the soft feeling of ourselves and very often it gives us an impression. *Karsa* is the trigger of *Cipta* and *Rasa*, *Karsa* makes *Cipta* and *Karsa* become true.

The understanding of human psychological aspects will determine them into psychologically healthy or not. Based on Corey (2010: 213) the perspective of basic human characteristics is important for therapeutic action. From many psychological theories around the globe, each of it can give the contribution to counselor to give the best treatment.

Based on that, it needs to conduct the research about the values of Semar in the application of counseling by the counselor. The objective of such research is the value of Semar contains ethics, life perspective, tradition, philosophy, which can be used in this heterogeneous country. According to Pedersen (1991), the approach of multi cultural can be seen as the fourth aspects in counseling after psychodynamic, behavioristic, and humanistic. Counseling practice should be in line with the Indonesian culture. Collins and Arthur (2007: 31-49) stated that the counselors should aware their own culture, and it is in line with Wolfgang et al (2011: 1-16), the counselor should be able to internalize the local culture in their counseling.

Semar is the figure that has the same characteristics with today's educator, who responsible to educate people to become the one who have integrity, smart, humble, helping each other (Kresna, 2010: 67). Semar's value supposed to be a new counseling model, in order to prevent the cultural reduction and it is suitable with the Indonesia culture.

## The counselor personality in counseling practice based on the value of semar

Based on Atkinson, Morten and Sue (1989), a multi cultural Counseling is the relation between a Counselor and his client in different ways such as: sex, sexual orientation, socio economics factors, and age. Based on the explanation of multi cultural Counseling, it can be said that the model of Counseling in Indonesia is based on western model, especially United States, and this western model gives different result.

Indonesian culture which is in the same way is an eastern culture considers teacher and also Counselor as the one who have the same position as parents. Parents are also has a very significant role in building the characters. In Javanese Culture, the obedience of children to their parents is very precious, a good child is the one who obey (*manut*) to their parents, and the one who does not obey their parents is not a good child. It is different in the United States; there the counseling is about the same situation between the

Counselor and their Client (*konseli*). A Counselor in Indonesia should have a strong characteristic and authority, even his role is a problem solver and a facilitator. This cultural barrier can emerge the reluctant of the client to take a spontaneous action if facing the Counselor individually. Clients (*konseli*) are hoped to be more spontaneous in a multicultural nuance.

Based on Nasution (2009), Semar has discipline, religious, and a warm feeling. Based on the textual concepts, Semar has values that can be applied in a multicultural Counseling process:

### **Prudent**

Semar is smart, but in the other hand, he is the wisest figure. He is knowledgeable, and he is very powerful before Arjuna, even Semar is just servant (*batur*). Because of his knowledge and wisdom, he becomes a very significant figure before god, and his opinion is accepted by god. When *Bathara Guru* do something wrong, only Semar who are brave to correct him. Semar is also the one who can do action based on where he stands in every situation. A Counselor should be wise in understanding himself, someone else, and the situation.

### **Helper**

Semar very often helps *ksatria*, their students. As a Counselor, they should be also become a helper for their clients. Very often, Semar warn *ksatria* about the danger that has not come yet. When the *bendera* is in the hard situation, Semar is able to cheer him with his wise advice. In *Begawan Kilat Buwana*, when Pandawa is in a deadly situation by Kurawa, Semar helped them by removing *Begawan Kilat Buwana*. A counselor helps the client to solve the problem, help them to reduce one by one of their client's problem.

### **Motivator**

Semar is always become a motivator for the *ksatria* to be the real *ksatria*. Semar motivates them to be stronger day by day and nothing to lose. In line with the Counselor, he should be able to motive their client to take responsible of what they do to solve the problem.

### **Democratic**

Semar never push the *ksatria* to totally obey him. A Counselor is hoped to not to push the client to totally obey their advice too. A Counselor may not give a personal judgment to their client based on their perspective.

### **Fair**

Semar has friend from many elements in *jongring saloka*, such as ordinary people, government officer, and even god. In *Semar Kuning* story, Semar came in the form of human with fairness, honest, togetherness, and always say the truth. A Counselor should be fair in giving a Counseling without asking clients background.

### **Associating**

Semar is always available when *ksatria* has no one to guide. Semar become a connector and balance maker between god and human in social and political life. A Counselor applied this to his client to make them grow better.

### **Sustains on the objectives**

Semar has role in keeping, caring, guiding, and giving solution toward the problem of his clients. Semar are always guiding *ksatria* to finish their job well. A Counselor applies the sustainable Counseling to the clients, so that the problem of the client will be totally solved.

**Responsible**

Semar tries to build a mental and the characteristics of all ksatria so that they are responsible of what they do. A Counselor take this value to the clients so that the client will e responsible with their problem.

**Teaching**

In the story entitled *Semar Boyong*, Semar teaches and told the ksatria that Punokawan will leave them if they act beyond the truth. In Counseling process, a Counselor teaches the client to be better, understanding their selves, take the decision and responsible of what they do.

**Wholeheartedly**

In *Ladrang Clunthang* story, Punokwan totally give very wise wisdom to the ksatria dealing with their safety. A Counseling process should be done in a professional framework. A Counselor has commitment that becomes basis in helping the client.

**Well mannered**

His well mannered behavior makes Semar very significant figure. His advice is always become a second opinion in taking the decision. A Counselor should behave well before the clients so that they will not think twice in delivering their problems.

**Sincere**

Semar is known as the helpful person, but he does not hope for the reply. It should also be applied by the Counselor, they may not hope for the reply from the Counseling they give.

**Honest**

In *Semar Kuning* story, Semar do many good things without any special intention. Semar represents honesty, simple, and even he is just a servant, but he also becomes teacher or parents for ksatria. It means he also has the responsibility to show the right way to the all ksatria. A Counselor should be able to become the one who has integrity, intelligence, honest, patience, and consistence.

**Faithful**

The faith and the integrity of Semar is unlimited. Semar, with all Punokawan make ksatria become stronger and better. Semar is honest, and this good character makes ksatria always obey Semar even he is just a servant. As a Counselor, we have to build a good relationship with the client with harmony, dynamic, and creative.

**Unpretentious**

When he come the world, he come with honesty, but actually Semar is a undefeatable god. He is always humble even he can solve the problem. A Counselor should be able to conclude the client's problem in the simple word so that the client will understand.

**Not an anti critical**

Semar has all the characters the Indonesian people needs, it is able to accept critical and in other side keeping the secret. A Counselor should be able to correct their selves and is able to accept the critical.

**Able to keep secret**

Semar is also comes from the word *samar* which means in the "grey area". Semar has the capability to *momong* and *momot*, *momong* means educate and *momot* means is able to keep the secrets. A Counselor should keep his clients secrets and data.

### Positive thinking

In communicating, Semar is always gives the positive perspective. His speech is mostly about giving advices. We as the Counselor must always give the positive thing to our clients.

### Semar puppet counseling model

Counseling is the part of integrated Counseling model in school, and it is also an integrated program by the professional Counselor. One of the skills that must be mastered by the Counselor is the multicultural based Counseling. The knowledge and the mastery of multicultural Counseling will be very useful to give the Counseling in Indonesia for general, especially in region.

Ivey (2011) stated that the main competency that must be mastered by the Counselor is multicultural based Counseling, this mastery will result a good condition in Counseling process. The knowledge of multicultural in Counseling process is very useful because culture is the basis of a country (Matsumoto & Juang, 2003). Erford (2010) the knowledge of multicultural will add the recommendation in Counseling process.

Semar Puppet Counseling model was developed by concerning to the cultural based Counseling that is universally right. Semar Puppet is offered to the development of multicultural Counseling practice. There is a perspective that the good result of Counseling is based on the Counselor who is concerned on the client's culture.

Semar Puppet Counseling sees human based on the *sedulur papat limo pancer* concept. In every of us, there is soul and body, soul is the educator of our body, because body is too weak in making decision. Human life is based on the value of humanity itself, we are not a human is a wolf for other human (*homo homini lupus*).

Human has three characteristics; those are *cipta*, *roso*, and *karso*. *Cipto* is the power to create the image in our mind about life. *Roso* is the soft feeling of ourselves and very often it gives us an impression. *Karso* is the trigger of *Cipto* and *Roso*, *Karso* makes *Cipto* and *Karso* become true.

