

Effectiveness of Behavioral Contract Counseling in Improving Student Psychological Strength

Hunainah^{1,*} Naf'an Tarihoran² Eneng Muslihah³ Dody Riswanto⁴

¹Guidance and Counselling Department, State Islamic University of Sultan Maulana Hasanudin, Banten, Indonesia

²English Education Department, State Islamic University of Sultan Maulana Hasanudin, Banten, Indonesia

³Tarbiyah Department, State Islamic University of Sultan Maulana Hasanudin, Banten, Indonesia

⁴Guidance and Counselling Department, Mathla'ul Anwar University, Pandeglang, Indonesia

*Corresponding author. Email: hunainah@uinbanten.ac.id

ABSTRACT

Students face a variety of task demands, both academic and non-academic. For that students must have high psychological strength in order to complete the task optimally and on time. This study aims to explain the effectiveness of the application of behavioral contracting counseling to improve the psychological strength of PIAUD students at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten. This research uses a mixed approach namely quantitative and qualitative approaches (mixed method). In the Mann-Whitney or U Test, first in the pre-test group, the significance value of Asymp was obtained. Sig. (2-tailed) of 0.229, which is greater than than 0.05 ($0.229 > 0.05$), which means that in the pre-test class there was no significant difference in the increase in students' psychological strength in the experimental and control groups. Second, in the post-test group, the significance value of Asymp was obtained. Sig. (2-tailed) of 0.000, which is smaller than 0.05 ($0.000 < 0.05$), which means that in the post-test class there is a significant difference in the psychological strength of students in the experimental and control groups. Based on the results of these tests, referring to the results of the post-test it can be concluded that behavioral contract counseling is effective for increasing the psychological strength of students.

Keywords: *Effectiveness, Behavioural contract, Counselling, Psychological strength*

1. INTRODUCTION

Students in higher education face various academic demands in the form of various assignments from each subject. On the other hand, students often face family problems or relationships with college friends, organizations, workplaces and or their partners. Students who have high psychological power are expected to be able to stay focused on their studies and complete assignments optimally and on time. Conversely students with low psychological power, it is estimated that they will complete the task poorly or even will not complete the task because all of his thoughts and feelings are only focused on his personal problems.

The level of psychological strength called psychological power is the ability to affect the quality of a person's life (Cavanagh & Levitov, 2002). Referred to as psychological power because a person's ability to overcome various challenges, problems, obstacles and pressures in his life.

To overcome the problem of students' psychological power through increasing intrapersonal competence and interpersonal competence, researchers choose counseling in group settings based on the consideration that to improve interpersonal competence requires interaction with others, so it is expected that in this group setting, in addition to intrapersonal competence, interpersonal competence will also develop.

The researcher also chose counseling in a short time frame based on the consideration that the real conditions for increasing intrapersonal and interpersonal competence were real life outside of the counseling session. Based on these considerations, the researcher developed behavioral counseling using behavioral contracting techniques to improve the psychological power of students.

Behavioral counseling with a contractual behavior technique approach to improve psychological strength is chosen because individual behavior is formed or maintained is largely determined by the consequences

that accompany it [1]. If the consequences are pleasing (obtaining reinforcement) then the behavior tends to be repeated or maintained, conversely if the consequences are not pleasant (obtaining punishment) then the behavior will be reduced or eliminated.

A counseling contract is a mutual agreement that is negotiated between the therapist and the client. A contract highlights the rights and responsibilities that both parties intend to uphold in treatment [2].

There are certain elements of a typical psychotherapy contract that should be addressed, that are the type or style of therapy adopted by the therapist, the kinds of services offered and what happens in a typical session, how long therapy will take and for what set period of time, the arrangements for payment and how missed appointments are handled, how to address confidentiality issues and their limits in therapy, and dealing with unexpected circumstances during the therapy process [2].

It is important to reach an "A No Harm Contract" agreement with the client. A No Harm Contract is an agreement between client and therapist that the client will not take steps to hurt themselves or others over a specified length of time, often leading up to the next scheduled session or the next opportunity for the client to be reassessed. At that point, the therapist can determine whether further steps are needed to protect the client's safety. The agreement is typically made in writing and signed by the client to demonstrate their commitment to its terms [3].

