ISLAMIC COUNSELING AND COUNSELING WITH COGNITIVE BEHAVIOR THERAPY TO PREVENT ANXIETY (MENTAL HEALTH PROBLEMS) A STUDENT AT ISLAMIC BOARDING SCHOOL OF SALMAN AL-FARISI KARANGANYAR SOLO

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Abstract

This study aims to discuss how the implementation of Islamic Guidance and Counseling with cognitive behavior therapy (CBT) in preventing mental health problems of a student at the Salman Al-Farisi Islamic Boarding School Karanganyar Solo? (2) What are the results of students after undergoing the process of Islamic Guidance and Counseling with cognitive behavior therapy (CBT) in preventing mental health problems of a student at Islamic Boarding School Salman Al-Farisi Karanganyar Solo. This research uses qualitative research with descriptive analysis. In analyzing Islamic Guidance and Counseling with Cognitive Behavior Therapy in preventing mental health problems of a student at Islamic Boarding School Salman Al-Farisi Karanganyar Solo, the data presented in this chapter are data presentation in the form of interviews and observations. In this study, it was concluded that mental health problems (anxiety) experienced by a student greatly affected the client's mental and physical condition. From the counselor's observation before carrying out the counseling process, the problem experienced by a student was that he often experienced depression and anxiety that he had experienced. In handling this case, the counselor uses cognitive behavioral therapy, the counseling process uses interviews (face to face with clients) by directing how to think positively and behave well. By changing the client's attitude or behavior. The end result of this counseling process can be seen from a change in the client's attitude or the client's behavior that is not good enough to get better.

Keywords: Guidance, Counseling, and Anxiety

A. Introduction

Ridwan stated that the reality shows that Muslims in Indonesia are the majority (85%). For Muslims, understanding religion along with an Islamic approach to every aspect of activities is a way to practice Islamic teachings. Islamic life is the highest ideal for every Muslim. Solving life's problems through an Islamic approach is the best alternative solution for him. Likewise, every need of his life will be met through an Islamic approach. Based on this fact, the guidance carried out is based on Islam with the analysis need assessment unit. Humanists (Carl Roger) argue that an approach by paying attention to guided subjectivity will be more successful than seeing the guided person as an object.

Musnar said, Since their ancestors, the Indonesian people, especially Muslims, are

known as religious people. As a realization of this religious nature, every behavior is always based on religious contents. Therefore, counseling guidance with an Islamic approach will be more meaningful and vital than the secular or Western approach.[1] Herein lies the importance of exploring the concept of Islamic guidance and counseling. Islamic guidance and counseling is seen as more suitable and in accordance with the religious life beliefs of the Indonesian nation, so that it is expected to provide services that are more useful and effective for the subject.

According to his nature, humans are religious creatures (homo religious), that is, beings who have a religious sense and the ability to understand and practice religious values. His fidelity is what distinguishes humans from animals and what elevates his dignity or glory on God's side. By practicing religious teachings, it means that humans have manifested their identity, their true self-identity, namely as' abdullah (servant of Allah) and khalifatullah (khalifah of Allah) on earth.

It can be concluded that Islamic Guidance and Counseling and religion have a very big influence on individual mental health. Thus it can be said that individuals will achieve or have a healthy mentality with religion. As we know adolescents are at a stage of life that involves learning new ways of thinking and behaving in order to adapt to events.

Keyes points out For example, although 20 percent of adolescents are diagnosed with mental illness before the age of 18, this suggests that the remaining 80 percent are mentally healthy.[2] Keyes found that only 40 percent of adolescents are mentally healthy and that this percentage decreases with age (15-18 years). Any lack of total mental health will result in an increase and become a burden on oneself and society. Therefore, achieving mental health is considered a worthy goal and is associated with positive outcomes in many areas, including healthy behavior, educational performance and reducing crime. It is clear that one of the key factors in building resilience is identifying and developing individual strengths and strengths within the entire system (family, school, community, etc.).

