

## Implementation of individual counseling with a person-centered approach in dealing with the problem of self-concept in children of divorced parents

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### ABSTRACT

The problem in this study is the negative self-concept of the child. A divorced old man the aim of this study is to determine the effectiveness of individual counseling with a person-centered approach in addressing self-concept in the children of divorced parents. This type of research is one group design experiment, pre- and post-test, with data analysis techniques using product moments. Two students from XII SMA Budi Murni 2 Medan. were the subjects of this study. Data collection techniques use self-concept scales and interviews. The study found that students who received individual counseling services with a person-centered approach in dealing with the child's concept of self after divorced parents separated had a higher self-concept. This is demonstrated by the changes in both subjects after the implementation of the counseling. It can be concluded that individual counseling with a person-centered approach is effective in addressing the child's self-concept in the presence of divorced parents.

**KEYWORDS** – person centered, self-concept, divorced parents.

### 1. INTRODUCTION

The family is the main place in the growth and development of children from birth, childhood, adolescence to adulthood, besides that the family is the first education a child receives and the family functions as the main basic education for child development. Parents are usually the primary caregivers who monitor child activity, respond to the child's needs, and provide the child with care, security, protection, and emotional support. A safe attachment to parents forms the basis from which children can learn and develop new skills and interests in life [1]. The physical absence of one or both parents can decrease the attention and care of parents, disrupt attachment behavior, and increase the risk of emotional and psychological stress for the child. So the family greatly affects the formation of the child's personality. In accordance with the opinion presented above, explains that parents have a high contribution to the growth of children both physically and mentally. Adolescents who have divorced parents will have problems with their own concepts because they suffer from negative judgments in a specific social environment of peers. The other impact on the children of their divorced parents is that they feel lowly and have no confidence in themselves. They have an excessive fear of trying to do something new, such as speaking in public, but they are still reluctant to do it [2].

In a cracked family atmosphere, there is no harmony between father and mother, no unity of opinions, attitudes, or views about anything facing him. As a result, the children of their divorced parents will feel abandoned, especially their education in the family, because it is not uncommon for children to follow their father or mother so that they will feel less love from their parents. The findings of the show that children are highly affected by divorce. Their daily lives are disrupted, their order of life is changed, and their level of education is lowered study [3]. Shows that children are greatly affected by divorce. Their daily life is disrupted, their life order is changed, their level of education is lowered. In addition, they experience psychological and emotional and social problems [4]. In families with a complete structure (father, mother, and child), family conditions are happier, quarrels are less frequent, and parents' attention to the child's development is more directed [5]. Harmonious social interaction and understanding regarding the norms of fathers and mothers will affect the personal development of adolescents, even their academic achievement [6].

While the development of adolescents who experience cases of broken homes will be different because they have barriers that children who live with whole families do not encounter [7]. Psychological communication in adolescent development has a great influence, one of which is the construction of self-concepts and adolescent openness. Adolescence is a time of change. In adolescence, there are rapid changes, both physically and psychologically [8].

A study conducted for children who come from broken homes shows a negative impact on their behavior, especially in areas related to self-esteem. There is such a huge negative impact in this case from low self-esteem that can result in excessive anxiety; the individual will be afraid of being rejected and of failure [9]. They tend to be anxious about their lives and less likely to take risks or feel inferior when dealing with others. If a child with this self-concept problem is continuously ignored, either intentionally or accidentally, without the help of adults such as parents, teachers, or school counselors, it will have a negative impact on the child's physical, psychological, and social development. According to the results of studies conducted, the formation of self-concept in adolescents is also influenced by self-perception factors. Individual perceptions of themselves and their judgment, as well as individual perceptions of their experiences in a particular situation. Self-concepts can be formed through self-visions and positive experiences [10].