Contracting for goals, then, is a joint therapeutic endeavor where the client expresses their expectations or goals for therapy and the therapist utilizes their theory of change for understanding how to accomplish the client's goals. [4]

Research problems in this study are; (1) How to implement group counseling using Behavioral Contracting Techniques to improve Psychological Power of Early Childhood Islamic Education (PIAUD) Faculty of Tarbiyah and Teacher Training at Sultan Maulana Hasanuddin State Islamic University, Banten; (2) How the effectiveness of Counseling Implementation Behavioral Contract to improve the Psychological Power of PIAUD students at the Tarbiyah and Teacher Training Faculty of UIN Sultan Maulana Hasanuddin Banten.

The purpose of this study is to improve the psychological strength of students in facing challenges and overcome the stresses, obstacles, and problems of their lives positively and constructively.

Etymologically counseling is defined as the process of providing assistance, the process of interaction to facilitate changes in client behavior, the process of learning to understand yourself, make plans for the

future, and overcome problems [5]. Counseling is a professional service provided by the counselor to the counselee face to face, with the aim that the counselee is able to develop his behavior to be more progressive [6].

Counseling is the process of providing assistance carried out through interviews and other behavioral change techniques by an expert (counselor) to individuals or individuals who are in trouble (clients), which leads to topping the problems faced by clients [7].

The American Counseling Association defines professional counseling practice as the application of mental health, using psychological principles or human development, through cognitive, affective, behavioral, or systemic interventions; strategies for dealing with well-being, personal growth, or career development, and disorders [8]. So counseling is an effort to provide assistance to the counselee in order to obtain self-concept and self-confidence, to be used by him in improving his behavior in the future.

In counseling, it consists of 2 parts, namely individual counseling and group counseling. Individual counseling is done by 2 people between counselor and counselee face to face and group counseling is done to accommodate the needs of many counsees, therefore counselors must form counseling session groups.

The group is a treatment choice, not an alternative to the second approach in helping someone change. Groups are designed for all settings and for various groups of clients, which provide the following: (a) natural laboratories that show people that the counselee is not alone and that there will always be hope for creating a different life, and (b) giving (sense of community) [9].

The Association for Specialists in Groups (ASGW) identified four areas of group practice, which were interpreted by Corey's and Corey's expert team into five types of groups, namely (1) task groups / task facilitation groups; (2) psycho-educational groups; (3) counseling groups; (4) psychotherapy groups; (5) brief groups [9].

In this study, the group in question is a counseling group in a short format led by facilitators assisted by group members as fellow facilitators (co-facilitators). The group process through the development of the following stages (1) pre-group stage; (2) initial stage; (3) transition stage; (4) working stage; (5) final stage [9].

After the counselor forms counseling groups, the next step for the counselor to do is conduct a behavior contract with all members. Behavior contract is one of the techniques in behavioral counseling. Behavioral theory explains that human behavior is a learning outcome that is formed based on the results of

experience obtained from the interaction of individuals with the environment, so that it can be changed by manipulating and regulating individual learning conditions.

The basic assumptions of behavioral psychology are: (1) The behavior follows certain laws, meaning that each event is regularly related to other events. (2) Behavior can be predicted (predicted). (3) Human behavior can be controlled [10]. Humans are basically shaped and determined by the cultural social environment [11].

Behavioral contract which is one of the techniques in behavioral counseling applies the principles of operant conditioning, where this principle emphasizes the consequences of individual behavior, giving reinforcement, and assumes if a therapist wants to change individual behavior then by controlling / regulating the consequences of individual behavior [12].

A behavior contract is an agreement between two or more people (counselor and counselee) to change certain behaviors in the counselee. The counselor can choose behavior that is realistic and acceptable to both parties. After the behavior is raised in accordance with the agreement, reinforcement can be given to the counselee. In this therapy the positive reinforcement of the behavior formed is more important than the provision of punishment if the contract behavior is not successful [1].

