Experiential-Based Counseling: to Improve Adversity Intelligence Adolescent

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Abstract

Success and failure is a real phenomenon in human life, as well as in adolescents. In every life, it can not be separated from problems and difficulties. Adolescents today not a few who overcome the difficulties destructively, some of which are the involvement of adolescents in drug cases, suicide, tendency to avoid obligations, moody, blame others, and hate individuals who continue to struggle. Therefore, adolescents are expected to be able to overcome various difficulties they face effectively, because they are the forerunners of professional workers who will be the drivers of the nation's development progression. Adolescents need to have the ability to respond to difficulties positively, survive in a state of despair, not give up easily and can solve any difficulties called adversity intelligence. One effort to develop adversity intelligence is teenagers with experiential based counseling. Experiential based counseling is one of a series of activities that focuses on experience and reflected, then forms a new principle for adolescents that will be a guide to the creation of more positive new behaviors. The benefits of experiential based counseling make it possible to transfer learning in the real world. Experiential based counseling is expected to be able to build dimensions of adversity intelligence, namely control, origin & ownership, reach and endurance (CO2RE). The writing of this article aims to describe experiential based counseling as one of the effective efforts to improve adversity adolescent intelligence. The research method used is a literature study.

Keywords: adversity intelligence, experiential-based counseling

1. INTRODUCTION

Vocational High School (Sekolah Menengah Kejuruan/ SMK) as secondary education is one part of national education that aims to prepare students to become members of the community who have the ability to establish reciprocal relationships with the social, cultural and natural environment and can develop abilities. Vocational High School (Sekolah Menengah Kejuruan/ SMK) prepares graduates who have competencies, especially technical abilities that are ready to enter the world of work. The existence of high demands in vocational schools raises various obstacles and problems for their students.

Vocational students are included in the final juvenile stage aged 15-17 years. According to Agolla & Ongori (2009, p. 64) many tasks, competition with other students, economic difficulties, lack of relations between students and teachers, noisy environments and lack of learning resources are part of the problems faced by adolescents. All pressures that occur in students both socially and academically compel them to hold various roles that involve large responsibilities. Students are required to be able to overcome various difficulties they face effectively, because they are the successors of the nation and the forerunners of professional workers who will be the drivers of the progress of national development.

In dealing with problems and pressures as well as the demands of some students prefer to overcome the problem in a destructive way. The observations of BNN in 2014, as many as 22% (90 thousand people) of drug users in Indonesia were from students and students. This happens because teenagers do destructive ways to deal with any problems that occur. According to Pangma, Tayraukham & Nuangchalerm research (2009) achievement motivation is a factor that influences adversity intelligence. According to the study, with high achievement motivation the individual has a kind of ambition, and from that ambition the individual tries with his courage to defeat everything.

Research conducted on middle school students (secondary school) in India shows as many as 90% of students' adversity intelligence is below standard or can be said to be in the quitter category. Quitters have a tendency to avoid obligations, moody, cynical, retreat and stop struggling, blame all individuals, and hate individuals who continue to struggle (Stoltz, 2000).

In line with the research research that has taken place, at this time individuals face 23 to 30 difficulties a day (Stoltz, 2000, p. 1). That is, it is not much different from the phenomenon that occurs today, that many students experience difficulties faced from various sides of their lives. This phenomenon shows students cannot respond to difficulties positively and have low resistance. Resilience of individuals is very dependent on the ability to respond to difficulties, the ability to face difficulties positively has been operated as an

Adversity Quotient or adversity intelligence which is the science of human endurance.

Individuals who have high adversity intelligence will have a high ability to maintain the positive influence of each event and will remain well-being in the face of adversity, will not be weakened by the negative effects of difficulty difficulties, this statement shows that someone with high endurance does not mean that he has no negative effects from every difficulty, but has the ability to recover faster and more easily return to a positive affective state (Luthar, Cicchetti, & Becker, 2000). Someone who has high adversity intelligence will achieve success, despite many challenges they do not easily give up and do not let challenges and problems destroy their dreams and dreams (Chin & hung, 2013).