Psychiatrists prove that one of the consequences of mental disorders is the failure to meet one's needs. This will lead to feelings of anxiety and disturbed emotions in a person. In religious teachings, it is also known that unconscious lust knows no boundaries, laws, regulations or social rules. So religion as the control of lust determines the boundaries that must not be violated.[3] Regarding faith in God and the experience of His teachings with mental health, in the Koran many points out that in order to reach human beings we must really synergize between religion and life, as in the word of Allah SWT which means, Surah At-tiin suggests that "Humans will experience a life of humiliation / dignity including psychological discomfort (mentally unhealthy), except for people who

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[1] Saring Marsudi, *Layanan Bimbingan Konseling Di Sekolah*, (Muhammadiyah University Press, Surakarta 2010), 51

[2] Kathryn Geldard, *Konseling Remaja Intervensi Praktis Bagi Remaja Beresiko*, (Pustaka Belajar, yogyakarta 2012), 40

[3] Yusak Burhanuddin*, Kesehatan Mental* (CV. Pustaka Ceria, bandung 1999), 104-105

believe and do good deeds (do good).

As one of the existing phenomena, in a case I found at the Salman Al-Farisi Karanganyar Islamic Boarding School, Solo, there was a 16-year-old student who had problems in his life where the student was confused by the problems of his family who experienced divorce from his parents, father and father. his mother separated and this student is the only child of a wealthy family. Since elementary and junior high school he has always been sent to full-day school because his parents are busy working as doctors, so he also experiences a lack of love for his parents, since entering high school / MA he is boarded by his parents at the Salman Al Islamic Boarding School. -Farisi Karanganyar Solo and also attended the Salman Al-Farisi Karanganyar Islamic Islamic Boarding School in Solo, which is the same neighborhood as the school.

Since entering the Modern Islamic Boarding School, this student has felt pressure on him because living in the Modern Islamic Boarding School and being compared to living at his home is much more different, because in Modern Islamic Boarding School there are a lot of activities or activities in the cottage that must be done starting from waking up at 3 am to 10 pm bedtime, moreover every student / student is not allowed to leave the boarding school without the permission of the Islamic school teacher. This is what becomes the student who experiences shocks of depression which is quite severe, especially because he himself is not used to living with many rules, besides that he is also thinking about his life in the future, who is experiencing life problems due to the divorce of his parents, he is confused about who to choose later, whether he should stay with his father or mother because his father has now remarried his new wife and his mother has remarried his new husband, especially since his parents rarely visit him when he is at the Salman Al-Farisi Karanganyar Islamic Boarding School, Solo, so that in his heart he feels jealous when On Sundays, all of her friends were visited by her parents. And he was also confused about his career prospects after graduating from school, he himself wanted to become an oil entrepreneur in Kalimantan and was eager to continue studying at ITS, while he was also directed by his parents to choose medicine which was like the work of his parents. Meanwhile, the students themselves are not yet interested in choosing to major in medicine. This adds to the symptoms of mental disorders in a student which results in mental shock. Therefore, these students need Islamic Guidance and Counseling with Cognitive Behavior Therapy (CBT) so that these students can solve their problems so they don't experience mental health symptoms at the age of 16 at the moment. After seeing the phenomena above, the authors are interested in conducting a research entitled "Islamic Guidance and Counseling with Cognitive Behavior Therapy (CBT) in Preventing Mental Health Problems (ANXIETY) of a Student at the Salman Al-Farisi Karanganyar Islamic Boarding School in Solo.

B. Research Methods

In this study, researchers used qualitative research. Qualitative research is a research method based on the philosophy of postpositivism, used to examine natural object conditions, where the researcher is the key instrument, the data collection

technique is done by triangulation (combined), data analysis is inductive / qualitative..[4]

Researchers used a qualitative approach because the data obtained later was qualitative data in the form of words or writing not in the form of numbers and to know and understand phenomena in detail, depth and comprehensively.