Some things that become the principle in the behavior contract technique are contract condition. In making behavior contracts, the target behavior must be specified specifically, concretely operational, and analyzed using the concept of A-B-C (Antecedents-Behavior-Consequence). The counselee and counselor must be able to describe specifically the behavior that is the target of his behavior and what the consequences are.

The second thing is the contract completion criteria. Criteria here means the level of success of the target behavior that can be done by the counselee, can also be interpreted as a criterion of the extent to which the counselee is able to bring up the target behavior. This is related to the measurement of behavior (duration, frequency / interval, intensity, latency).

In the contract there is also data on the development of counselee behavior that can be reviewed by the counselee. A therapist may review for a week with the counselee to help him understand the progress and evaluation of the development of his behavior. If there is no significant progress then it can renegotiate the contract with the therapist [13].

Contract behavior is one type of strategy (self management), because the behavior entered into the contract is a behavior that is designed so that it can

influence the occurrence of target behavior in the future. Basically, contracts are written by the individuals involved, agreements reached, terminology used, and signed by the parties concerned.

There are several things that need to be done in making a contract of behavior are identify the target behavior that you want to change; determine data collection methods; determine the level of target behavioral criteria that must be achieved within a certain period of time; set contingencies (certain possibilities) that can affect the target behavior in the future [12].

The steps / stages of making a behavioral contract are rational contract behavior; make a mutual agreement between the counselor and counselee regarding the rules relating to contractual conduct; choose the behavior to be changed by doing ABC analysis; determine baseline data and behavioral criteria to be changed and achieved in the contract; determine the type of reinforcement to be applied along with the schedule for strengthening it; give reinforcement whenever the desired behavior is displayed according to the contract schedule; give reinforcement at all times when the behavior displayed is permanent; review and renegotiation of the contract made if in its implementation there are things that hinder the counselee [14].

Thus, at this stage of the study, the basis for providing counsees with interventions to improve psychological strength is to initiate an intervention session with a behavioral contract through a contract of mutual agreement between the counselor and counselee regarding the rules relating to the behavioral contract and to select and determine the behavior to be changed. by the counselee during the intervention session by determining the baseline data and behavioral criteria to be changed and achieved in the contract that is about the condition of the psychological power of students, followed by determining the type of reinforcement that will be applied in the counseling session by also given reinforcement each time the desired behavior is displayed and provide reinforcement at all times the behavior displayed permanently and review and renegotiate the development of individual / counselee behavior.

Psychological strength (hereinafter referred to as psychological power) is a psychological strength possessed by an individual to be able to solve problems both personal, learning, social and career problems. People who need counseling are people who are not good in psychological power, so that individuals experience discomfort and enter distress in the lives of individuals more than they should. Psychological power is a strength needed by individuals to face various challenges in their entire lives, including solving various problems they face. Basically psychological power is

the power that moves individuals to act in living the demands of their entire lives [15].

Furthermore Cavanagh explained that psychological strength is needed by someone in facing various stresses in life. Human beings are subject to a variety of physical and psychological needs. Fulfilling these needs is essential because the more healthy needs people meet, the more psychological strength they come to possess. And the more psychological strength people have, the more they handle stress constructively and behave in ways that ultimately bring them realistic amounts of satisfaction and happiness. Conversely, the less psychological strength people have the more ineffective they are in the face of stress and the more dissatisfaction and distress they experience [16].

Psychological strength or psychological power is basically a force that moves individuals to act in carrying out the demands of their entire lives, including solving various problems they face [17].

Thus, based on expert views about psychological strength or psychological power is a strength that can be possessed by individuals to be used as material to respect themselves and others in life, including the ability of a person to establish relationships both interpersonal and intrapersonal to face various challenges in the whole life, including solving various problems that it faces.

2. METHOD

This research uses a mixed approach (Bran Method), Brannen, J. (Ed). (1995). The choice of a mixed approach is based on the assumption that if a research approach (quantitative or qualitative) is not enough to solve the research problem, a combination of the two approaches can be chosen. In addition, the addition of qualitative data in experimental research can help explain the actual research conditions. (Creswell, J.W & Clark, Plano V.L. 2007: 32-33).

