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# Counseling Services in Handling Problems Faced by Street Children in Rumah Alif Community Foundation in Jakarta

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## Abstract

Counseling services in handling problems in street children in Alif House Community Foundation in Jakarta. Nowadays the problems faced by street children are quite numerous. It is necessary for cooperation by various parties in helping their problems. One of the communities that embraces street children in Slipi area Jakarta is Alif House Community. Problems they face are due to parents or environmental factors such as economic problems which lead adolescents after returning from school help parents to work, feel ignored by both parents and friends, as often bullied either verbally or physically, that make them difficult to be confident and hard to trust others. Many behavioral or psychological impacts, include: trauma, sad, upset feeling unlucky, lonely, less motivated, being quiet, feeling neglected and being a teenager who tends to be closed with both parents and the environment. Therefore, community service activities are carried out in the form of individual and group counseling to 25 people in the Alif Community to help them solve their problem. Individual counseling uses cognitive behavioral counseling. Group counseling is carried out by interview methods, group discussions, brainstorming, watching the short film "Where is Dad's Promise" participants are invited to discuss any insights that can be obtained from the story.

Keywords – adolescence, individual counseling, group counseling

## Introduction

There are quite a lot and varied problems faced by street children, particularly one spreading on the street, mostly with unnoticed performance and

clothes, high mobility, making streets as their homes, place for playing and selling. For street children, their homes are City Park, in front of stores. Their sources of living are by begging, selling and begging while singing (busking). Street children live on the street due to economic insistence from the family so parents are asked them to be on the street in order to look for additional living for the family. At noon, they are singing while begging following path of city bus. Their problems are mostly related to behavioral problems; one of which frequently found is fighting with others due to operational area or stealing. Other problems are such as criminality, sexual abuse, free sex, and drug abuse. Seeing at these enormous problems faced by street children, it is definitely necessary for a cooperation given by various parties in helping to find out solution for their problems. It is also necessary for a comprehensive guidance. All parties must be involved, such as government, community, education institutions, Islamic boarding school, chief of mosque as the one having access to the community. All of which must be actively control the guidance and development process of the street children. Also, the guidance is not only in the aspect of moral, but also for long term. For example, they should be given skills, religious knowledge, so that in the future, they can be independence and have more directed life based on their dream.

Also, University as the government partner is certainly expected to play its role in community development and guidance, including for street children. One of the street children communities is Rumah Alif Community Foundation in Palmerah, West Jakarta Area. This foundation was established since 2010, led by Mrs. Siti Djulaeha Thamrin, M. Pd. There are about 60 students. This foundation aims to provide religious education for street children surrounding the area. Street children's parent backgrounds are varied ranging from driver, housemaid, scavengers, and street vendors and others. Their highest educational level is junior high. Most of them are from Brebes, Pematang and Indramayu. Due to economic problem they face, ultimately their children should also work as basking and selling tissue. They spend more of their time in streets which are less good environment. Then, Rumah Alif Foundation gathers those children and gives religious education in the form of reading holy al-quran, tauhid, fiqih, Arabic language and islamic songs. These Foundation operational costs are taken from donors. They also have 4 teachers as education bachelor graduates who are paid under the regional minimum wage. However, they are excited due to the spirit of sharing and devotion to others.

Based on interviews with the head of the Rumah Alif Foundation and the teachers who teach there, information is obtained that the frequent problems faced by the children at the Foundation are any issues related to self-confidence, less motivation in learning, economic problems that make them have to come to work, bullying, and parenting which there are still parents using violence a lot. For such reasons, it is necessary for counseling services that aim to help solve the problems faced by children in the Rumah Alif Community Foundation. **The counseling as said by Schmuller is “the heart of guidance program” which aims to help changing attitudes and behavior (Dewa Ketut Sukarni, 2008).** Based on research conducted by Ahmad Zaini (2014) which states that techniques for handling deviant behavior of adolescents, namely: first, individual treatment which includes giving guidance, counseling, and psychotherapy, second, family management, third, group treatment and fourth is partner’s treatment. To that end, the form of counseling that will be carried out is individual and group counseling that focuses on children or adolescents themselves.

Every street child who has a different background, life experience and different problems certainly needs a different counseling model, thus it is carried out a adolescent counseling models using behavioral strategies and cognitive behaviors to help solve problems faced by students at the Rumah Alif Foundation.

Then with group counseling, then children and adolescents will emulate each other by modeling guidance from the counselor. In addition to group guidance, with a conducive environment will provide a pleasant experience for children to comply with applicable norms, so that the moral formation of children and adolescents is protected from the stress of fear. To make children understand about the social norms and religious norms in social life in order to make peace and help each other optimize the potential that is owned by a child who is the next generation of achievers and proud (Syamsiyah, 2015). With morality, children will be able to undergo developmental tasks and fulfill all needs in accordance with applicable norms so that can be help to solve problems faced by children and adolescents at the Rumah Alif Foundation.

## *Method*

### *Research Method*

This research was conducted using qualitative research methods in order to obtain a deeper description on the uniqueness of each individual. According to Creswell in Santoso & Royanto (2009), qualitative research is a process of gaining an understanding of social or human problems, which is carried out in a natural research setting, based on a picture that is constructed in a complex and comprehensive manner from the views expressed in detail by participants.

Counseling services are provided to 22 street children around the Slipi Jaya area, who are members of the Rumah Alif Foundation ranging from late childhood and teenage ages, between the ages of 7-17 years.

### *Theoretical Review*

#### *Definition of Counseling*

Guidance and counseling are an integral process, both terms are put together in order to create a more integral definition (Hallen, 2009). Counseling as said by Schmuller is “the heart of guidance program” (Dewa Ketut Sukarni, 2008). Counseling is a series of direct relationship with individuals which aims to help them (humans) in changing their attitude and behavior.

