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DEVELOP A THREE-TRIADICAL ADVICE IN THE DEVELOPMENT OF SELF-CONTROL STUDENTS CLASS X-9 SMA NEGERI 3 BANDUNG INSTITUTE FOR THE QUALITY OF EDUCATION WEST JAVA 2009 A. The preconditions for the development of the world of children and adolescents have always been an interesting topic for discussion from time to time. There are a number of problems that lurk in modern teens, such as drug threats, free sex, suicide cases that are often reported in the media these days. A case in point is a 13-year-old boy who hanged himself, Unable to pay SPP money, a 12-year-old boy trying to hang himself for failing to pay extracurricular expenses of 2,800 pounds, a 12-year-old boy was found dead in his parents' house because, to make the TV not fulfilled, the 12-year-old was found hanged on the kitchen ceiling of his sister's house, he is suspected of holding his late mother's homes as well as a number of other cases that may not have been reported in the media (Republic, March 2003 issue). According to Willis (2005:56) these problems represent the low self-regulation of youth to the environment and itself. Adapting to yourself is a simple term to say, but hard to do. Therefore, many people are not able to adapt to themselves. As a result of not being able to adapt can be seen from an internal conflict, the desire to achieve a high goal, but the ability to achieve it is very lacking, will cause anxiety, leading to the being unable to concentrate, dim, shaking, stuttering, and so on. these symptoms are preceded by weak self-control. In addition, Willis said that the failure in self-regulation can be caused by the absence of previous events that the person has experienced. If people experience many obstacles and setbacks in childhood, disappointment (disappointment) and conflict (opposition) will fall in adolescence. Conversely, if a person has great success and happiness in childhood, he will look positive and optimistic about all the new problems faced. One of the problems that many students at SMA 3 Bandung have is the inability to control emotions such as quick character, irritability and sometimes struggle. This condition describes the weak state of self-control of students. Guidance and counseling play an important role in helping to resolve student issues, which is a mistake of self-control. The resolution of student self-control issues should change or improve the approach to counselling that is being done by changing the approach to education with a three-triadic approach (via an intermediate approach). Based on the above-designed errors, this guide and action research consultancy focuses on the application of tridistic counseling techniques in the development of self-monitoring students in the X-9 Sma Negeri 3 Bandung class. B. The formula for the wording of the problem in this study is this: What is the picture of self-control of students before using a counseling method? What is the picture of self-control of students after the use of triadic methods of counseling? Is there a difference between self-assessment of a student's image before using a triadic counseling technique and depicting a student's self-control after using the trik counseling method? C. The purpose of the study, as for the purpose of this study is: Getting a picture of a student self-control before using a trihyary-like approach method of counseling. Get a picture of a self-monitoring student after a triadic method of counseling approach. Get an idea of the change in student self-control after using the trihyary approach method of counseling. D. The scientific benefits of some of the benefits that can be derived from this study include: In theory, it can reinforce the benefits of using trivial counseling in helping to develop student self-control. This can virtually help guide and advise teachers to enrich their experience in advising treatment of distressed students. E. A study of the Library of Calhoun and Accocella (translation of Satmoco, 1995:130) shows that self-control is the influence of a person on his physical condition, his behavior and psychological processes, as well as on his physical rules, behavior and psychological processes. In other words, self-control is a bunch of processes that bind it together. Thus, in everyday activities a person uses his control in behavior. This is according to Gangey (1981:117), which claims that self-control is the control that people use in guiding their behavior. It seems to be what Michel (Pervin, 1984:410) has expressed is that self-control leads to the power of man to organize or control his actions, the person of a controlled situation. Sukartini (2003:77) defines self-control as an attempt by a student to organize himself in thinking and act on his belief that everything that happens to him is the result of his actions. In other words, there is an effort in self-control to be able to control the things contained in the person. According to this definition, self-control is a person's ability to influence himself in relation to events, and direct their behaviour in the face of situations as a consequence of his actions. According to Logue (1995:24) a person who is able to control himself has the following characteristics: a. Maintain repetitive tasks despite solving various distractions. B. Change your behavior in accordance with existing norms. C. This does not mean that behavior is influenced by anger. D. Be tolerant of the opposite stimulus. While according to Sukartini (2003:77-78) there are several aspects of self-control, including: as well. The skill of the situation, namely the ability to think about ways of mastering and controlling the surrounding situation associated with school rules. B. Motivation to action, namely the ability to choose actions to address issues related to school rules. C. Willingness to take risks, namely the ability to take risk of action. Development and factors influencing self-control will continue to evolve in accordance with age. Children tend to exhibit impulsive behavior, and adolescents are more able to control themselves (Logue, 1995:15). Logue also assumes that people are self-control based on the principles of learning. In early development, a child's behavior is monitored by external agents, such as parents, brothers, or teachers, who set standards for evaluation and demonstrate the effects on each behavioral appearance. The standards will be different for each behavior. The reward is displayed when a child can reach the established standard, while a penalty is given if the child deviates from the established standard. As we get older, individuals learn to control. The