The objectives of Semar Puppet Counseling is to help clients to be closer to God, to get Mahabbah/holy love (*asmarasanta*), as the medium of thinking that influence the soul. After diagnosed the problem, the next step is identifying that gained from: (1) *Jamus Kalimosodo*, (2) *Sedulur Papat Limo Pancer* Gospel (3) Reflective Dialogue (4) *Pancawisaya* Gospel, that is used to catch five things, they are: *Rogarda*, *Sangsararda*, *Wirangharda*, *Cuwarda* and *Durgarda*.

The step of Semar puppet Counseling are: (1) Beginning, the assessment that is done to analyze the emotion, (2) Working process giving *treatment* to the cognitive aspect which is the central aspect of intervention in Semar puppet Counseling that is simultaneously bring the influence in desire and emotion, using the relevance technique, and (3) Last step, The Counseling process may be finished if the clients has beyond the truth.

### Conclusions

Semar has values that can be applied in a multicultural Counseling. The application of Counseling based on the Semar's characters is offered to develop the practice of multi cultural counseling for the Counselors, it called puppet semar counseling model.

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## The contribution of headmaster's personality competence to the teacher's social competence of vocational high school

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
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### Abstract

This research aims to know the contribution of headmaster's personality competence to the teacher's social competence at Vocational High School. The type of this research is Correlation. With 55 teachers at the State of Vocational High School in Padang Municipality through sampling technique of *stratified random sampling*. The used of the instrument is scale of KKPS and KSG. Test Instrument covers testing validity and reliability. The analysis of data uses correlation. The result of this research are: (1) headmaster's personality competence teacher of the State of Vocational High School 6 in Padang Municipality is well, with the level of achievement score 86,2%, (2) Teacher's Social Competence at the State of Vocational High School 6 in Padang Municipality placed in well category, with the score level achievement 84,97%, (3) There is a well correlation between headmaster's personality competence with teacher's social competence at the State of Vocational High School 6 in Padang Municipality with coefficient correlation  $r_{count} = 0,36 > r_{table} = 0,207$  in level of credibility 95%. The level of headmaster's personality competence is relative minor to the teacher's social competence at the State of Vocational High School 6 in Padang. It means that headmaster's personality competence gives the contribution to the teacher's social competence at the State of Vocational High School 6 in Padang Municipality is around 12,96%.

**Keywords:** Personality Competence, Social Competence

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### Introduction

Vocational High School is a part of formal educational institution Which became parts of education (Indonesia, P. R, 2003). One of the goal of Vocational High School tends to the development of student's skill on doing a certain work (Indriyanti, & Ivada, 2013; Purnomo, E., & Munadi, S. 2005; Arnawa, I. K. 2012; Yasin, M., & Ansori, A 2014), beside that Vocational High School is also to prepare the students enter the work field and it can also increase professional of student. (Adiputra, I. N., Sugihartini, N., Wahyuni, D. S., & Sunarya I. M. G. 2014). So in line with this, it needs a good and positive school environment, and also it does not far from the headmaster's personality, teachers, and family's school. A good personality has a strong effect to the school situation and class room atmosphere, teachers who has good personality can be able to give the students an autonomy to show their thought and increase their creativity and personality (Surya, H., 2010; Yuniarti, Y., Harsono, N., & Istiani, T. 2015). Teacher's

personality is the same with individual personality as usual consist with physical aspects, intellectual, social, emotional and moral (Fitriani, L. 2012; Masrurroh, N. 2010). All of the aspects have the relation each others, not only personality but also teacher's social competence is really needed.

The successful implementation of education and teaching in schools takes on the role of teachers. Teachers are one of the factors of success of teaching and learning process (Ariyanti S, 2008). Basically, teacher is guidance of students in order to enhance student's potential and reach the goal of education. Teaching learning process cannot be run well if the teacher can not to communicate to the students well. It is not only in the school environment but also a part of society, he or she should be known to ensure socialization to the society (Munawaroh, D. 2014; Maghfiroh, A. 2010; Muspiroh, N. 2016). Teacher is the resource of management which has face to face contact with the students that should be capable to held his job as the educator and good teacher. At the low of Indonesian Republic No.14 year 2015 section (10) about teacher and lecture, said that teacher's competences are; pedagogical, professional, social, and personal competence.

Teacher should be known about how to make communications in order to ensure the process of teaching learning ran well, not only in the school environment but also teacher should make communications and also keeping a good relation with the society (Avalos, B. 2011). Teacher should be able to communicate with the students, society, and parent of the students. A teacher's frame becomes a figure to the students through seeking to the personality and soul of their teacher (Putri, N. A, 2011; Mala, D. K. 2016).

In this case the demands of the teacher not only to draw the lesson (Sharples, M. 2002; Wong, J. K. K. 2004) but the important thing is how the teacher makes the lesson becomes the area of building competition and recharge to the personal quality and soul of the students (Yuni, R. 2015). Teacher is always became the figured by the society (Munawaroh, D. 2014; Syikhul Alim, M. 2010; Muspiroh, N. 2016; Ariansyah, B. 2016), that is why the teacher needs to know the values existing in the society in his local job. Beside that personality and the way teacher's talk determine to their student's personality in the daily life.

According to Sagala (2000) said that there are ten of teacher's competences. They are: (1) acquire the basic of education, (2) acquire the material, (3) the ability to manage the program, (4) the ability to manage the class, (5) the ability to manage teaching learning interaction, (6) the ability to give the score, (7) the ability to know and translate the curriculum, (8) knowing the function and program of guidance and socialization, (9) understanding principle of teaching and the result, and (10) knowing and conducting educational administration.

Based on the discussion above can be concluded that every teachers due to have personality competence and social competence to be figured by their students. Including at the State of Vocational High School 1 in Lubuk Basung has strong attentions to their teachers to have personality competence and social competence that need by their students in the process of personality building and high social sense.

Kunandar (2007) said that student competence is: "Set of ability that teachers had in order to produce appropriate and efficient work, those are: first, intellectual competence, it is set of knowledge in the individuality that needed to enhance all of the aspect of teacher's job. Second, physical competence, it is set of physical ability that needed to enhance teacher's job in all situation. Third, individual competence, it is set of attitude related with the individual ability to produce teachers ability self autonomous to do their transformation, identity, and self understanding. Fourth, social competence, it is set of certain attitude which became basic self understanding and it took a part from the social environment and also reached of effective social interaction. Fifth, spiritual competence it is understand, comprehending, and experience of spiritual norms".

According to the observation and the appearance had found at the State of Vocational High School 6 in Padang municipalities, teacher's competence was still less to the student's, society and their parents. This competence can be seen by phenomenons related to the individual competences below: (1) Based on students said that a view teacher was still having unstable emotion, it can be seen by seeing its teacher easy to angry when facing naughty students or having a trouble. (2) Lack of keeping stable emotion from teacher to the disturbing stimuli that attacked its feeling, it can cause the school relation running bad. (3) Lack of attitude from the teacher to show a good example to its students, it can cause the students

appreciation to their teacher. (4) Lack of communication from the teacher to its students including in teaching learning process and out of it, it can cause the harmonious situation in the school. (5) Lack of carrying and participation of the teacher to student's parent, so it can cause the relation from the teacher to the student's parent not running well.

According to the phenomenons above, those describe that there are factors affected to the lack of teacher's discipline at State of Vocational High School 6 in Padang Municipality, that is why it needs to push to enhance the achievement of its school organization. The researcher assumed that each of factors that affected to the lack of teacher's discipline is the headmaster's personality competence.

The government's law number 3, years 2007, about the headmaster's competence said that requirement of professionalism of teacher and head master is minimally have DIV/S-1 degree, acquired personal competence, managerial competence, entrepreneurship competence, supervision competence, and social competence. One of them should be acquired by the headmaster is personal competence. Every headmaster should be acquired available personal competence. The personality of headmaster takes an important role to the goal of education, especially in teaching learning process. Teacher's personality is also took an important role in the student's personality building.