The counseling services are conducted by two ways, namely:

1) Individual counseling

Individual counseling is the process of providing assistance that is carried out through counseling interviews by an expert (counselor) to individuals who are experiencing something problem (client) which leads to the problem faced by client (Prayitno & Amti, 1994). The general goal of individual counseling is to help client restructure their problems and become aware of life style and reduce negative self-ratings and feelings of inferiority. Then, it helps in

correcting their perception of the environment, so client can direct their behavior and develop their social interests (Prayitno, 2004).

## 2) Group counseling

Dewa Ketut Sukardi (2008) said that group counseling is counseling taken by groups, by using group dynamics in the group.

Group counseling services basically are individual counseling services carried out in group situation led by a counselor (more than one person) and the clients, namely members of group (two person or more). There is a counseling relation in open, permissive and full of familiarity situation. There can also be expression and understanding of client problems, tracing any causes of problems, efforts of problem-solving by special methods, evaluation and follow-up (Thohirin, 2009).

From the explanations presented by some of the experts above, it can be concluded that group counseling is one of the counseling services held in a group atmosphere, and there is a warm, open, permissive and full of familiarity counseling relationship.

The goals to be achieved in group counseling are personal development, discussion and personal problem solving experienced by each group member, in order to avoid problems and problems resolved quickly through the help of other group members.

### *Adolescent Counseling Strategy*

The adolescent counseling can be done by some strategies, namely symbolic strategy, creative strategy, psycho-education strategy, behavioral strategy and cognitive behavior (Geldard, Kathryn and Geldard, David, 2010). However, in this counseling process, it does not use all strategies since it considers situation and conditions. The strategies used in this counseling process are behavioral strategy and cognitive behavior. Both methods rely on structured-target oriented

approach, collaboration between active counselor and active client and emphasizing on any emerging issues (Kutcher and Marton,1990). This method is a directive and non-directive combination called also as *eclectic* method. In making behavior as its target directly, there is an assumption that behavior changes, emotional feeling is also influenced positively. So far, behavioral strategy and cognitive behavior are successful, in the level of various successes, it is used when assisting restless adolescent, one facing depression, aggressive one, one making rebel, and spiritless as well as adolescents facing difficulties in interpersonal and social skills. Behavioral strategy and cognitive behavior cover some themes, namely self control, challenging self-destructive trust, managing anger, practice self-confidence, preparing lifestyle target and making decision.

a. Self control

There are four stages to be involved in learning self-control related to behavior as the following:

1. Identification of behavioral problems

In counseling, a teenager may be able to identify one or more behaviors that have caused problems. For example, a teenager might fight with his younger sibling and as a result, she or he gets into a problem. A teenager with this kind of problem might initially complain about his sister's behavior and blame her for what happened. It is the responsibility of the proactive counselor to help him understand that he cannot change other behavior. In order to help them acknowledge this, a counselor can ask them. For example, "do you think your sister will change?". As a consequence of this kind of question which challenges the teenager's trust, they are expected to be able to understand that the only behavior they can change is their own behavior.

2. Behavioral observation

If teenagers want to change their behavior, the first thing they have to do is to observe their current behavior. This observation is intended so that they

can understand all of their behavior with all of their consequences. Using a diary can be a tool to observe behavior. The use of a diary will be useful for adolescents who want to observe their undesirable behavior. They can record situations and or events any time any undesired behavior, and also record any behavior that precedes any undesired behavior and all its consequences.

### 3. Behavioral Evaluation

In this stage, teenagers are asked to evaluate their behavior according to the criteria which have been prepared by themselves.

### 4. Managing behavioral consequences

If teenagers are intended to be motivated to achieve self-control, then it is necessary for appreciation for achieving their goals. Often, it is also necessary for given rewards naturally because when unwanted behavior changes, negative consequences will decrease and there will be positive consequences. However, in the initial stages of change, there will be no such natural consequences. Therefore, it is wise to formally propose a positive reward system. This award can take many forms. They can be in the form of specific rewards, such as new possessions or participation in desired activities to achieve any targeted criteria or perhaps in the form of a check that can be cashed later for a specific award.

#### b. Challenging self-destructive trust

Teenagers usually hold on various trust bringing them to behave or think in any destructive ways for them. Albert Ellis, one person firstly created a rational emotional therapy, now more known as REBT, gave attention for the necessity **of a counselor to challenge what it calls as “irrational trust” in the client.** In rational emotional behavior therapy, a trust is considered irrational when it prevents people from achieving fundamental goals and objectives in their lives, is illogical, and is empirically incompatible with reality. Self-destructive trust include: trust that requires bad thinking trust, trust frequent and never ending

trust, intolerant trust in others, trust blaming others, negative self-perception trust.

c. Managing anger

A general consensus states that teenagers with problems in anger control need to externalize the problems and understand the trigger and self-confidence. It can lead to unappropriate anger. There are four stages in managing anger for teenagers (adolescents), namely:

1. Identifying angry response patterns
2. Externalizing anger
3. Identifying personal triggers and catalysts
4. Focusing on personal strength
5. Choosing angry control options

d. Self-confidence practice or practicing bravery to show the attitude

Bravery to show attitude is a way to express a view, and is listened without offending other feeling. Bravery states attitude involving some following stages:

1. Listening to other people
2. Confirming what others have said
3. Believing that you have the right to introduce a perspective
4. Stating view
5. Being ready to negotiate a compromise
6. Being ready to accept differences

e. Preparing lifestyle targets

Teenagers are at a stage in their lives when they have to deal with new experiences and situations. In addition, they do not have certainty about the future that threatens by presenting various unexpected challenges. If they do not have ability to set directions overall and do not have clear lifestyle goals, then they will be very confused by any uncertainties in their lives. Lifestyle



goals provide ability to determine general direction which then more specific decisions can be made. This goal also helps in providing motivation. This is important because if teenagers want to succeed in achieving satisfaction for themselves, they need to have motivation. Lifestyle target types are:

1. Affective: various goals are explained in understanding of feelings
2. Cognitive: goals are explained in understanding creativity or knowledge
3. Subjective: goals are explained as meeting spiritual needs
4. Relationships: goals are explained in terms of relationships with oneself and others
5. Task-oriented: goals are explained in terms of meeting material or mastery needs.