Quantitative approaches are used to describe the psychological profile of students, while the qualitative approach is used to analyze the profile and results of interventions on research subjects.

This study uses a quasi-experimental design category Pre-test and Post-test group with the pattern: O1 X O2

The study population was students of Early Childhood Teacher Education in the Third Semester with the criteria of having a low psychological power characteristic score. The sampling technique used is purposive sampling with the Mann-Whitney testing strategy. Hypothesis testing using Mann-Whitney is done because the data is normally distributed and not homogeneous. The mann-whitney test is used to test the significance of the difference between pre-test and post-

test scores in the experimental and control class samples (Creswell, 2012). The instrument used in the study was a psychological power questionnaire for students which was theoretically developed by Cavanagh 1982; [16]. Student psychological power instruments were collected using a questionnaire with a Likert scale model. Each item of the statement is given five alternative answers, which are very appropriate, appropriate, doubtful, not appropriate, and very inappropriate.

The higher the alternative student answers, the higher the level of psychological power of students and the lower alternative student answers, the lower the level of student independence character. The provisions on the independence of character scores can be seen in the following Table 3.2.

Table 1. Scoring norms for student psychological power instruments

Alternative Answers	Favorable score	Unfavorable Score
Very Appropriate	5	1
Appropriate	4	2
Hesitate	3	3
Inappropriate	2	4
Very Inappropriate	1	5

The categorization of students' psychological power instruments is based on the normal distribution model. The purpose of this categorization is to place individuals into separate groups in stages according to a continuum based on the attributes measured (Azwar, 2009, p. 107). The continuum of study is from the very capable to the very poor.

Categorization norms are arranged based on categorization norms prepared by Azwar (2009) who classify the psychological power level of the third semester Early Childhood Teacher Education students into five categories: very low, low, medium, high, and very high with categorization norms as follows:

Table 2. Norms of categorization level of students psychological power

Norms / Score Criteria	Category
$X \leq \mu - 1,5\sigma$	Very Low
$\mu - 1,5 \sigma < X \leq \mu - 0,5 \sigma$	Low
$\mu - 0,5 \sigma < X \leq \mu + 0,5 \sigma$	Medium
$\mu + 0,5 \sigma < X \leq \mu + 1,5 \sigma$	High
$\mu + 1,5 \sigma < X$	Very High

Information:

Theoretical maximum score: The highest score obtained by the subject research based on scale calculations

Theoretical minimum score: The lowest score obtained by the subject scale-based research

Standard deviation (σ / sd): The range of spans divided by 6 distribution deviation units

μ (theoretical mean): The theoretical average maximum score and minimum

3. RESULT AND DISCUSSION

In this research the counselor's task is to strengthen students' Psychological Strength in three dimensions, namely: need fulfillment, intrapersonal competencies and interpersonal competencies, so that one dimension is interrelated with each other, then can mutually reinforce the degree of functioning of the psychic power as a whole. When there is an increase in intrapersonal and interpersonal competence, there is also an increase in satisfaction of needs, an increase in psychological power which then determines the degree of overall psychological function.

Thus, conceptually this research will focus on the concept of psychological power of Early Childhood Teacher Education students at UIN Sultan Maulana Hasanuddin Banten which involves three elements, as follows: (1) fulfillment of needs; (2) intrapersonal competence; and (3) interpersonal competence. These three elements are related to one another, and are important for the functioning of the other two elements and for the elements themselves, so that changes in one element will be followed by changes in the other elements. If intrapersonal and interpersonal competencies increase, then the fulfillment of needs will also increase, which then will increase psychological power, which will ultimately determine psychological health or the level of psychological function.

Behavioral Counseling Model using behavioral contracting techniques to improve psychological strength of students is conducted in five sessions, consisting of one pre-group meeting and three counseling session meetings (including termination), plus a one-month follow-up session after the 60-minute termination session -90 minutes per meeting. Counseling session meetings conducted once a week.

In the first session (pre-group stage), the main focus is to explore problems in meeting psychological needs and the level of psychological power of students which is reflected in the level of intrapersonal and counselee interpersonal competencies.

