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**DEPARTMENT OF ISLAMIC GUIDANCE AND COUNSELING
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SELF INSTRUCTION (POTENTIAL COUNSELING TECHNIQUE IN SCHOOL SETTING)

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Abstract

Over time, school counselors need a way to provide guidance and counseling services that are not only effective and efficient, but also adapted to the conditions of the counselee. This includes counseling services. The counseling services needed today are services that are easy to understand, easy to apply, and according to needs. One of the counseling techniques that can be used is the self instruction technique, which is a technique in the cognitive behavioral therapy approach. The self instruction technique teaches counselee to be able to improve self control by utilizing self talk. Collaboration between language and behavior modification is a characteristic of self instruction techniques. In this paper, we will discuss how self instruction techniques can be done in school settings, how the stages, and on any problem this technique can be utilized.

Keywords: self instruction, technique, counseling, school

INTRODUCTION

Providing guidance and counseling services in schools is an important pillar in the implementation of education in schools. Counseling services are no exception. Counseling services are also called " heart" of guidance services (Prayitno, 1994). This means that a counselor must master counseling services well, both theoretically and applicatively.

Counseling services can be interpreted as a process of assistance from counselors to counsees to be able to independently resolve their own problems. The assistance process is therapeutic in nature, which means that the implementation of counseling services must be well planned, have clear objectives, procedures and results. Counseling services in the component of guidance and counseling service programs included in the category of responsive services include problem solving and remediation.

The implementation of counseling services in schools today is often still not in accordance with existing approaches or counseling theories. This happened because of limited time, costs and facilities. In addition, the lack of knowledge of school counselors about the various counseling techniques that can be used in implementing counseling services also has a major impact on the level of quality of counseling services themselves. So that the therapeutic elements that have been stated in the previous paragraph are also less fulfilled.

There are so many approaches or counseling theories. The approach or counseling theory is also accompanied by each special technique. As we know the theory counseling first appearance of counseling pioneered theory is psychoanalysis by Sigmund Freud. Then followed by rational emotive behavior and other approaches to the theory of contemporary approaches such as adventure counseling and art counseling.

In each counseling theory each technique has its own. One of the counseling techniques that we will discuss in this paper is the self instruction technique of cognitive behavioral therapy. Cognitive Behavior Therapy itself is a time-limited approach, encourages self-help skills, focuses on problems, is inductive, and requires clients to develop and practice skills in their own environment through homework given (Zakiyah, 2014). Then the self instruction technique is a technique that changes dysfunctional thoughts using positive self talk. Self instruction technique, looking at individuals is not only understood through visible behavior, but the internal processes of the behavior that are actually the result of thought processes and responses to the stimulus that comes to him. From this statement it can be said that actually individuals have the ability to change their negative feelings and behavior to be more positive.

DISCUSSION

1. The Substance Of Self Instruction Technique

Donald Meichenbaum in 1977 was developing a counseling theory namely Cognitive Behavior Modification (CBM). In CBM there is a technique called the self instruction technique. According to Meichenbaum (1977a), the self instruction technique is an individual way to teach yourself how to deal with difficult situations effectively. In Meichenbaum's view, some maladaptive behavior arises because it is influenced by dysfunctional thoughts. Clore & Gaynor (2006) states that dysfunctional thoughts on individuals tend to be influenced by negative self statements, which can be modified with self positive statements or positive self-sentences using CBM with self instruction techniques. Through counselee self instruction techniques can control themselves in thinking and acting by having a positive self verbalization. That way the counselee can minimize the appearance of dysfunctional thoughts (Nawantara, 2016).

According to Meichenbaum (in Corey, 2009), behavior changes in CBM occur through a series of processes. The process involves the interaction of inner speech, cognitive structures, and behaviors and outcomes produced. According to Meichenbaum (in Corey, 2009) the process of behavior change in the self instruction technique occurs in three stages. The first stage is self observation which includes the counselee observing their own behavior and trying to "listen" to themselves. The second stage is to start a new internal dialogue, where the counselee learns to change internal dialogue through the counseling process. The third stage is learning new skills. The new skills in question are coping skills, where the counselee is taught to practice what is obtained in the real situation and overcome the obstacles that arise. The essence of the self instruction technique is restructuring the counselee cognition system, but it focuses on changing the pattern of verbalization overt and covert (Oemarjoedi, 2003).