When young people are exploring their goals, it will be useful for counselors to identify the right category for those goals.

f. Making decision

When teenagers move from one stage of dependence on parents and family to a stage of being independence, they are required to make more decisions for themselves. For adults, making decision may be not easy, and for teenagers, it may be not easier. This is because they have not many experiences from past decision to be used as the basic in their current assessment. In assisting teenagers in decision making, it will be useful for counselor to identify, for them, some stages on the decision making as the following:

1. Identifying patterns of not helpful decision-making responses
2. Exploring risks in relation to changing or not changing
3. Exploring various lifestyle goals
4. Identifying any losses involved in choosing
5. Checking various options

Aforementioned description aims to show that teenagers facing restless, depression or aggressive and opposing behavior, as well as less motivation so far have been assisted by using behavioral and cognitive strategies. Writing a diary can help to identify any not-useful behaviors. Challenging self-destructive trust can also help to create behavioral and emotional changes. The self-destructive trust can be challenged by using an approach of similar conservation used by teenagers or when they talk to their peers. Externalizing emotion such as anger can help teenagers to have a feeling that he or she can control their emotion. Practicing bravery to show attitude can be useful for teenagers to state what they need and will not lead to any expectation that all needs will be met. Appreciating other views and ability to compromise can be useful in reaching useful solution. Changing behavior certainly involves risks and often leads to losses.

## **Discussion**

### *General Description of Rumah Alif Foundation*

Rumah Alif Community Foundation is a foundation founded by Mrs. Siti Dzulaeha Thamrin, which has been established since 2010, this foundation was once a kindergarten school for children in the neighborhood. Rumah Alif Community Foundation is located in a house in Kemanggisan area, Palmerah, South Jakarta. Previously it was a PAUD and now it is a place where children gather together to learn Al Quran together. In addition to studying Al Quran, the foundation also has a *marawis* team with the children as the foundation members.

Children who study at Rumah Alif Community Foundation consist of various ages, ranging from children to adults, including children who live in the environment surrounding the foundation and some kindergarten alumni from this foundation. In addition, the Rumah Alif Community Foundation also often conducts regular studies and joint studies participated by the children of the

foundation and the community in the surrounding environment, this study is carried out at the Rumah Alif Community Foundation itself or at the Al-Mujahidin mosque located not far from this foundation .

### *Discussion of Individual Counseling Results*

This counseling activity was given to 22 street children around the Slipi Jaya area, who studied at the Rumah Alif Foundation between the ages of 7-17 years old which were divided into 2 groups namely children in the age of 7-11 years old and teenagers. The problems faced by children with the age of 7-11 years old at Rumah Alif are related to problems about friends and parents that influence **children's interactions with their environment; while groups of teenagers have more complex problems.** The teenagers in the Alif Rumah Community have varied ages ranging from 12-17 years old. Their problems are not only related to home environment but also problems in school environment, this condition is the focus of counseling to help to solve the children and teenager problems in the Rumah Alif Community Foundation. The following is an overview of the results of individual counseling activities in late childhood students:

Table 1 Results of Individual Counseling in Students in Late Childhood Age

No	Age	Name (Initial)	Problem Identification	Counseling Strategies	Discussion or Insight
1	Elementary school - 7 years old	A	Feeling bullied by his friends, ridiculed, beaten and a book scribbled. He complained to the teacher, but there was no action given by the teacher. The client wants justice.	Using the technique of expressing feelings with drawing media. Directing clients to always be grateful, and diligently recite the Al Quran.	Because A is too small, he has difficulty in gaining insight. Therefore, the counselor prioritizes the play approach, so that A can express whatever he wants to say.
2	Elementary school - 8 years old	RA	He became an orphan when he was 7 years old and still felt sad about his father's death. RA must help his mother by selling tissue on holiday. Communication between RA and his mother was very limited because his mother was busy selling, so he could not pay attention to it. RA is often bullied at school, both verbally and physically. RA does not have many close friends, because he thinks his friends are not good. RA often gets into trouble with his friends, both inside and outside of the school.	Externalizing feelings, through learning and playing with close friends at the Rumah Alif Foundation which makes RA feel more comfortable and happy.	RA experienced sad feelings of losing his father, angry with bullying from his friends, and lonely because of limited communication with mother, so then the counselor helped RA find resources / ways to manage his feelings in a positive way, namely by learning and playing together with his friends at the Rumah Alif Foundation. The client is aware of this and then the counselor reinforces RA positive behavior so that RA continues to maintain it.
3	Elementary school - 9 years old	A.A	Feeling pressured by his brother's presence at home, because of his unpleasant attitude, according to AA.	Role playing, shaping model behavior, adaptive. Application of the Islamic approach, namely by praying.	By the counseling process, the counselor directs to AA to continue to control emotionally. It is intended that AA is trained in controlling emotions so as to prevent any occurrence of undesirable things. Seeing at AA's age, it is classified as easily

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					<p>influenced emotionally by the environment. The counseling process is taken by playing roles which it can train AA to dare to express attitudes, so this helps him communicate with his brother.</p> <p>By the counseling, AA feels better after telling the problem.</p>
1	9 years old	Rama (R)	<p>Modeling aggression due to peers and online games; R is from / lives in an area with SES at the lower middle level which tends to provide examples of inappropriate behavior such as aggression in daily life. In this case, this is reflected in the way R interacting with friends who tend to have aggressive behavior in a simple form.</p>	<p>Using reality therapy by acting actively and with direction in order to encourage R to face reality. Active action to present to accompany and give direction to R is also given with the intention of providing positive models / examples and the assistance function for R who is in an unfavorable environment which is full of examples of aggressive behavior.</p>	<p>In an environment with a low to medium SES level, parents and the environment sometimes have social control over children's behavior with loose standards so that it considers modeling violent behavior both in the form of speech and behavior in still a simple form which is seen as not important something to note and consider. The main focus on these circles is sometimes more emphasis on ways of meeting daily needs / economic needs. This focus causes less parental control over children. Modeling aggression behaviors shown by R in a simple forms such as jokingly beating when playing with his friend is considered as still reasonable behavior by parents / the environment. The use of reality therapy that is processed in such a simpler way is seen as an appropriate step by considering several things including age R which is still relatively early in entering adolescence stage, making this reality therapy must be constructed in accordance with the age of R. Second, the reality that R is in an unfavorable environment makes it requires more effort to improve the situation in order to live in a better condition than current period. Therefore, reality therapy is appropriate to provide explanations so that R can change his aggressive behavior although it is still considered as a simple change but if it is carried out continuously without restructuring</p>