Personality competence takes an important role in the development of student's personality (Ulya, A. 2010; Mizal, B. 2014). Kunandar (2010) said that "personal competence is the ability of teacher which shows well personality, stable, mature, skillful, power, became a model to its students and having wise attitude". These competences take an important role and its function in both of teacher and students personality building to prepare and enhance human resources and the prosperity of society, national development, and nation as far (Chumaedi, A. 2012; Alfian, A. A. 2013; Sleman, M. T. K., & Kalijaga, F. T. U. S 2009). The lack of headmaster's personal competences in the field of research which can be observed, as bellow: (1) the frequently of headmaster's come late. It showed by coming to the school 08.00 a.m. whereas the normal time was at 07.00 a.m. (2) sometimes the headmaster was busy with the personal activities in the effective time.

Based on the phenomenon above related with the headmaster's personality do not conducive with the headmaster's leadership. This case that headmaster does not give a model anymore to its subordinate. It also brings unstable condition to the development and enhancement of school program, which is also affected to the level of whole of school achievement.

According to those phenomenon the researcher interested to conduct the research and discuss it on the title: "The contribution of headmaster's personality competence to the teacher's social competence of Vocational High School".

## Method

This research is designed by correlation research (Moring, B., 2014; Slavin, R. E., 1992). The aimed of the research is to know the contribution of headmaster's personal competence to the social teacher's competence at State of Vocational High School 6 in Padang Municipality. The populations in this research are teachers from State of Vocational High School in Padang, totality of the population are 68 teachers. Technique sample used is *stratified random sampling* whereas in this technique is available to heterogeneous population consisted with various group, lining or proportional level which only through simply random and systematic possibility to be chosen to group sample or certain level only (Iskandar, 2009). In accordance to 68 teachers as the population will take the sample around 55 teachers. Furthermore, the instrument used in this research is test validity instrument and reliability test instrument. Data analysis used in the research is correlation (Wherry, R. J. 2014; Sugiono, 2014; Rose-Smith, C. 2012).

## Results and Discussions

### Research Data Description

Related with the variables of the research, so this research got two groups of data, they are the data from headmaster's personality competence of and teacher's social competence from the State of Vocational High School 6 in Padang Municipality. The description of each data can be specified as bellow:

**The Headmaster’s personality competence**

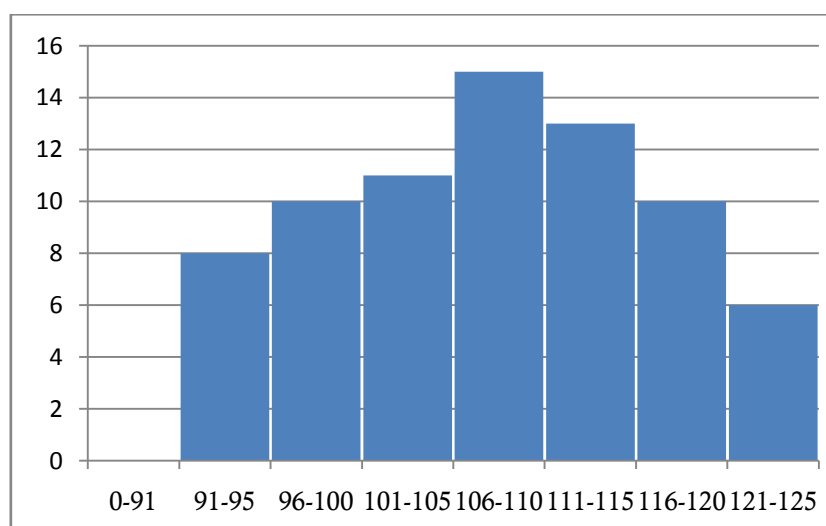
Collecting the data from headmaster’s personal competence (X variable) got from distributing of questionnaire to 73 respondents. The variable score of headmaster’s personal competence from distributing of questionnaire was 91,00 in lower score until 125,00 as the higher score. Beside that minimal score was 25 and maximal scoring ideally in 125. Based on the result of tabulation, so the score of headmaster’s personal competence on the average (mean) 107,75, median= 106, modus= 102,5, and standard deviation (SD)= 8,8. Furthermore the score of frequency distribution and histogram can be seen on the table below:

Table.1  
Frequency distribution score of headmaster’s personality competence of the state vocational high school 6 in Padang municipality

| Interval Class | Absolute Frequency | Relative Frequency |
|----------------|--------------------|--------------------|
| 91- 95         | 8                  | 10,95%             |
| 96- 100        | 10                 | 13,7%              |
| 101- 105       | 11                 | 15,06%             |
| 106- 110       | 15                 | 20,54%             |
| 111- 115       | 13                 | 17,80%             |
| 116- 120       | 10                 | 13,7%              |
| 121- 125       | 6                  | 8,21%              |
| Total          | 73                 | 100%               |

Frequency distribution score of headmaster’s personality competence of the State of Vocational High Shcool 6 Padang Municipality variable can be explained on the picture bellow:

Picture. 1  
Histogram of frequency distribution score of headmaster’s personality competence variable



Based on the table and histogram above, it can be seen that 20,54% from headmaster’s personality competence score existed on the average interval class 15 persons, 17,80% from the headmaster’s personality competence score existed on the top interval class around 13 persons. 15, 06% from the headmaster’s personal competence score existed on the low of interval class around 11 persons. Furthermore around 34 persons declared that headmaster’s personal competence score existed on the low of average with percentage 46,56%.

**Teacher’s Social Competence**

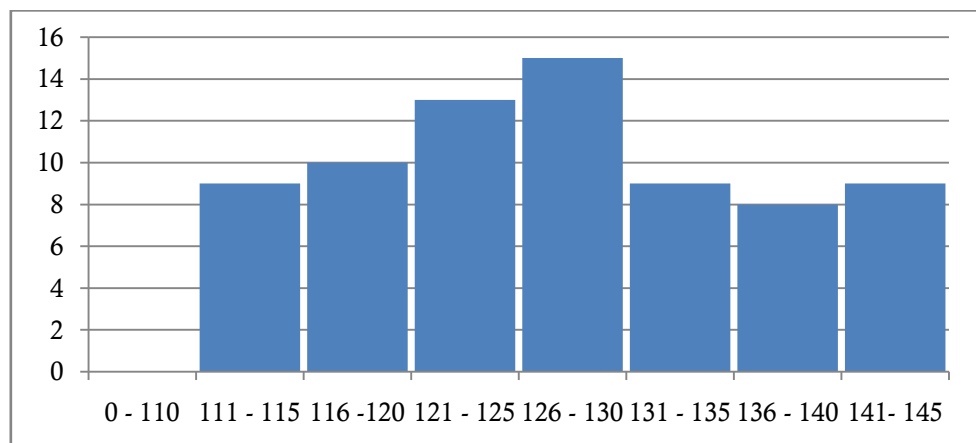
Result of processing data to work discipline had shown that maximal score was 150, minimal score was 30, the higher score was 145, the lower score was 111, mean (average)= 127,46 , median= 126 , modus= 123, 08 and standard deviation score was 9,3.

Table. 2  
Frequency distribution score of teacher’s social competence at the state of vocational high school 6 in Padang municipality

| No           | Interval Class | Absolute Frequency | Relative Frequency |
|--------------|----------------|--------------------|--------------------|
| 1            | 111- 115       | 9                  | 12,32%             |
| 2            | 116- 120       | 10                 | 13,70%             |
| 3            | 121- 125       | 13                 | 17,80%             |
| 4            | 126- 130       | 15                 | 20,54%             |
| 5            | 131- 135       | 9                  | 12,32%             |
| 6            | 136- 140       | 8                  | 10,95%             |
| 7            | 141- 145       | 9                  | 12,32%             |
| <b>Total</b> |                | <b>73</b>          | <b>100%</b>        |

Frequency distribution score of variable of teacher’s social competence at the State of Vocational High School 6 in Padang can be explained as bellow:

Picture 2  
Histogram Frequency Distribution Score of Teacher’s Social Competence at the State of Vocational High School 6 in Padang Municipality



Based on the histogram and Table above shown that there is 20,54% from the social teacher’s competence existed in average interval class 15 persons, 25,59% from the social teacher’s competence score existed in the interval class 26 persons, and 43,82% from the social teacher’s competence score existed in the low of interval class around 32 persons.

