



Investigating the Effectiveness of Transpersonal Counseling for Students with Self-control Issues

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Abstract. Teenagers of high school age have a high risk to commit various juvenile delinquencies. The ability to control themselves is crucially important to develop by assisting and guiding them both individually and in a group to prevent them from various risky behaviors. The study aimed to determine the effect of transpersonal counseling on high school students with self-control issues. The research was a quantitative study with a quasi-experimental design that utilized data collection tools of self-control scales and academic cheating scales. The self-control scale reliability test was conducted using the Cronbach Alpha formula and received a value of 0.803. The samples in the study were 12 students in the eleventh-grade students out of a total population of 360 students. Data was collected using a questionnaire and were analyzed using the t-Test to find the difference between pre-treatment and post-treatment of transpersonal counseling intervention. The results of this study indicated that 8 out of 12 students showed a significant increase in the self-control after treatment. The average score for the pre-treatment was 8.85 and increased to 11.34 after counseling. It is expected that the finding can be used as a reference for Guidance and Counseling teachers in developing transpersonal counseling services for students with self-control issues.

Keywords: Effectiveness · Self-Control · Transpersonal Counseling · Students

1 Introduction

In order to facilitate a person's social existence, education is essential for developing academically intelligent and morally upstanding persons. Through education, individuals obtain knowledge in the form of science, social, and character education, i.e. the cultivation of favorable attitudes that are intended to assist pupils to succeed in society. In [1] pertaining to the National Education System, it is stated that the purpose of National Education is to shape the character and civilization of a dignified nation in the context of educating the nation's life and developing the potential of students to become human beings who believe in and fear God Almighty. As a person of noble character, the Almighty God is healthy, knowledgeable, capable, creative, autonomous, and a democratic and responsible citizen. The preceding article affirms that via education, students can actively develop their potential to have religious and spiritual knowledge,

self-control, a good personality, intelligence, a noble character, and the necessary skills for themselves, society, nation, and state. Education has a significant impact on the development of a nation. Typically, the level of education of a nation's inhabitants is used to measure its greatness. Therefore, everyone strives for the maximum level of education. The Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Compulsory Education mandates 12 years of compulsory education in Indonesia, indicating that the central government places a high priority on education in that country. This education is intended to produce a generation that is both intellectually successful and exemplary in character. According to the same government legislation, the levels of education in Indonesia are elementary (elementary), middle (Junior and Senior/Vocational), and high (Universities, Institutes, Polytechnics, Academy, and others).

Senior high school students are categorized as adolescents based on their age. According to [2], the age range for teenagers in Indonesia is 11 to 24 years, and they cannot be married. Adolescence is a transitional stage between childhood and maturity. During adolescence, humans must complete certain developmental tasks. According to Key [3], the developmental objectives include developing interpersonal communication skills and learning to get along with peers or other people, both individually and in groups, as well as strengthening self-control (capability to govern oneself) based on value systems, principles, or philosophy of life. The aforementioned developmental tasks underline that, during adolescence, individuals must enhance their self-control based on current life principles and standards in order to refrain from acting in a manner that deviates from or is contrary to relevant norms.

Development of self-control is possible via transpersonal counseling provided by Guidance and Counseling services. According to [4], transpersonal therapy is a psychological method relating to individual identity (in the form of experience) that covers a wider context related to life, humanity, the soul, and the cosmos. Self-control encompasses all aspects of human life, including the soul and the cosmos, so exerting a powerful impact on the singular notion of human life. [5] verifies that transpersonal addresses difficulties and the evolution of life, as well as the meaning of an individual's life, in a tangible manner. Transpersonal incorporates the spiritual framework of the individual in order to foster internal and outward individual development.

In the research by Fredrika and Prasetyawati [6] analyzed 16 sorts of demands for sixth grade elementary pupils, including self-control. This study identified five sorts of student needs: self-regulation, learning strategies, communication, self-efficacy, and case management. 75% of 4,500 high school students surveyed by the Rutgers Management Education Center in the United States required self-control, according to a national survey. During the 2010 National Examination in Indonesia, the Deputy Minister of National Education, Fasli Jalal, disclosed that the Ministry of National Education (Kemendiknas) had received more than 900 reports of cheating on the National Examination (UN) for SMA and SMP levels. The fraud was caused by a lack of self-control on the part of the students, causing them to engage in conduct that is not in accordance with the rules. Further research in 2021 [7] revealed that 93.5% of high school students have engaged in academic fraud, with the most common form of academic cheating being plagiarism. Ask friends for exam answers, take brief notes during exams, search for

answers on the internet using mobile devices, and bring books to the examination. Several research presented in the preceding section demonstrate that academic dishonesty continues to be widespread among students from year to year. The entirety of the explanation demonstrates that pupils must have self-control skills in order to appropriately regulate topics pertaining to norms and applicable ethics.

