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“PSYCHOLOGICAL TRANSFORMATION
TOWARDS DEVELOPING CHARACTERIZED HUMAN BEING”

Editor
Prof. Dr. Dra. Hardani Widhiastuti, M.M., psikolog
Psychological Transformation Towards Developing Characterized Human Being


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Semarang Private University
Soekarno-Hatta Street, Semarang,
Central Java, Indonesia

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Psychological Transformation Towards Developing Characterized Human Being

Reviewer:
1. Prof. Dr. Dra. Hardani Widhiastuti, M.M., Psikolog
2. Dr. Mulya Virgonita Iswindari Winta, S.Psi., M.Si., Psikolog
3. Albert., SE., MM
4. Tita Elfitasari., S.Psi., Ph.D
5. Tatas Transinata., S.Pd., M.Pd

Editor: Prof. Dr. Dra. Hardani Widhiastuti, M.M., Psikolog
Assalamualaikum Warahmatullahi Wabarakatuh

In the First say, let us pray to Allah SWT gratitude for all the blessings and grace, so that this event can be held properly and as expected. so hopefully always in His protection.

I am very proud, because in a period of 6 (six) months of our organizing committee preparing the International Conference of Psychology (ICP), the moment can be held in the first time with all soul, body, and commitment of my team, because the implementation of ICP 1st is a learning and a benchmark for the success of the ICP 2nd later, as we planned to hold every 3 (three) years. It has a reason that, within the framework of the implementation of the ICP is the convergence of scientists both at home and abroad, also in order to establish a network of same research institutions interdisciplinary, and researchers.

Furthermore, I would like to say thank you to all participants both participants call for papers and posters exposure of research results, and participants who have taken the time to attend the event.

I as dean and as the organizer of this event, delivering no apology, if the event goes by there is a shortage in service, and there are things that if in the event, not pleasing. If there is a weakness or error, it all becomes a correction for us and is a simply mistake we, Whereas if there is goodness or wisdom we can learn together, both in this speech and in the event, was later solely for the blessings and glory Allah SWT.

This is my speech, thank you once again, and wassalamu’alaikum Wr.Wb.

Semarang, October 15th 2015,
Dean of Faculty of Psychology
Semarang Private University,

Prof. Dr. Dra. Hardani Widhiastuti, MM.,psi
Key Note Speaker

Fandy Tjiptono, M.Com, Ph.D
PIO Expert
Monash University
Sunway, Malaysia
“Psychological Transformation Towards Developing Characterized Human Beings”

Douglass Lee Rhein
Psychology Coordinator
Mahido University, Thailand
“Psychological Schemas and the Impact on Academic Achievement”

Adi D. Adinugroho Horstman, Ph.D
Singapore
“Moral Development and Transformative Learning to Promote Character Building for Children and Youth”
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23. COGNITIVE BEHAVIOR MODIFICATION TO IMPROVE SELF AWARENESS

Oth Jembarwati
Semarang Private University
otihteaz@gmail.com

ABSTRACT

The study was conducted in Gita Bahari high school with the number of participants 65 people. The study was conducted as a result of the evaluation program the SMA Service Gita Bahari form training using Cognitive Behavior Modification on students in class X and XI. Behavior modification activities carried out in high school Gita Bahari Semarang Class X and XI on 2 May 2015 to 30 May 2015. The results showed there are differences in Awareness scores before and after training before training 26.1333, 38.8667 while scores after training.

INTRODUCTION

Background

Based on the stages of Erickson’s psychosocial development (Santrock, 2011), adolescence is in the fifth stage, namely the identity versus identity chaos. In this stage, the environmental scope is wider, not only in the family or school environment, but also in the society. Searching self identity begins to take place in this stage. In searching of identity, students need to develop experiences that can support them in developing introduction toward themselves. The problems faced in SMA GB is communication and resistance to stress.

In the process of looking for self identity, dealing with the environment will create a good identity. Conversely, if the teens hang out in an environment that is unfavorable then it can blur the negative identity and behavior disorder on the problems that occur on the students of SMA Gita Bahari Semarang. The problems experienced by the students related to their attitude and morale in the teaching and learning situation in the classroom, especially in class X of SMA Gita Bahari Semarang. Students are less able to communicate effectively either with teachers, parents, as well as with other students. Communication between children and parents which is obstructed resulted in a parent-children relationship that also becomes harmonious, so that impact on the condition of the children in school, such as the low spirit of learning and lack of initiative or activeness in the learning process in the classroom.