**Analysis regulation test**

Hypothesis testing in this research conducted with the correlation technique. It is used to know the relation between X variable and Y variable that must be filled a certain requirement, that is normality test and linearity test. Normality test conducted with chi quadrate technique to X variable of headmaster’s personal competence and Y variable, teacher’s social competence of the State of Vocational High School 6 in Padang Municipality bellow is the table of normality testing result to both variables of the research:

Table 3  
Summary of Normality Testing Variable

| Variable                                   | X <sup>2</sup> | Description | X <sup>2</sup> table |
|--|----------------|-------------|----------------------|
|  |                |             | $\alpha = 0,05$      |
| <b>Headmaster’s Personality Competence</b> | 5, 96          | Normal      | 9,488                |
| <b>Teacher’s Personal Competence</b>       | 4,171          | Normal      | 9,488                |

Result on the table above shows that X variable of headmaster’s personality competence, the score of X<sup>2</sup> account 5, 96 is smaller than X<sup>2</sup> table 9,488. It is also with the Y variable of teacher’s social competence, the score of X<sup>2</sup> account 4,171 is smaller than score of X<sup>2</sup> table on significant score 0,05. So, it can be concluded that both data of variables has a normal distribution.

**Hypothesis Testing**

In order to get the image of contribution between variables of the research, so the first step that researcher done is determined the relation and meaning of both variable of the research. The statistic technique used is correlation technique and t- Test. The summary of the result of correlation test and correlation meaning between both variables of the research can be seen on the table below:

Table 4  
Result of Correlation Coefficient Testing and Correlation Meaning Variable X and Y with r-Test Table and t-Test Table

| Correlation Coefficient | r <sub>table</sub> | Correlation Meaning (t) | t <sub>table</sub> |
|-------------------------|--------------------|-------------------------|--------------------|
| (r)                     | $\alpha = 0,05$    |                         | $\alpha = 0,05$    |
| <b>0,36</b>             | 0,207              | 3,25                    | 2, 776             |

A counting result on the table had above shown that correlation coefficient between headmaster’s personality competence with the teacher’s social competence was significant in  $r_{count} = 0,036 > r_{table} = 0,207$  in the credibility level 95%. To know the relational meaning did by conducting t- Test with the data score  $t_{count} = 3,25 > t_{table} = 2,776$  in the credibility level 95%, it means that the hypothesis of there is a significant relation between headmaster’s personality competence with the teacher’s social competence can be accepted. So it can be concluded that there is significant correlation between headmaster’s personality competences with the teacher’s social competence at the State of Vocational High School 6 in Padang.

Furthermore, the level of headmaster’s personality competence variable (X) to teacher’s social competence can be found by counting quadrate score from the coefficient correlation  $Rxy^2$ . So, the level of contribution X variable and Y variable is about  $(0,36^2 \cdot 100\% = 12,96\%)$ . According to this information can be concluded that contribution variable of headmaster’s personality competence of the State of Vocational High Scholl 6 to the teacher’s social competence at the State of Vocational High Scholl 6 is about 12,96%.

## Result Discussion

Based on the result of the research at the State of Vocational High Scholl 6 in Padang Municipality, found that there is significant correlation between headmaster's personality competence with the teacher's discipline work at the significant level 95% with coefficient correlation 0,36 and correlation meaning 3,25 through t- test. Bellow was the discussion of each variables:

### Social Competence variable (Y)

According to result of the research at the State of Vocational High Scholl 6 in Padang Municipality about the correlation of headmaster's personality competence with the teacher's discipline work got the data of teacher's discipline work existed in well categorize 84,97% with comparing the average score (mean) with the higher score multiple by 100%. It meant that Teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality is well.

Sondang said (2011) discipline is the act of management to push management organization members filling the demand of any other of its requirements. Every organization needs various demands which should be followed by its members and having standard required fulfillment (Gunasekaran, A. 1998). Malayu (2009) argued that a good discipline work figured responsibility of people to its job.

According to result of the research shown that teacher's discipline work at the State of Vocational High Scholl 6 in Padang Municipality, generally exited in well categorize. If it tried to look over on the indicator of teacher's discipline work, so the lower indicator was the responsibility indicator, it was on the average 4,1. It caused by the officer that holded the non available work with its ability, that is why the discipline work needed a responsibility of people to follow all of the rules without existing of an effective any other things, so that it is needed high of responsibility to its work. So, by its high of responsibility, the work will be done well and brought the maximal product achievement.

### Personal Competence Variable (X)

Based on the data gotten from respondents which meant by comparing average score (mean) with higher level score multiplied by 100% can be known the scoring of headmaster's personality competence was on well categorize (86,2% from ideal score). Personality is whole of individuality that consist with the mental and physical element from the whole of attitude performance of people through awareness (Fahrudin and Ali, 2011). From the result of the research researcher found that variable of headmaster's personality competence at the State of Vocational High Scholl 6 in Padang Municipality, commonly existing in well categorize.

If it tried to look in personality competence indicator, the lower indicator was having trace and interest of position desire indicator as the leader of education with the average 4,0. It caused by the lack of available soul of leader from the headmaster related with school's needed. That is why the headmaster should be having the trace of position to be effective headmaster (Halliger, P., Bickman, L., & Davis, K. 1996). Beside that the headmaster's personal competence figured personal steady, stable, mature, wise, and authority, became a model and also wise character. The effort to increase the trace and interest as the headmaster is having trace position to be effective headmaster, having soul of leader which is available with the school needed (Chapman, J. D., & International Institute for Education Planning, 2005).

### The Contribution of Headmaster's Personal Competence to the Teacher's Social Competence

Result of testing hypothesis shown that there is a significant meaning between headmaster's personality competence with teacher's social competence, through  $r_{count} = 0,36 > r_{table} = 0,207$  on the level of credibility 95%. It meant that there is significant relation between personality competence with teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality, the score of the result of testing significance relation was  $t_{count} = 3,25 > t_{table} = 2,776$  on the level of credibility 95%. So, according to this information there is significant relation between headmaster's personality competence to the teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality.

It is also informed that each of factors affected to the teacher's social is headmaster's personality competence. It is related with the Malayu (2010) argued that a good leader is a person who gives a good model, having a good discipline, honest, fair, and suit between spoken and action. Through good

personality leading will produce good teacher's social competence (Berkowitz, M. W., & Bier, M. C. 2004; Fullan, M. 2011), but in contrast with this, a bad personality leading will produce lack of teacher's personality in associate to school environment. Furthermore, by using coefficient correlation  $r_{count} = 0,36 > r_{table} = 0,207$ , on the level of credibility 95% gotten score of headmaster's personality competence to the teacher's social competence on the score 12,96%. It means that teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality determined by the headmaster's personality competence, remainder determined by others factor which affected, whether in direct or not that do not discuss in this research.

## Conclusions

According to result of the research and hypothesis testing about relation headmaster's personality competence with the teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality can be concluded like this one: (1) headmaster's, teacher's personality competence at the State of Vocational High Scholl 6 in Padang Municipality is good, with the level of achievement score 86,2%. (2) Teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality is also existed in a good categorize, with the level of achievement score 84,97%. (3) There is a significant relation between headmaster's personality competence with the teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality with the coefficient correlation  $r_{count} = 0,36 > r_{table} = 0,207$  on the level of credibility 95%. The level contribution of headmaster's personality competence is relatively insignificant to the teacher's social competence at the State of Vocational High Scholl 6 in Padang. It means that headmaster's personality competence gives a contribution to the teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality around 12,96%.

Accordingly, it can be suggested as bellow: (1) It is hoped for the headmaster's of the State of Vocational High Scholl 6 in Padang Municipality to increase its personality competence, such as wise attitude, integrity, having a strong desire on self development, fair, controlling himself when meeting with the work problem, having trace and interest of position as the education leader. Because, a good personality of leader will bring teacher's discipline work too, (2) It is hoped to the teacher of the State of Vocational High Scholl 6 in Padang Municipality became an input or information in the development of teacher's social competence at the State of Vocational High Scholl 6 in Padang Municipality. That is why, teacher may do various of effort, such as on time, awareness, loyalty and responsibility in doing work in order to increase its work's discipline, (3) it is hoped to supervisor to enhance the supervision in order to make headmaster and teacher always be improved their competency especially headmaster's personality of headmaster and teacher's social competence, whereby it can be improved the harmonious relation between the headmaster as the leader to the teacher as the educator, (4) The writer, to add the insight and knowledge about the relation of Headmaster's Personality Competence with the teacher's social competence as well as applied the knowledge gotten during lecturing process.

