

Service Management in Crisis Individual Behavior and Circumstances of Misconditioning

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ABSTRACT

The purpose of this study is to describe conditions that can occur in every individual suddenly known as a crisis condition that can experience an imbalance in life. Crisis is a pressure experienced by a person and negatively affects his ability to think, plan and deal with problems effectively. Guidance and Counseling for teachers/school counselors in dealing with crises cannot be separated from their duties, qualifications and competency standards. Guidance and Counseling Teachers/school counselors have duties, responsibilities, and authority in administering guidance and counseling services to students. The role of the Guidance and Counseling teacher/school counselor is indispensable in assisting with guidance and counseling, the school is a comfortable place for all parties, especially for students, especially in the implementation of crisis counseling. The description of a counselor's performance is not easy, but with his responsiveness and readiness, a counselor will be able to provide much better service with better results for the counselee he is serving and be ready to face various situations including crisis situations.

Keyword: service management, crisis behavior, misadjustment

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1. INTRODUCTION

Rapid social change from traditional society to modern society, which also changes the norms, values and lifestyles of adolescents. Adolescent behavior that used to be strongly maintained by the family system, cultural customs and existing traditional values, has experienced erosion caused by urbanization and industrialization supported by a media revolution that is open to a variety of lifestyles and career choices. These various things result in an increase in the vulnerability of adolescents to various crises.

Media content, one of which is that there are many cases that have exceeded the existing norms in society to criminal acts, causing concern for parents and educators. Cases such as fights between schools, between students, sexual harassment, risky dating styles, premarital sex, drugs, bullying, pregnancy while still in school, abortion, criminal acts, and various other behaviors that pose a risk to life. Various cases show that today's youth have indeed reached a critical point.

The main problem of adolescents starts from the search for identity. They experience an identity crisis because the period of adolescence is in a transitional position. Teenagers are grouped into childhood, from a developmental point of view it has changed, but when they are grouped into an adult group, they are not yet mature. Because adolescence is a period of developmental crisis, the success of an individual in solving the problems he faces depends on his ability to understand well who he is. Self-understanding is related to individuals viewing themselves positively, both strengths and weaknesses. Behavior is a human reaction resulting from cognitive, affective, and psychomotor activities.

Crises are things that exist in everyday life. Almost everyone has experienced it at some time in their life. According to its definition, a crisis can be interpreted as a perception or experience of an event that is very heavy and difficult, and exceeds the capacity of individual resources and coping mechanisms (James,

2008). Individuals who experience a crisis will experience a crisis reaction that occurs immediately after the gripping event (Yeager & Roberts, 2015). This reaction can be a feeling of surprise, sadness, anger, despair, anxiety, and anxiety. Seeing its nature which makes coping abilities no longer effective, individuals who experience crisis or trauma will often face difficulties in taking effective action to overcome their problems. Instead, individuals will actually behave maladaptively.

Individuals who are experiencing a crisis are in a state of emotional imbalance (disequilibrium), and these individuals need to be stabilized first by returning them to their equilibrium point (James, 2008). In other words, safety first. If a client sitting in front of you suddenly says he wants to kill himself, immediately stop all forms of therapy or treatment that you are doing or planning, and immediately use crisis intervention to ensure the client is safe and stable. Make sure the client is safe and eliminate things that could harm the client, such as sharp objects. Relaxation techniques will be very useful for this stage of stabilization. Also teach coping skills, because most likely the coping methods used by clients are no longer effective in dealing with their current crisis conditions. Often, coping skills need to be taught repeatedly and sometimes practiced in sessions with a therapist. When the client is more stable, the client can be invited to identify and analyze his thoughts. Often, crisis reactions occur because they are rooted in the client's thoughts and what the client believes about life and about life's difficulties, which are irrational. Clients need to be helped to analyze whether their thoughts help or actually bring them down, and learn to replace them with more rational thoughts.

People who are experiencing a crisis are in what Caplan (in Noris, 2008) calls a state of psychological disequilibrium or psychological imbalance. This imbalance occurs when a dangerous event occurs, challenging the individual's normal psychological adaptation and coping abilities. As a result of these events, individuals often behave irrationally and withdraw from social contact. The extreme impact that can arise for people who are not able to handle crisis problems properly is suicide. The Central Statistics Agency (BPS) in 2020 released data on the number of suicide victims and attempted suicides in Indonesia reaching 5,787 cases (Firdaus, 2021). Other data shows that the number of deaths due to suicide occurs in the productive ages, namely 25-29 years, 20-24 years and 30-34 years (Pusdatin, 2019).