So concepts are a critical and fundamental aspect of individual behavior. Individuals with a positive self-concept can function more effectively, as can be seen from their interpersonal abilities, intellectual abilities, and environmental mastery. Because negative self-concepts may be viewed through interrupted individual and social relationships [11]. Self-concept is a very important aspect to be understood in life, as self-conception is an image of oneself through relationships with others. Self-concept is not innate from birth or a hereditary factor, because at birth the child has not yet formed a concept of himself, has no knowledge, or cannot judge himself. Since the individual is born, the concept of self begins to develop, and every newborn can distinguish between senses and feelings [12]. Early experiences of pleasure and pain, compassion and rejection, can shape a person's self-concept in the future. Self-concept is also a key foundation for successful learning processes, including how a person learns to improve their emotional intelligence [13]. "Self-concept" basically contains the whole meaning of "self-image," which includes perceptions about oneself, feelings, beliefs, and values related to oneself [14]. Also explains that the concept of self is a very determining factor in interpersonal relationships because everyone will behave according to his concept [15].

If we understand a person's self-concept, we will be able to understand his actions and also predict his behavior later in the day. Self-concept is also related to one's mental health. In other words, if a person's self-concept is positive, then it will affect their mental health as well. A positive self-concept will allow a person to be able to face problems that may arise. It will also have a positive impact on others around you. A negative self-concept is a negative assessment of oneself [16]

Negative self-concepts affect interpersonal relationships or other mental functions [17]. So important is the concept of self in determining the behavior of a person in his environment that one can expect to have a positive judgment about himself. That individuals who have a negative self-concept feel they will always fail, be incapable, and have a bad view of themselves. But on the contrary, an individual who has a positive self-concept has a pleasant view of his condition [3]. "To have a positive self-concept requires a positive view of oneself, to evaluate oneself positively, to know what he will and to what extent he considers himself successful," Travers stated in 1963. Negative self-concepts include avoiding situations that cause anxiety, lowering your own abilities, feeling that others do not value them, blaming others for their weaknesses, being easily influenced by others, being frustrated, and feeling unable to do so [18].

## 2. METHOD

The design of the research to be used in this study is pre-experimental; research that is "pre-experimental" can be interpreted as research that approaches an experiment; the type of design used is a one-group pretest-posttest design, that is, a technique to know the effects before and after giving treatment [19]. The purpose of this research activity is to know and evaluate the impact of a treatment or treatments on individual behavior or to test the hypothesis of whether or not a given treatment has an effect [20]. The subjects in this study were two students from XII SMA Budi Murni 2 Medan who had a negative self-concept and a sample of all class XII SMA Budi Murni 2 Medan students. Maximum variation sampling is a sample selection strategy that has similarities in certain aspects but differences in other aspects [21]. The data collection technique used in this study is an interview guide or questionnaire. The steps taken by the researchers to analyze the data are as follows: The researchers assigned a score to each item in the questionnaire that had been completed by respondents based on the scores of each alternative answer.

For a positive statement, the score for the answer Very Appropriate (SS) is 4, Sufficient (S) is 3, Unappropriate (TS) is 2, and Very Unappropriate (STS) is : 1) For negative statements, the answer score is: "Very Appropriate" (SS) is 1, "Adequate" (S) is 2, "Disappropriate" (TS) is 3, and "Extremely Appropriate" (STS) is 4; 2) After giving a score on each item, the researcher tabulates all the data that has been obtained and enters it into the computer with the help of Microsoft Excel; 3) Makes a level grouping of the self-concept of the subject of the study by reference to the guidelines, which group the level of student self-consciousness into five categories that are very low, low, medium, high, and very high; 4) Determines the norm or benchmark that will be used by looking for the theoretical maximum X, the theoretical minimum X, standard deviations, and the theoretical mean. The reliability test with the test-retest is done by trying the same type of instrument several times on the same subject (respondent). The reliability of the instrument is measured by the correlation coefficient between the first experiment and the subsequent experiment. The instrument is declared reliable if the correlation coefficient is positive and significant. The significance of the correlation coefficient can be determined in two ways. The correlation coefficient is compared with the product moment table r in the first method. Significant is defined as having a greater value of r counts than the r table in the table r Product Moment ( $r_i > r_t$ ) [19].