Based on the findings of a survey of students at State Senior High School 5 of Surakarta (November 2021) regarding the scope of students' self-control needs. This demonstrates that State Senior High School 5 of Surakarta students require self-control to resist undesirable attitudes such as academic dishonesty and bullying. Travis Hirschi and Gottfredson established "The General Theory of Crime" or "Low Self Control Theory" in [8]. This theory suggests that criminal conduct may be viewed through a single dimension, namely self-control. Individuals with low self-control are typically impulsive, risk-seeking, and narrow-minded. The rationale for the preceding explanation can be seen in school pupils who commit academic fraud, as individuals with inadequate self-control break the rules without considering the long-term consequences. Those with great self-control, meanwhile, will be more cognizant of the consequences and long-term ramifications of aberrant behavior. Additionally, [9] stated that demographic considerations, cultural disparities, self-efficacy, impulsive conduct, moral growth, and self-control are the causes of academic fraud among students. This remark demonstrates that academic cheating by many students can be reduced, in part due to the fact that many students have strong self-control.

In accordance with Travis Hirschi and Gottfredson, who formulated the "Low Self Control Theory," [10] found a correlation between self-control and academic dishonesty among Vocational High School 8 of Jakarta students. This occurs because self-control, or what is commonly referred to as self-control, is an individual's capacity to resist a fleeting urge or impulse that is inconsistent with behavior that violates societal norms [11]. In this regard, [12] assert that people with high self-control tend to pause and examine events and their behavior's repercussions. People with good self-control consider the repercussions of their actions carefully before acting. Based on the aforementioned description, this study intends to determine the impact of transpersonal therapy on State Senior High School 5 of Surakarta students' self-control.

2 Method

This research was conducted from October to November 2021 at State Senior High School 5 of Surakarta. This research is a quantitative study with a quasi-experimental design that employs a self-control scale to collect data from a sample of 12 class XI students out of a total population of 360 students. The instrument for data collection is a questionnaire, whereas the technique for data analysis is the T-Test.

This research uses the pre-test and post-test instruments of the self-control scale to assess the impact of transpersonal therapy on students' self-control. The instrument for study has been deemed valid and reliable. The self-control scale reliability test was conducted using the Cronbach Alpha formula and got a value of 0.803. The instrument is suitable for use in this investigation.

Utilized research instrument is a Likert scale questionnaire including numbers from 1 to 4. The Likert scale created by [13] is used to measure the subject's perception, opinion,

and attitude toward a variable. In this study, the Likert scale is used to test the subject's perception, opinion, and attitude toward self-control. Using Google Forms, research instruments are provided online. The use of Google Forms expedites and improves data retrieval. This study's data analysis begins with a test for normality and linearity.

3 Result and Discussion

In order to develop self-control, students were given a pre-test to determine the condition of the original sample utilized before counseling. 8 (66.6%) of 12 counselees shown a significant gain in self-control following therapy (Tables 1 and 2).

This is evidenced by the results of the post-test after the provision of counseling services. According to [14], the development function means that counseling is an effort to develop certain abilities in order to improve self-ability; the function is intended to produce an understanding of something by individuals; from this understanding, individuals are expected to be able to optimally develop their potential; and the adjustment function is intended to assist clients in adjusting to themselves and their environment. The researcher argues that through counseling, responders can be assisted in acquiring information and adjusting to impending changes. The findings of this study can serve

Table 1. Experimental Calculation Description.

Value	Group
Pretest Average	8,85
Pretest Average	11,34

Table 2. Description of the Experimental Results.

Value	Pretest	Posttest
1	8,89	11,34
2	8,81	11,35
3	8,86	11,37
4	8,81	11,38
5	8,85	11,39
6	8,89	11,39
7	8,89	11,40
8	9,00	11,39
9	8,89	11,38
10	9,11	11,38
11	8,79	11,39
12	8,84	11,31

as a guide for Guidance and Counseling teachers in the development of transpersonal counseling services to promote student self-control.

4 Conclusion

Students' self-control is a crucial factor that can influence individual behavior, including academic dishonesty. The results of this study demonstrate that transpersonal therapy can improve the self-control of students at State Senior High School 5 of Surakarta. The more a student's self-control, the lower the incidence of academic dishonesty. Teachers of Guidance and Counseling can build service programs to increase student self-control, paving the way for the future development of transpersonal counseling to enhance students' personal capacities, particularly those connected to individual qualities, attitudes, and psychology.

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