



Comprehensive Guidance and Counseling in Improving The Resilience of Students

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Abstract. Literatur examines resilience as an individual's endurance in dealing with, responding to, and overcoming obstacles, challenges, stresses, and traumatic experiences. It is a negative view because resilience is viewed only as a response to the condition of entropy. The facts show that the stressful challenges to the individual happen at all times, throughout the life of the individual, in a variety of events such as natural disasters, riots, conflicts, wars, and the atmosphere of life that seeks sustainability and adequate decisions. Comprehensive Guidance and Counseling (CGC) adopts a positive view in assessing resilience and sees and understands resilience as a development. Resilience is viewed as a process and product, an individual sustainability condition. Resilience is seen as a competence in adaptable adjustment, a healthy and open person, independence in making decisions and responsibilities, a fight for achievement, and a peaceful person who encourages the development of authentic and tough personality. Resilience is not the end point of individual endurance and resilience development but is a dynamic and life-long developmental process that always adapts to environmental changes, dynamics, and challenges. Resilience is a skill and individual competence that must be developed as long-term behavior. CGC as a development-oriented approach views resilience as one of the various aspects of student development, as a psychohygiene condition that should be a general purpose aspect of education and guidance that becomes the basis of authentic and tough personality development. The series of research and concepts on adequacy of adjustment, productive personality, health personality, academic hardness, and peacefulness have high incisions with resilience, which are examined in this paper.

Keywords: resilience, sustainability, authentic, comprehensive guidance

INTRODUCTION ~ The diversity of life background and accessibility and uncertainty require human beings to master the tools of life competence which enable themselves to be sustainable in the face of the various changes and diversity. Sustainability is a process of struggle of life that must be achieved by mastering the competence of life that is not merely to overcome the problem here and now but able to anticipate the possibilities that will be faced and think of the most possible action is taken.

Resilience refers to a healthy personality that is open to change of reality, but still capable of controlling life, being flexible

but consistent, rather than rigid and mechanistic. The process of personality development is related to the matter of progressiveness in terms of stability and behavioral dynamics in reacting to themselves or the environment and this happens in individuals with healthy personality." (Kartadinata, 1983. 6). Psychologists seem to agree that the ability to perceive reality accurately is the essence of a healthy personality. Individuals will obtain adequate can accurately interpret reality. Distortive perception will inhibit attainment of adequate resilience.

Classical ideas, in relation to the development of healthy personalities,



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are expressed by experts in various concepts, such as psychodynamic approaches (Freud, Fromm, Horney, Adler), epigenetic principles (Erikson), developmental tasks (Havighurst), holistic (Goldstein, Rogers) and holistic dynamic (Maslow) (Kartadinata. 1983: 7). Resilience in the sense of a person's toughness in the face of life depends on the way and attitude to deal with it.

Kartadinata (1983: 18) revealed that adjusted individuals '...are capable of performing and setting realistic choices; he looks openly to the possibilities he faces and is able to choose what he is most likely to do because he is able to estimate what he might face. The ability to choose has a very profound meaning because it concerns the issue of self-awareness and the environment; and that consciousness is the dimension of self-realization. Pribadi (1971 a, pp.15 and 23) asserted that this self realization is related to the concept of responsibility, since this psycho-hygiene contains a factor of morality inseparable from the human factor. This principle implies that psycho-hygiene is an aspect of educational goals and guidance to be accomplished by both counselors and counselees.

The classical thought and study illustrated simply provides support and reinforcement that the individual's personal toughness is related to his personality health. Self-resilience is a psycho-hygiene condition that becomes

a fundamental aspect of the process of guidance and counseling as well as being an aspect of educational and guidance purposes. In the contemporary context, the world agreement affirms that the 2030 educational vision that was born in the Incheon Declaration of World Education Forum 2015 is "...towards inclusive and equitable quality education and lifelong learning for all". We understand one of the corresponding targets that is closely related to individual resilience is that "...education is essential for peace, tolerance, human fulfillment and sustainable development...will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach"

Peace is an issue in many parts of the world as a result of the various conflicts and wars as the entropy that humans face. In understanding the resilience of a positive view the entropy conditions associated with peace are understood not solely conflict resolution. It is understood that the peace of mind is not the only thing that is in the mindset. Peace concerning all aspects of mind is not the only thing that is in the mindset. Peace concerning all aspects of human life, physical and non-physical, which will bring people to live in state of well-being. Peace and well-being are two sides of a coin that can not be separated from each other.