Adversity intelligence for adolescents is a very important factor in achieving success. Students who have high adversity intelligence always try to find ways to solve the difficulties and challenges present in their lives. According to Robinson, et. al (2011) someone who has high adversity intelligence based on CO2RE dimensions, they have control over the events that occur in their lives, they place their personal roles naturally, know and are responsible for the consequences of an event, limit the range of problems and assume the difficulties that occur are temporary.

Adversity intelligence influences optimism, future orientation, work stress, academic performance, emotional intelligence, and motivation (Utami & Karyanta, 2014, p. 11; Agusta, 2015, p. 397; Huijuan, 2009, p. 64; Woo & Song, 2015, p. 89; Cornista & Macasaet, 2013, p. 59). Therefore adversity intelligence is one of the important things that every student must have to achieve success. Moreover vocational students with adolescence are required to fulfill every competency in the curriculum and prepare themselves to enter the world of work after graduation.

One effort that can be taken by providing services is using experiential based counseling techniques to improve the adversity intelligence of vocational students. This counseling is experience oriented through games. Through experiential based counseling participants face challenges and in overcoming them they re-learn something from themselves. Participants will learn to learn skills related to problem solving, cooperation, communication, and facing challenges. Also through this process, participants begin to understand limitations and increase their awareness of available choices, so they are better able to accept responsibility for success and failure.

Based on the explanation above, each student has a different level of adversity intelligence, it depends on various constructive factors. Therefore, one effort to improve students' adversity intelligence through guidance and counseling. One technique that is estimated to be effective for improving student adversity intelligence is through experiential based counseling. This counseling is experience-oriented through games (games) and students will learn again through what has been done in the counseling process regarding problem solving and facing challenges.

2. THEORETICAL REVIEW

2.1 Adversity Intelligence

The concept of individual ability to overcome all forms of difficulties and problems in this research refers to the concept proposed by Stoltz (1997) which mentions the term such ability as "Adversity Quotient", in the discussion hereinafter referred to as "Adversity Intelligence" or Adversity Intelligence.

Adversity intelligence is a mental attitude in the form of one's ability to survive in the face of difficulties and overcome them so that they can continue to survive to achieve success in work and life (Stoltz, 2000). According to Stoltz (2000) Intelligence has three forms of definition, namely as follows.

a. Adversity intelligence is a new conceptual framework for understanding and enhancing all aspects of success.
b. Adversity intelligence is a measure of how a person responds to difficulties.
c. Adversity intelligence is a set of tools that have a scientific basis to improve one's response to difficulties.

Crawford & Tee (2000, p. 10) reveal that adversity intelligence refers to a person's ability to remain hopeful and to maintain positive control of his actions when experiencing difficulties. Adversity intelligence can be used as an indicator to assess the extent of one's ability when facing difficult situations and can come out of challenging conditions.

Phoolka & Kaur (2012, p. 68) states that adversity intelligence provides information on how well a person can survive in the face of difficulties and the ability to overcome these difficulties. Adversity intelligence can predict the way a person behaves when faced with a difficulty.

2.2 Individual Categories Based on Adversity Intelligence

Stoltz analogues the activity of achieving success such as climbing a mountain, so it is classified as three individual categories based on how to respond to difficulties during ascent (2004, p. 8). The three categories are as follows.

a. Quitters are people who decide to stop climbing, instead of trying to solve problems or divert every difficulty, they prefer to stop and run away from problems (Stoltz, 2004, p. 21).
b. Campers are someone who is satisfied with self-sufficiency and does not want to develop themselves. Campers concentrate their energy on activities that fill tents with items that make them as comfortable as possible. They have many potential resources but only use resources with limited capacity (Stoltz, 2004, p. 21).
c. Climbers have the characteristic of never giving up in the face of difficulties (Cornista & Macasaet, 2013). They are human beings who struggle for life, no matter how much trouble they come, they will always think of various alternative problems and consider the obstacles that exist as an opportunity to be more advanced and developing (Stoltz, 2004).