The most unique crisis problem is the effect it has on an individual. Someone who is in a crisis condition suddenly has no ability to meet daily demands. Students who previously behaved competently and efficiently suddenly become disorganized, depressed, hyperactive, confused, or hysterical. They cannot be helped by using conventional school counseling techniques. However, children in crisis are often also at school. Therefore, it is hoped that the school guidance counselor/counselor will be able to support teachers, parents, and the children themselves during the crisis period. The guidance aims to make students have good morals and strengthen the morale of students who have been embedded in students. Student guidance can be done with counseling guidance. In addition, school personnel must think ahead and anticipate that crises may occur in students' lives. They must be ready to act and find ways to help children master the challenges of a crisis when it occurs. Counseling guidance also develops moral values to determine future life choices for students, so that students are stable in making decisions.

Guidance and counseling is a service that exists in a formal school environment that has the task of assisting students to achieve optimal development. Assisting students who are in a crisis condition requires readiness both in terms of cognitive, affective and psychomotor. Therefore, the study of crisis-based services is considered interesting to be reviewed. Assistance services are needed to avoid the threat of an even bigger crisis for adolescents. Teenagers will not get out of this crisis easily without help from other adults, including counseling teachers or counselors. Crisis situations are generally characterized by sudden, sudden, and uncertain changes. Counseling services are one of the real assistance services that are needed by teenagers today. Crisis counseling is a process carried out by trained professionals in a trusting relationship with individuals who are experiencing stress so that it negatively affects the individual's ability to think, plan, and solve problems effectively.

2. RESEARCH METHOD

This research is qualitative research in the nature of library research using books and other literature as the main object (Hadi, 1995: 3). The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text under study (Mantra, 2008: 30). With qualitative research, it is necessary to do descriptive analysis. The descriptive analysis method provides clear, objective, systematic, analytical and critical descriptions and explanations regarding the types of problems that fall into the category of behavioristic theory. This research is a type of literature study where the writer looks for references from articles, books, and other references that are in accordance with the

discussion of the research article material. Literature study is a method used to collect data or sources related to the topic raised in a study. Literature studies can be obtained from various sources, journals, documentation books, the internet and libraries.

3. RESULTS AND DISCUSSION

Counseling guidance in elementary schools can be carried out by the class teacher as the main guide. According to Permenpan Number 16 of 2009 concerning the functional position of the teacher and the credit score in Chapter 1 Article 1 (4) states that: "Guidance activities are teacher activities in preparing guidance plans, carrying out guidance, evaluating the process and results of guidance, and making improvements by utilizing the results evaluation." Then in Chapter VII Article 13 paragraph 1 (i) it states that one of the details of the class teacher's activity tasks is: "Implement guidance and counseling in the class that is his responsibility." In accordance with the Permenpan, it can be formulated that the responsibilities as a class teacher provide knowledge learning and provide counseling guidance to students. Therefore, the role of the classroom teacher in carrying out counseling is needed to strengthen student morale. With this service students can have good and positive behavior. The development of the intellectual side of students and the personality side can be balanced.

a. Crisis Meaning

Crisis is a pressure experienced by a person and negatively affects his ability to think, plan and deal with problems effectively. Crises do not refer to traumatic experiences or events, but to how a person responds to situations. Crisis is used to refer to a condition where a person feels facing a big problem, causing an imbalance in his life. A crisis is usually a temporary loss of a person's ability to overcome problems. If you can then overcome the crisis, then that person can function as usual.

Rosenthal, Hart & Charles (cited in Eid, 2008). Says that a crisis is a sudden and unexpected event that can happen to any organization. In principle, a crisis presents a serious threat to the basic values of a system, requiring critical decision making due to time pressure and uncertain circumstances.

In this situation, sometimes individuals experience pain related to organs that increase their function unnaturally. In tune with Hilgard, according to Kartono (1981), heavy stress causes an extraordinary release of energy, which eventually causes an increase in blood pressure and changes in the chemical composition of the blood which are harmful to health. If this happens continuously, it will cause stomach disease, high blood pressure, and asthma. Anxiety can manifest in emotional reactions from the state of the individual's soul, both psychologically and physiologically so that it can interfere with individual efficiency in dealing with problems. Reactions that arise psychologically can be in the form of feelings that accompany physiological reactions such as feelings of tension, low self-esteem, lack of confidence, unable to focus attention and movements that are not directed or uncertain Hadfield (1985).

Daradjat (1975) revealed that anxiety symptoms can be physical or mental. Physical symptoms include cold fingertips, irregular digestion, faster heartbeat and so on. Mental symptoms in the form of fear, unable to focus, unsettled and others. Individuals usually do not know the cause of their fear. At high anxiety, individuals usually often have scary dreams at night to be startled and go back to sleep.