According to Nawantara (2015) in self instruction techniques, individuals are not only understood through visible behavior, but behind behaviors that appear to be internal processes that are actually the result of thought processes and responses to the stimulus that comes to him. The internal process also remains in the control of individuals, because actually individuals have the ability to identify and change their own beliefs.

Word order in self instruction someone can set behavior. Luria (in Leibl & Dedauw, 1979) states that words in self-statements can show a person's motives, so that self-statements are expected in a positive form and can direct behavior to be more appropriate. Furthermore, self instruction techniques can be used to enhance selected behavior, through the use of self-statement coping, for example to control pain, increase self-confidence, or improve athlete's performance (Furniss & McGuire, 2000). Like all other techniques, continuous follow-up in self instruction techniques is very important. Following are some examples of forms of self instruction that can be used in a number of situations.

Table Of Self Instruction's Form

Forms of Self-Instruction	Examples
1. Problem Definition (Sizing up the nature and demands of the task)	a. What is it I have to do here? b. What am I up to? c. What is my first step?
2. Focusing Attention and Planning (Attending to the task at hand and generating a plan)	a. I have to concentrate, be careful . . . think of the steps. b. To do this right, I have to make a plan. c. First I need to . . . , then . . .
3. Strategy (Engaging and implementing strategies)	a. First I will write--brainstorm as many ideas as I can. b. The first step in writing an essay is c. My goals for this essay are . . . ; I will self-record on . .
4. Self-Evaluating and Error Correcting (Evaluating performance, catching and correcting errors)	a. Oops, I missed one; that's okay--I can revise. b. Am I following my plan?
5. Coping and Self-Control (Subsuming difficulties or failures and dealing with forms of arousal)	a. Don't worry- worry doesn't help. b. It's okay to feel a little anxious; a little anxiety can help. c. I'm not going to get mad; mad makes me do bad. d. I need to go slow and take my time.
6. Self-Reinforcement (Providing reward)	a. I'm getting better at this. b. Wait 'til my teacher reads this! c. Hooray--I'm done! d. Yes, I can!

2. Self Instruction Technique in School Setting

Self-instruction techniques aim to encourage self-control (Meichenbaum, 1977). If someone has a positive self-statement or good self-verbalization, that person can control their feelings and emotions. However, a person will not be able to change or control his behavior without the person increasing his awareness of forms of behavior (how someone thinks, feels, and behaves). Positive awareness

of self-statement also has a relationship with emotional intelligence, self-awareness, and emotional regulation (Hughes, Gourley, Madson, & Blanc, 2011).

In school settings the problem that often arises and can be overcome by the technique of self instruction is the problems that are also related to the counselee's self control. These problems include academic problems, self-discipline problems, stress, commitment to tasks, and others.

Self-instruction techniques aim to internalize a skill. Several studies have shown that self-instruction techniques are an important addition to the general parts of microtraining (such as modeling, rehearsal, and feedback) that will be very helpful in adding skills (Cormier, Nurius & Osborn, 2009). Some studies related to the technique of self instruction, namely the technique of self-instruction to improve the task commitment of junior high school students (Nawantara, 2015), self-instruction techniques to reduce student academic procrastination (Saputra, et al, 2017; Mardianingsih, et al, 2018), self-instruction techniques for improve the ability to express the opinions of junior high school students (Yunan & Setyawati, 2016), and other studies with other variables in school settings.

Luria (in Leibl & Dedauw, 1979) states that self verbalization or self-declaration is important because that is where someone's background or motivation can be identified and something becomes a control of behavior formation. With the technique of self instruction, the counselee will be accustomed to having positive self verbalization or positive self talk through the instruction or model of the counselor. So that in this case the counselor is expected to be able to use the right language in providing examples of how positive self talk in situations that make the counselee feel in a problem situation. This will be a stimulus for the counselee to imitate, modify, and even make positive self talk itself.