					data cognition, it will lead to more complex aggression behavior such as brawl, bullying and juvenile delinquency without awareness of the perpetrators that his behavior is wrong behavior.
4	Elementary school - 10 years old	N	Difficulty in sharing time for school and selling tissue	Changing the client's mindset so it can change his behavior progressively	The counselor helps N create a program to take the following step. This is intended so that N can learn to make decisions on the programs he has made. The counselor also provides reinforcement for the client's plan.
5	Elementary school - 11 years old	M.J.S	Problems with brother and one of his friends.	Rational emotive behavior therapy approach where counselors use teaching techniques, persuasive, confrontation, and assignment. To eliminate the way to think that is less logical. In the religious approach, the client is asked to multiply istighfar to be more calm.	This counseling process uses strategies that challenge unrealistic / rational thoughts or beliefs. The thoughts of MJS related to the attitude of his brother is "the attitude of a grumpy brother", making MJS still looked at his brother negatively. Therefore, the counselor slowly asks logical questions to open the client's mind so he can change his mind. The client will try to understand that his brother is angry because there may be a burden being felt. The client is asked to be brave enough to ask his brother why his brother always scolds him, so MJS does not have any unrealistic thoughts anymore.

Based on the Table above, it is obtained a description that the problems faced by the children in Rumah Alif Community Foundation are caused by inconvenience given by close people such as friends, both at school or outside of school such as being bullied verbally or physically such as being teased by friends, being beaten even though partly because of a joke but basically such behavior is not pleasant to them. In addition to the bullying problems experienced by some clients in the Rumah Alif community, they also get some problems from families such as their brothers and parents, such as being often scolded at home.

The arising problems create depressed children, sometimes emotional ones so they are aggressive to the environment. The clients feel less calm and depressed so they are less motivated to communicate with peers. Based on the clients' problems, the counselors give a number of approach of

behavioral emotive rational therapy in which the counselors use teaching technique, persuasive, confrontation and task assignment. Role playing shapes the model behavior, adaptive. Application of an Islamic approach, namely by praying is given the counselor in order to strengthen positive behavior with several counseling approaches given by the counselor in several times. The counseling has achieved some meaningful changes for children's clients in Rumah Alif Community Foundation so that they become more confident in facing behavior of people around them. As for teenager students, it is obtained the following counseling results:

Table 2 Results of Individual Counseling on Students in Teenager Age

6	Elementary school - 12 years old	R.K	Feeling not close to his father, because he is busy with his work. RK feels bullied by his friends	Using media is by drawing, in order to get information from the client who tends to be closed. Also it is given a religious approach in the form of prayer, so that all difficulties can be seen easily.	Because RK is quite introvert, the counselor took an initiative to ask the client to draw, this could facilitate 2-way counseling process. The counselor carried out data exploring related to any problems faced by the client during the drawing process. It was found that when bullied by a friend, RK tried not only to be quiet, but to fight well. The counselor provided positive reinforcement to the client, so that it could motivate the client to keep behaving well.
7	Elementary school - 12 years old	T.S	Thinking about economic problems, how to increase economic income	In a religious approach, the client is directed to pray diligently and pray to God. Giving direction to the client to sell tissue in a longer time, selling in a crowded place	By the counseling process, the client is directed to prepare lifestyle goals and make a decision. Because the client's problems are related to the economy, the client is directed to think of any ways to increase his economic income. The decision taken by the client is to continue singing, but must pay attention to his voice, so that it does not hurt later.
8	Elementary school - 12 years old	D.I	Family problems, father and mother were divorced. The client wants his parents to reconcile. There is a feeling of being discriminated with brother by his mother.	Ensuring the client that he can solve the problems`	This counseling process uses self-control strategy. By the self-control strategy, the client can determine the right thoughts and behavior, this is related to the condition of parents who are divorced. It is expected that the client can practice conveying what he likes and what he does not like, so there are no more inappropriate thoughts and behaviors in responding to an issue.

					<p>The client understands that his father and mother are unable to reconcile.</p> <p>The client has the insight that he should understand the position of the older brother, no matter how older he is.</p>
9	Elementary school - 12 years old	DH	<p>Feeling lonely at home because mother and sister are busy at work. DH's father was passed away. DH is more accompanied by grandparents at home. DH is the third child and has three siblings and has a twin sister. DH feels his family members are not close to him, his brother also likes to scold him. So DH prefers more often to go outside the home and play with friends.</p>	<p>Lifestyle goals provide the ability to determine direction in general. This goal also helps in providing motivation. So DH is asked to determine what positive behavior choices will be done in dealing with the problem. DH said that he would be more active in learning and establishing good relationships with friends so he will not feel lonely and be motivated to become better.</p>	<p>At the age of 12 years, the counseling approach can focus on preparing more adaptive lifestyle goals, DH can determine the choice of ways to be able to communicate with himself and others effectively.</p>
10	Elementary school - 12 years old	NTL	<p>(1) Lack of communication within the family, due to their busy activities. The father is always busy with his work, and when there is time off work, he used it for sleeping. His mother is a housewife who is preoccupied with taking care of her younger siblings and taking care of homework. Even his mother is also busy with his cell phone (gadget). When gathering time, his family is busy with their respective gadgets. NTL became</p>	<p>Counselors challenge the "irrational trust" that exists in the client who feels unpleasant in establishing communication with their friends. The counselor asks the client to tell a situation where the client can be close with his friends, what things are roughly liked by his friend, so the client can continue to develop the attitude. In addition, to improve communication with the family, the counselor encourages the client to identify patterns of not adaptive responses, such as by reliance on playing gadgets, so that the situation can worsen communication with the family. Then the counselor</p>	<p>The client's irrational trust that he is "an unpleasant, shy and quiet person" and using gadgets to fill time is fun. The counselor then challenges the irrational trust and asks the client to develop new behaviors by creating a positive lifestyle in order to establish effective communication with his family, not to depend anymore on gadgets and to use time for positive things.</p>