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## Individual counseling to argue in social media

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### Abstract

The purpose of this study is to improve students' argumentation skills in social media. The subjects were 20 students who were divided into two groups: the control group consisting of 10 people and the experimental group consisting of 10 people. The technique used was an quasi experiment with 10 interventions using individualized counseling services to the control group and experimental group. Based on the quasi experimental results by giving counseling to 20 students 10 times and analyzed, students' argumentation skill level increased after individual counseling. Shown with change of skill level of argumentation before treatment (preliminary evaluation) and after (final evaluation) as much as 90 points and through test using test with significance level 5% show  $t \text{ count} = 7.077 > t \text{ table} = 2,179$ . Based on the results of these calculations, show that the hypothesis mentions individual counseling affect students' argumentation skills can be accepted.

**Keywords:** Argument Skills, Social Media, Individual Counseling

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### Introduction

In the case of individual beings the individual creatures of social beings, as social beings, individuals must communicate with each other in everyday life. Other individuals can understand what he thinks, what he feels, and what he wants. In today's communicating activities, more people use social media as a means to argue express opinions, but sometimes not everyone can argue well in social media that cause problems to themselves, society and country (Katz, J., Capron, A. M., & Glass, E. S., 1972). Mentioned that the skill of argument is important for human life so that human beings can establish the relationship of environment (Bronfenbrenner ,U. 2005). Argumentation skills are part of the adaptation of the environment so that humans need it as a condition for life, In this era of arguing skills is very important to establish communication with others. Communication can make a relationship warm and produce something positive. If the skill of argument is bad then the relationship between humans will be destroyed and the state will collapse (Andrews, F. M., & Withey, S. B., 2012).

Children need a control in expressing opinions, because children are in the process of developments that always try, sometimes children imitate friends and even parents in communicating with the community (Keyes, C. L. M., 1998). As social beings, individuals must communicate with each other in everyday life. Other people can understand what he's thinking, what he was feeling and what he wants. In today's communication activities, more people are using social media as a means to argue express his opinion, but sometimes not everyone can argue well in the social media causing problems with the self,

society and the state. In Circular Kapolri SE/06/X/2015 of article 28, paragraph 2, which reads "any person intentionally and without right to disseminate information intended to cause hatred or hostility individual and / or a particular group of people based on ethnicity, religion, race and intergroup (SARA). "and article 45 paragraph (2):" (2) every person who meets the elements referred to in article 28 paragraph (1) or subsection (2) shall be punished with imprisonment of six (6) years and / or a fine of 1,000,000,000.00 (one billion rupiah). "I'm 1000 percent agree with the SE of hate speech. I love baseball too far freedom of expression. Cook the people say anything goes in social media. It's a lot of NGOs (nongovernmental organizations), people press ultraliberal translating democracy is freedom of speech, it's nonsense," said Tjipta (Weston 2007). In the book (Weston 2007) 'argued' means provides a reason or evidence to support a conclusion. An argument is not only a statement about a particular view, and not merely just a disagreement. The argument is an attempt to support a particular view with reasons.

Another opinion is also spoken by (Keraf, 1981) that "argument is a form of rhetoric that seeks to influence the attitudes and opinions of others, that they believe and finally act in accordance with what is desired by the author or communicator". So in essence, argued a couple of facts in such a way so as to indicate whether an opinion or a certain thing is true or not is poured orally, while the ability to argue is the ability to influence the attitudes and opinions of others, so that the listener believes and ultimately act according to what is desired by the communicator. Argument is an attempt to find out which view is better than the other. Arguing is a way to explain and defend it by giving reasons and evidence that another person or listener could prepare the mind for yourself. To be able to argue well, a communicator in addition to having to explain the reasons and evidence to strengthen the establishment or opinions expressed, and understand what to talk about, what to say, and how to talk about it, the communicator must also have the courage and conveys regularly arguments submitted in accordance with applicable regulations. Skills argue still considered difficult by students. The difficulty of this argument is reflected in students' ignorance about the ethics of argumentation in social media, the phenomenon of what was discussed, and how appropriate to talk about the phenomenon. This is reinforced by the results of research that found that individual counseling is effective in increasing confidence in children broken home (Arfitriani, Y. N. 2010). Confidence is the basis of communication skills of social media

Meanwhile, the study argues in social media held less emphasis on training (practice) argued. Even if there workout activity was less effective and engaging for students. In addition, it has not been consistent and comprehensive activities to hone skills of argumentation in social media. If it continues to happen, then the purpose of learning to argue in social media can never be achieved with the result that many people will commit unlawful acts in social media. Therefore, it takes an activity that can lead students to be wise in arguing. A condition in the low ability to argue in social media as experienced by 20 students aged 15-18 in Demak (From MGBK Demak). Students feel not knowing the ethics convey the idea in social media, confused addressing information in the social media and easily provoked mediated social provocation. Low ability to argue in social media on students cannot be left alone, because if left students will have problems during speech in violation of the rules of social media and result in criminal penalties. Counseling is an effort of assistance provided by the supervising teacher to students who use the procedures, methods and materials to individual members to argue in social media. Communication is important in the formation of individual personality. With the individual communication can have a good life in the family, school and community, including in social media. Efforts to improve the ability of students to argue in social media can be done by organizing activities of individual counseling services. These activities address topics that are being experienced, give advice and ideas, respond, communicate with each other create the dynamics to develop themselves are practicing argue or express the opinions of the counselee.

The purpose of this study is individual counseling services are expected to effectively improve the ability to argue 20 students aged 15-18 in Demak. According to Prayitno, E. A. (2004), argues that individual counseling services (individual) is a special service in direct face to face relationship between counselor and client, in a relationship that is a problem the students themselves. This can be realized with the improvement and refinement. Willis (2004) adds that the notion of individual counseling services is the assistance provided by the counselor to a student with the goal of developing students' potential, able to cope with its own problems, and can adapt positively. Counseling is very important to help the child in the process of development and growth. Counseling can help children to be eradicated so that children will live more independently and happy.

Individual counseling services appropriate to be used as a form of counseling services and counseling to be given to students who have ability to argue in social media is still low. Counseling is not only face to face (FTF), counseling can be done with online counseling, online counseling can be used to help

clients who cannot meet with a counselor because of the distance difference. With online counseling then counseling can be done anywhere and anytime (Ifdil, I. 2013). So expect optimally students can change and achieve positive improvement after participating in individual counseling activities. Students who participated in individual counseling can directly create a dynamic private practice doing exercises argue, respond to, listen to and to feel. This event is a place to develop them self in order to learn to argue in a positive and effective. This is reinforced by a study that found that individual counseling effectively alleviates the problems of students experiencing aggressive behavior in both the real world and the virtual world so it is expected that schools can provide individual counseling to students who have aggressive behavior. (Restu, Y. 2013).