While the type of research used is a case study. A case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community) or a social situation. Case study researchers attempt to examine as much data as possible about the subject under study.[5]

C. Research Results and Discussion
1. *Cognitive Behavior Therapy*
a. Definition of Cognitive Behavior Therapy

Behavioral cognitive therapy is a therapy that uses a combination of three approaches, namely biomedical, intrapsic and environmental. In doing therapy with this technique, many basic procedures are used to make cognitive and behavioral changes, such as: self-observation, self-contracting, and a broader meaning, this technique teaches clients skills in dealing with situations that cause shock in the future.

This therapy is based on the theory that the effects of a person's emotional state, feelings and actions are largely determined by how a person forms his world, so how a person thinks, determines how he feels and reacts. A person's mind provides a description of the sequence of events in his consciousness. Symptoms of abnormal or deviant behavior are closely related to the content of the mind, for example a person suffering from anxiety or anxiety disorders, fear, strong anxiety because he anticipates experiencing things that are not good to him. In cases like this, cognitive behavioral is used to identify, correct appropriate behavior, and inhibited cognitive function, which underlies the existing cognitive aspects. Therapists with a cognitive behavior approach teach clients to think more realistically and accordingly so that it will eliminate or reduce the symptoms of the disorder.[6]

From the point of Cognitive Behavior, Humans are "not things or things that make it difficult for us, but how we perceive things or things." This group emphasizes that everyone can construct a special meaning or think about an event. The level at which a person is in mastery of his thinking, depends on the theory used, but all of them will focus on actions and behaviors related to one's cognition.

Corey formulated a view of humans from the point of view of the behavioristic cognitive group, humans are born with the ability to think rationally, but also with a tendency to think "not straight" they tend to believe in things that are not rational and to instill this belief in themselves.

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[4] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* (Alfabeta: Bandung, 2009), 9.

[5] Deddy Mulyana, *Metode Penelitian Kualitatif,* (Bandung: Remaja Rosdakarya, 2002), 201.

[6] Singgih D. Gunarsah, *Konseling dan Psikoterapi* (Jakarta, PT. BPK Gunung Mulia 2000), 227

b. History of Cognitive Behavior Therapy

The development of the approach to behavior began in the 1950s and early 1960s as a radical beginning against the dominant psychoanalytic perspective. This approach is based on the experimental results of the behaviorists who contribute to the principles of learning in human behavior. This approach has a long journey from laboratory studies on animals to experiments on humans. Broadly speaking, the history of the development of the behavioral approach consists of three main trends, namely: trend I: classical conditioning, trend II: operant conditioning, and trend III: cognitive therapy.[7]

The application of therapy to clients with various clinical psychological disorders has been widely discussed since the emergence of psychotherapy. The classic case of Anna O. handled by Freudian schooling and the case of Rat Man is one example of the use of psychotherapy in cases of personality disorders. With the development of the Diagnostic And Statistical Manual of Disorder (DSM) I to IV, as well as the Diagnostic Classification Guidelines for Mental Disorders (PPDGJ), the definitions and parameters for understanding the chronic condition of these clinical disorders are becoming increasingly developed as well.

Various different forms of Cognitive Behavior Therapy were developed by several experts, including Albert Ellis with Rational Emotive Therapy, Aaron T, Beck with Cognitive Behavior Therapy in 1964, Donald Meichenbaum with Cognitive Behavior Modification, 1977, and Arnold Lazarus with Multimodal Therapy, 1976 No less valuable contributions were made by Michael Mahoney 1991, Vittorio Guidano and Giovanni Liotti 1983.[8]

Aaron Beck, called his theory of flow Cognitive Therapy (CT), where he developed this theory in cases of depression which then developed into cases of anxiety and phobia, and continued in cases of personality disorders. Beck's Cognitive Therapy shares many similarities with Rational Emotive Therapy, in that it is an active, directive, present-centered, structured approach. He emphasizes therapeutic efforts on techniques to identify and change negative thoughts as well as a maladaptive (rigid) belief system. Beck's approach is based on the logical thinking that the way a person feels and acts is very much influenced by the way he views and understands his experiences. The main purpose of Cognitive Therapy is to change the way clients perceive them through their automatic thoughts and provide ideas for restructuring negative thoughts and standard belief systems.