2.3 Dimensions of Adversity Intelligence

According to Stoltz (2004) the dimensions of adversity quotient (AQ) include several components which are then abbreviated to CO2RE, as follows:

a. Control, is a person's ability to control and manage an event that creates difficulties in the future. Control is a source of self-determination in the individual's mind to control difficult and detrimental situations (Phoolka & Kaur, 2012, p. 70).

b. Origin (origin) and Ownership (recognition). These two dimensions question two things, the first what is or who is the origin of the difficulty and the second to what extent is recognition due to difficulties (Stoltz, 2000). The origin dimension is related to the guilt that an individual has. The ownership dimension is responsibility.

c. Reach (range). The reach dimension questions the extent to which individuals allow difficulties to penetrate into all other aspects of life (Stoltz, 2003, p. 116).

d. Endurance (endurance), is a dimension of individual resilience. This dimension questions the extent to which individuals perceive difficulties will persist (Stoltz, 2003, p. 121).

2.4 Factors of Adversity Intelligence

There are several factors that build adversity intelligence including the following:

a. Competitiveness
b. Productivity
c. Motivation
d. Take a risk
e. Perseverance
f. Learn.

2.5 Experiential Based Counseling

Experiential based counseling is one of the developments of the concept of adventure based counseling, as a form of assistance to individuals who are experiencing both social and behavioral problems (Johnson, 1992, p. 18).

Activities carried out in experiential based counseling are essentially activities that aim to overcome challenges and tackle internal tensions (Newes & Bandoroff, 2004, p. 8). After all the activities have been carried out, the counselor and the participants reflect on the experience when participants take part in the activity. Reflection is done by linking the experiences gained with the problems being experienced by the participants.

Experiential based counseling is a series of activities or exercises that are often called elements. These elements focus on leadership abilities, such as: responsibility, problem solving, communication skills, such as: active listening, reflection, and rapport (Glass & Shoffner, 2001). The success of solutions in solving existing problems depends on whether group members can cooperate, trust each other and communicate well in carrying out their tasks. expected final results of course group members can apply what is obtained from activities in various social settings.

2.6 Objectives and Benefits Experiential Based Counseling

Experiential based counseling aims to transfer learning into changed patterns of behavior (Gass & Gillis, 1995). Participants can learn well when they experience activities consisting of elements of the concept, reflecting on activities or listening to others reflecting on their experiences during the discussion process, abstracting practical knowledge about themselves or others and applying learning outcomes to change their minds.

Another benefit of experiential based counseling is that it allows the transfer of learning in the real world. To make things easier, Gass & Gillis (1995) offers a number of considerations, including: (a) providing opportunities for participants to practice the transfer of learning into adventure activities; (b) believing that the consequences of learning arise naturally; (c) aiming for participants to internalize their learning through self-awarness, and can reflect their thinking experience; (d) involve significant others in designing and following up on programs; (e) placing responsibility for program learning more for each participant; (f) developing techniques that emphasize in a process that facilitates learning; (g) provides further experience that helps transfer to other spheres of life.

2.7 Procedure of Experiential Based Counseling

Basically the process of implementing experiential based counseling is divided into two general stages, namely indoor (indoor) activities and outdoor (outdoor) activities as the main activities (Glass & Shoffner, 2001). According to Gass & Gillis (1995) outdoor activities consist of two components, namely: briefing, implementation of debriefing. Whereas according to Gass (Newes, & Bandoroff, 2004) outdoor activities contain activities that provide opportunities for participants to freely experience themselves, share experiences, reflect on experiences and frame experiences.

