Model of Islamic Counseling in Developing Students Competency in MAN 1 Bandung

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DOI: <http://dx.doi.org/10.15548/jt.v22i2.130>

Received: 4th April 2015; Revised: 10th July 2015; Accepted: 24th July 2015

Abstract : Students' interpersonal problems with their peers, parents, and teachers have become more critical in the present society that serious attention must be paid to overcome it. Therefore, Islamic counseling model which is derived from the Quranic principles has been developed to sustain the wealthy condition of individual students. The purpose of this research is to develop an effective Islamic counseling model that may increase students' interpersonal competency in MAN I Bandung. To achieve such a purpose, then, a *Research and Development* (R&D) through need assessment, development, experiment, and model revise were set up. A *quasi – experiment* with “*Pretest – Posttest Control Group Designs*” procedure has been implemented to test the model being developed. The finding showed that the level of student's interpersonal competency before the *treatment* varied greatly. The post-test score after the *treatment*, however, showed that their interpersonal competencies got significantly improved. This improvement suggest that student's interpersonal competency should be developed in terms of: self perceptive and other people, self firm, become comfortable with one self and other people, become independent person, realistic expectation to oneself and other people, and self protection in interpersonal situations.

Key Word: *Islamic Counseling Model and Interpersonal Competency*

INTRODUCTION

Interpersonal Competency is an individual ability that can be studied, and it enables someone to interact in a good way. Both interpersonal and intrapersonal competency is needed to grow individual psychology. One's interpersonal competency is shaped by his external environment, the better correlation he has, the better he become. It will cover the need of his psychology to share each other in his life (Cavanagh & Levitov, 2002:217).

If an individual is able to interact with himself and other in a good way, the

psychology requirement will be fulfilled. On the other hand, the difficulties of self understanding and other people can be a barrier to the fulfillment of psychological need, when an individual does not have an effective interaction, he/she feels separated, frustrated, despair and loneliness (Cavanagh, 2002:192).

Rowe (in Baron & Bynne, 2003:274) state that the need in creating a good relationship with other (*Affiliation*) is assumed as a fundamental thing to individual psychology need. McClelland (in Sarlito, 2009:68) state that the necessary of interaction

is a situation where people intend to reach a good relationship to unite into a group, participate in the events, take pleasure in family or friend activity, show a harmony mind-set and support each other in conformity.

Interpersonal Competency should be comprised by every individual, basically, they cannot live independently from their environment, they need the help from other, because *huIslamic* Senior High School is a social creature as already explained in Al Hujarat (49) verse 31. Sullivan (in FriedIslamic Senior High School & Schustack, 2006:373) stated that, good and positive Interpersonal relation can support someone to overcome various problems in his life. Individual mental disturbance can be raised from Interpersonal relationship defective; this case can be only recognized from social relationship with this individual. The result of preliminary study in MAN 1 Bandung shows that a number of students have trouble with interpersonal relationship, such as: the family problem, teachers, peers, and friends. As it impact, it can be an obstacle to their study process if it does not respond and raise the solution through the counseling service.

The students' disability in creating affective interaction and the disability in self and social adaptation to work together with society will impress the development of psychology (Cavanagh, 2002:217).

Based on the problem faced by the students, which is caused by various factors, it will give bad impact to their achievement, especially in developing students' interpersonal competency. There are six sub-aspects that are related to the weakness of interpersonal competency that is developed in this research. Those six sub aspects include: (a) sensitivity towards themselves and others, (b) assertiveness, (c) comfortable feeling of themselves and others, (d) self liberation, (e) realistic expectations of oneself and others, (f) self-protection in interpersonal situations.

The profile of Interpersonal competency of the student of MAN I KE and KK is shown in the Graph 1 And 2.

Graph 1

General description of students' Interpersonal competency in MAN I Bandung

Based on graph 1, most of the students' interpersonal competency of experimental group is medium; this following profile is the description of students' interpersonal competency of control group.