### 3. RESULTS AND DISCUSSION

The study was conducted in six counseling meetings, and in the first and last meetings, the researchers shared the concept of self with the respondents. Before carrying out individual counseling with a person-centered emphasis on dealing with child self-concept problems from divorced parents, the author distributed the Tennessee Self Concept Scale Second Edition Short Form (TSCS 2nd) instrument as a measurement tool for self-consciousness by Fitts & Warren (1996) in Moctan (2019) in the form of a Short Form first to SMA XII student Budi Murni 2 Medan to know students who have negative self-concepts. After distributing the scale in Class XII at Budi Murni 2 Medan, the author obtains two students willing to have a negative self-concept from divorced parents. Then the results of the scale of self-concept are communicated to two students who have negative self-concepts, and further descriptions of the arrangement of individual self-consciousness are provided, as well as an agreement of the day and time to carry out individual counseling in order to solve the problems of the students' negative self-concepts. Students who have low self-conceptions and will be treated with individual counseling with a person-centered approach are as follows:

**Table 1: Students who will be given individual counseling services with a person-centered Therapy**

No	Student name (initials)	Score
1.	ST	42
2.	NP	48

After determining the two students who will be given individual counseling services with a person-centered approach, the author then agrees on the day and time of the implementation of the activities to be carried out. Given the limitations of time and circumstances, in one day the author provides services to each student. The implementation of the first day of individual counseling activities using a person-centered approach begins with the stage of defining the problem. Before the start of the consulting session, researchers and respondents introduce each other and open a free topic. Then the respondent gets an explanation of the basics of the guidance and counseling described by the researchers. The researcher then asks the respondents to complete the Informed Consent form. Once the respondents complete the Information Consent form, researchers start the consulting session by building a warm relationship. (Report). The researchers attempted to re-confirm with the respondents the issues they had encountered. The respondent's problems were described by the researchers based on the results of the self-concept scale that had been done the previous day. The researchers also delve deeper into the advice with the data source of the researcher's psych autobiography created using the interview guidelines.

The next stage is the middle stage. At this stage, the researchers try to dig deeper into the problems that XII among the respondents themselves. The respondents reveal their problems, realize the problem and its impact, express negative and positive feelings, and then the counselor makes a decision to solve the problems faced. The problems faced by each student are different. The ST has begun to talk more about his problems related to his mistrust, and the ST also has problems with his father, who likes to compare himself to others. The ST feels like he is compared to others by his father, and he feels that he is more than anyone else. This increases the self-confidence he has. The ST explained that the reason his father liked to compare himself to others was because his father placed great hopes in him, so that ST respondents became burdened. He said he felt depressed when his father was angry at him with a loud tone, and it wasn't just once; it happened several times. It became a memory that he could hardly forget. The problem with NP is that it feels less confident because of the economy it has experienced. Whereas the respondent explained that he had less experience wearing, he had been duped by his friends because he sold cricket and his mother, who only sold small-sized items such as ice and other foods.

Until now, NP respondents have still felt less confident when speaking in public. Not only does the NP respondent explain that he feels less confident when speaking to the opposite gender (woman); he also states that he has difficulty communicating with the opposite gender.

In this 2nd meeting session, the researcher will continue the goals of counseling that were not achieved at the second meeting, and the researcher will endeavor to encourage the counsel to be able to interpret the meaning of the experience that has been passed, and to express the feelings that arise, the commitment to be responsible for the problem. The researchers also gave the counselor the freedom to express what he felt when the counselling process was going on. The next phase is the third consulting session. In this session, the researcher will discuss self-evaluation where the aim is to help the counsel accept his condition as it is as it perceives without fear, rejection or neglect. During this session, the researcher gives the respondent the freedom to express the experiences he has experienced, whether positive or negative. After carrying out the consulting phase of the third meeting, the researchers proceeded to the process of the fourth consulting session.