scheme of reinforcement and punishment, developed after receiving various support. According to Bandura (Dahar, 1996:30-31), a person observes his behavior, considers (judges) behavior according to the criteria that he composes himself, and then gives reinforcements in the form of gifts or punishments to himself. The theory of social learning shows that most of the criteria that a person has for the appearance of his behavior can be extracted from models in the individual social world. A person's cognitive reactions to his behavior direct a person to regulate his or her own behavior. By rewarding or self-congratulatory, a person can positively control his behavior. Individuals can evaluate their own behavior by looking at how others evaluate their behavior. People can learn from models by observing other people's behavior and their consequences. In setting steps to achieve the goal under the influence of instinctive impulses, other and past events (Nurwanti, 2004:20). Preliminary studies have found images or information from some students who show irregularities in their adjustment. F. The research plan and procedure used is the research research research action study. This method was chosen to improve students' self-control through a triadic counseling approach. This method is in line with the opinion of Ortrun Skerritt in his book A New Direction in Action Research (1996:3), which states that the right method of research in the development of education is to study action. The nature of the study in this study is a collaborative research consultancy (triadic). Researchers work with parents, student friends, subject teachers to develop, implement, and evaluate leadership programs. The topic and time of the study is: a. The subject of this study was observed by students in class X-9 from Sma Negeri 3 Bandung know the teachings of 2006/2007. B. Duration: five (5) months from September 2006 to January 2007. C. This study is planned to be conducted in two (2) cycles, cycle 1 is conducted over 2 weeks with frequency 2 meetings and cycle 2 is conducted on the basis of reflection on cycle 1. this cycle takes place over a two-week period of 2 meetings. After the end of cycle 2, it is reflected. The results of the study were also reported. This consultation will be carried out in the following stages: the Information Service provides recommendations for action on the implementation of the Cycle 1 Assessment Act to address the problem of collecting self-control data through the deployment of tools. It is then processed and interpreted to obtain a picture of the student's self-control after receiving a planned pattern of action sequences that may be rationally possible. The next stage is carried out in accordance with the order of priorities, after which there is a subject to get an idea of the shortcomings of the action, and then the lack of implementation of the action. In addition, the data is collected as a reflection 1 material, which allows you to create new problems. Cycle 2 In Cycle 2 is based on reflection material 1. If there are still new problems that arise, then planning the 2nd action, then the implementation of the 2nd action. after that, it is observed, reflected and evaluated whether there have been any changes in the repair of kea rah or not. If this does not require improvement means that the cycle is over and the results of the action have been accepted by the student. Reflection and reflection score to recall what has already been done. Self-control in the form of closed selection questionnaires is carried out for evaluation. The correction system is as follows: the appropriate response is given to score 1 and an inappropriate response is given a score of 0. An indicator of the success of the action of this triadic approach of counseling is the increase in self-control of students. More information can be found in the next round of research on the next page. The tools used in this study are adapted to the needs of the data to be identified in the study, namely: a. Student self-control questionnaire (attached to Annex 1) b. Guidelines for interviewing parents c. Educational documentation G. Study schedule NO Schedule OF THE OCT NOV DES JAN Week 3 4 1 2 3 4 1 2 3 4 1 3 3 3 1 1. Offer x 2. Action 1 and reflection x x 3. Action 2 - Reflection x x 5. Reporting x x 6. Workshop x 7. Improved reports x 8. Report x Lap 9. Article writing JKT x x Presentation article x H. Staff research conducted: I am.. Research Board No. Purchase of ATK Rp. 180.000. - 2. Research offer Rp. 200.000. - 3. Preparation of research tools r 150.000. - 4. Technical planning of the implementation of PTCBC p.s. 150.000. - 5. Research documentation p.p. 100.000. - 6. Data analysis Rp. 100.000. - 7. Consumption /Snack 4 x Rp. 20.000. - Rp. 80.000. - 8. Transport for observer and researcher Rp. 240.000. - 9. Rp. 200.000. 10. Doubling the Rp. 200.000 report - 11. Honorary Explorer Rp. 400.000. - J. Calhoun, J.F. and Accocella, JR Translation RS. Satmoko. Psychology of humanitarian adjustment and relations. Semarang: IKIP Semarang Press. Dahar, Ratna V. (1996). Exploring theories. Jakarta: Erlangga- Logue, Alexandra V. (1995). Self-control Waiting until Tomorrow for what you want today. New Jersey: Prentice Hall. Perwin, Los Angeles (1984). Personality: Theory and research. New York: John Wiley and Sons. Sumacini Inc., Sri Patma. (2003). Life skills counseling to develop a strong measure of personal control. Doctoral dissertation on PPS UPI Bandung: not published. Willis, Sofyan S. (2005). Teenagers and the problem. Bandung: Alphabet Attachment 1 LATTICE INSTRUMENT REVEAL STUDENT SELF CONTROL Indicator Sub. Indicator No. Item Statement Σ - Mastery of Positive Thinking Situation Can Think About Benefits 1, 2 21 Can Feelings Can Master feelings of anger 3 22, 23 Can master happy feelings 4 24 Can master anxiety 5 25 Can solve problems Can analyze problems 6 26 Can choose, How to Solve Problems 7, 8 27 Can Look for The Cause of Problem 9 28 Put More Important Job Learning Problems 10, 11 29, 30 Problems Outside Learning 12 31 Motivation Acting Can Focus on Behavior Goals Can Set Goals 13 32 Can Achieve Goals 14 33 Can Plan Future Goals 15 34, 35 Can choose how to achieve the goals of 16 36 Unaffected negative things from the environment Abandonment of the negative influence of classmates 17 37, 38 Willingness to take the risk of being responsible for behavior Desire to bear the consequences if making mistakes 18 39 Rewarding yourself after achieving the goals 19, 20 40 Σ 20 20 40 40 contoh proposal penelitian kuantitatif bimbingan konseling pdf

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