Graph 2

General description of students' Interpersonal competency in MAN I Bandung

Based on graph 2, most of the students' interpersonal competency of control group is medium. Based on this *pretest*, only a few students with high interpersonal competency, for that, there need a development of interpersonal competency to the student of MAN I Bandung. The problems of life can be solved in various ways; counseling is one way that can help the student to solve their problems. Therefore, counseling intends to help the student in self developing base on individual and society values. So, the student can increase their potential to develop self understanding and to find the solution to the problems.

In Islamic counseling, the student is helped to be able to: (a) to raise a change, enhancement, peaceful, sincere, and get the mercy of Allah, (b) to create a change, the improvement of attitude that can give benefit to his self and society in interpersonal relationship, (c) to produce smart emotion to the student in order to create toleration, attachment, true-hearted, and humble. (d) to raise the spiritual intelligent of student, so that, the student comply with Allah, the sincere to follow the guidance, and the long-suffering in every adversity, (e) to produce the religious potency, so, by that potency, the student can practice his duty well, and also capable to solve the problems. (Adz-Dzaky, 2002:221).

Islamic Counseling is a support process to the student in order to give a religious viewpoint student to conform with all the rule and life with the guidance of Allah, so that; the student could reach the happiness in the word or Day After. (Musnamar, 1997:5). The joy of life in the world is indicated by the happiness of life in the Day After, this propose of life was explained in Al Baqarah; verse 201 of the Qurans' Translation.

The hypotetic Islamic Counseling Model to develop interpersonal competency of student MAN I Bandung Bandung is organized based on this *pretest*. These model components consist of: (a) Islamic Counseling Model, (b) unit of Islamic guidance and counseling, (c) Islamic Counseling Module, (d) implementation of Islamic Senior High School of Islamic Counseling Model to develop interpersonal Competency, (e) unit of guidance and Islamic counseling to the student, (f) affective test of Islamic counseling model.

METHOD

The aim of this research is to measure the effectiveness of Islamic counseling model in developing student's personal competency. *Research and Development* (R&D) is used to produce a certain product, (Sugiyono, 2011, and Gall & Borg, 2003). The product is

Islamic counseling model which is used to develop students' Interpersonal competency

The approach of this research is *mixed method research design* with *embedded concurrent* strategy. Qualitative and quantitative data collection were accumulated together. (Creswell, 2009:321). Quantitative approach is used to observe the level of students' interpersonal competency and the affectivity of Islamic counseling model. Qualitative approach is used to determine rational validity of islamic counseling model to develop students' interpersonal competency. Analysis in the forms of descriptive, participative collaborative, and quasi experiment method were used in field data collection.

Descriptive analisis method is used to describe the related facts systematically, factually, and accurately. Therefore, The analysis of students' interpersonal competency level and the possibility of islamic counseling model implementation in Islamic senior high school are conducted. Participative collaborative Method is used to the integrity test of Islamic counseling hypothesis to develop students' interpersonal competence. Model integrity test is measured by the rational validity process, practicality and readability, and model maximum test.

Experiment *quasi* method is use to test the affectivity of islamic counseling hypotetic model to develop students' interpersonal competency. Research design uses "*Pretest-Posttest Control Group design*". In this design, experimental and control group does not choose randomly, Furqon (2010:20) explains that, the reseacher does not use *random assignment*, but the researcer uses the groups or classes that being in study process as experimental group and control group.

Pict 1
Experimental Quasi Desain
(McMillan and Schumacher, 2010:278)

Non R

Control group is as comparison to general counseling which is obtained by counselor to reach the solution to the students' problems.

The sample of this research was all students from second grade of senior high school, these students were from majority of science, social and religion of Islamic Senior High School 1, period 2013/2014. The technique of sample selection was random, every sample in this population got the same opportunity to be chosen. Furqon states that, as sample, the researcher have to select three classes to be experimental group (KE) and other three classes to be control group (KK). (Furqon, 2010:11).

