Group counseling with values clarification techniques to increase students' respect

I Made Sonny Gunawan, Made Gunawan, & Khairul Huda

Universitas Pendidikan Mandalika
imadesonnygunawan@ikipmataram.ac.id

Abstract: Individuals must own respect because it can be an internal controller in making logical decisions to behave by moral values. This study aimed to confirm the effectiveness of the values clarification group counselling on respect. This study used a repeated measure experimental design. The subjects in this study were 10 students at SMK Negeri 2 Mataram who indicated having a low category of respect. Data were collected using a respectful attitude questionnaire. Data analysis used repeated measure statistics ANOVA. The results of this study indicate that values clarification group counselling is effective in increasing student respect. Students' understanding regarding respect is inseparable from how to create good relationships between students and teachers as a form of creating a healthy and conducive school climate.
Keywords: Group Counseling; Respect; Values Clarification; Values Journal

Introduction

Attitude is an orientation in response that represents individual feelings about something, likewise with the respect which basically arises as a result of reactions or stimuli from the environment in an interpersonal relationship. Furthermore, respect can be defined as behaviour that is intended to convey altruistic and kind feelings towards others in an open, visible, and factual way from the expression of behaviour (Menges et al., 2020). Besides, respect means showing respect for someone or something. As for literally, respect is important for individuals to have because it contains good moral values for everyone(Hjerm et al., 2020). The good moral values, in this case, can be interpreted as a belief and attitude that is manifested in the form of behaviour by the procedures applicable in the environment (Karandikar et al., 2019).

Individuals must own respect because it can be an internal controller in making logical decisions to behave by moral values (Özen, 2016). So, in this case, what is meant by respect is an attitude of appreciation, admiration, or respect for others which is meant to convey kind feelings. Meanwhile, the value contained in this respect can be the basis for individuals in shaping and developing their moral values. Respect as part of moral values can be formed and developed because it is not an innate attitude of an individual from birth, but an attitude that is learned throughout the life span, be it at home, school and society.

In this case, cultivating an attitude of respect is a process of habituation as an effort to be able to behave politely so that it can become part of a lifestyle that can be reflected through everyday attitudes and behaviours (Darmiyati, 2020). Furthermore, (Sung, 2002) revealed if the indicator of respect consists of respect in a symbolic sense and respect that can bring happiness to oneself and others. This statement is also strengthened by (Malti et al., 2020) which reveals if there are three main points, from respect, namely: respect for oneself, for others, and for all forms of life and the environment that care for one another.

Respect is basically a picture of meaningful behaviour to respect and cherish each other (Merritt, 2017). Especially in the scope of the school, respect is essential to instil in students as the basis for developing moral values. However, until now, there are still many students in schools who have a low level of respect, both towards teachers and friends. The

research results strengthen this statement (Miller et al., 2017) which states that the problem of low student respect is often found in senior high schools.

Meanwhile, low student respect can be shown through disrespectful and impolite attitudes in interacting and communicating, such as using too high intonation, using harsh words when communicating with teachers and friends at school. Besides, another form of low student respect can be described by the disrespect for the teacher in the classroom where students are busy chatting alone, and the teacher focuses on explaining in front of the class. This is considered as inappropriate and unsatisfactory behaviour by students at school. Therefore, students need to have respect at school as a form of healthy mental development and a form of concern for good interpersonal relationships (Luthar et al., 2020).

As for efforts to foster student respect, three steps can be taken where each step can foster a good, polite and civilized attitude according to (Lickona, 2009) that are: (1) can show the meaning of respect by setting an example and teaching it to students, (2) respecting rules and opposing rudeness, and (3) emphasizing the importance of courtesy and manners. As for this context, these concepts can be adopted and developed through the provision of guidance and counselling services. The supporting reason for doing this is because the role of guidance and counselling in schools as a scientific area and normative services can facilitate students to develop from what they are to how they should be in achieving a complete, independent and character (Gunawan & Huda, 2019).

In this case, the efforts that can be made by guidance and counselling teachers or school counsellors are to help students internalize, update, and integrate a value system that is manifested congruently into independent behaviour patterns through values clarification group counselling to have good respect for teachers and friends at school. The values clarification group counselling is used as an intervention in this study, because it is considered effective and has an adequate contribution to personal development, as prevention and alleviation of a problem faced by students. According to research results (McCormick, 1976) revealed that values clarification was less effective in teaching students to do self-development. Will different results are obtained by (Gunawan, 2020) where values clarification group counselling is effective in helping students find good moral values.

