



THE EFFECTIVENESS OF PERSON CENTER COUNSELING TO REDUCE ANXIETY IN CHILDREN

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Abstract:

This study aims to determine the effectiveness of person center counseling to reduce anxiety in children. The research method uses a Single-Subject Design (SSD) with the A-B intervention model. The subject is an orphaned counselee whose parents died of Covid-19. Individual counseling is carried out in 4 phases approach. The data processing method uses the SPSS statistical test with the Wilcoxon Test by comparing the pre-test and post-test. The results of the hypothesis test show the results of Asymp. sign. (2-tailed) $0.035 < 0.05$ which means there is a significant decrease in anxiety through the Person-Centered approach.

Keywords: effectiveness, counseling, anxiety

1. Introduction

The Covid-19 pandemic has become an extraordinary global epidemic that has occurred since the end of 2019. Of course, within a case, many changes have occurred. The impact of this pandemic is also very significant, starting from the health aspect which shows that women are more susceptible to Covid-19, changes in regulations, and economic aspects which increase the percentage of unemployed (Chairani 2020). In terms of activity, as much as 50% of the community has begun to reduce activities outside the home and in terms of education, online learning is more often applied (Matdio, 2019). Data from <https://covid19.go.id/> found that as of November 22, 2022, as many as 6,500,100 people in the world died and 159,442 people in Indonesia died due to the pandemic. Of course, these are not ridiculous numbers for the level of disease outbreaks caused by viruses.

Even though the Covid-19 pandemic has entered an endemic period, the aftermath of traumatic events still haunts us, especially children whose parents died due to the pandemic. Data disclosed by the ministry of the social republic of Indonesia as of

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September 8 2021, a total of 25,000 orphans, orphans and or orphans whose parents died of Covid-19 (Raharjo, 2021). This of course changes the world of children who should still be in the care of their mother and father and are forced to live without a parental figure. Various social problems arise as a result of this status which is related to the economy and psychology (Alfiyana, 2019) considering that the family is the first environment that is closely related to the concept of children's self-development (Stevanus 2018). The role of parents is very important in the process of children's emotional development (Syanti 2019). Various kinds of negative impacts emerged from this status.

The psychological impact that arises in the form of low self-acceptance is influenced by several factors such as understanding, expectations, environment, social attitudes, and experience (Day, 2022). Even the most painful thing is that when you hear the words father and mother of one of the orphans, they must cry until they have difficulty (Himawan, 2021). The level of anxiety in orphans is also high with a percentage of 56.3% for boys and 57.1% for girls (Westa, 2015). This is in line with the warning expressed by the WHO about fear, anxiety, and stress will increase due to this pandemic situation (WHO, 2020).

Many efforts have been made to minimize anxiety, including assisting in the form of educational funding for orphans as a secondary impact of the Covid-19 pandemic in Indonesia through zakat (Buana, 2021), social assistance for orphans, orphans and or orphans whom his parents died of Covid-19 through the Ministry of Social Affairs of the Republic of Indonesia and as well as assistance to meet basic needs through the social rehabilitation assistance program (ATENSI) (Finaka, 2021). Recovery after traumatic events through counseling is also carried out to minimize anxiety such as counseling using logotherapy to deal with anxiety in orphans (Hamro 2018, Putra 2019).

Other efforts that have been made to minimize anxiety are counseling for anxiety (Tanhan, 2020), spiritual counseling (Dumulescu, 2022), group counseling focused on solutions (Javadian, 2022), behavioral counseling with relaxation techniques to reduce anxiety (Yuliastini, 2020), using a rational emotive behavior therapy approach through cyber counseling (Fakhriyani 2021) and person center therapy counseling (Arini 2022).

Person center counseling can be applied to individuals (Gunawan, 2021) and can also be applied in group settings (Chasanah, 2020). Counseling using person center therapy has proven effective in reducing anxiety (Dacey, 2005) (Farida, 2018) (Arini, 2022). It's just that the number of sessions in counseling varies depending on many factors that influence it.

This research is important considering that anxiety can hinder children's mental development so which becomes a source of problems. This research aims to reduce anxiety for children whose parents have died of Covid-19 so that these children believe in themselves and their potential, develop according to the stages of development and have the enthusiasm to return to continue their lives.

2. Literature Reviews

2.1 Orphans

Humans always develop through processes ranging from children and adolescents to adults. According to the Law of the Republic of Indonesia Number 35 of 2014, a child is someone who is not yet 18 (eighteen) years old, including those from the womb. Children are newborns (0 years old) up to 14 years old. An individual who is over 14 years old is not included in the child category. Likewise, those under 0 years old. A child is a person born from a mother's womb, whether male, female or khunsa, as a result of intercourse between two of the opposite sex (Qomar, 2003). According to another opinion, children are young people at a young age in spirit and life journey because they are easily influenced by their surroundings (Koesnan, 2005). But in this study, researchers are more inclined to the law of the Republic of Indonesia number 35 of 2014 concerning children.