Pict 2

Table of Model Development Research

There were two kinds of data needed for this study: students' interpersonal competency and affection to Islamic counseling model of MAN I Bandung Bandung.

To observe the affection of Islamic Counseling Model in developing students' Interpersonal Competency, the researcher analyzed the students' interpersonal competency between experimental and control group, then, the researcher observed the result before and after the experimental group is getting counseled, while the control group did not get any counseling.

Islamic Counseling Model used independent T test, the data obtained is *normalized gain* data with the formula as follow:

$$g = \frac{\text{posttest} - \text{pretest}}{\text{skor maksimal} - \text{pretest}}$$

(Samiati, Yulianti, dan Setiadi, 2005:217))

FINDINGS

Students' Learning Problem

A number of students had problems in learning, such as the problem in family, bad interaction with teachers, unable to develop social relations with peers, and dissociate oneself from the social society, no purpose to reach the high achievement in learning, and got the problem with the society.

The students' problem which is obtained through the problem identification instrument

The students' problem which is found through the problem identification instrument in personal, social, academic, career, and interpersonal relationship aspect are as follow:

Personal aspect, 10,61% they are pessimist and depressed, 27,37% despair when they failed, 53,63% unrealistic dream and ambition, 13,96% uncommit to worship, 38,54% love loneliness .

Social aspect, 15,08% uncomfortable to interact with peers, 10,05% low self confident, 47,48% unable to generate ideas in calss room discussion, 56,12% unable to present opinion inform of audience, 62,56% affected by bad peers.

Academic aspect, 65,92% hard to get serious concentrate in learning, 85,24% unable to Islamic Senior High Schoolage the appropriate study time, 42,45% indolent to finish assignment, 59,77% less interested to certain subjects, 58,10% not interested in teachers.

Career aspek, 17,32% students asseme that, their study program is not related to the work field, 59,77% less capability to join into work field, 55,86 feel apprehensive to compete in vocation prepares, 30,72% disappointed to know if their study program is hard to find the job, 62,56% there is no certain goal or ambition to their future, 63,12% there is no insight perception to prepare their ability to get a better future

The students' problem in interpersonal relation aspect, 32,96% they hard to express clear ideas in communication, 20,67% low ability in understanding while communicate, 11,03% insensitive to peers feeling, 13,05% unable to give constructive opinion, 16,75% unable to inspire their peers, 26,25% unable to overcomes the presure, 25,69% low confident in profile, 18,43% ungrateful, 31,84% hard to find a good peers, 49,72% unable to provide the argument in class room discussion, 13,40% unable to work in teams, 11,73% unable to build up well-organized communication with teacher, 25,59% they feel lack of attention from teacher, 29,05% hard to understand peers attitude, 32,40% unable to decide self-decision, 20,11% hard to occuppies the appointment, 7,25% hard in taking care of secret.

The data shows that there are some students had problems with their individual, social, learning, career, and interpersonal relation. These problems occurred because of students' interpersonal competency deficiency. As a result, the students' were unable to increase their self potential, lack of confidence, restricted perception to his self and other people. This situation gives bad impact to the student relationship with peers. To raise the solution to this problem, the students' interpersonal competency needs to be developed though counseling.

Students' interpersonal competency profile, of MAN I Bandung experimental and control group pretest results are shown in graph 3

Graph 3

Students' interpersonal competency of experimental and control group pretest

Graph 3 shows that student experimental and control determine standard interpersonal competency, and there is no certain distinction between EG AND CG.