In the second session, the main focus was on the formation of groups that followed Behavioral Counseling using behavioral contracts, determining the theme and purpose of the group, and self-understanding. What is meant by self-understanding here are: (1) the purpose of joining behavioral contracting counseling, (2) the extent to which group members know the

achievement of goals before joining behavioral contracting counseling, (3) what steps have been taken before joining the behavioral counseling counseling to achieve these goals, and (4) what strengths and skills each group member brings to behavioral contracting counseling to ensure that the group will achieve the stated goals.

In this session the following things were done: (1) introduction between group members, (2) explanation of problem mapping and the level of psychological power of each group member, (3) determination of group themes and objectives, (4) assignment to be completed in in counseling sessions, (5) filling in the journals in each session, (6) reflection, and (7) giving homework.

In the third session until termination, the focus of the intervention was the exercise of intrapersonal competence and interpersonal competence.

In the follow-up session, the main focus is to track the psychological level of each group member, as well as review the progress made by the counselee after attending Counseling with behavioral contracting techniques from session 1 to termination sessions. For members who still think the problem has not been resolved, then it is offered individual counseling.

Session 1

This session is an activity to explore the types of problems in terms of meeting psychological needs, as well as the level of intrapersonal and interpersonal competencies by asking counsees to fill out a written list of problems in a daily journal and the measurement scale on the feedback sheet. Starting this session, the facilitator explained the purpose of this activity and briefly explained the characteristics of the instruments used.

Session 2

This session was entitled "Introduction" with the aim of: (1) welcoming and forming groups, (2) reading out group commitments to be agreed upon by members, (3) facilitating members to get to know each other so that counsees can share their experiences constructively in the next session, (4) establishing group themes and goals, and (5) helps group members understand themselves. The technique used is simulation and discussion with 90 minutes duration

Session 3

This session was entitled "Ready to Change" with the aim of: (1) encouraging members to set their life goals, (2) encouraging members to be comfortable with themselves and others, and (4) encouraging members to focus on solutions, not on problems. The technique used in this session is simulation and discussion with a duration of 120 minutes.

Session 4 / Termination

This session was titled "Let's Funs" with the aim of: (1) encouraging members to believe in themselves, be able to rely on themselves, and be able to orient themselves towards the goals they want to achieve, (2) encourage members to be assertive and comfortable with others, (3) encourage group members to be able to develop their intrapersonal and interpersonal competencies in daily life, which at the same time helps them meet their psychological needs, (4) prepares members' psychological power functions in facing life's problems and challenges, and (5) makes members independent in overcoming problems and facing life challenges. The technique used is role play, simulation, and discussion with a duration of 120 minutes.

Follow Up Session

This session was entitled "Reunion" with the aim of: (1) following up on the results of joining the SFBG to ensure progress made by group members, and (2) detecting if group members were found to be experiencing a setback, for which individual counseling was provided separately by making new agreements with facilitator. The technique used is a discussion with a duration of 60 minutes.

The pre-intervention implementation of the group sample was conducted on Wednesday, September 11, 2019. The implementation of the pre-intervention was given to students of the Department of Early Childhood Islamic Education in the third semester of the Sultan Maulana Hasanudin State Islamic University attended by 25 students. The implementation of this pre-intervention aims to get profile results and an overview of the condition of students before the treatment / intervention is given in the form of group counseling using the Behavior Contract technique.

Based on the results of statistical calculations, it shows that most students of the Department of Islamic Education in Third Semester Early Childhood Education at Sultan Maulana Hasanuddin State Islamic University Banten Semester Three have a tendency of

Psychological Power in the moderate category with an average score of 298.2, with a breakdown of 0 percent high, 16 percent high category, 68 percent medium category, 12 percent low category, and 4 percent very low category, with a sample of 25 students.

The results of trials on sampling can be interpreted that students have the ability to reach the level of psychological power with the criteria of not yet fully having the psychological power that is able to control themselves, regulate thoughts, feelings and actions freely as well as trying alone to overcome the obstacles to achieving independence, responsible for itself, controlling behavior according to rules and directing activities and not maximizing in choosing various possible actions based on what is believed.