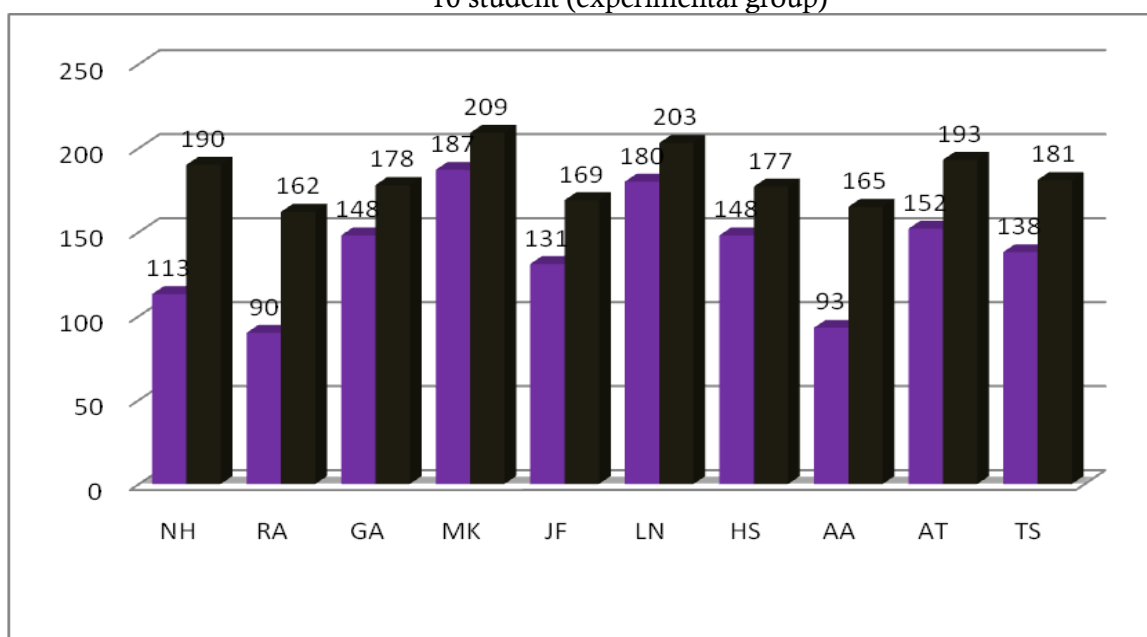
### Method

This study uses quasi experimental methods Experimental quay is a method by using a control class to compare with the same experimental class in the given treatment. Experiment class then analyzed to find the level of significance (Coolican, H., 1990; Howell, D. C., 2012). The final goal of this study was to determine the effectiveness of individual counseling to improve their skills in argumentation rest of the social media. Here, researchers used an quasi experimental method by comparing the full class in the given individual counseling services (experimental class) with classes that are not given individual counseling services (grade control). The researchers used a total population of respondents as many as 20 respondent Researchers provide individual counseling 10 times against respondent. The study was conducted by a counselor for one semester with one hour of counseling. According Arikunto (2002) a data analysis technique is a method used to process research data to obtain a conclusion. Technical data used to determine the effect of individual counseling services for student who have a less argumentation skills. Mechanical t test was used to test the significant differences in means. This research is to test whether individual counseling has significant influence to the skill of argument in social media or individual counseling has no significant effect on argumentation skill in social media.

### Results and Discussion

Based on the results of t-test with significance level of 5% shows  $t = 7.017 > \text{table} = 2.179$ . Thus, means  $H_0$  accepted and rejected so that it can be said that the ability to argue in social media 20 students in Demak increased after being given individual counseling services, Based on the pre-test results, obtained data showing that there are some students have low scores. The research data 10 student

Figure 1.1 Graph Acquisition Total Score Initial Evaluation and Final Evaluation  
10 student (experimental group)



Tabel 1.2 Acquisition Total Score Initial Evaluation and Final Evaluation Argumentation Level 10 student (experimental group)

| No   | Name  | $\Sigma$ | Pre   | Criteria | Post  | Criteria | Enhancement |
|------|-------|----------|-------|----------|-------|----------|-------------|
|      | Group | %        |       |          |       |          |             |
| 1    | NH    | $\Sigma$ | 113   | L        | 190   | H        | 77          |
|      |       | %        | 51.36 |          | 86.36 |          |             |
| 2    | RA    | $\Sigma$ | 90    | L        | 162   | M        | 72          |
|      |       | %        | 40.91 |          | 73.64 |          |             |
| 3    | GA    | $\Sigma$ | 148   | M        | 178   | M        | 30          |
|      |       | %        | 67.27 |          | 80.91 |          |             |
| 4    | MK    | $\Sigma$ | 187   | H        | 209   | H        | 22          |
|      |       | %        | 85    |          | 95    |          |             |
| 5    | 4JF   | $\Sigma$ | 131   | L        | 169   | M        | 38          |
|      |       | %        | 59.55 |          | 76.82 |          |             |
| 6    | LN    | $\Sigma$ | 180   | T        | 203   | T        | 23          |
|      |       | %        | 81.82 |          | 92.27 |          |             |
| 7    | HS    | $\Sigma$ | 148   | M        | 177   | M        | 29          |
|      |       | %        | 67.27 |          | 80.45 |          |             |
| 8    | AA    | $\Sigma$ | 93    | L        | 165   | M        | 72          |
|      |       | %        | 42.27 |          | 75    |          |             |
| 9    | AT    | $\Sigma$ | 152   | M        | 193   | H        | 41          |
|      |       | %        | 69.09 |          | 87.73 |          |             |
| 10   | TS    | $\Sigma$ | 138   | L        | 181   | H        | 48          |
|      |       | %        | 62.73 |          | 82.27 |          |             |
| Mean |       | $\Sigma$ | 158   | L        | 192.7 | H        | 60          |
|      |       | %        | 67.73 |          | 87.05 |          | 20          |

Criteria  
 Height : over 180  
 Medium : 160 to 180  
 Low : less 160

For this reason, researchers are working to develop the ability to argue through individual counseling services. The counseling process is a systematic process that is carried out by counselors and clients to solve client problems. There are stages that must be passed to get on achieving a successful counseling. But before entering that stage the counselor should obtain data regarding the client's self through a preliminary interview (intake interview). This is reinforced by research that found that individual counseling is effective in modifying the behavior of junior high school children so that individual counseling is expected to help children live according to school and community rules (Serketich, W. J., & Dumas, J. E. 1996; MacArthur, J. F., & Mack, W. A. 2017).

Individual counseling is effective in improving students' ability to argue, because of the activities of individual counseling that students are encouraged to practice argue. Of these students will gain a variety of experiences, knowledge and ideas. Students can learn to develop values and implement joint measures to reach the topics covered in individual counseling. The result showed that an increase in the development of the ability to argue between before and after individual counseling. Data pre-test of 20

students showed the ability to argue that low and fairly. At the end of the activity, the study provides post-test. Post-test results showed an increase in average scores on the respondent's ability to argue. Researchers in an effort to test whether there significant using t-test with significance level of 5% shows  $t = 7.077 > t_{table} = 2.179$ . Based on the results of these calculations, shows that ability to argue students increased after being given individual counseling services.

Based on the analysis of research data it is said that the treatment of individual counseling that is done is a kind of effective services, especially for students. This is because the study subjects after receiving individual counseling, based on data obtained showed an increased ability to argue with an average increase significantly. Increased ability to argue was marked by students who originally easily ignited emotions while reading news hoax, made a status which leads to SARA and use the word dirty word in response to the phenomenon of social media has changed into selective in responding to a message, and using words that are polite in making social media posts. In a research report prepared to explain that individual counseling is very effective in giving the views and character so that students have ethics in communicating in social media. (Hulukati, W.2013). The counseling process is done with individual counseling methods with techniques RABT. Counseling performed 10 times with a pretest and posttest. Effective and efficient helping skills produce a variety of behaviors, techniques, and practices that match the theoretical and philosophical point of view of the counselor. Successful counselors improve arguing skills to adapt in choosing and developing strategies that bring their theoretical credentials that are appropriate to them and their clients. The benchmark for effective counselors in this regard is the ability to select tendencies in a particular theory, to cultivate them to fit the unique perspective and beliefs of each person, and to have the communication and facilitation skills required to use those views and assumptions to help him and Others achieve optimum development (Schmidt, J.J. 2008). School counselors should be sensitive to the problem of arguing in this social media because this is very important.

The counseling profession gets its name from a function that explains and describes the main role of its members. The cornerstone of all services provided by professional counselors is knowledge of the theory of counseling and the use of effective helping skills. So, understanding, attitude, and skills of counselor in implementing strategy and intervention as core of counselor success in increasing skill of argue social media. The counseling profession has been discussing, explaining, debating, and working on counseling. The term counseling has been extensively defined in various professional literatures, but this effort does not always result in a consistent definition.

On the one hand, this inconsistency is due to the various places where the counselor practices one of the many theories on which the definitions are based. The contemporary definition of counseling illustrates that the profession focuses on the breadth of human needs, including the prevention, development and healing relationships. Pietrofesa, Hoffman, and Splete (in Schmidt, 2008) describe counseling as a process facilitated by a professional for someone who "seeks help in achieving better self-knowledge, better decision making, and behavioral change skills for problem solving and / Or growth progress ". Nugent (in Schmidt, 2008) mimics that point of view by saying, "Wherever they work, counselors help people, families and groups solve conflicts, overcome problems, or make decisions in social and cultural contexts."

By building a broader goal for helping relationships, counselors offer services to a wide range of people who are actually healthy and able to move. Among these groups some people have psychological and social problems, others seek information and support for self-development decisions they will make in the future. Gladding (in Schmidt, 2008) abbreviates these elements by defining counseling as a brief relationship formed on one or more theoretical models to assist relatively healthy people to make decisions in their lives.