High school students have been able to engineer to be truly happen to the variety of situations or events that purely still hypothetical possibilities or abstract propositions, and try to reason logically to it. Communication skill is badly needed to develop the ability of adolescents to interact with the environment and to adjust themselves. It is supported by Sarwono (2006) explaining that in adolescence, individuals are faced on a wide range of rapid changes and the problems that accompany it that can be stressor. Therefore, teens are expected to cope with
Inability to communicate effectively in a teen will lead to teenagers difficulty to cope with stressors that arise.

Cognitive Behavior Modification (CBM) is a kind of intervention modified based on Cognitive Behavior Therapy or CBT, where the modification is done by adjusting the characteristics of adolescents who become the subjects of research. The main principle of CBM is restructuring individual cognitive systems by making verbalization changes (Meichenbaum in Oemarjadi, 2003), namely skill in communicating. According to Meichenbaum (in Oemarjoedi, 2003), the focus of CBM is that people realize the process in conducting communication, particularly internal communication with themselves. CBM training process is in the form of individual training activities to make instruction changes on self or internally, to make behavioral changes in the individuals so that he can overcome the next problems (Meichenbaum in Oemarjadi, 2003) in everyday life, especially in a school environment.

Meichenbaum (in Oemarjadi, 2003), explains that the changes in behavior occur in several stages, namely through interaction with ourselves, changes in the cognitive structure, behavioral changes, and the effects evidence of CBM therapy against problems handling. The three-stage process of CBM, is as follows:

a. Self Observation
   At the beginning of training, the individuals were asked to listen to the internal dialogue within themselves and to recognize the characteristics of the existing negative statement. This process involves the activities increasing the sensitivity to the thoughts, feelings, actions, physiological reactions and reaction patterns against other individuals.

b. Creating new internal dialogue
   Once individuals learn to recognize or identify aberrant behavior or be the main problem, then they began to be trained to develop alternative behaviors that are adaptive or not deviate by changing the internal dialogue within the individual. The new internal dialogue is expected to generate new behavior, which will have an impact or effect on the cognitive structure of the individual.

c. Learning new skills
   Individuals then learn techniques to overcome their problems practically which can be applied in everyday life. At the same time the individual is expected to remain concentrate or focus on the task of making a new statement and observe the difference in the results between before and after CBM training.

Based on the explanations above, the service team wishes to engage in community service by using the Cognitive Behavior Modification (CBM) training to enhance effective communication of SMA Gita Bahari students Semarang. This service team also put forward the hypothesis that there is an increase in effective communication of SMA Gita Bahari students Semarang by using Cognitive Behavior Modification (CBM) training.

In general the stages of behavior modification in the preparation phase is done by determining (Sarafino, 2011):
1. In the environment of how the subject tends to show certain behaviors, such as spot, identify the number of subjects, namely the 65 students of class X in SMU Gita Bahari.
2. What factors are strongly appears when the behavior occurs.
3. What thoughts tend to arise when students interact.

For that reasons, the interview was conducted to describe the contents of this thought. Stages of behavioral data collection are as follows (Martin, G, 2012):

a. Screening (Intake Phase) by finding out general information such as name, address, date of birth, hobbies, activities in schools, the preferred subjects, preferred teaching methods.

b. Baseline phases, namely determining the behavior of the desired target, determining the priority of the behavior to be changed, analyzing the environment to identify the variables that must be controlled so that the behavior is formed.

c. Treatment phase is done by measuring the behavior directly, and using it as an indicator of changes in behavior.

d. Follow-up phase

Improved behavior that has been formed in order to maintain its continuity. Evaluation is done also to determine the occurrence of behavioral changes of the students.

The defined behavior are as follows:

1. The behavior of students when interact with teachers and friends in the form of:
   a. Choosing words, tone of voice, the place where the conversation take place
   b. Meaning of cooperation for students and teachers, and cooperation behavior
   c. Interaction goals in the learning process
   d. Cooperation behavior among the students and students with teachers

2. The students active behavior in giving initiative to the teachers and friends and all parts in school.

3. The behavior of the student who is able to express approval or disapproval to friends, teachers and the entire staff at the school.