Testing the effectiveness of the Group Counseling Model with Behavioral Contracting Techniques to improve the psychological power of undergraduate students of the Department of Islamic Education in the Third Semester of Early Childhood at UIN Sultan Maulana Hasanuddin Banten using the technique of the average difference test (t-test) of the population that does not correlate with $\alpha = 0.5$ (level of confidence 95%). The research hypothesis tested reads: Group Counseling Models with Effective Behavior Contracting Techniques to enhance students' psychological power. The following table presents the data about the results of the t test.

Based on the t-test, it was found that the research hypothesis was not rejected, thus the Group Counseling Model with Behavioral Contracting Technique was effective in increasing the psychological power of students. The conclusion that can be drawn from this effectiveness test is that the Behavioral Counseling contract is able to increase psychological power in general both intrapersonal and interpersonal competencies. The significance of increasing intrapersonal and interpersonal competencies of students after participating in the Behavioral Counseling contract is set out in Table III.

Table 3. Profile of psychological power improvement of students post behavioral contract counseling model in terms of raw scores for each aspect

Elements	Aspects	Pre-test Average	Post-test Average	Gain	T _{count}	Annotation
Psychological Needs	Giving and Receiving Affection	17,50	22.53	0.53	6,22	Significant
	Freedom	15,93	21.07	0.42	2,33	Significant
	Having Pleasure	20,13	21.00	0,87	3,78	Significant
	Receiving Stimulation	16,77	21.03	0.26	4,56	Significant
	Feeling the Sensation of Achievement	18,77	21.93	0,16	5,43	Significant
	Having Hope	15,53	20.83	0,30	3,15	Significant
	Having Alone Time	14,60	18.83	0,23	3,37	Significant
	Having the goal of Existence in Life	15,40	19.17	0,17	2,11	Significant
Intrapersonal competence	Self-understanding	3.55	3.72	0.17	2,01	Significant
	Self-direction	2.88	3.41	0.53	6,97	Significant
	Self-esteem	2.95	3.46	0.51	5,32	Significant
Interpersonal competence	Be sensitive to yourself and others	3.12	3.37	0.25	3,40	Significant
	Assertive	3.02	3.15	0.13	1,48	Non Significant
	Comfortable with yourself and others	2.94	3.34	0.39	3,19	Significant
	Let others free	3.73	4.05	0.32	2,79	Significant
	Realistic expectations about yourself and others	3.28	3.54	0.27	4,50	Significant
	Self-protection in interpersonal situations	2.95	3.37	0.42	3,28	Significant

Table III shows that when viewed from the acquisition of raw scores, specifically Behavioral Contract Counseling effectively improves almost all aspects of psychological power except aspects of assertiveness.

To see whether an increase in the category of psychological power of students after participating in the Behavioral Contract Counseling, the researchers tested the score with the Mann-Whitney test technique or U Test in Table 1.2 Profiles of the increase in the psychological power category of students based on pre-test and post-test are presented in Table 1.2

Table 4. Mann-Whitney or U test result for overall psychological power of the students

Group	Mean Rank Experiment	Mean Rank Control	Sum of Rank Experiment	Sum of Rank Control	Mann-Whitney U-Test	Asymp. Sig. (2-tailed)
Pre-test	17.33	13.47	262.50	205.50	85.500	0.229
Post-test	23.07	9.93	332.00	134.00	14.000	0.000

Table IV shows, first, the Mann-Whitney or U Test in the pre-test group obtained the Asymp significance value. Sig. (2-tailed) of 0.229, which is greater than than

0.05 ($0.229 > 0.05$), which means that in the pre-test class there was no significant difference in the psychological increase of students in the experimental and control groups. Second, in the post-test group, the significance value of Asymp. Sig. (2-tailed) of 0,000, which is smaller than than 0.05 ($0,000 < 0.05$), which means that in the post-test class there are

significant differences in the psychological character of students in the experimental and control groups. Based on the results of these tests, referring to the results of the post-test it can be concluded that behavioral contract counseling is effective for increasing the psychological power of students.