			accustomed to using gadgets so that it was difficult to share time between learning and playing gadgets. (2) In addition, NTL found it difficult to start communication with friends. NTL feels that he becomes not a pleasant, shy and quiet person when outside the home.	asks the client to identify the adaptive response that has been done so that he can communicate well with the family, the client responds while helping his mother to cook and when recounting activities at school to her father. The counselor reinforces the positive behavior and asks the client to commit to change his lifestyle which is gadget dependent, and convey a religious approach to make the best use of time for positive things.	
5	Elementary school - 12 years old	DW	DW's client lives with his grandfather and grandmother because his father has passed away and his mother works outside the city. This makes the client feel lonely at home. The client claimed that he was indeed closer to Mother than other family members. The client has a twin sister, but they often fight, because his twin often takes her belongings. So that the client prefers to go outside the home and enjoy playing with friends.	Helping clients to be able to practice expressing attitude. He feels uncomfortable because his twin often takes his belongings and because his mother often leaves him at home to work. The Client is taught to practice to be able to express what he does not like about their twin siblings and realize that the expectation of wanting to be with their mothers is not always fulfilled because their mother has to work to support them.	By practicing conveying his feelings, the client feels happier and leads to behavioral changes in a more positive, healthy and dynamic direction with future life plans with more realistic and confident thinking.
2.	12 years old	(N)	Maltreatment; N is the first child of two siblings who lives with Grandma because parents were divorced due to economic conditions which the father did	The counseling technique used is the SFBT (Solution Focused Brief Therapy) technique which focuses on the solution, does not look at the past and looks at the potential possessed by N and fosters a sense of	The SFBT technique is appropriate given at an early age, N has experienced various maltreatments from parents. Physical violence in the form of physical blows that N had experienced from his father and mother formed an inner wound that could hurt N when it

			<p>not work / provide a living. In addition to experiencing maltreatment in the form of being neglected, namely N does not live with his younger sibling. They live with his stepfather while N's biological mother is a traveling singer who also lives in West Jakarta but does not live with N as well as other psychological neglect, N also often experiences physical violence such as receiving beatings from her father and mother when she was young. The parenting function is taken by grandmother N.</p>	<p>optimism in N. In addition, this therapy is accompanied by Islamic counseling in a simple form. By considering the age of N, it is given an explanation of the importance of 5 times prayer on time since it is considered as a form of worship to God in order to be loved by Allah and then Allah helps all issues / problems.</p>	<p>had to remember or focus on those events. In addition, there is also a feeling of being neglected by N's parents if it had to be discussed because of the fact, N's parents were not with N now. Therefore, therapy in the form of focusing on solutions that N can do is appropriate. In addition, this therapy helps N to explore his existing potentials namely competent in certain subjects at school. N tells that he often repeated lessons meaning that N is interested at studying at home. This illustrates that there is still hope that can be achieved by N, so SFBT counseling can help N to hope that when N makes an optimal effort, it is a solution to the problems he faces. His ability in certain subjects is the potential that N has. Thought in this form helps in building optimism in everyday life so later, he can achieve achievements that can help him have a better life.</p>
11	Junior high - 13 years old	E	<p>Most of life E lived with his grandmother because since the age of 2 months, his father has gone because of divorce. E's mother then remarried 2 times, but lived separately with E and her grandmother. But E was still able to communicate with her mother because she was always visited every week, so E often told her the problem to her. But E still felt lonely because she could not live together with her mother. E is also often sad when she</p>	<p>Behavioral and cognitive strategies by writing a diary can help in externalizing feelings and believe that E can control her emotions. such as anger and sadness due to being left by her father since childhood and did not dare to meet until now, and E's life that often lives separated from his mother makes E feel lonely.</p>	<p>Every time E faces any problems, she writes complaints about the problems he experiences in her favorite diary. E really likes writing diary books every day. Every time after writing in a diary about her complaints, E was relieved to have presented her heart in the book. E feels, the only thing that can reduce anger, sadness, and annoyance is by writing in her favorite diary. E can control her emotions and have positive thoughts that even though she is a child who is disadvantaged because of the conflicts in the family and social environment in her school, but E is still grateful for what she has today starting from her mother, grandmother, friends, and friends in the Rumah Alif Community.</p>

			remembers wanting to meet her father, but E still does not have the courage to. In addition, E is often bullied by her female friends who say that E often seeks attention from male friends. Yet according to her, her male friends often ask her about lessons because E is a smart kid and class champion.		
3.	14 years old	(D)	Juvenile delinquency in the form of fighting with friends and brawls due to lack of competence to regulate emotions.	Applying Islamic counseling with direction to reduce the overflowing emotions by performing ablution and asking for forgiveness and help from Allah Subhanahuwata'ala ( <i>istighfar</i> ) when emotional outbursts arise.	Counseling in the form of approaches and giving advice accompanied by practical techniques in tackling emotional outbursts in the form of ablution, asking for forgiveness and help from God is an effective way that can be given to adolescents to train them to control their overflow emotional. In this case, D who is said to have started fighting since elementary school is a teenager who needs practical and precise techniques that can be directly applied when D has difficulty controlling his emotions so that the situation is easily provoked. <i>Wudlu</i> then resting are methods in Islamic counseling that are given so that D as a human can practice <i>tawakal</i> or surrenders to Allah so that D's heart can soften, beg forgiveness and then ask for help in any circumstance that can trigger his emotions that lead to juvenile delinquency behavior in the form of fights or fights brawl.
12	Junior high - 15 years old	R.A	<ul style="list-style-type: none"> <li>- Less attention given by mother</li> <li>- want to go to the same school as her friend</li> <li>- less confident</li> </ul>	Help clients to be able to practice to express attitudes, feeling of uncomfortable, then the counselor asks the client to identify adaptive responses	<ul style="list-style-type: none"> <li>- starting to follow her mother's advice to go to senior high school that her mother wants</li> <li>- starting to be confident</li> <li>- starting to be adapt to new friends</li> </ul>