Individual counseling since the early days of the counseling movement has been defined as a core activity in which all other activities are effective. Counseling is a one-to-one relation that focuses on personal growth and adjustment, and meets the need for problem solving and decision making needs. The assistance is a client-centered process that demands the trust of the counselor and the client's trust in him. This process begins when a condition of contact or psychological relation is formed between counselor and client; It will move forward when certain conditions essential to the success of the counseling process are met. Many practitioners believe these essential conditions include such things as sincerity and counselor congruence, respect for clients and an empathetic understanding of the client's internal frame of reference (Gibson & Mitchell, 2011). School is the specific place where the counseling process is practiced. As with other professional venues, the primary mission of the school coloring school practices focuses on the educational goals of students, parents and teachers. Therefore, counseling in

schools is a process to help students, parents and teachers learn about themselves; Understand how their personal characteristics, human potential, and how behavior affects their relationships with others; And make decisions to solve problems encountered and plan strategies for optimal growth. Using the broad definition, school counselors' access to students, parents and teachers will benefit from counseling relationships, and indicate whether they are the best professionals who provide services for this group (Schmidt, 2008).

Counseling is a process. Counseling has a beginning. Counseling is characterized by a series of steps and stages, and will end when the goal is met. As well as the abundance of theories about counseling, there are many choices of models of help-help to choose from (Stone & Dahir in Schmidt, 2008). By having an effective model on which their counseling relationship relies, it allows counselors to organize and demonstrate effective aid processes. In schools with young students, structure and direction is a precise, steady step in counseling relationships. Counseling models range from three to many stages. The following will explain the four-stage approach to the counseling process. A stage that offers counselors a design to build effective relationships, where these stages help school counselors stay alongside and consistently encourage students and other clients to move closer to their identified objectives.

Counseling is the process of expressing expectations, desires, concerns, fears, and failures in changing behavior, changing external factors, and setting future goals. Close and communicative relationships are only possible if they are based on positive acceptance, understanding and appreciation. Counselors show empathetic understanding as they accurately perceive the client's world, being able to see things in the client's eyes, and the ability to verbally communicate that understanding back to the client. Respect is another equally important point from the first stage of relationship in counseling. Respect here means equality, justice, and shared responsibility (Schmidt, J.J. 2008). In counseling, nothing is more important than the people in it, therefore counseling recognizes the rich complexity and unique value of every human being. In school, the condition of respecting one's worth is very important as a successful effort to help establish relationships with students.

School counselors should show their liveliness and appear to be authoritative, firmly held, accountable, and worthy of respect. It is not easy to achieve. Counselors who practice honor, act cautiously, and show the highest levels of professional performance are able to win the respect of students, parents, and teachers. On the other hand, counselors who neglect their duties, divulge secrets, behave without acceptance, use mockery, and defame education and counseling professions mean showing disrespect for themselves and others (Schmidt, J.J. 2008). The result is always avoided by students, parents, and teachers.

Authenticity is concerned with respect. Counselors who can accept others can also express their true feelings and react to the concerns expressed by their clients. At the same time, the original counselor shows the same consistent behavior between what they say and what they do (Schmidt, J.J. 2008). Authenticity is sometimes called congruence, a condition that reflects honesty, transparency and openness to the client. This congruence arises from respecting the client relationship. Another important thing in the relationship, is the ability of the counselor to reveal themselves, the ability to express thoughts, opinions, and feelings after the awareness or understanding of what the client disclosed. This self-disclosure is very important to let the client understand that the counselor is a person, not just a role. Thus this ability should be used appropriately during the counseling process.

## Conclusion

Individual counseling services are effective in improving students' ability to argue in social media include sage in response to a phenomenon in social media, using polite language in response to a phenomenon and adults in the act on social media. It is shown from changes in the behavior of students at each meeting individual counseling has led to an increase in the ability to argue in social media better than ever. Additionally known from the results of data analysis showed that  $t$  is greater than  $t$  table.

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## **Learning motivation and student achievement: description analysis and relationships both**

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### **Abstract**

Education is very important for humans, through the education throughout the world will increasingly flourish. However, if faced with the activities within the learning process, not a few men (students) who have less motivation in learning activities. This resulted in fewer maximal learning processes and in turn will affect student achievement. This study focuses to discuss matters relating to the motivation to learn and student achievement, with the aim of strengthening the importance of motivation in the learning process so that a clear relationship with student achievement. The method used is descriptive analysis and simple correlation to the 97 students taking the course introduction to Microeconomics and Indonesian. The conclusion from this research is the students have a good record if it has a well and motivated as well, and this study concludes their tie's difference between learning motivation and achievement of students on two different courses.

**Keywords:** Learning Motivation, Student Achievement, Descriptive and Simple Correlation Analysis.

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### **Introduction**

Increased development within a country is an indicator of development and progress within the field of science and education (Bamiro, 2015). This indicates an important role for the development of science and technology to the development within a country. The country currently needs to be tuberous on achievements produced by the process of learning activities at academic institutions, because they some countries have a fear that the process of learning, and the demands of school will end with achievement results unsatisfactory (McInerney, Cheng, Mok, & Lam, 2012; Nemeth & Long, 2012), Accordingly, student achievement in formal academic institutions can be observed from the rank-actualization in students' learning activities (Joy, Hamilton, & Ekeke, 2013; Levpuscek & Zupancic, 2008). Indicators of learning achievement can be seen on the standard value set by each institution and on changes in the level of achievement of each student from year to year in all academic subjects in tests and assessments (Firmender, Gavin, & McCoach, 2014; Lee, Liu, Amo, & Wang, 2013; Shatzer, Caldarella, Hallam, & Brown, 2013; Swanson, Valiente, Lemery-Chalfant, & Caitlin O'Brien, 2011).

Additionally, student achievement can describe the level of achievement of students in terms of knowledge, skills and experience of learning formulated by learning objectives for the school curriculum (Levpuscek & Zupancic, 2008; Nemeth & Long, 2012). The test results were followed by students reflects the extent to which students can achieve learning goals in each subject in educational institutions, thus increasing student achievement illustrates the quality of education is getting better. Likewise, declining student achievement illustrates the quality of education is low (Joy et al., 2013; Lee et al., 2013; Levpuscek & Zupancic, 2008; Shatzer et al., 2013).

Theory that will be used in this research is the theory of learning outcomes expressed by Gagne. Gauge states that learning is a set of cognitive processes that change the nature of environmental stimulation, passing information processing and become the new capabilities. Gauge theory shows that learning is influenced by three main components, namely external conditions, internal and learning outcomes (Mudjiono, 2009). While the factors that affect student achievement according to previous studies including students' motivation (Levpuscek & Zupancic, 2008), students' perception of the school environment (Gietz & McIntosh, 2014), the quality of teachers (Darling-Hammond, 2000; Heck, 2007; Jennings & Greenberg, 2009; Joy et al., 2013; Kunter et al., 2013; Lee et al., 2013; Muzenda, 2013; Ottmar, Rimm-Kaufman, Larsen, & Berry, 2015; Wayne & Youngs, 2003), the attitude of teachers (Levpuscek & Zupancic, 2008), learning model used by the teacher; a simulation model for economic subjects, blended learning, discovery and think pair share (Al-Ani, 2013; Bamiro, 2015; Porter, Riley, & Ruffer, 2004), learning strategies applied by the teacher; Instructional (Firmender et al., 2014), the class composition (Gottfried, 2012), the type of leadership of school leaders (Shatzer et al., 2013), motherly support (Swanson et al., 2011), motherly controls (Levpuscek & Zupancic, 2008; Swanson et al., 2011) and state standards that regulate education (Lee et al., 2013).

This study examines the relationships between the motivational factors of student learning and academic achievement gained by the student. Contribution of student achievement is supported by the motivation of students in schools (Heck, 2007; Lee et al., 2013; Levpuscek & Zupancic, 2008; Ottmar et al., 2015). Students' motivation to use the theory of convergence of the development within the individual is determined by factors originating from within and factors that come from outside oneself. Motivation is an internal process that is one of the main factors that determines the success rate of student learning (Levpuscek & Zupancic, 2008). Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better. These motivation levels are determined by the level of meaningfulness of teaching materials and learning activities, which are owned by the students concerned (Djamarah, 2008).