Table 5. Mann-Whitney test result on students psychological power with the behavioral contract counseling model in terms of aspects

Elements	Aspects	Mean		Gain Score	Asymp. Sig. (2-tailed) Post-test	α	Annotation
		Pretest Average	Posttest Average				
Psychological Needs	Giving and Receiving Affection	18.27	22.63	4,36	0,000	0,05	Significant
	Freedom	15.70	20.37	4,67	0,002	0,05	Significant
	Having Pleasure	16.80	20.10	3,3	0,004	0,05	Significant
	Receiving Stimulation	17,50	22.53	5,03	0,000	0,05	Significant
	Feeling the Sensation of Achievement	15,93	21.07	5,14	0,000	0,05	Significant
	3. hHaving Hope	20,13	21.00	0,87	0,001	0,05	Significant
	Having Alone Time	16,77	21.03	4,26	0,001	0,05	Significant
	Having the goal of Existence in Life	18,77	21.93	3,16	0,000	0,05	Significant
Intrapersonal competence	Self-understanding	15,53	20.83	5,3	0,001	0,05	Significant
	Self-direction	14,60	18.83	4,23	0,003	0,05	Significant
	Self-esteem	15,40	19.17	3,77	0,002	0,05	Significant
Interpersonal competence	Be sensitive to yourself and others	12,97	18.60	5,63	0,000	0,05	Significant
	Assertive	17,10	20.83	3,73	0,021	0,05	Non-Significant
	Comfortable with yourself and others	16,20	22.30	2,78	0,003	0,05	Significant
	Let others free	13,43	21.22		0,004	0,05	Significant
	Realistic expectations about yourself and others	11,23	16.31		0,002	0,05	Significant
	Self-protection in interpersonal situations	13,12	15,67		0,000	0,05	Significant

Mann-Whitney test results or U test on post-test scores in the experimental and control groups. In total, there are 17 indicators that have significant results and 1 indicator that is not significant. One insignificant aspect is the assertive aspect with the acquisition of Asymp. Sig. (2-tailed) 0.052, respectively. Based on these results it can be concluded that effective behavioral

contract counseling to improve the psychological power of students. Next in the evaluation of the counselee's satisfaction with the Behavioral Contract Counseling with a rating scale of 1-10, which shows the results presented in Fig.1. Illustratively, the profile of the counselee's level of satisfaction with the Behavioral Contract Counseling is presented in Fig. 1.

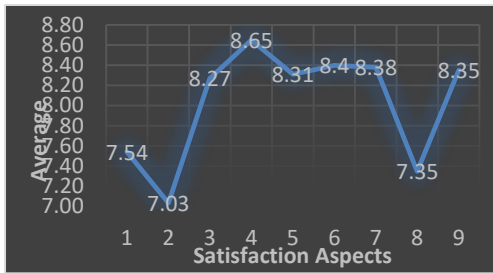


Figure 1 Results of Calculation of the Level of Counselee Satisfaction with Behavioral Contract Counseling

One other reliability of the Behavioral Contract Counseling lies in the counselee's satisfaction with the attitude of the facilitator during the counseling session which received the highest average satisfaction value of 8.65, followed by the counselee's satisfaction with the facilitator's ability to mediate inter-group conflicts of 8.40, and the counselee's satisfaction with the ability of the facilitator to accommodate all group members to express their feelings and opinions was 8.38. The counselee's satisfaction with the Behavioral Contract Counseling overall ranks third at 8.35.

Satisfaction with the extent to which the counselee's problems have been resolved by attending a series of sessions in Behavioral Contract Counseling ranks last at 7.03. Basically, one of the targets to be achieved from the Behavioral Contract Counseling is to grow the ability to help themselves (self-help) and independent counselee in making changes outside the counseling session. Behavioral Counseling puts the contract in the counselee's self and counselee's power in solving their own problems, as opposed to reliance on professional facilitators. For this reason, it is appropriate that the designed Behavioral Contract Counseling will not be able to overcome the counselee's problem until it is complete in the counseling session. On the other hand it can be a shortcoming of the Behavioral Contract Counseling because in general the counselee expects the problem to be completely resolved after attending counseling.