The formulation of Islamic counseling hypothetic model to develop students' interpersonal competency

The steps to test the effectiveness of Islamic counseling model to develop students' of Islamic senior high school interpersonal competency are as follow: (1) rational by the counseling expert, (2) model practicality and readability by counseling practicep, (3) model revision, (4) model validity, (5) islamic counseling model test to develop students' interpersonal competency in six sub aspects, these aspects are : (a) sensitivity towardsthemselfs and others, (b) assertiveness, (c) comfortable feeling of themselves and others, (d) self liberation, (e) realistic expectations of oneself and others, (f) self-protection in interpersonal situations. The level of students' interpersonal competency result according to each division and subaspect after pretest are shown in the graph below.

Graph 4

Students' interpersonal competency EG and CG in every class

Graph 5

Students' interpersonal competency pretest result in sub aspect EG and CG

The effectiveness of Islamic counseling model

The validity of Islamic counseling model to develop students' interpersonal competency, tested into EG. The model implemented was validated by the counseling expert and practitioner and based on the module arrangement, to implement this model, the researcher collaborate with the counseling teacher of Islamic senior high school no 1.

Graph 6

Students' interpersonal competency experimental and control group, posttest result

Graph 6 shows the comparison of students' interpersonal enhancement between experimental and control group, posttest result. The enhancement of students' interpersonal

competency experimental group is higher (36,36%), then control group (6,06%).

Graph 7

Students' Interpersonal competency experimental and control group, posttest result in each class

Graph 8

Students' interpersonal competency, posttest result of experimental and control group in sub aspect

To recognize more details the distinction of each posttest aspect between experimental and control group, look at table 2

Table 2

The Gain Score for each aspect experimental and control group

	Aspek						
Kelompok	Aspek_1	Aspek_2	Aspek_3	Aspek_4	Aspek_5	Aspek_6	Keseluruhan
Gain Eksperimen	0,23	0,25	0,16	0,17	0,19	0,17	0,24
Gain Kontrol	0,07	0,08	0,11	-0,11	0,05	0,04	0,10

Gain score between experimental and control group, the differences are shown in graph

Graph 9

Average data *Normalized Gain Score* experimental and control group of the students' of MAN 1 Bandung

In general, *gain score* of experimental group is higher than *gain score* of control group, graph 9 shows that the implementation of Islamic counseling model is able to develop students' experimental group interpersonal competency

Table 2 shows that, there is distinction between Islamic counseling model which is applied to control group in developing students' interpersonal competency, the distinction between counseling approach that applied into control group is 0,14. Therefore 0,14 in this research indicates that Islamic counseling model can be assumed to be more effective to apply in Islamic senior high school, because the philosophy of Islamic counseling itself is derived from the Quran and Hadits as what muslim believe

Graph 10

Gain Score experimental and control group of students' interpersonal competency

DISCUSSION

The Quran explains the natural tendencies of huIslamic Senior High School being; huIslamic Senior High School is social creature, which means, every individual has his/her own characteristic and ability, physically and psychologically, it is already explained in the letter of al-qamar (54) verse 49.

The distinction of students' interpersonal competency, the way students solve their problem and find solution are different as well, those who are unable to understand their problems, enable them feel painful in their life, one way to solve this problem is counseling.

Basically, the people require Counseling because of psychological problem, psychological power consist of three elements; accomplishment of requirement, intrapersonal and interpersonal competency. These three aspects interacting with individual, the change over one aspect will influence other aspects. If one deficiency of *self-direction*, this individu is assumed to be assertive person, this assertiveness depresses the independency of companionship. Counseling helps the student to develop one of psychological aspects, the better students' interpersonal competency, the better student skill in interaction. (Cavanagh & Levitov, 2002:193).

The effectiveness of Islamic counseling model to develop interpersonal competency of the students' of Islamic high school no 1 Bandung

The result of this research shows that Islamic counseling model is effective to develop interpersonal competency of the student of Islamic senior high school no1 Bandung. This Islamic counseling model is one of new approaches that can be develop by counseling teacher in Islamic Senior high school to help the student interpersonal problems base on Alquran and Hadits.