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In the context of thinking as described above, resilience is not understood solely from the side of the entropy conditions faced by the individual but from the various possible challenges faced which can lead to a variety of entropy conditions. This is a more positive view of resilience. From the illustrated plot, the main issues examined In this paper are :

- 1) What competencies should students master in maintaining and improving resilience?
- 2) What is the strategy of educational efforts and guidance in improving student resilience ?

Theoretical Framework

The developmental approach sees resilience as both process and outcome. As a process refers to how individuals react to various environmental conditions, demands and stress both related to himself and the environment. Resilience is a lifelong learning process. Resilience as a result refers to what individual achieves; whether a person has good resilience. Both siden are mentioned in relation to esc other, so the study of resilience should be viewed as both process and oucome.

Resilience continues to develop throughout life, and basically the process of life itself is the process of becoming and being. Resilience is a process of growth. Life itself is the process of becoming and being. Resilience is a process of growth.

Differentiation, evolution and enrichment. Psychological development occurs throughout the individual's life that leads to things that give more satisfaction and the embodiment of self-existence, which is characterized by the harmony between the self and the world in order to seek self-perfection." (Kartadinata 1983 : 32).

In the concept of becoming and being, resilience is closely related to the concept of self-realization (Goldstein), self-actualization (Maslow), self-enhancement (Rogers), need for adequacy (Snygg and Combs), psychohigiene (Sikun Pribadi), No-Limit' person (Dyer), and kaffah, the concept of islam. In the concept of becoming, this direction of individual development is self-actualization, independent and self-responsible. Development leads to increased self-control, self-regulation and autonomy ; not merely sustaining the present life but also broadening the horizon of life itself by orientating to the possibilities faced in its open societies. The process of self-actualization concerns the process of development of individual consciousness; awareness of himself, his values and life itself.

Conceptually, resilience is approached from the point of view of educational sciences and guidance, namely the theory of personality with regard to aspects relevant to resilience. Sources of resilience are self-reliant as a starting point for self-realization. Education and



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guidance responsible in facilitating individuals achieve self-realization. Pribadi (1971:225) formulates: "The general aim of education is the facilitation of creating the personal maximum condition for self-realization." The term of self-realization has a very wide meaning because it concerns the individual's awareness of himself and the environment as his life-space. Self-awareness is a fundamental feature of man, because self-awareness is only possessed by man. " Self-awareness is a factor that distinguishes manifestly between humans and animals".

With self-awareness, human being will be able to cope with the diversity and possibilities that occur in the good life that is related to himself or his environment. He is able to gain "survival" and resilience within his environment as a starting point for achieving self-realization and optimum development.

Comprehensive Guidance and Counseling (CGC) is development-oriented, as the fourth approach after the crisis, remediative, and preventive approaches (Myrick 2003). It asserts that "... a developmental approach concerning the process and various aspects of sustainable development in the context of the environment in which individuals develop. Developmental guidance and counseling is a comprehensive approach, therefore called Comprehensive and Counseling. (Kartadinata 2017:3)

Developmental Guidance and Counseling (DGC) is called CGC because as a approach, it deals with philosophical foundaions and assumptions, various stages and aspects of development, delivery systems, collaboration among school personnel as teams, management systems and accountability, at various education levels (from preschool to higher aducation). It can be asserted that DGC and CGC are not two different approaches, but rather two sides of a coin, one side being an orientation while the other is a strategy that integrates academic missions with student development. (Kartadinata 2017 : 3).

There are four main components of CGC namely guidance curriculum (in the Indonesian context it is called Basic Service), responsive services, individual planning, and support systems. The integration of academic missions with the development of students in CGC implies that CGC is the righ approach used or applied in educational settings. The integration of the mentioned mission can be structured organized into the Basic Services because the basic services emphasize the development of long-term behavior in various aspects of development, especially in terms of academic, personal, social and career aspects.

Linked o the development of student resilience as a psychohy-hygiene condition that becomes the basis of self-



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realization must be an aspect of educational and counseling goals. Resilience as a development contains long-term behaviors and competencies that need to be developed through intervention strategies either through learning or guidance, especially basic services.