			- not easily adapt to new environment	that have been done so that they can communicate well with family	
13	Junior high - 15 years old	M.K	Not close to her mother because she thinks she doesn't understand her, Individual children who are closed and introvert, especially when meeting new people	Help the client to be able to practice to express her attitudes, feeling of uncomfortable, her communication with family. Then the counselor asks the client to identify the adaptive response that has been done so that she can communicate well with the family, the client responds while helping Mother to cook and when recounting activities at school to her father. The Counselors reinforce positive behavior and convey a religious approach to make the best use of time for positive things and also help the client to be confident with new friends.	<ul style="list-style-type: none"> <li>- Starting to communicate with her mother</li> <li>- Starting hanging out with new friends</li> </ul>
14	Junior high - 15 years old	M	<ul style="list-style-type: none"> <li>- often being scolded by his aunt</li> <li>- being upset and hold back emotions</li> <li>- often angry and hate his aunt</li> </ul>	Helping the client Application of Islamic therapy counseling is accompanied by reality therapy with the aim of helping M find his identity in his teenage stage and a warm family environment. Having ability to practice expressing attitudes, feeling of uncomfortable, then the counselor asks the client to identify the adaptive response that has been done so that he can communicate well with his aunt	- feel more calm and relieved and have no more grudges
15	Junior high - 15 years old	S.A.S	He is often bullied verbally and non-verbal. The client admitted that he was	Behavioral and cognitive strategies by writing a diary can help in externalizing feelings and believe that he	The subject started to interact and have motivation to meet with his friends, started to worry when he entered school because he had the

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			often verbally abused with various kinds of inappropriate remarks and also had been grabbed and lifted up his collar because the client did not give money to friends who bully him. This problem makes the client feel uneasy and makes the client feel not motivated for school, and the client even has the intention to change schools to avoid any distractions from his friends who bully him.	is able to control his emotions such as anger for being bullied, by increasing S.A.S's confidence and increasing his self-esteem so he dares to face friends who bully without emotion	support of other friends and teachers at school
4.	15 years old	(K)	Sibling rivalry; K is the 7 <sup>th</sup> child of 10 siblings from 3 different fathers who have all died; K felt that her mother preferred her sister and always had conflicts with her sisters. However, there are overlapping thoughts which sometimes K also feels that her sisters are also doing good things to him.	Using rational-emotive therapy technique because there are two negative and positive overlapping ideas about her sisters so the therapist's effort is to bring up a positive perspective of K towards her sisters.	The age of K, which is considered as a teenager, is reflected in her simple thinking about her sister behavior. K felt that her mother loved her sister more than she was a natural thing because the fact was K came from a large family that had sisters and step sister composition from her mother's marriage. Counseling techniques to bring up a positive perspective that is more dominant for K is considered most appropriate because K who is still in her teenage age needs continued guidance to see things in a positive and objective framework. This is supported by the fact that K's sister, who is the target of sibling rivalry, is perceived by K to do things that also help alleviate K's obligations as a single parent, even though her efforts are fairly small.
5.	16 years old	(Re)	Re is the last child of 5 siblings. The situation of the house is less warm / has minimal interaction, has no closeness with	The application of Islamic therapy counseling is accompanied by reality therapy with the aim of helping Re find her identity in her teenage stages and a	In counseling using Islamic therapy, Re is given advices accompanied by practices of worship that she can do directly to foster a love of God as its creator and the purpose of His creation

			the father because his temperament, she often skips lessons.	warm family environment.	which is to worship. Apart from the lack of information from Re that is not too deep as a weakness of the counseling process so that the problems cannot be seen clearly, Islamic therapy is done to help Re to determine the most appropriate steps that can be taken based on closeness with Allah Subhanahuwata that is gradually being nurtured during subsequent practices of Islamic therapy in dealing with life and daily problems. Thus, even though the real problem is not yet fully known, the counseling with Islamic therapy has given Re choices to determine attitudes / behaviors in daily life. Islamic therapy here is accompanied by reality therapy which helps to direct Re to take any necessary actions when Re feels lonely namely not warm situation, and when her father starts to be temperament. She starts to realize the reality then takes any right attitudes to overcoming circumstances that Re does not want.
16	Junior high - 17 years old	F.S	It is hard to have peers. Unpleasant feelings when the love affair with the opposite sex is broken	Giving motivation to keep trying to make friends with anyone. Encourage the client to make the best use of free time, by not thinking any unimportant things. Using a religious approach, namely by praying, so as to make the heart calmer.	The counselor provides the opportunity for the client to convey or express what she dislikes from the condition of not having a partner. Furthermore, the counseling is done by using strategies to prepare lifestyle goals. This aims to make the client make steps or plans that she must do, so that the client focuses on the plan and slowly she can rise from an unpleasant situation. The counselor also directs the client to improve social skills in order to have friends.

Based on the Table above, it is obtain a description that teenagers in Rumah Alif Community Foundation mostly have problems related to parents,

such as economic problem. This leads to most of teenagers in Rumah Alif Community Foundation have to help their parents to work after school. Most of teenagers are also felt to be neglected by their parents or friends in their environment such as being bullied verbally and physically such as being mocked, getting beaten, getting fight so most of teenagers have low self-confidence and low trust to others. There are many psychological effects felt by teenagers at the Rumah Alif Foundation including: those who experience inner trauma, sadness, irritation, feeling unlucky, lonely, less motivated, being quiet, feeling neglected and being a teenager who tends to be closed with both parents and the environment. Out of various arising problems in teenagers at the Rumah Alif Foundation, the counselor provides several positive behavioral counseling approaches by providing reinforcement so that motivation for clients increases, by using SFBT (*Solution Focus Brief Therapy*) as well as Behavioral and cognitive strategies.