At the stages of child development, there is a fixed sequence and at each stage of development, there is a qualitative change (Asubel, 1953). The development model according to Werner is a series of changes that start from something unstructured towards structuring and articulation. Meanwhile, other models reveal that human development is influenced by environmental factors. The psychoanalytic model put forward by Freud revealed that the influence of parents on the child's psychological life in the first years is very large and contributes to determining the child's subsequent development. The learning model believes that children's abilities are in various aspects of learning something. Meanwhile, the socialization model developed by Bandura believes that children's development is influenced by modeling the people around them (Gunarsa, 2008). At each stage of development, of course, some standards must be achieved which are called developmental tasks. Hurlock (1980) states that developmental tasks are tasks that appear in certain periods of an individual's life which if successfully passed will lead to a feeling of happiness, but failing to achieve these tasks creates feelings of unhappiness and will cause difficulties in completing the next stage of developmental tasks.

According to the term, an orphan is a minor who has lost his father, who is responsible for his life and education (Shihab, 2007). An orphan is a child who has been left behind by one of his parents, in this case, the father, who according to tradition is a child who is considered to have not reached the age of maturity. According to the Big Indonesian Dictionary, an orphan is someone who has no father because of death. Meanwhile, an orphan is an orphan who has no more than one thousand because he died. An orphan is a child who no longer has both parents due to death (Muhammad, 2008). Orphans are usually cared for by their closest family or in government or private foster care called orphanages.

2.2 Anxiety

Anxiety can be found everywhere as well as anxiety disorders. Anxiety is a feeling of fear that is unpleasant and unjustified which is often accompanied by physiological symptoms, whereas anxiety disorders contain elements of significant suffering and

impaired function caused by anxiety (Tomb, 2004). According to another opinion, anxiety is defined as a general emotional reaction that does not seem to be related to a particular stimulus (Faridy, 2021). Anxiety is also a normal adaptive response to stress (Baradero, 2009). Anxiety is the result of psychological processes and physiological processes in the human body that show a reaction to danger that warns people "from within" instinctively. Anxiety also always coexists with fear (Ramainah, 2003). Another opinion states that anxiety is a feeling of worry, and fear that is not clear why (Gunarsa, 2008). Another opinion about anxiety according to Sigmund Freud (Freud, 1949) argues that anxiety is an effective, unpleasant state accompanied by physical sensations that warn the person of impending danger. Rogers describes anxiety as a state in which a person feels uncomfortable or tense with no known cause. Anxiety can turn into a threat to an appropriate self-concept when a person feels discrepancies regarding his perceptions and experiences. Based on several sources obtained, it can be concluded that anxiety is a psychological condition that is described by worry, discomfort, and a warning from within the individual about something that may not necessarily happen.

Anxiety is characterized by the characteristics of crying that cannot be relieved, anxiety or fear of parting with parents or closest caregivers, being alone, not easy to get along with new people, excessive fear, haste and lack of self-control, not wanting to go to school unaccompanied and its manifestations can also be seen in the intensity of frequent urination, abdominal pain and even restlessness (Faridy, 2021). Stuart (2006) divides anxiety into cognitive, affective, and psychomotor elements. From the cognitive aspect, anxiety responses can be indicated through restlessness, lack of attention, decreased creativity and productivity, confusion, hyper-alertness, loss of control, and nightmares. The effective side is indicated through tension, anxiety, impatience, guilt, and shame. Meanwhile, from a behavioral standpoint, it can be seen through tremors, anxiety, avoidance, lack of coordination, running away from problems, and physical tension (Stuart, 2006). Nevid, et al. (2005) identified the physical characteristics of anxiety as consisting of nervousness, restlessness, shortness of breath, difficulty speaking, palpitations, trembling voices, sweaty palms, nausea, frequent urination, diarrhea, nausea, and abdominal pain. The characteristics of anxiety behavior consist of avoidance behavior, attachment, dependent behavior, and shaken behavior. While the cognitive characteristics of anxiety are worrying about something, fearing the future, fearing something bad will happen, fearing the inability to solve problems, not being able to get rid of negative thoughts, and thinking that everything is out of control.