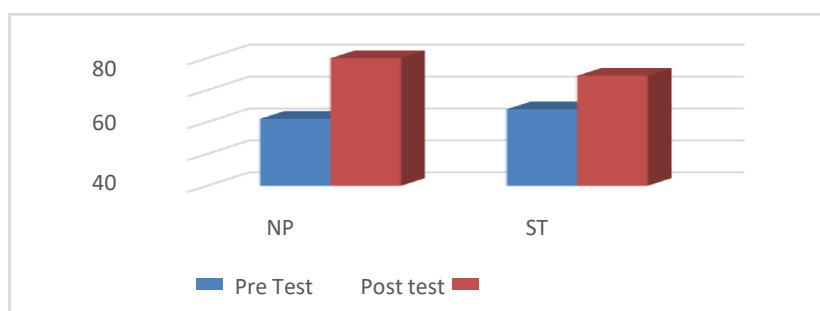
In this process, the researcher will discuss the direction and action exploration (Direction and doing) that will be performed by respondents in solving their problems. The aim of this fourth counseling meeting was to encourage respondents to take the actions they would take in the face of their problems without any fear or anxiety of failure if they did. For this fifth consulting session, the researchers will discuss the plans and actions (Planning) that respondents will take in addressing their problems. At this meeting, the researcher freed the respondent whether he would implement the plans and actions that the researchers gave to the respondents in solving their problems. At this meeting, the researchers also asked respondents to commit to the plan that the respondents would do. If not, what risks the respondent will accept. At the last consulting session (the sixth) this is the researchers jointly respond to the conclusion of the activities during the consultation session. The researchers also asked how he felt after following counseling, what he felt as well as the researchers asked the respondents to mention the benefits of the counselling session and after that the researcher did not forget to evaluate the process and the results of the overall individual counseling session with a person-centered approach in dealing with the problem of child self-concept from divorced parents.

**Table 2. Self-Concept Score Before and After Given Individual Counseling Treatment with Person-Centered Approach**

Name (Using the Initial)	Before (Pretest)	Ater (Posttest)
ST	48	69
NP	42	80

The results of the posttest above can be seen that the elevation of the student's self-concept score may be seen occurring varying, whether it be ST or NP. To find out the comparison of the increase in self-concept score can be seen in the following diagram:

**Figure 3. Student Self-Concept Improvement Graph (Pre Test and Post Test) Individual Counseling with Person-Centered Approach in Solving Child Self-concept Problems from Divorced Parents**



Subjects with the highest increased presentation, NP, increased by 43%, while subjects with the second highest increased presentation, ST, increased by 14%. This demonstrates that children respondents of divorced parents in Budi Murni 2 Medan SMA Class XII Animation improved their self-concept after receiving individual counseling treatment using the Person-Centered Approach. The increase is due to the process of individual counseling with a person-centered approach, in which respondents get the opportunity to discuss their problems in a relaxed manner without being judged by others, and in which researchers give the respondents the freedom to express the experiences they have had, whether positive or negative.

In addition, the researcher also tried to encourage the respondent to take the actions he would take in the face of his problem without any fear or anxiety of failure if he did. And the researchers asked the respondents to commit to the plan that they would follow. If not, what risks will the respondent take? So in solving their problems, students tend to be able to think calmly and can find a solution to the problem themselves. In the end, the role of "self-concept" is how one thinks about himself. When the individual believes that he is capable of doing something, he will be motivated to do it so that he can influence his behavior. Furthermore, the support of others is critical in the interrogation of respondents so that the respondent can be more open and bold in arguing without fear of rejection and judgment from the other parties. The reason respondents who follow individual counseling with a person-centered approach are willing to disclose their problems is that they believe the researchers who act as counselors will not judge and blame them when they begin to reveal their problems and will not give advice but rather give support to respondents so that they can solve their own problems [22].

This attitude of mutual understanding and listening is what students need to express their problems comfortably. As stated by Andayani & Afiatinanding and listening is what students need to express their problems comfortably. As stated by Andayani & Afiatin (1996), Fitri et al. (2018), and Ifdil & Denich (2017), "self-confidence" is one of the aspects of personality that serves to encourage students to success and is formed through the student's learning process and its interaction with the environment. Unconfident people have a negative self-concept and are less confident in their abilities because their confidence frequently closes in on itself.

Thus, respondents are encouraged to recognize themselves well through a person-centered approach, so that they can easily improve their concepts, and respondents are assisted in recognizing the advantages and disadvantages in themselves. This is consistent with Rogers' (1959) Purpose of Person-Centric Counseling, which states that "the goal of therapy is not merely problem solving, but to help the client enter the process of growing, learning from the problems he faces today and making him able to cope with future problems".

#### 4. CONCLUSION AND SUGGESTION

Individual counseling with a person-centered approach can address the problem of self-concept in children who are victims of parental divorce. This is demonstrated by changes in student behavior in each meeting session on individual counseling with a person-centered approach. Students can reduce excessive anxiety, fear of rejection, and fear of failure, and they can also transform beliefs or negative thoughts into positive ones. Students become more confident and more self-respectful by doing positive things such as developing their talents and interests.

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