Furthermore, in applying values clarification, it is said to be able to encourage students to find their own values and understand the values of others. Besides, values clarification is also said to be a good learning process to do because it can explore, clarify values and establish action plans based on their understanding and knowledge of the values held by students. In this case, values clarification can be said to be a learning strategy that is used to focus on the process of appreciating the content of a value. This statement is reinforced by other studies which reveal that values clarification is an important component in helping students form a positive attitude (Mosconi & Emmett, 2003).

From the explanation above it can be understood that values clarification is an approach in the form of a strategy in the learning process that can be applied in the field of guidance and counselling by exploring the potential of individuals to find values through behaviour, feelings, ideas, to set goals in making choices and decisions that are by reality so that in the future you will become an independent person and have a positive character (Kirschenbaum, 2000). In this case values clarification is used as a counselling tool that serves to explain questions, clarify interviews, and explain strategies that can play an important and useful role in helping counselees to improve personal relationships, value and

172

moral awareness, character education and address other areas of development social and emotional students.

Methods

This study used a repeated measure experimental design with a pretest and multiple posttest design. This research was conducted on 50 students of class XI at SMK Negeri 2 Mataram, Lombok, West Nusa Tenggara who were allowed to fill in the pre-test instrument. From the results of the pre-test assessment, students with a low level of respect were taken according to the criteria determined by the researcher using the random assignment technique. The selected research subjects were divided into two, namely the experimental group of 5 people who were given the values clarification group counselling intervention of the values journal technique and the control group of 5 people who were given the values clarification group counselling intervention without the technique. The instrument used in this study was an adaptation of the questionnaire developed by Sung (2002) and adapted to the needs in the field. Furthermore, this instrument has 32 statement items and uses a Likert scale with 4 choice criteria, namely: Strongly Agree, Agree, Disagree and Strongly Disagree.

In this study, each group received eight counselling sessions for the values clarification group. Each session of the values clarification group counselling was carried out with a duration of 90 minutes by the applicable regulations in school. After giving the counselling intervention is complete, then a post-test assessment is carried out to see the changes that occur in the research subject. To ensure that the intervention given had a permanent impact on the research subjects, the researchers conducted a follow-up assessment with a span of one week after the post-test assessment. Meanwhile, the data obtained from the assessment results were analyzed using repeated-measures ANOVA.

Results and Discussion

From the results of the distribution of the pre-test questionnaire, it was obtained that the data of students who had a level of respect with the "high" category in the classification had an interval of 96–128 as many as 10 students, the "medium" category in the classification had an interval of 64-95 as many as 24 students, and with the "low" category in the classification having an interval of 32–63, there were 16 students. Based on the sampling technique used, then from the 16 students who were categorized as having low respect, 10 students were selected randomly using a lottery. The sample to be used in this study was further divided into two groups and given the values clarification group counselling intervention with the values journal technique for the experimental group and no technique for the control group.

As for the results of the post-test assessment, it was seen that there was a change in the score which indicated an increase in respect for the study subjects from the "low" category with an interval of 32–63 into the "medium" category with an interval of 64–95. As for ascertaining the changes that occurred in the study subjects due to the intervention from the values clarification group counselling, the researchers returned to the follow-up assessment one week after the post-test assessment was carried out. Furthermore, from the results of the follow-up assessment, it was seen that there was a change in the score. Namely,

173

there was a slight increase in the attitude of respect in the experimental group, which initially they were in the "medium" category with an interval of 64–95 to the "high" category with an interval of 96–128. Meanwhile, for the control group, they were still in the "medium" category with intervals of 64–95. After conducting a series of assessments, what the researcher does is look for the mean and standard deviation of the pre-test, post-test and follow-up assessments in each group.

From the data that has been collected, it shows that the pre-test results for the experimental group are (M = 59.00, SD = 2.49), post-test (M = 81.20, SD = 2.34) and follow-up (M = 113.00, SD = 4.22) . While the control group was pre-test (M = 58.60, SD = 1.14), post-test (M = 70.20, SD = 3.89) and follow-up (M = 88.00, SD = 1.00). Furthermore, to determine the results of the main effects and interaction effects of each group, it can be seen from the results of the repeated measures ANOVA statistical test. The descriptive characteristics of the variable of respect can be seen in table 1.