Based on individual counseling, it is obtained that most of the children and teenagers at Rumah Alif Foundation do activities such as basking, begging, being street vendors and others. They have several problems which have impacts on their behavior and behavior in interacting with the environment. For this reason, individual and group counseling services provided can help overcome the problems they experience. Counseling is a series of direct relationships with individuals that aims to assist individuals in changing their attitudes and behavior.

Some cases are related to the client's inability to adjust to the environment. There are also those who experience demotivation, stress, loss of self-confidence, inner trauma, sadness, irritation, feeling unlucky, lonely, less motivated, being quiet, feeling neglected and being an individual who tends to be closed with both parents and the environment. Out of the overall problems faced by the clients, the approach that is generally used is the cognitive behavioral counseling approach by providing reinforcement so that motivation on the client increases. This counseling involves applying systematic, learning principles to behavioral change in a more adaptive direction.

In general, there are patterns of behavioral problems that often seem to not have much significant difference from the teenager age group as the participants of counseling at the Rumah Alif Foundation. This foundation accommodates street children and those who come from families, which can be said to be in the community with a level of middle to low social economic status

(SES) levels. Families at this level have a higher level of vulnerability to experience more severe life problems than middle / upper classes. This is because families in these circles often lack of resources to survive if they do not work so often families in these circles focus on ways to meet their daily needs to make a living namely by working. Many things are ultimately forgotten or neglected even unthinkable. One example is lack of parental control over children's behavior, oversimplified thinking patterns, and exposure to violent behavioral tendencies by both parents and those in the environment in the form of bullying behavior.

Economic conditions influence on many aspects of life experienced by parents from lower and middle income families which they face challenges and problems in educating and caring for children. In the end, there are many children from these circles who have a high tendency to have behavioral problems. Counseling taken by one of them has been able to illustrate an example of this which children who attend counseling sessions often experience a series of behavioral problems when it is explored deeper then it can be seen that the problems are at home / in the family and from the surrounding environment. Many studies have found a close relationship between poverty level that is reflected by low SES and low quality level of children's development both in physical and psychological aspects (Blair & Raver, 2016; Fatima & Sheikh, 2014; Ho, et al., 2016 ).

Individual counseling is the process of providing assistance that is carried out through counseling interviews by an expert (counselor) to individuals who are experiencing something problem (client) which leads to the problem faced by clients (Prayitno & Amti, 1994). The methods used in counseling services are:

- a. Directive; counseling in the presence of direction. This method is carried out when the client is really in a critical condition in solving problem, in low level of education, has a closed personality, and the client lacks knowledge of how one's religious concept in dealing with problems and solve them based on Islamic teaching.
- b. Non-directive: counseling without direction. This method is carried out if the client is considered capable of solving the problem by himself. No one knows more about the problem and how to solve it than himself. The counselor only



stimulates empathy, unconditional acceptance, and integrates with the client so the client feels accepted and feels to have ability to solve his own problems.

This method is a combination of directive and non-directive, also called as *eclectic* method. In directly targeting behavior, there is an assumption that when behavior changes, emotional feelings are positively influenced. For this reason, the counseling process in community service activities is focused on behavioral strategies and cognitive behavior. Behavioral and cognitive behavioral strategies have been successful to varying degrees of success, to be used when working to help agitated, depressed, aggressive and discouraged teenagers as well as adolescents who have difficulty with interpersonal and social skills. Behavioral and cognitive behavioral strategies cover several themes, namely: self-control, challenging self-destructive trust, managing anger, exercising self-confidence, preparing lifestyle goals, and making decisions (Kutcher and Marton, 1990):

a. Self-control

There are four stages to be involved in learning self-control related to behavior namely:

a) Identification of behavioral problems

In counseling, individuals may be able to identify one or more behaviors that have caused problems, “do you think your sister will change?”. It is expected that individuals will be able to understand that the only behavior they can change is their own behavior.

b) Observation of behavior

The use of a diary is a tool to observe behavior. The use of a diary will be useful for adolescents who want to observe their undesirable behavior. They can record situations and or events when there are any undesired behaviors, and also record the behavior that precedes the undesired behavior and all its consequences.

c) Evaluation of behavior

In this stage, teenagers are invited to evaluate their own behavior according to the criteria they have prepared for themselves.

d) Manage the consequences of behavior

If teenagers are addressed to be motivated to achieve self-control, it is necessary for appreciation for achieving their goals. This appreciation can take many forms.

b. Challenging self-destructive trust

Teenagers usually hold to various beliefs that lead them to behave, or think, in destructive ways to themselves, there is a need for counselors to challenge what he calls as “irrational trust”, bad-thinking trust, frequently trust and never trust, intolerant trust to others, trust blaming others, negative self-perception trust.

c. Manage anger

Teenagers who have problems with anger control need to externalize the problem and understand their own personal triggers and beliefs that can lead to inappropriate anger behavior.

d. Self-confidence training or bravery to practice expressing attitude

Bravery to state attitude is a way of expressing a view, and being heard, without having to offend others.

e. Prepare lifestyle goals

Teenagers are at a stage in their lives when they have to deal with new experiences and situations. In addition, they do not have certainty about the future that threatens by presenting various unexpected challenges. If they do not have ability to set directions overall and do not have clear lifestyle goals, they will become very confused by any uncertainty in their lives. Lifestyle goals provide ability to determine general direction which then it can create other more specific decisions. This goal also helps in providing motivation. This is important because if teenagers want to succeed in achieving satisfaction for themselves, they will need to have motivation. The purpose of the above explanation is to show that teenagers who experience anxiety; depression; or aggressive, defiant, and weak motivational behavior has so far been helped by identifying unwholesome behaviors. Challenging self-destructive trust can help to produce

behavioral and emotional changes. Self-destructive trust can be challenged using same conversation approach that is used by teenagers in talking with friends, their environment and parents.

