

# CHAPTER I

## INTRODUCTION

### A. Background of Research

In the implementation of various government policies, teacher has a very important role to develop the education. Teachers are required to be a good information giver because their first task is to give information to students. All people know that teacher has a big role of the learning success in school. As an educator in the society, teacher becomes the role model in the society life and students.

The entire process of education, especially education in school includes three main areas, namely: curriculum and learning, educational management, and counseling. Curriculum and learning are not only related to the plan, but also related to the implementation of the plan. Educational management is related to the management of various educational programs and sources. Counseling is a service to optimize the students' development. the counseling service is given by a special staff that is education counselor or school counselor (Sukmadinata, 2007: 1-2).

In education, our subject teachers also know the existence of counseling teacher. The Regulation of Minister for State Apparatus and Bureaucratic Reform (2009: 4) article 8 about the teacher's competence to select and specify material, strategy, method, learning media and the assessment or evaluation instrument in the process of learning and counseling

to achieve a qualified education based on the ethical code of teacher's profession.

Counseling means a process of assistance which is given by the counselor to the counselee through a meeting or reciprocal relationship in order to make the counselee has a skill or competence to see and find his/her problem (Tohirin, 2007: 26).

In the counseling program, we know the group counseling service. It is a service that enable student to get an opportunity for discussing and solving problems in a dynamic group. A group counseling service is a service which is held in a group condition (Sukardi, 2008: 68).

In this paper, the researcher investigated the group counseling which is combined with the behavior cognitive therapy to assist or provide service to students in order to solve their problems. Cognitive behavior therapy (CBT) is a psychotherapy that helps the patients to understand their thought and feeling that impact on the behavior. During the therapy, people learn how to identify and change the way of thinking that damage or interfere, so it give a negavite impact on the behavior (Cherry, 2005: 1).

In Jones book (2011: 8) noted that the behavioral therapy emphasizes the behavioral learning through classical condition, operant and modeling.

In this study, the researcher has an opportunity to investigate the special need school and choose students who are mentally retarded students. American Association on Mental Deficiency / AAMD in P3PTKSM, defined mental retardation is as a developmental disability that appears in children

under the age of 16. It is defined as an intellectual functioning level that is well below the average (84) based on the standard test. According to Japan League for Mentally retarded is the slow of intellectual function that is the IQ below of 70 based on the standardized intelligence test and occurs during the developmental period i.e. between the conception time until the age of 18 (Geniofam, 2010: 24-25).

In the guideline of children health service of Special School for the health staff (2010 stated that the mentally retarded children are children who have an intelligence that are significant below the average and the inability of adaptation that appears in the developmental age. Characteristic of mental retardation children is that having the less overall school achievement, the level of intelligence below 70, have an excessive dependence to other people, less responsive, less proportional physical appearance, delayed language development and have a limited language (Pedoman Pelayanan Kesehatan Anak di Sekolah Tunagrahita, 2010).

The phenomena that occur in today's community is that the mental retarded students who get formal education in school, when they come back to their community is not too independent. Most of them do not have a significant behavioral change. Dependence with others and can not do their own task are the characteristic that shows students' behavior has not been changed.

Private school that cares for special need students from kindergarten to high school, with the special need students such as visual impairment, hearing

disorder, mental retardation, and physical disability. However, those students are able to have an achievement as the normal students. There are many championship followed by them and they can be the winner. Not all students with the physical disability but some of them have double disabilities. Although they realize themselves, they have a big spirit to be acknowledged their existence. As the evidence is that they can perform themselves in front of many people to compete with the normal student and they can have several achievement based on their own capability. Many school and foundation activities they follow with a big spirit. Championship between the schools, the district to provincial level they have done, and the results are quite encouraging.

## **B. Research Focus**

Based on the background, this research has a focus on how are characteristics of group counseling based on cognitive behavior therapy at *SMPLB (Special Secondary School) Bina Putera Ambarawa, Semarang*? This focus was divided become three subfocus.

1. How are the characteristics of organizational structure of group counseling based on cognitive behavior therapy at *SMPLB (Special Secondary School) Bina Putera Ambarawa, Semarang*?
2. How are the characteristics of mental retarded students at *SMPLB (Special Secondary School) Bina Putera Ambarawa, Semarang*?

3. How are the characteristics of group counseling based on cognitive behavior therapy for students at *SMPLB (Special Secondary School) Bina Putera Ambarawa, Semarang?*

### **C. Research Objective**

1. General Objective

In general, this study aims to describe the management of group counseling based on cognitive behavior therapy.

2. Specific Objective

- a. Describing the organizational structure of group counseling based on cognitive behavior therapy.
- b. Describing the characteristic of mental retarded students.
- c. Describing the characteristic of group counseling based on cognitive behavior therapy.

### **D. Benefit of Research**

1. Theoretical Benefit

This research is expected to give a good contribution to the science, especially Educational Management, Graduate School, Muhammadiyah University of Surakarta in managing of group counseling based on cognitive behavior therapy for mental retarded students.

2. Practical Benefit

- a. To the Department of Education, as an input in effecting guidance and counseling for students with special need.
- b. As a reference for the next research and scientific discourse for those who have a concern on education, especially for students with special need.