Table 1. Descriptive Characteristics

	Measurement of Respect					
	T_1		T_2		T_3	
	M	SD	M	SD	M	SD
Exsperiment	59.00	1.41	81.20	2.68	113.00	2.44
Control	58.60	1.14	70.20	3.89	88.00	1.00
M$_{time}$	58.80	1.22	75.70	6.60	100.50	13.29
F$_{1 (2,16)}$	380.63, $p < 0.01$, η2p = 0.90					
F$_{2 (1,8)}$	1104.13, $p < 0.01$, η2p = 0.95					

Based on the table above, the results of the main effect of time on increasing respect for the experimental group showed a significant effect (F (2.16) = 380.63, p <0.01, η2p = 0.90). The effect of time at the time of measurement showed an increase in respect for the experimental group and the control group T1 (M = 58.80, SD = 1.22), T2 (M = 75.70, SD = 6.60) and T3 (M = 100.50, SD = 13.29). The results of this study confirmed that values clarification group counselling was effective in increasing student respect. This is in line with the results of research which revealed that values clarification group counselling was effective in its application related to moral values (Gunawan et al., 2019). In this case, respect is seen from the moral paradigm which is the basic component to be developed so that you have a good personality (Darnell et al., 2019). Besides, the development of students' moral values in the form of respect is the result of the learning they do during the values clarification group counselling process, which emphasizes the rules of school discipline. This is in line with the opinion which states that a person's respectful attitude will be formed through self-understanding and experience of learning outcomes that are reinforced by applicable rules (Westerlund, 2019).

In this case, the learning outcomes that have been carried out by students through value clarification group counselling emphasize the understanding that respect is a picture of behaviour that is very good for them to have as an asset in forming positive characters. Besides, an increase in student respect can be seen from their better communication skills by using polite language, willing to say greetings when meeting with teachers and friends, and in conducting consultations or discussions with teachers who can manage the situation well in the use of words. and behave. The ability to communicate is a good indicator to assess a person's respect because it is a manifestation of social behaviour that reflects feelings, empathic understanding and honest thoughts about an event (Ceyhan, 2006).

Besides, in this case, the students' respectful attitude which is already classified as high or good can provide a conducive climate for the learning process in the classroom which

can indirectly improve learning outcomes and achievement (Dodd, 2000). The increase in student learning outcomes and achievement can occur due to a cooperative environment that raises substantial effects on student behaviour such as increased empathy, can reduce tension between groups and antisocial behaviour, increase moral judgment, and can build positive feelings towards others (Bertrand et al., 2018).

Furthermore, the findings of this study also confirm the effectiveness of values journal techniques in increasing student respect. The difference in the use of the technique is indicated by (MD = 12.13, SE = 0.92, p <0.01) which explains that the values clarification group counselling with the values journal technique is better at increasing the respect of students than the values clarification group counselling that does not use the technique. The results of this study reinforce previous findings which show that the techniques in the values clarification approach are very suitable to be used as an intervention in helping counsellors to improve students' moral values (Edwards & Kirven, 2019). Therefore, it can be said that the change in students' respectful attitude from low to high during the values clarification group counselling activity occurred because it was given intense intervention reinforced by a specific technique in the form of a values journal.

Besides, an increase in student respect is possible because there is more understanding obtained by students through the values journal technique. After all, students are required to understand themselves and others through homework better so that by themselves, they can form altruism towards other people's situations. Besides, the provision of values journal techniques through routine assignments can stimulate students' understanding of their bad attitudes so that they realize mistakes and want to correct them according to what they believe. As for the application of values clarification, the values journal technique teaches students to be able to enter into real situations that they do every day through the writing process so that it is easier to find insights.

Furthermore, the values journal technique in its application is used as a tool to record students' thoughts or feelings according to their own lives so that they can reflect what they value, feelings they experience, beliefs, opinions, life choices, goals. and worries experienced (Karim & Mustadi, 2018). The specifics of this technique are used as a tool for self-reflection, unlike the case with values clarification group counselling without technique where students only get counselling as usual, which only emphasizes the level of appreciating, selecting, and acting according to the stages in values clarification counselling without any special action.