c. Purpose of Cognitive Behavior Therapy

The goal of Cognitive Behavior Therapy is to encourage clients to challenge wrong thoughts (and emotions) by presenting evidence that contradicts their beliefs about the problem at hand. The therapist is expected to be able to help clients find dogmatic beliefs in clients and vigorously try to reduce them. The therapist should be aware of any

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[7] Gantina Komalasari, Eka wahyuni & Karsih, *Teori dan Teknik Konseling* (Jakarta: PT. INDEKS, 2011), 141-142.

[8] BECK, Judith S., *Cognitive Therapy: Basics and Beyond* (New York: The Guilford Press, 1995).

sudden thoughts that might be used to transform them.

In this process, some Cognitive Behavior experts have the opinion that the past does not need to be an important focus in therapy, therefore Cognitive Behavior works more on current cognitive status to change from negative to positive. While some other experts try to respect the past as part of the client's life and try to make the client accept the past, to keep making changes to the current mindset in order to achieve changes for the future.

d. Cognitive Behavior Therapy Techniques

A variety of techniques for changing cognition, emotion and behavior are important psychotherapy tools in Cognitive Behavior. This method develops according to the needs of the client, where the therapist is active, directive, time-limited, structured, and centered on the present. This technique refutes the client's irrational beliefs by using homework, collecting data on negative assumptions, recording activities, forming different interpretations, learning problem-solving skills, changing thought patterns and speech patterns, imagining, and strongly opposing false beliefs.

Behavior counseling techniques consist of two types, namely techniques to enjoy behavior and to reduce behavior. Techniques for increasing behavior include: positive reinforcement, token economy, shaping, contingency contracting, while counseling techniques to reduce behavior include: extinction, time-out, flooding. , saturation (satiation), punishment (punishment), aversive therapy (aversive therapy), and systematic dissemination.[9]

e. Types of Cognitive Behavior Therapy Approaches

Cognitive Behavior Therapy is based on combining three approaches, namely:[10]
1) Biomedicine is to form a logical, creative and innovative mindset.
2) Intrapsikis is a process where unconscious efforts are prevented related to awareness.
3) Environment, that is, every human being has a relationship with people or society to behave and communicate.

By doing therapy with this technique, many use basic procedures to change behavior, for example, self-observation, self-contracting, relaxation exercises and systematic immunization. In addition, this technique uses an approach to teach skills to clients in dealing with situations that cause shock in the future.

f. Function of *Cognitive Behavior Therapy*

Cognitive Behavior Therapy is a therapy that is, eliminating self-igniting ways of thinking, developing a more rational and tolerant way of looking at oneself and others. Real behavior based on that way of thinking. Core formulates the function of Cognitive Behavior Therapy, that this therapy eliminates the way of looking at the life of a patient

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[9] Gantina Komalasari, Eka wahyuni & Karsih, *Teori dan Teknik Konseling* (Jakarta: PT. INDEKS, 2011), 161.

[10] Singgih D. Gunarsah, *Konseling dan Psikoterapi* (Jakarta, PT. BPK Gunung Mulia 2000), 228

who blames himself and helps him gain a more rational and tolerant view of life.

g. Principles of Cognitive Behavior Therapy

Although counseling must be tailored to the characteristics or problems of the counselee, of course the counselor must understand the principles underlying CBT. Understanding these principles is expected to make it easier for the counselor to understand the concepts, strategies in planning the counseling process for each session, and the application of CBT techniques. Here are the basic principles of CBT based on the study revealed by Beck:

Principle number 1: Cognitive-Behavior Therapy is based on an evolving formulation of the counselee's problems and the counselee's cognitive conceptualization. The counseling formulation continues to be improved as the evaluation progresses from each counseling session. At strategic moments, the counselor coordinates the findings of the counselee's deviant cognitive conceptualization and corrects them so that they can help the counselee in the adjustment between thinking, feeling and acting.