4. Consequences of occurring behavior.
   Behavior that occurs can be a cause or a result of the problematic behavior that occur later. Then observations and interviews on behavior and events which occur later were conducted.

Behavior assessment that will be performed uses Observational Checklist with the purposes:

1. Determining the behaviors that will be modified
2. Determining the behaviors that are hopefully shaped at every training session of training that will be conducted.
3. Evaluating the results of the service to find out whether there is or there is not improvement of initiatives and assertive behavior after training and before training.

The intended behavior at every training session are as follows:

a. Esteem toward self including respect others and assess self positively
b. Behavior that should be performed when communicate with friends, teachers or staff at school.

Resilience is the resistance to stress, individuals who have the resilience to adapt will be successful in facing the threat or disease. Individuals can increase the capacity of resistance to stress throughout life time. Ecologically and psychologically resilience is to describe a psychological phenomenon in stable groups (Werner, 2013). Resilience is the capacity to handle stress and catastrophic. Psychologists know the adaptability and out of difficulties and risks. Individuals and communities build a life after the tragedy. Being resilience where experiencing stress and pain. Individuals feel sad and depressed and other negative emotional. Being resilience does not mean living a life without stress or illness. Individuals will feel sad and grieving.

Resilience is also not something that is formed from birth. Resilience develop as guide for the development and reach thinking pattern and management skills as well as knowledge. Resilience comes from supportive relationships with parents, such as cultural beliefs and traditions that help to develop in life. Resilience is found in various behaviors such as thinking, acting that can be learned and developed throughout the life span.

Factors that contribute to resilience include:

a. Close relationships with family and friends.

b. Positive view of self and self confidence in the strength and ability to manage strong feelings and impulses.

c. Good problem solving and communication skill. Feeling able to control everything at hand.

d. Using the help and resources. See themselves as resilience (rather than as victims).

e. Coping stress in a healthy manner in a healthy way and avoid coping strategies that threaten such as abuse.

f. Helping others, finding positive meaning in difficult events.

Resilience is the urge to survive, a strong bound to deal with stress and improve emotional well-being. Overall meaning is mental strength, so it is strong enough to form well-being in facing challenge or problem. Resilience is a tendency to survive and to thrive. Moreover resilience can serve as a capacity that can generate individuals or groups to guard, tolerate, produce and improve the experience of an event by controlling the conditions contained in the community (Derek Mowbray). Resilience becomes important in order to work optimally both at home and at work, thereby reducing the risk of threats to the psychological well-being.

While USAID and Vanderbuilt University (2012) through their community organizations, reveals how to develop resilience as follows:

1. Establish a relationship by developing an attitude that focuses on developing psychological support, and developing personal abilities.

2. Accept the changes in life, guiding behavior to achieve the goal.
3. Perform the process of finding self by having a positive outlook on self.
4. The development of attitudes, such as developing resilience floating capability, and developing a healthy lifestyle, both physically and emotionally with the power that is used to develop the power to charge capability.

In general, the process of improvement occurs through context understanding both in the organization as well as in their life. Further, it is done understanding of the events by strengthening beliefs, attitudes, values, motivation that help in developing positive meaning to an event. (Derek Mowbray.)

To strengthen resilience, we can identify the picture of ourselves first as a self-introduction, including:

1. The experience, such as experience of challenge, education, which increase awareness about the life, the model, such as teachers and parents.
2. Expertise, that is to identify usability, planning, organization, at home and at work so that able to resolve the problems and challenges and solve problems.
3. Interaction, i.e the ability to interact and communicate with others, as well as develop to survive.
4. Interests, namely the ability to act appropriately in context and understand how to attract and to engage actively with others effectively and confidently.
5. Relationship, namely the ability to form strong relationships, committed, transaction, transformation, by using adaptive techniques.
6. Skills, knowledge and experience throughout life span that increases the worth, confidence, both in the economic, cultural, political, erotic and other social factors in the community.

Behavior modification training is expected to be able to exhume the experience, expertise, interaction and interest, in the form of a positive experience that can then be developed to strengthen the resilience of the students. Communication related to the establishment of interaction in community both home and school, so that students can survive in facing problems, or stress. The training seeks to identify the communication behavior of students, in order to see the development trend of resilience that also contributes to the formation of character behavior and positive discipline in schools.

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