Efforts made to overcome anxiety are very diverse. Treatment for anxiety states includes four main approaches, namely psychotherapy, relaxation, meditation, and drugs (Ramainah, 2003). Routine relaxation exercises are proven to significantly reduce anxiety (Endriyani, 2021). The Spiritual Emotional Freedom Technique (SEFT) can also be used to reduce anxiety in order to relieve or free the individual spiritually and emotionally from negative states (Chodijah, 2020). Activities to deal with anxiety are carried out by increasing knowledge and deep breathing exercises and progressive muscle relaxation which have also proven effective in reducing anxiety (Endriyani, 2021). Counseling can also be used to minimize anxiety including solution-focused counseling

(Javadian, 2022, Altundag, 2019), psycho-educational counseling (Abazarnejad, et al., 2019) reality counseling (Istiqomah, 2018), Islamic counseling with systematic desensitization techniques (Rofiq, 2021) and many more.

2.3 Person Center Therapy Counseling

Person center counseling was developed by Carl Rogers (1902-1987). This approach emphasizes the counselee's ability to determine issues for himself and solutions for himself. The core concept of counseling is centered on self-concept and the concept of being yourself (Lesmana, 2021). Client-centered theory is often also known as nondirective or person-centered theory.

Raskin and Bozarth, Zimring, and Tausch (in Corey, 2006) have identified four periods of the development of person-centered therapy, namely the first period in the 1940s, the second period in the 1950s, the third period which began in the late 1950s and was extended to the 1970s and a fourth period in the 1980s and 1990s. The purpose of this counseling is classified into 4 basic concepts, namely openness and experience, self-confidence, place of internal evaluation, and willingness to become a process (Corey, 2016). This person centered-therapy does not deal with the causes of the problem and seeks the best way. This is about the counselee individually in an open relationship with the therapist empowering the individual to exercise control over his healing. Healing comes from within the counselee himself, not from the professional techniques of people who help to heal (Barnard, 1984).

The basic concept of person-centered therapy consists of congruence, unconditional positive regard, and empathy. Some of Rogers' conceptions of human nature are: (1) Humans grow through their experiences, either through feeling, thinking, awareness or discovery. (2) Life is present life and more than automatic behaviors determined by past events, life values are present rather than past, or future. (3) Humans are subjective beings, essentially humans live in their person in a subjective world. (4) The intimacy of human relations is one of how a person fulfills his needs the most. (5) In general, every human being needs to be free, spontaneous, together, and communicate with each other. (6) Humans tend to actualize, namely the tendency inherent in organisms to develop all their abilities in a way to provide maintenance and enhances self-actualization.

The person center personality structure consists of an organism, phenomenal field, and self. Organisms include three things, living things, subject reality, and holism (organisms are a unit). The phenomenal field is all one's personal experience throughout his life in the world, as well as his subjective perception. Meanwhile, the self is the main concept of Rogers' personality theory which consists of the ideal self and the real self (Corey, 2016). According to Rogers humans are rational, socialized, and can determine their destiny. Under conditions that allow, humans will be able to direct themselves, progress, and become positive and constructive individuals.

The purpose of person-centered is for the counselee to have an integral personality, stand-alone, and can solve his problems. An integral personality is a personality structure that is not divided, meaning that it matches the description of the

ideal self with the actual self. An independent personality can make their own choices based on responsibility and ability, not Depending on other people, before making a choice, of course, the individual must understand himself (self-strengths and weaknesses), and then he must accept the state of himself (Willis, 2009).

3. Materials and Methods

The type of research raised on this topic is experimental research with a single subject. Borg and Gall stated that single-subject designs are research with a single subject and if there is more than one subject, they are treated as one group but are also considered single (Corey, 2016). The design used is AB where A is the baseline phase, namely before the intervention is carried out and B is the phase after the intervention is carried out (Sunanto 2005). The counseling approach used to reduce the anxiety felt by survivors uses the approach developed by Carl Rogers, namely Person-Centered Therapy (Corey, 2016).

3.1 Time and Place

This research was conducted in the Klaten district with subjects who live in one of the sub-districts of the Klaten district. The counseling process was carried out for approximately 1 month from mid-June 2022 to mid-July 2022 with a total of 4 sessions with an estimated time of 45 minutes for each session.

3.2 Subjects

The research subjects were counselee children whose parents died of Covid-19 last year. The subject was chosen because based on a need assessment, they tend to be very anxious about themselves and their future after the death of their parents.

3.3 Data Collection Techniques

Data collection techniques in this study used observation, and in-depth interviews to find out how much the treatment affected individual self-change.

4. Results and Discussion

4.1 Results

The results achieved in this study include:

- a) Phase A (before the intervention), namely the condition of the counselee experiencing severe anxiety. Counselee's anxiety level is categorized very often with several indicators. The anxiety felt by the counselee is anxiety for his life after being left by his parents, anxiety about his education, and anxiety with the social environment. The counselee also feels that he is different from children in general because of his orphan status. Counselee has the initials B, is aged 8 years, and is now in elementary school. The anxiety started when the counselee's parents died of Covid-19 on July 7, 2021 and July 15, 2021. The counselee's condition after being left by his parents became a person who was often alone, often cried, and was

traumatized by the fear of being left by the people closest to him again. Caring for the counselee is with his older brother who is 21 years old and 18 years old.