Principle number 2: Cognitive-Behavior Therapy is based on the same understanding between counselors and counselees of the problems faced by the counselee. Through a counseling situation that is full of warmth, empathy, care, and originality, the response to the counselee's problems will make the same understanding of the problems faced by the counselee. This condition will show a success of counseling.

Principle number 3: Cognitive-Behavior Therapy requires active collaboration and participation. Placing the counselee as a team in counseling, the counseling decision is a decision agreed upon with the counselee. The counselee will be more active in attending each counseling session, because the counselee knows what to do from each counseling session.

Principle number 4: Cognitive-Behavior Therapy is goal-oriented and problem-focused. Each counseling session is always evaluated to determine the level of goal achievement. Through this evaluation, it is hoped that the counselee will respond to thoughts that interfere with his goals, in other words, stay focused on the counselee's problems.

Principle number 5: Cognitive-Behavior Therapy focuses on current events. Counseling starts from analyzing the counselee's problems at this time and here (here and now). Counseling attention shifts to two circumstances. First, when the counselee reveals the source of strength in doing his mistakes. Second, when the counselee is trapped in distorted thinking processes and the counselee's past beliefs have the potential to change beliefs and behavior for the better.

Principle number 6: Cognitive-Behavior Therapy is educational, aimed at teaching the counselee to be a therapist for himself, and emphasizes prevention. The first session of CBT directs the counselee to study the nature and problems they face, including the cognitive-behavior counseling process and cognitive models because CBT believes that thoughts affect emotions and behavior. The counselor helps set the counselee's goals, identifies and evaluates the counselee's thought processes and beliefs. Then plan a

training plan for changing his behavior.

Principle number 7: Cognitive-Behavior Therapy takes place over a limited time. In certain cases, counseling may require 6 to 14 sessions. So that the counseling process does not take a long time, it is hoped that the counselor can continuously help and train the counselee to do self-help.

Principle number 8: Structured Cognitive-Behavior Therapy Sessions This structure consists of three parts of counseling. The initial part, analyzes the feelings and emotions of the counselee, analyzes the events that occurred in the past week, then sets an agenda for each counseling session. The middle section reviews the implementation of homework (homework assessment), discusses problems that arise from each session that has taken place, and designs new homework to be carried out. The final part, provides feedback on the progress of each counseling session. This structured counseling session makes the counseling process better understood by the counselee and increases the likelihood that they will be able to do self-help at the end of the counseling session.

Principle number 9: Cognitive-Behavior Therapy teaches counselees to identify, evaluate, and respond to dysfunctional thoughts and their beliefs. Every day the counselee has the opportunity to have automatic thoughts that will affect their mood, emotions and behavior. The counselor helps the counselee in identifying his thoughts and adapting to reality conditions and adaptive perspectives that lead the counselee to feel better emotionally, behaviorally and reduce negative psychological conditions. Counselors also create new experiences called behavioral experiments. Counselees are trained to create new experiences by testing their thinking (for example: if I see a picture of a spider, I will feel very anxious, but I can definitely get rid of that feeling of anxiety and get through it well). In this way, the counselor engages in collaborative experiments. The counselor and the counselee jointly test the counselee's thinking to develop a more useful and accurate response.

Principle number 10: Cognitive-Behavior Therapy uses a variety of techniques to change thoughts, feelings and behavior. Socratic questions make it easier for the counselor to conduct cognitive-behavior counseling. Questions in socratic form are at the core or key of the counseling evaluation process. In the counseling process, CBT does not make a problem for the counselor to use techniques in other counseling such as Gestalt, Psychodynamics, Psychoanalysis, as long as these techniques help the counseling process shorter and make it easier for the counselor to help the counselee. The type of technique chosen will be influenced by the counselor's conceptualization of the counselee, the problem at hand, and the counselor's goals in the counseling session.