Learning is responsible for developing student resilience because resilience as a psycho-hygienic condition is a determinant of student learning success. Learning is responsible for developing a healthy personality, psycho-hygiene, and mental health of students. Through this effort the integration of academic mission and student development can be realized in the form of learning service based on guidance. Why guidance? Myrick (2003 : 3) believes that guidance is more pedagogical.

METHOD

Positive review of resilience is a multidimensional study directed towards building a frame of mind in the development of resilience constructs determinants, and development intervention strategies through guidance and counseling. Multidimensional studies were conducted by describing, understanding interrelationships, and interpreting the perspectives and incisions of various concepts and research results that can build thinking about resilience. Conceptual and research studies were done on the dimensions of (1) self-adjustment, (2) the

development of independence, (3) the development of thinking, (4) the development of peaceful behavior, and (5) academic hardiness. *Adjustment*. The classical study (Kartadinata 1983) is done using the homoclitic viewpoint

(Grinker, 1962) as a positive outlook in defining self-adjustment. Adjustment is seen as a development rather than a deficit state. Psychogenic and sociopsychogenic concepts that are represented by the family climate and school life are destroyed as the variables that shape the adaptation of students' self-adjustment. Referring to concepts of Fromm (1960, 1975), Gilmore (1974), Cole (1953), and Sikun Pribadi (1971), the adaptation of self-adjustment is formulated in constructs involving emotional.

The research findings show that the four dimensions of self-adjustment adequacy are significantly related either partially or completely. These findings support the concept that a healthy or mature personality is an integrated personality. It also means that maturity in one dimension will have an impact on the maturity of other dimensions. It can be argued that the construct adjustment in this study is tested as a valid construct.

In relation to the family and school environment, the study proved that those two environments contributed positively to the adaptation of student adjustments. The study findings reinforce the psychogenic view that affirms that



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individual self-adjustment is influenced by the biography, the explanation of the experience in family life. The study also reinforces the sociopsychogenic view that shows that high democratic and intellectual school life tends to make students gain adequate adaptation. This empirical evidence suggests that schools play an important role in the formation of student personalities.

RESULT AND DISCUSSION

The study of the research sequence presented shows that resilience is essentially a force that fosters and develops humanity into an authentic person, becoming itself. This view is a positive outlook as mentioned at the beginning of this study. The authentic person is a healthy person who reflects the optimum psychodynamic development that involves flexibility, resilience flexibility, firmness, peace of mind in dealing with, anticipating and responding to the environment so that the individual is in a sustainable condition. Authentic refers to the concept of self-actualization (Goldstein, Maslow), self-realization (Rogers), productive personality (Fromm, Gilmore), a sense of integrity (Erikson), normal personality (Cole), psycho-hygiene (Sikun Pribadi), peacefulness person (Kartadinata and Associates).

Referring to a positive outlook, resilience is defined as the development of various competencies of sustainability and self-

resilience in the face real and potential life challenges, involving the development of cognitive, mindset, emotional maturity, social maturity, decision making and readiness to take respon to take responsibility and live in peace. Resilience is a psycho-hygiene condition that must exist in every human person as the basis for the emergence of authentic and tough personality and should bean aspect of the goal of education and counseling and guidance.

Positive views on resilience implicate that resiliensi should be developed as long-term behavior through education services, guidance and counseling, and learning services are no exception. In resiliensi counseling and counseling is developed primarily tharough basic services by using interventions to develop the range of behaviors and competencies mentioned. The proses of creative dialogue and the development of school culture as an empowering environment enablemen environment can be an effective strategy in developing a personality that is always compelled to seek the meaning of what is experienced, learned, and faced in life. Efforts to create a healthy development environment become a CGC service strategy to develop self-sustainability competence as the basis authentic and resilient personality development. Development of a developmental environment withim CGC is not merely a technical issue of



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guidance services but must be based on and consistent with the philosophical and theoretical ground of thinking about the development of resilience. The counselor should be able to translate resilience as a psycho-hygiene condition that becomes the aspect of the counseling and counseling goals that the student must reach into the range of behaviors and the range of intervention strategies.

CONCLUSION

Resiliensi is a sustainability competence that develops throughout life in the face of the variety of actual and potential life challenges as the individual psycho-hygiene conditions that are the basis of authentic and counseling goals to be achieved by students, counselors and teachers. In CGC and learning resiliensi is learned through experience gained from the classroom and school environment climate as a developmental environment that poses students to challenges, opportunities, and the reinforcement of behavioral patterns that from authentic and resiliensi or tough personalities.

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