## Method

This research was done in less than one year, then the method used is a crosses sectional method, the method of research by improving the objects within a certain time or not sustainable in the long term (Husein, 2011). In this, research uses exemplifying research type and statistics with simple correlation analysis. By using exemplifying type obtained an overview of the motivation to learn and student achievement. While statistical analyzes were performed to determine the extent on the relationship between the variables of learning motivation and student achievement. In this study using other than using First Data, obtained from the first hand to be analyzed next to find a solution or the problem studied (Uma, 2006). Sources of First Data in this study are all data obtained from interviews, observations, and questionnaires taken from PGRI STKIP Sukabumi students who follow the course is an introduction to Microeconomics and Indonesian Course. As for the incidental data collected by the researchers, the data published as the journal and other statistics, and information available from the publication or non-publication either inside or outside the organization, all of which can be useful for researchers (Uma, 2006). This study uses a value documentation Final Exam results as incidental data. Generalization region consisting of objects or subjects that have certain qualities and characteristics defined by the

researchers to learn and then drawn conclusions called Population (Sugiyono, 2015). In this study, the population is students STKIP PGRI Sukabumi and become Sample's researches were all students who follow the course is an introduction to Microeconomics and Indonesian Course Academic Year 2016-2017 amounted to 97 students. Descriptive statistics were used to help describe the circumstances (facts) which are actually from a study. This analysis relates to methods of collecting and presenting data to provide useful information. Illustrative statistics only provide information in the data held and did not draw any conclusions. With illustrative statistics, the data set obtained will be presented with a quick, neat, and may provide the core of the existing data set. Descriptive data analysis conducted to describe the condition of each study variable, namely: how the motivation to learn (X) and how student achievement (Y). Hypothesis testing using statistical analysis with analysis tools using a simple correlation analysis. Correlation analysis is used to determine the amount of learning achievement relationship's dependent variable (Y) and student learning motivation (X). Before the test simple correlation analysis, first tested the requirements analysis, including: normality test, homogeneity test, linearity test and multicollinearity test.

## Results and Discussions

### Learning Motivation

The results of research related to learning motivation of students in universities, in the course introduction to Economics in distribution can be explained that out of 97 students who studied 9.28% have fewer categories; 34.02% had a mild category; 31.96 have an superior category, and 27.74% have a very superior category. While on the subject of motivation to learn Indonesian students in distribution can be explained that out of 97 students who studied 8.25% have fewer categories; 43.30% had a mild category; 29.90 have an superior category, and 18.56% have a very superior category.

Theoretically that motivation to learn it is something that drives it, move it, and engage students in learning (Endang Sri Astuti, 2010). Motivation can be defined as a process whereby goal-directed activity was investigated and sustained consisting of inherent motivation (the motivation that comes from within a person) and extrinsic motivation (motivation that arises because of the encouragement from the outside). Inherent motivation is a motivation that comes from within the individual itself. While extrinsic motivation is a motivation that emerged from outside the individual and often involves the appreciation of others. (Omar, Jain, & Noordin, 2013). Likewise, when a person's behavior is triggered internally by someone for his own benefit or curiosity emerged of itself is called intrinsic motivation. In contrast, extrinsic motivation is when an individual is affected action of external factors that exist outside it, such as awards, punishment, or social pressures (Arens, Morin, & Watermann, 2015).

If you look at the results by the associated descriptive motivation showed that 52.58% of all survey respondents, in this case the student has good and very good notices Danal either follow the lecture course introduction to Microeconomics or Indonesian. Motivation is growing due to the course using the method of innovation, creative and fun, in addition to the capacity and capability of lecturers manage and deliver lectures to be decisive for the success of learning, especially when the motivation to learn student's womanly main focus. this is in line with research conducted by Levpuš oak, Melita Puklek and Zupanc ice, Maja, which revealed the results of his research that the students' motivation for achievement is influenced by parental involvement in educational activities and behavior of teachers who are in the classroom (Levpuscek & Zupancic, 2008). Moreover, that motivation has a very important effect upon the attitudes and behavior of student learning and motivation that focus on academic determine student achievement (Linnenbrink, E.A., Pintrich, 2002).

### Student Achievement

The results showed in the distribution of student achievement conditions were taken from the results of student test scores obtained as follows: of the 97 students who conducted the research as respondents

showed that 9.28% had fewer categories; 27.84% had a mild category; 35.05 have an superior category, and 27.84% have a very superior category. Meanwhile, the results of research into the subject show the distribution of Indonesian student achievement results as follows: of the 97 students who conducted the research as respondents showed that 10.31% had fewer categories; 34.02% had a mild category; 35.05 have an superior category, and 20.62% have a very superior category.

It theoretically is meant by achievement or often called learning outcomes is the capability of a person caused by the stimulus coming from the external environment and cognitive processes performed by the students. Gauge in this case believes that learning is influenced by factors in students and factors outside the student itself where the two interact. Besides learning consists of three main component's namely surface conditions that stimulus from the environment where he is in the process of learning, the interior condition that describes the interior state of the students themselves and the conscious process of students, as well as learning outcomes that describe verbal information possessed by students, intellectual skills, motoric skills, attitudes and conscious finesse students. Internal conditions will interact with the surface conditions during the process of learning and of the interaction, it will behold the learning outcomes (Syaiful, 2012).

Furthermore, in terms of student achievement on the course introduction to Microeconomics and Indonesian subjects showed that 59.28% of the students have an superior record and very superior. Student achievement is right now will not be separated from the current conditions among the students followed the lecture, whether positively motivated or otherwise, or the students were very enthusiastic in following all the lectures that have been agreed upon. This is similar to research conducted by Wayne, A. J & Youngs, P, which describes the results of research that in the case of universities and teacher assessment tests scores, there is a beneficial correlation in improving student achievement (Wayne & Youngs, 2003). Furthermore, that there is beneficial and significant correlation between learning creativity, use of instructional media power point, both directly and indirectly to the learning outcomes (Tirtarahardja, U dan La Sulo, 2012).

### **Relations Learning Motivation and Student Achievement**

The results of the statistical calculation show that there are differences in the correlation coefficient between the relationship of motivation to learn in an introductory course micro- economic relations of the subject of motivation to learn Indonesian. In the course introduction to Microeconomics has a positive relationship between learning motivation and direction for the achievement of students with a correlation coefficient of  $r = 0.81$  and entered into the criteria of very high and almost perfect, which means that 81% of student's achievement STKIP PGRI Sukabumi influenced by the students' learning motivation and 19% influenced by other factors, this is due to the method of innovation, creative and fun while students attend the lecture, the lecturer method, collaborative learning and cooperative, besides references used based technology and the results from previous research by involving students as subject's reviewer lecture material, This is true of course Indonesian, although the correlation coefficient between learning motivation and achievement of students with a value of  $r = 0.79$  and entrance into the category of high, it is because the lecturers in these case educators have high psychological ability in the teaching process and education so that the capacity of the faculty pedagogical lectures to manage activities optimally and quality.

If you see the results from the correlation calculation above, it can be said that the motivation to learn is good to have a beneficial relationship to student achievement, especially students who are in the environment STKIP PGRI Sukabumi. The study reinforces previous studies that revealed that there is an significant relationship between learning motivation on student achievement (Daniko, 2012; Siska Eko Mawarsih, 2013) and There is an significant beneficial effect between family environment, school environment, learning discipline as well as the motivation to study the learning achievement (Aminah, 2014).

## Conclusions

This study described of learning motivation students, student achievement, and also the relationship between the two. This study concluded that the learning motivation of students on two subjects that used as a reference, the course's introduction to Microeconomics and subjects Indonesian, in the course introduction to Microeconomics majority of student's mask into class have excellent motivation and excellent, as are the subjects Indonesian, motivation students classified as well and radically excellent, although there is a difference in value and an radically small number to the variable motivation to learn. Further to student achievement, from research conducted at the respondents, it was found that the value of learning achievement in the two subjects has a tendency stretcher good, and quite a few are classified as very well. Therefore, it is important the students get the facility in order to generate motivation to learn to be better. From the research, showed that the simple correlation test results showed that the motivation to learn in the course introduction to Microeconomics has a relationship with a higher than with the calculated correlation test on subjects Indonesian. This is in addition because the motivation is built and developed in the lecture, the competence of lecturers, student interest; learning environments also have a close relationship in maximizing student achievement.

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