When seen as a whole, the average level of counselee satisfaction with Behavioral Contract Counseling is 8.03, which means that Behavioral Contract Counseling is very satisfying counselee. These findings are reinforced by the results of interviews with counselees who stated that the facilitator was friendly and did not underestimate the counselee, the attitude of the facilitator provides comfort for the counselee, the facilitator is able to manage the group well, and guide group members who have difficulty in expressing their opinions. In addition, from the interview results obtained other findings that communication and openness between group members are well established, the growth of confidence in maintaining secrets and understanding in providing freedom of opinion between

group members, instrumental musical background causes group members to feel relaxed in the group counseling process, materials and discussions that always lead to themes, goals, and solutions, as well as the presentation of video clips provide inspiration and motivation for the group.

Compared to other counseling models that use a long time format, openly loaded, and unlimited, the advantage of the Behavioral Contract Counseling Model is that this model is carried out in the presence of commitments built by counselees and reinforcement / reward for counselees who are able to carry out these commitments so as to enable counselee to remain present in each counseling session.

4. CONCLUSION

Based on the explanation in the previous chapters, the following conclusions can be drawn that the psychological power level of students in the third semester of S1 Early Childhood Islamic Education (PIAUD) in the academic year 2018/2019 is in the Medium category with an average of 298. 2. The effectiveness test of the Behavioral Contract Technique is produced that Behavioral Contract Counseling is able to increase psychological power in general both Psychological Needs, intrapersonal competence and interpersonal competence. Based on the results of these tests, referring to the results of the post-test it can be concluded that behavioral contract counseling is effective for increasing the psychological power of students.

The results of the evaluation of the Behavioral Contract Counseling process show that overall the Behavioral Contract Counseling is very satisfying counselee with an indicator of success achieving an average value of 8.03 on a scale of 1-10.

REFERENCES

- [1] Latipun, Psikologi Konseling. Malang: Muhammadiyah University Of Malang Press, 2008.
- [2] M. Zubatsky and A. Hiefner, "Therapeutic Contract in Couple and Family Therapy," pp. 1-6, 2017.
- [3] B. E. Caldwell, "No Harm Contract in Couple," pp. 1-2, 2018.
- [4] K. M. Heiden-rootes and R. Hughes, "Contracting of Goals in Couple and Family Therapy," pp. 1-3, 2016.
- [5] M. E. Wibowo, Konseling Kelompok Perkembangan. Semarang: UPT: Semarang State University Pres, 2005.

- [6] H. and Soedarmadji, Psikologi Konseling Edisi Revisi, 2nd ed. Jakarta: Kencana Prenada Media Group, 2012.
- [7] S. Abimanyu and M. Thayeb, Teknik dan Laboratorium Konseling. Jakarta: Departemen Pendidikan dan Kebudayaan, 2009.
- [8] S. T. Gladding, Konseling Profesi yang Menyeluruh, 6th ed. Jakarta: PT Indeks, 2012.
- [9] M. S. C. and G. Corey, Groups Process and Practice. Boston, USA: Cengage Learning, 2006.
- [10] Alwisol, Psikologi Kepribadian, 2nd ed. Malang: Muhammadiyah University Of Malang Press, 2018.
- [11] G. Corey, Theory and Practice of Counseling and Psychotherapy. Boston, USA: Cengage Learning, 2017.
- [12] Z. N. Amin, Portofolio: Teknik-teknik Konseling (Teori dan Contoh Aplikasi Penerapan). Semarang: Semarang State University, 2017.
- [13] R. Thompson, Counseling Techniques. New York: Routledge Taylor and Francis Group, 2003.
- [14] and K. G. Komalasari, E. Wahyuni, Teori dan Teknik Konseling. Jakarta: Indeks, 2011.
- [15] M. E. Cavanagh, The Counseling Experience, A Theoretical and Practical Approach. Belmont: Wadsworth, 1982.
- [16] M. E. C. and J. E. Levitov, The Counseling Experience, A Theoretical and Practical Approach, 2nd ed. Long Grove: Waveland Press, 2002.
- [17] M. Surya, Psikologi Konseling. Bandung: Pustaka Bani Quraisy, 2003.