### *Discussion of Group Counseling Results*

Many children and adolescents nowadays focus on social status in terms of gadget ownership, fashion, and other things. As a result, they grow up to be irritable individuals if their desires are not achieved. In fact, parents have reasons and certainly try to give the best for their children. This also happened to children at Rumah Alif Foundation, Slipi, West Jakarta. Their family economy is arguably **in the middle and low levels. This makes them have the desire to have “something more” without considering their parent condition.**

Based on data in the field and interviews with the leaders of the Rumah Alif Foundation and the religious teachers, it is obtained information that most teenagers as the students at Rumah Alif face difficulty in obtaining confidence and often are blamed by their parents for their economic conditions so they have to **work. They also cannot have what they want to keep up with the friend’s lifestyle** at school who have interesting gadgets or clothes.

Based on these problems, for group counseling, the chosen topic is *“Thankful to Parents”*. **This topic was** chosen with the aim of making the teenage students of Rumah Alif Foundation become aware that poor people may not necessarily be unsuccessful people and are grateful for what they have in their families.

Group counseling is carried out by watching a movie and discussing the **theme “being grateful”**. **The title of the short film is “Mana Janji Ayah” by Eka Gustiwana.** The group was given an activity of watching a short film so that they were stimulated by the stories in the short film. By such stimulus, participants have a reflection in assessing their lives. So they can judge themselves and their environment.

After watching a short film, the participants were invited to discuss any insights that could be obtained from the story. The character of a father who was so steadfast and patient in making his child happy, but his child always felt inadequate with what he had. Then it is followed by a discussion that aims to give

meaning to the moral values learned so that participants could be grateful for what they already had in their family, and become individuals who respect each other's strengths / weaknesses.

After watching the film, some children were seen crying. Then counselors approach and explore deeper about what they think and feel. One of them answered *"I'm sad sis, look at the film earlier, so I remember my mother and behavior of my friends, because of my grandmother, I was mocked"*. The counselors provided an opportunity to release anger, sadness and all negative emotions. Then after the client was calm then the counselor responded by saying, *"You don't need to be embarrassed, instead you have to be proud of having a hard-working mother, you have to be able to prove it by studying and achieving"*.

The group counseling method used by watching a short film with titled **"Mana Janji Ayah"** aims to explore insights within the students at Rumah Alif Foundation regarding their gratitude. Through this approach, the results obtained that group counseling participants obtained a reflection in assessing their lives, assessing what behavior they can take as examples and not from the film. By making further observations and discussions, they realize and understand how important it is to be grateful for what they have, to accept the strengths and weaknesses of their family and environment around them while being optimistic about a better future.

### *Counseling Effectiveness*

At the end of the counseling meeting, the researchers asked for impressions and messages from the participants as evaluation materials. They had a good impression on the counseling activities; they admitted that they had received many benefits during the several counseling processes. They can express what problems they face everyday which they are unable to tell anyone because of a lack of trust in others. In addition, this activity provides a new atmosphere for children and teenagers in the Rumah Alif Community. By telling problems, they can reduce their burden so far. Although they were initially shy but after finding trust in the counselors, they can share with them.

In addition to conveying impressions to the counseling activities, we do convey their hopes such as wanting to attend school until graduation and even

some want to become scholars and get appropriate jobs for their future. There are some children who want to have good relations with their parents and also for their bullying cases, they start to give less attention and begin to have increased confidence and self-esteem by these children and adolescents.

## **Conclusion**

Based on individual and group counseling activities carried out on children and teenagers at the Rumah Alif Community Foundation in Slipi starting from the beginning of 2019, it was concluded that the crucial problem faced by the children and teenagers is related to bullying, due to inconvenience of close people such as good friends at school or outside of school as often bullied both verbally or physically such as being mocked by friends, being beaten even though partly because of jokes but basically the behavior is not fun according to the children as the victims of the bully. In addition to the bullying problems faced by several clients in the Alif Rumah Community, they also get some problems from families such as older siblings and also parents, as often scolded at home. The arising problems cause the children to feel depressed and sometimes being emotional which lead to aggressive behavior towards the environment. The clients feel less calm and depressed so that they are less motivated to communicate with some friends. Based on the counseling services, it was obtained that problems faced by teenagers at Rumah Alif Community Foundation are related to problems with parents, such as economic problems that make teenagers at Rumah Alif community have to work after school in order to help their parents; some teenagers also feel neglected both by parents and friends in their environment, such as being bullied both verbally or physically and fighting so that there are some teenagers facing less confidence and hard to trust others. Behavioral or psychological impacts faced by teenagers at Rumah Alif include: those who experience inner trauma, sadness, irritation, feeling unlucky, lonely, less motivated, being quiet, feeling neglected and being a teenager who tends to be closed with both parents and the environment. The counseling is carried out effectively in helping solve the problems faced by the children and teenager students at the Rumah Alif Foundation. The individual counseling is carried out by using positive behavioral counseling by providing reinforcement so that there

is increased client's motivation, and group counseling is carried out by interviews, group discussions, brainstorming, and short film watching activities.

The title of the short film is "Mana Janji Ayah" by Eka Gustiwana. After watching the short film, the participants are invited to discuss any insights that can be obtained from the story. The character of a father who is so steadfast and patient in making his child happy, but his child always felt inadequate with what he had. Then it is followed by a discussion that aims to give meaning to the moral values learned so that the participants can be grateful for what they already have in their family, and become individuals who respect other strengths / weaknesses in group member.

The suggestions from the research conducted at the Rumah Alif Foundation located in Slipi Jaya Jakarta are: (1) Further research in order to combine it with experimental methods so that the effectiveness of counseling can be strengthened with the results of measurements using quantitative data, (2) Children and teenagers who make a living on the streets in a very free and harsh environment need assistance both from foster parents such as ones at Rumah Alif Community Foundation so it is necessary for a good mentoring program from the teachers at Rumah Alif Community and counselors, (3) It is necessary for counseling services, both in the form of individuals and groups in order to help to deal with psychological problems faced by the children and teenagers in Rumah Alif Community Foundation so that they have ability to carry out their functions as they should. Street buskers, scavengers, street vendors along with other street children must get good guidance apart from the religious side as well as professionalism, one of which aims to foster their character in the future.

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