- b) b) Stage B is the intervention stage. The first intervention was carried out in approximately 45 minutes using the Person Center approach. In the early stages, the counselor builds rapport with the counselee as the initial counseling process. In this phase, the counselor can openly accept the presence of the counselor. However, due to limitations at this stage, treatment has not been given to reduce anxiety in counselees.
- c) Phase B of the second intervention stage (2) was carried out one week after the first intervention. At this stage, the counselor begins to invite the counselee to identify what anxieties the counselee has been feeling recently. The result of this process is that the counselee can identify the anxiety he feels, namely anxiety to continue life, anxiety about education, and social anxiety about the community. This anxiety arises because there is a discrepancy between the ideal self and the real self. In this phase, the counselor invites the counselee to think actively by finding the ideal self and real self in him. The counselee can identify irrational thoughts that have been appearing in his mind. Based on the results of counseling, it was found that:

Table 1: Identification of Gaps Between Ideal Self and Real Self

Ideal self	Real self
1. I want everyone to understand the current condition	1. Worried if later many people who do not understand the condition
2. Want to be facilitated	2. Facilities are limited because only the oldest sibling is the backbone of the family
3. Want to still be in the care of his parents	3. His parents had died and were under the care of his older brother and extended family

In this phase, the counselee succeeds in identifying the ideal self and real self in points 1 and 2. As for point 3, due to conditions that do not allow it to be continued in the next session.

- d) Phase B of the third intervention stage (3) was carried out a week after the second intervention with a time of about 45 minutes. In this session, the counselor invites the counselee to rediscover the gap between the ideal self-point 3 and the real self. The results obtained are that the counselee can know where the discrepancy is between his ideal self and his real self so that he can make his own decisions about what he will do next. In this phase, termination is carried out because it is felt that the counselee has achieved a significant decrease in anxiety.

4.2 Discussion

Counselee has anxiety due to the death of her two parents due to the Covid-19 pandemic in a very short time. This triggers the counselee to grow the ideal self in himself in the form of wanting to be understood by everyone, wanting to be facilitated and still wanting to be in the care of his parents. This is of course contrary to the real self that the counselee

is facing at this time, giving rise to incongruence that has so far only been harbored by the counselee and rarely talks about it. The impact of this gap creates anxiety if the ideal self that he instills cannot be realized.

The results of the pre-test and post-test related to the level of anxiety were analyzed using the SPSS application with the Wilcoxon Test. Based on the SPSS test, the results obtained by the counselee are shown in the following figure:

Figure 1: Wilcoxon Signed Ranks

		N	Mean Rank	Sum of Ranks
Post test – Pre test	Negative Ranks	5 ^a	3.00	15.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	5		

a. Post test < Pre test
b. Post test > Pre test
c. Post test = Pre test

Negative ranks aim to see a decrease in pre-test results to post-test, while positive ranks are used to see an increase from pre-test to post-test. Ties mean values that have similarities between the pre-test and post-test results. Based on these data the post-test value is smaller than the pretest value and does not have the same pre-test and post-test result values. This shows that there is a decrease in the level of anxiety in the counselee. In addition, to see the significance of reducing the counselee's anxiety is explained through the following picture:

Figure 2: Test Statistics^b

	Post test – Pre test
Z	-2.121 ^a
Asymp. Sig. (2-tailed)	.034

a. based on positive tests
b. Wilcoxon Signed Rank Test

In the statistical test table, the Asymp results were obtained sign. (2-tailed) 0.034. The basis for decision-making in this test is if the significance value is <0.05, then the hypothesis is accepted (Sugiyono, 2014). This means that there is a significant decrease in anxiety in the counselee after the counseling process.

5. Recommendations

Limitations of time and capacity of the writer are one of the shortcomings in this research. Therefore, the authors suggest that future researchers increase the capacity related to the variables to be studied. The effectiveness of counseling is very dependent on many factors, both from the counselee, counselor, parenting style, family and living environment. Therefore, the number of counseling sessions in the process does not have a definite standard.

6. Conclusion

Based on statistical tests using SPSS with the Wilcoxon Test, is obtained the conclusion that the post-test value is smaller than the pretest value and does not have the same pre-test and post-test results. The results of the hypothesis test show a value of 0.035 (<0.05) meaning there is a significant decrease in anxiety through the Person-Centered Therapy approach.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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