Based on the process of implementing experiential based counseling as described above, it can be concluded that the experiential based counseling consists of two main activities, namely indoor activities and outdoor activities. Outdoor activities consist of: briefings, implementation of leading experiences, and debriefing. Explanation of the three stages of experiential based counseling is explained as follows:

2.7.1 Briefing

At this stage the counselor prepares a series of activities. Begin by explaining the rules, guidelines, and procedures and then helping participants set the right goals (Santos, 2012, p. 38). During this stage, the counselor provides brief information about the types of games that will be performed (Gillis & Simpson, 1994).

Explanation of the game techniques in detail should be avoided, because participants are given the freedom to understand the game instructions which are usually delivered

directly by the instructor or given in writing shortly before carrying out games. This method aims to train the ability of participants to be able to receive and understand the instructions, discuss instructions and plan strategies, also will add to the values of tension and challenges and the "reality" effects that exist in the game. Counselors should be neutral, impartial and not answering technical questions related to the game. Counselors are not permitted to divulge what will happen or information relating to the game prematurely.

2.7.2 Leading

At this stage participants are involved in an activity or game together with others. this activity is one form of giving experience directly to the participants. Activities arranged in this stage in the form of games or exercises must be able to simulate certain behaviors in accordance with the objectives of counseling to be achieved, because the success of the experiential based counseling process is determined by the preparation of the game and the sequence of presentation of activities.

2.7.3 Debriefing

In this activity the counselor processes experiences together with the problems they are facing. Debriefs can be done directly, namely speaking counselors and participants listening. But in general the debrief stage is carried out in the form of a group process model using activities as the main focus in the discussion. Kolb (Santos, 2012) explains that At the debriefing stage the counselor facilitates group discussions related to the last three stages of this cycle, namely, reflection, generalization and transfer.

2.8 Experiential Based Counseling Techniques for Increasing Student Adversity Intelligence

Experiential based counseling is one of the techniques in group guidance and counseling that is oriented to the experience of activities followed by counselees. Experiential based counseling is based on experience-oriented group guidance and counseling techniques that are often used as cognitive and behavioral changes as adveneture counseling. The basis of the technique is experience-oriented as the basis of learning (expereintal learning), outdoor education, and group counseling. All activities are packaged in a series of activities involving instructional activities, games and problem solving exercises.

Experiential based counseling is carried out in group settings. the advantage of using group counseling is that it raises discussion and participation, helps focus topics, group games help move one focus to another, games and exercises promote learning experiences and develop levels of participation and help group members relax and enjoy. Whereas according to Rusmana (2009, p. 22) other advantages using group settings are giving an alternative approach in exploring problems. This can be done by a simple discussion. In addition, the advantages of group atmosphere are that it can provide opportunities for group members to explore the problems that are owned by other group members.

Experiential based counseling is one of the most appropriate techniques for improving student adversity intelligence. This intervention is motivated by the opinion expressed by Herber (Newes& Bandoroff, 2004) that the activity in experiential based counseling is an effort to overcome challenges and overcome tension in oneself. Besides that, one of the reasons for choosing experiential based counseling techniques is to improve students adversity intelligence because this technique is a specific application of methods in implementing education to improve cognitive, psychomotor and affective aspects.

Experiential based counseling focuses on the experiences experienced from a series of activities carried out and reflected and then rearranged so as to provide a new principle that will be a guide for creating more positive new experiences or behaviors expected.

3. CONCLUSION

Adversity intelligence for adolescents is a very important factor in achieving success. Students who have high adversity intelligence always try to find ways to solve the difficulties and challenges present in their lives. Adversity intelligence influences optimism, time orientation, academic performance, emotional intelligence, and motivation. Therefore adversity intelligence is one of the important things that every student must have to achieve success. One effort that can be taken is by providing services using experiential based counseling techniques. This counseling is experience oriented through games. Through experiential based counseling participants face challenges and in overcoming them they re-learn something from themselves.

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