Islamic counseling philosophy in understanding the personality of huIslamic Senior High School is base on the explanation

of Alquran. Nurihsan (2006:13) explain that Islamic counseling was used by huIslamic Senior High School, for huIslamic Senior High School and to raise the solution of huIslamic Senior High School problem, therefore, the Islamic perspective to the huIslamic Senior High School will determine operational Islamic counseling. The perspective of huIslamic Senior High School personality will influence all activities of Islamic counseling.

Muslims in Indonesia known as religious muslim, the perception and rule of life is influenced by their islamic religion, as it consequence, the guidance and Islamic counseling can be predicted to be more effective than western approach concept (Musnamar, 1992:xi). Islamic counseling not only enhance the better mentality and life but also provide a guidance of better life (sakinah), a peaceful live because always in Allah side. Sakinah factor that lead into a peaceful life is could not be felt in westrn counseling model (Musnamar, 1992:xii)

Based on the research finding, the researcher conclude as follow:

The result of preliminary study through the instrument of problem identification to the student of Islamic senior high school no 1 Bandung in second grade, periode 2013/2014, found that, there is a number of students who face the problems in learning, such as : (a) family problems, (b) appalling relationship with teachers, (c) undisciplined, (d) low self perception, (e) low learning motivation , (f) unable to create a good relation with peers.

Pretest result of students' interpersonal competency level in experiment and control group of this research shows that only a few students with high category, medium and low in sub aspect. Some students of Islamic senior high school no 1 Bandung in grade XI deparment of science and social periode 2013/2014 have a problem with interpersonal relationship with peers and teachers.

This research finding is not generalized yet, because the sample that taken only in grade XI, consists of three EG and CG as

distinction it population is still limited. Therefore, it requires further research to the grade X, XI, XII, to represent all the population of Islamic senior high school no 1 Bandung.

The rational validity result from counseling expert toward the Islamic counseling model to develop students' interpersonal competency, state that the developing model is believed to be appropriate to use as one of counseling approaches in Islamic senior high school. Because the Islamic counseling model which is formulated determines comprehensive principles, contextual, and applicative in providing clear information for the counseling teacher

Islamic counseling that held to the student in developing interpersonal competency consists of six sub aspects; *Konseling Islami yang diselenggarakan pada peserta didik KE untuk mengembangkan kompetensi interpersonal, terdiri dari enam sub aspek, yaitu : (a) self perceptive and other people, (b) self firm, (c) become comfortable with own self and other people, (d) become independent person, (e) realistic expectation to it own self and other people, (f) self protection in interpersonal situations. Use group strategy in 8 class meeting, it is proven as effective model in developing students' interpersonal competency, which is shown from EG gain score is higher than CG gain score. EG Gain score is 0,24 and CG gain score is 0,10, the distinction between EG and CG is 0,14.*

Islamic counseling model that produced through this research is an effort to develop new alternative approach, theory and knowledge concept in counseling. Base on the Islamic principles (Alquran and Hadis) in school setting.

This research finding supports the theory which is developed to strengthen the assumption that the student which low ability in communication will be isolated by the peers, they are not effective in working. But, interpersonal competency can always be

develop through the process of learning and trying.

RECOMMENDATION

The finding of this research provides the recommendation to the dean of Islamic senior high school, counseling teachers, and the following researcher.

This research shows that Islamic counseling model is effective in developing students' interpersonal competency in limited population to the grade XI in 2014. On the contrary, the counseling teacher enables to provide counseling by Islamic counseling model.

Strong attention must be given to the unique characteristic of Islamic counseling model which is formulated in this research, so, the effectiveness of Islamic counseling model requires counseling teacher competency improvement. Therefore, *inservice training* program of Islamic counseling model is believed as the effort to maximize the implementation of Islamic counseling model.

This Islamic counseling model have been tried in one school, therefore, it can be tried into larger population, or using the Islamic counseling model approach to develop other aspects of student, such as; *moral intelligence, emotional intelligence, and resilience*.

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