The result of effect interaction time with the group on the increase in respect, there is a significant effect (F (1.8) = 1104.13, p <0.01, η2p = 0.95). Besides, when comparing the mean difference between pairwise comparisons, the experimental group that was given values clarification group counselling with the values journal technique in increasing student respect increased higher than the control group who was given counselling, the values clarification group without technique. Pairwise comparisons of the time effects can be seen in Table 2.

Table 2. Pairwise Comparisons of Time Effects

Time Assesment	Group			
	Exsperiment		Control	
	MD	SE	MD	SE
$T_1 - T_2$	-22.20*	1.49	-11.60*	1.86
$T_1 - T_3$	-54.00*	1.41	-29.40*	0.40
$T_2 - T_3$	-31.80*	1.35	-17.80*	1.49

Based on the results of data analysis as outlined in table 2 above, it can be seen that the change in respect for the experimental group was given the values journal technique during the pre-test to post-test assessment (MD = -22.20, SE = 1.49, p <0.01) , pre-test to follow-up (MD = -54.00, SE = 1.41, p <0.01) and post-test to follow-up (MD = -31.80, SE = 1.35, p <0.01). While the control group that was given without technique at the time of the pre-test assessment went to the post-test (MD = -11.60, SE = 1.86, p <0.01), the pre-test went to follow-up (MD = -29.40, SE = 0.40, p. <0.01) and the post-test led to follow-up (MD = -17.80, SE = 1.49, p <0.01).

The results of this study indicate that there is an effect interactional time with the research group on the increase in student respect, where the experimental group has a higher increase than the control group. The treatment in this study in the form of values clarification group counselling given to each group is conceptualized as a process that provides a learning experience in directing group members to reflect on their lives and actions in examining their behaviour, ideas, feelings and personal values. This is in line with the opinion which suggests that values clarification group counselling is a process between individuals focused on cognitive and affective by exploring, clarifying values and establishing action plans based on their understanding and knowledge of the values adopted (Witteman et al., 2016). Besides, values clarification can also be used to guide students to understand moral values better (Rai, 2014). From this explanation, it can be said that values clarification group counselling is an effective approach to moral education in teaching respect and other moral values and ethical principles.

Besides, a higher increase in respect occurred in the experimental group after being given the values clarification group counselling of the values journal technique because the experimental group received more special treatment by giving structured tasks which could provide more understanding related to how to construct respect. As for constructing students' understanding of respect, it is inseparable from how to create a good relationship between students and teachers as a form of creating a healthy and conducive school climate. In this case, it can be said that learning moral values through the values clarification approach will be a concrete solution for counsellors in schools in helping students increase low respect.

This research, first, is limited to respect as seen from the paradigm of moral values in interpersonal relationships. Meanwhile, further researchers can see respect from the paradigm of cognition and emotion. The second limitation relates to the use of values clarification group counselling interventions with the values journal technique. Meanwhile, further researchers can use individual counselling or group counselling with other techniques that are owned by the values clarification approach.

Conclusions and Suggestions

Based on the results of the analysis in the study, the following conclusions can be drawn: (1) Values clarification group counselling is effective in increasing student's low respect; (2) Values clarification group counselling using the values journal technique is more effective than values clarification group counselling without using techniques to increase student respect; and (3) The level of student respect increased more after being given the values clarification group counselling intervention than before the intervention was given. For future researchers, it is hoped that it can become a reference for further research in utilizing various values clarification counselling techniques in various research settings.

References

Bertrand, P., Guegan, J., Robieux, L., McCall, C. A., & Zenasni, F. (2018). Learning empathy through virtual reality: multiple strategies for training empathy-related abilities using body ownership illusions in embodied virtual reality. *Frontiers in Robotics and AI*, *5*, 26.

Ceyhan, A. A. (2006). An investigation of adjustment levels of Turkish university students with respect to perceived communication skill levels. *Social Behavior and Personality: An International Journal*, *34*(4), 367–380.

Darmiyati, D. (2020). Implantation of respect and courtesy through family education on early childhood stage. *The Proceeding of International Seminar: Building Education Based on Nationalism Values*.

Darnell, C., Gulliford, L., Kristjánsson, K., & Paris, P. (2019). Phronesis and the knowledge-action gap in moral psychology and moral education: A new synthesis? *Human Development*, *62*(3), 101–129.