Self-instruction techniques are packaged in the form of training directed at strengthening fluency, flexibility, and originality that emphasizes the development of cognitive skills through awareness and practice (Meichenbaum, 1975). In addition to self-instruction techniques can be carried out independently, self-instruction techniques can also be combined with other types of techniques (Furniss & McGuire, 2000). For example in conjunction with relaxation, relaxation techniques can be combined with a method called Stress Inoculation Training which is used to control anger and other disorders related to stress.

Besides being able to be combined with other techniques, self-instruction techniques have a close relationship with other techniques, namely thinking of stopping. That's because both techniques train independent learning as an important concept in cognitive behavioral therapy approaches. Termination technique is one of the simplest self-instruction techniques (Furniss & McGuire, 2000). This technique is usually used in the treatment of obsessive compulsive disorders and disturbing thoughts.

3. Stages of self instruction techniques

In developing self instruction training, Meichenbaum was influenced by the results of Luria's study of self-learning training. Self-instruction training in Luria studies uses self-talk in a sequence where the child is first controlled by the external verbalizations of another person (adult), so the child produces his own

verbalizations hard, and finally at the age of 5 or 6, the child controls his behavior through speaking inside (Flores, 2015).

The stages of applying the self-instruction technique in this paper are the stages that have been modified from Meichenbaum (in Nawantara, 2015). The following stages have been adjusted to the counseling services carried out at the school. There are five stages in the technique of self instruction and the description is as follows.

1. Stage I is a procedure Rational, this stage aims to gain understanding and acceptance from counselee regarding cognitive behavior therapy, especially self instruction techniques. In stage I also identified negative thoughts possessed by the counselee.
2. Phase II is the Self Guidance Training stage, this stage aims to change negative or dysfunctional thoughts with positive self talk (with five stages of self guidance). The five stages of self guidance are:
 - a. The counselor becomes a model or gives an example for the counselee to change his negative internal dialogue into positive internal dialogue with positive self talk. Then the counselor instructs the counselee to do what has been exemplified by the counselor
 - b. The counselor asks the counselee to say aloud positive self talk that is constantly voiced and calls the word "you" to "me".
 - c. The counselor gradually asks the counselee to disguise positive self talk with a voice that can only be heard by him
 - d. The counselor asks the counselee to voice postive self talk only in the heart and reflect it directly into his behavior
 - e. Teaching ways to oppose negative thoughts by continuously saying positive self talk.
3. Stage III is to formulate the desired behavior, this stage invites counselee to start making and formulating new behaviors that want to be applied in accordance with the positive self talk that has been designed.
4. Stage IV is formulating self reinforcement, formulating positive self reinforcement in applying new behaviors that have been made. By helping counselee form positive self-reinforcement it is expected to help maintain the desired behavior.
5. Stage V is homework, and follow-up. In this stage counselee will fill out a commitment sheet, be given a self-monitoring sheet, evaluate activities, and follow up on the self instruction techniques that have been given during the activity.

According to Miltenberg (2012), by following the self-instruction procedure, individuals are taught how to give self instruction at the right time and in accordance with self instruction. Self instruction must really have control over the behavior stimulus, so that it can really have an impact on the desired behavior change.

CONCLUSIONS

Self-instruction are techniques that have a focus on behavior change through changing self-talk. The self-instruction technique uses self talk that is available for each individual and tries to modify it. This is related to the purpose of self-instruction techniques, namely to change dysfunctional thoughts through positive self-statements. The stages of the technique of self instruction include external stimulus, open speech, for secret or inner speech. Self-instruction techniques are expected to be an alternative choice in the implementation of counseling services in schools. Some problems in schools that can be overcome by self instruction techniques include academic performance, student task commitment, self-discipline, and other problems caused by dysfunctional thoughts. Regardless of the application, the application can be very enjoyable because it involves aspects of the language.

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