According to Drever's psychology dictionary (1986), a crisis is a clear turning point in the development of various events. Meanwhile, according to Geldard, a crisis is defined as a situation where these conditions have a high level of risk. This crisis situation can appear at any time either at one time or after the problem occurs suddenly. This crisis situation if left unchecked will have an impact on the perception of security and world order. From the several definitions above, a crisis is defined as a situation in which a person is experiencing problems in his life and that person cannot overcome the problems he is experiencing, resulting in feelings of anxiety and guilt, and full of doubts. Crisis problems that arise such as the loss of a family member in his life, due to acts of sexual violence, divorce, family disharmony and many others.

b. Crisis Characteristics

The characteristics of a crisis consist of several types, including the following:

- 1) It is temporary, the crisis lasts for approximately one month but can have an impact for quite a long time.
- 2) The crisis that occurred was caused by a specific event that was not matched by skills in overcoming the problems that occurred.
- 3) A person who experiences a sad event feels that he does not have the ability to overcome the problems that occur to him.
- 4) The crisis that occurs in a person is personal and subjective depending on a person's interpretation of the situation and the level of anxiety and skills of problem-solving strategies.

- 5) A crisis that occurs in one person has the possibility of not becoming a crisis for other people, but on the other hand for certain people it has a different influence and meaning so that it becomes a serious problem.
- 6) Crises that occur can be resolved based on the level of stress experienced.
- 7) The crisis that occurs can make the emergence of a danger and opportunity.

c. The Elements in a Crisis

According to Haksasi, in general the elements contained in a crisis are as follows:

- 1) An event full of risk. A crisis situation that occurs in a person if not handled will cause a continuous reaction to the peak of the crisis.
- 2) Vulnerable state. The vulnerable state referred to in this case is a state of illness and stress so that efforts to solve the problems that occur are decreasing.
- 3) Trigger factors that lead to the crisis. Someone who is considered to have the ability to deal with problems that break their heart or a very heavy loss event, but they will be down when small problems happen to them. This is a reaction that is quite heavy than the problems that befell before.
- 4) Active crisis state. Someone who has an active crisis state usually tends not to be able to overcome the problems that occur to him so that the crisis he is experiencing is growing. This active crisis state is usually characterized by symptoms of stress, easy to panic, the focus is on liberation and decreased efficiency.

d. impact of the Crisis

According to Gerldarg, the impact of crisis on individual life consists of several types, including the following:

- 1) Stress that continues to increase, when an individual experiences a crisis, what happens is a feeling of pressure that is often felt
- 2) Damage to several psychological aspects in the individual such as emotions and others, the crisis that occurs within the individual will have an impact on the mindset, perception, motivation and behavior.
- 3) Requires handling quickly to reduce or eliminate the pressure that occurs within him

The crisis that occurs in the individual will have an impact on the mindset, behavior, physical and emotional. The cognitive state that occurs is the mindset of individuals who always blame themselves and others. The impact on the physical condition of the individual is the appearance of behavior such as a beating heart, a headache, shock, and a feeling of helplessness in the body. The impact on individual behavior is like withdrawing from the environment and disrupted eating patterns. While the impact on individual emotional conditions is that a person will experience depression, fear, anxiety, anger and apathy.

e. Crisis Symptoms

Crisis symptoms that occur in a person tend to experience a gradual process of uncertainty. The stages are as follows:

- 1) Someone experiences an event that occurs suddenly. Someone experiencing an event that occurs suddenly will feel threatened and experience high anxiety.
- 2) Someone tends to respond in an unorganized and ineffective manner.
- 3) Develop coping strategies caused by stress.
- 4) In an effort to solve problems that occur, someone who is experiencing a crisis will tend to be adaptive or learn new ways to solve their problems and be maladaptive or less organized or tend to be more defensive.

4. CONCLUSION

The definition of crisis counseling is inseparable from the definition of counseling and the crisis itself. The term counseling comes from the Latin *Consulo* which means to give advice (to devise), intentionally or carefully (eliberate). Leong (2010) defines the notion of counseling as a trained activity that involves other people playing a role in the process of managing and overcoming psychological, emotional, behavioral, developmental, vocational and personal problems experienced by a person, with the aim of facilitating self-adjustment to life changes; promote personal development, fulfillment and well-being throughout the life span; and prevent the development of adverse conditions.

Crisis counseling is defined differently by many figures. Richard K. James and Burl E. Gilliland define crisis conditions as the perception of an event or situation as something that cannot be tolerated and

exceeds the resources and coping mechanisms of one's self-defense. Unless the person gets help, the crisis conditions they face will have the potential to cause severe affective, cognitive, and behavioral disorders. Crises are universal and idiosyncratic (similar conditions but experienced differently by each person). No matter how tough one is, if the duration and intensity of a crisis is severe enough, no one is immune from being crushed. Crises are also idiosyncratic because what one person may be able to overcome may not be successful for another, even though the circumstances are much the same.

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