Dodd, A. W. (2000). Making schools safe for all students: Why schools need to teach more than the 3 R's. *NASSP Bulletin*, *84*(614), 25–31.

Edwards, A., & Kirven, J. (2019). Adolescents values clarification and development: A model for group counseling. *Child & Youth Services*, *40*(1), 4–22.

Gunawan, I. M. S. (2020). Meningkatkan kejujuran akademik mahasiswa melalui konseling kelompok values clarification. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *6*(1), 48–57.

Gunawan, I. M. S., & Huda, N. (2019). Menumbuhkan empati sebagai upaya meningkatkan nilai-nilai moralitas siswa melalui pelayanan bimbingan dan konseling. *Realita: Jurnal Bimbingan Dan Konseling*, *3*(5).

Gunawan, I. M. S., Wibowo, M. E., Purwanto, E., & Sunawan, S. (2019). Group counseling of values clarification to increase middle school students' empathy. *Educational Psychology*, *25*(2), 169–174.

Hjerm, M., Eger, M. A., Bohman, A., & Connolly, F. F. (2020). A New approach to the study of tolerance: Conceptualizing and Measuring acceptance, respect, and appreciation of difference. *Social Indicators Research*, *147*(3), 897–919.

Karandikar, S., Kapoor, H., Fernandes, S., & Jonason, P. K. (2019). Predicting moral decision-making with dark personalities and moral values. *Personality and Individual Differences*, *140*, 70–75.

Karim, I. M., & Mustadi, A. (2018). Training discipline and responsibility: The implementation of values clarification model. *Jurnal Pena Sains Vol*, *5*(1).

Kirschenbaum, H. (2000). From values clarification to character education: A personal journey. *The Journal of Humanistic Counseling, Education and Development*, *39*(1), 4–20.

Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam.

Luthar, S. S., Kumar, N. L., & Zillmer, N. (2020). Teachers' responsibilities for students' mental health: Challenges in high achieving schools. *International Journal of School & Educational Psychology*, *8*(2), 119–130.

Malti, T., Peplak, J., & Zhang, L. (2020). The development of respect in children and adolescents. *Monographs of the Society for Research in Child Development*, *85*(3), 7–99.

McCormick, S. D. (1976). *The effects of the use of selected valuing strategies on the personal adjustment of sixth graders.* ProQuest Information & Learning.

Menges, R., Cloos, J., Greiff, M., Wehrle, J., Goldmann, D., & Rabe, L. (2020). Recycling behavior of private households: An empirical investigation of individual preferences in a club good experiment. *Clean Technologies and Environmental Policy*, 1–14.

Merritt, M. M. (2017). Love, respect, and individuals: Murdoch as a guide to Kantian ethics. *European Journal of Philosophy*, *25*(4), 1844–1863.

Miller, A. D., Ramirez, E. M., & Murdock, T. B. (2017). The influence of teachers' self-efficacy on perceptions: Perceived teacher competence and respect and student effort and achievement. *Teaching and Teacher Education*, *64*, 260–269.

Mosconi, J., & Emmett, J. (2003). Effects of a values clarification curriculum on high school students' definitions of success. *Professional School Counseling*, 68–78.

Özen, Y. (2016). Investigating the decision heuristics of candidate teachers who are different in their responsibility controls. *Universal Journal of Educational Research*, *4*(7), 1744–1749.

Rai, R. (2014). Comparative effectiveness of value clarification and role playing value development models for selected values for primary school students. *Journal of Humanities And Social Science*, *19*(1), 28–34.

Sung, K.-T. (2002). Elder respect among American college students: Exploration of behavioral forms. *The International Journal of Aging and Human Development*, *55*(4), 367–382.

Westerlund, F. (2019). Who wants to be understood? the desire for social affirmation and the existential challenge of self-understanding. In *Moral Foundations of Philosophy of Mind* (pp. 309–327). Springer.

Witteman, H. O., Gavaruzzi, T., Scherer, L. D., Pieterse, A. H., Fuhrel-Forbis, A., Chipenda Dansokho, S., Exe, N., Kahn, V. C., Feldman-Stewart, D., & Col, N. F. (2016). Effects of design features of explicit values clarification methods: A systematic review. *Medical Decision Making*, *36*(6), 760–776.

178