2. Data analysis of the implementation of Islamic Guidance and Counseling with cognitive behavior therapy (CBT) in preventing mental health problems (anxiety) of a student at the Salman Al-Farisi Islamic Boarding School Karanganyar Solo

Based on the problem that occurred in a student who was only sixteen years old, who was still in the first grade of MA. So the counselor chooses Cognitive Behavior Therapy to carry out the counseling therapy process. Cognitive behavior is a theory that

uses three approaches, namely biodemic, intrapsic and environmental. This theory teaches the client the skills to determine how the client feels and reacts and the client's thoughts provide an overview of the sequence of events in his consciousness.

Cognitive Behavioral Therapy (CBT) is one of the most widely applied psychotherapy approaches and has been shown to be effective in treating a variety of disorders, including anxiety and depression. The assumption underlying Cognitive Behavioral Therapy, especially for cases of depression, is that emotional disorders come from distortions (deviations) in thinking. Improvement in emotional state can only be prolonged if changes in thinking patterns are achieved during the therapy process. Likewise for clients with maladaptive thinking patterns (cognitive dysfunction) and behavioral disorders. By understanding and changing these patterns, clients are expected to be able to change their way of thinking and be able to control the symptoms of the disorder they are experiencing.

3. Analysis of the Final Results of the Implementation of Islamic Counseling Guidance with Cognitive Behavior Therapy in Preventing Mental Health Problems (Anxiety) of a Student at the Salman Al-Farisi Islamic Boarding School in Karanganyar Solo

In the analysis of the final results of the implementation of Islamic guidance and counseling to find out the results of the therapy carried out, the counselor obtains from observations of daily activities and client interviews where clients who originally like daydreaming, are anxious, depressed, and panic in their daily activities. day. The counselor compares whether there is a change in the client after the counseling process and before the counseling process is carried out, besides that the counselor makes observations and interviews with the child as another client and the results of the implementation of counseling with Cognitive Behavior Therapy are used if there is a change from a better condition than previous conditions, so this technique is effective to do in treating cases of mental health problems of a student.

Prior to the counseling process, the client experiences symptoms of daydreaming, feeling anxious, depressed, and panic. Then the counselor carries out the counseling process for the client, after carrying out the counseling process the client experiences changes, the current client does not begin to experience problems with anxiety, daydreaming, depression, and feeling panic, and the client wants to go to school with complete school attributes, arrives on time, ask more actively in class.

From the explanation above, it can be seen that after carrying out the counseling process with Cognitive Behavior Therapy carried out, it brings good changes to the client. Which is where the clients of each school are often late, like to daydream in class, are quiet, now clients can change by coming to school on time using the complete school attributes, more actively asking questions in class, preferring to mingle with their friends, filling spare time or empty in the classroom by memorizing the letters of the Koran, and exercising according to his hobbies and talents.

From the final results of the implementation of Islamic Guidance and Counseling, it has been seen that cognitive behavior techniques can bring changes to clients, namely

in slowly preventing mental health problems (anxiety). This is due to the changing factors that appear in the client whenever it is related to an interview or face to face meeting. Currently the client's life begins to return to a personality that is better than before. In this case, the counselor hopes that the changes that occur in the client will last and get better in the future.

D. Conclusion

In this study, it can be concluded that mental health problems (anxiety) experienced by a student greatly affect the mental and physical condition of the client. From the counselor's observation before carrying out the counseling process, the problem experienced by a student is that he often experiences depression and anxiety that he has experienced. In dealing with this case, the counselor uses cognitive behavioral therapy, the counseling process uses interviews (face to face with clients) by directing how to think positively and behave well. By changing the client's attitude or behavior. The end result of this counseling process can be seen from a change in the client's attitude or the client's behavior that is not good enough for the better.

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