REFRAMING COUNSELING TECHNIQUES TO IMPROVE ADOLESCENT RESILIENCE OF VICTIMS OF NATURAL DISASTERS IN LOMBOK NUSA TENGGARA BARAT INDONESIA

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Abstract
The purpose of this research was to develop a group counseling model with reframing techniques to improve the resilience of adolescent victims of natural disasters. This study uses a research design research and development (RnD) with the following steps: preparation of model development, formulating a hypothetical model, feasibility test of a hypothetical model (two validators who are experts in the field of guidance and counseling and one validator for Islamic religious education), model improvement. hypothetical, field test, compile the final model. Produce a group guidance model with reframing techniques to improve the resilience of youth victims of natural disasters. Based on the research results, the main results of the group guidance model consist of 7 components, namely rational, vision and mission, objectives, model content, system support, implementation stages, evaluation, and follow-up. The group guidance model with reframing techniques is effective for increasing the resilience of adolescent victims of natural disasters. This can be seen in the results of increasing the resilience ability of adolescent before and after being given services increased by 14% and the results of the effectiveness test using the t-test, indicating that t is greater than t table, namely 3.598 > 2, 262.

Keywords: Group counseling, Reframing, Resilience, Adolescents.

INTRODUCTION

Indonesia is a country prone to disasters that threaten all regions, both cities and districts (IRBI, 2013). There are several factors that influence natural disasters that occur in Indonesia. Law Number 24 of 2007 states that disasters are caused by natural, non-natural and human factors. Taylor (1987) and Etkin (2016) classify disasters based on their causes into three categories, namely natural disasters, industrial disasters and humanistic disasters. Natural disasters are natural phenomena that do not involve too much human role in the emergence of these phenomena, for example earthquakes, tsunamis, wind storms, tornadoes, and so on. Industrial-induced disasters are disasters that occur due to industrial processes or activities including in the creation, testing, application, or failure of the application of science and technology, for example a technological disaster is a nuclear test at Bikini Atoll, Masrshall Islands in 1946, and on Three Mile Island. Pennsylvania in 1976, and at Chernobyl Ukraine in 1986 (Gunn, 2008). Humanistic disasters or man-made disasters are disasters resulting from mistakes made by humans or malicious intentions and any incident that occurs when it occurs is left by the perpetrators with the assumption that when a disaster occurs again the community can prevent it, for example terrorist attacks, industrial accidents, social conflicts, and human error (Gunn, 2008; Beach, 2010).

Indonesia is also located within The Pacific Ring of Fire where most of the earthquake disasters occur in this zone. Realizing this, the Indonesian people need to realize that natural disasters are calamities that can happen to them at any time, so it is necessary to realize that disasters are the responsibility of all of us in accordance with our respective fields and expertise. It is almost impossible to prevent natural disasters in the form of earthquakes, but minimizing the

impact of disasters and disaster victims can be pursued. Various efforts to prevent natural disasters have been carried out by the government, but have not shown effective results.

The BMKG National Earthquake Center noted that in 2017 the number of earthquake activities that occurred was only 6,929 times. It was recorded that 309 people died, 69 people were missing, 1,200 were injured, and 3.6 million people were displaced. In 2018 there was an increase in earthquake activity by 11,577 times, with 3,349 people dying and 1,432 missing, 21,064 injured, and 10.2 million displaced. This shows that the longer the earthquake activity that occurs in Indonesia, the more it is, causing more casualties.

The impact of the tragedy not only caused physical and material losses, but also caused trauma to the victims. The government has made efforts to educate people living in disaster-prone areas. Preventive action taken by the government is to educate the public about the dangers of earthquakes in disaster-prone areas. The solution offered was that people living in earthquake-prone areas had to leave the place. However, the community does not have other housing options because the government does not provide alternative housing facilities after their move, so appeals, warnings and education are only listened to but not implemented. This has left new problems for the government and people living in earthquake-prone areas.

The curative action that the government can seek is to cooperate with various parties so that the handling of victims of natural disasters can be handled quickly and precisely. Both physical treatment and material handling of psychological trauma must also be given. Based on Regulation of the Head of BNPN Number 3 of 2008 concerning guidelines for the formation of Regional Disaster Management Bodies, with the provisions of Article 18 and Article 19 of Law Number 24 of 2007 concerning Disaster Management, Regional Governments need to establish Regional Disaster Management Agencies (BPBD).

In dealing with frequent disasters, the government and the community have made efforts to improve performance as an effort to deal with disasters. Because the impact of victims of natural disasters is not only material, but of course also affects the psychological or psychological condition of the victims. Therefore, serious handling is needed and it takes time so that the psychological or mental condition of the victims can immediately recover. From the many alternatives provided, one alternative is to strengthen the resilience of the victims. The media used to improve resilience abilities is to use group guidance activities.

In connection with the disaster that occurred in Lombok, West Nusa Tenggara some time ago, the government has made efforts to facilitate adolescent victims of natural disasters by providing shelter. This temporary residence is located at the Paramita Social Institution on Jalan TGH Saleh Hambali Number 339 Labuapi District, Salah West Lombok Regency. The shelters not only provide shelter for teenagers, but children who are victims of natural disasters are gathered and provided with guidance. Based on the field study, the researchers concluded that almost all of the children who were coached at BRSAMPK Paramita Mataram had experienced trauma to the disaster, but the levels and levels of the trauma were varied.

In addition to dealing with children who have experienced trauma due to natural disasters, Paramita Social Institution also handles children who are in conflict with the law. Resilience as an individual's ability to turn an unpleasant event in his life into a valuable experience and accepting this traumatic event as a trigger for self-development is not easy. It becomes important when adolescents are less able to interpret traumatic events as a turning point that triggers their success. Therefore, the group guidance service model with the reframing technique is deemed necessary for youth victims of natural disasters. Increasing resilience is the most important task, because it is able to provide experience for individuals to face challenges and difficulties in life (Utami & Helmi, 2017). This study attempts to describe the service model.

Every individual has problems in their life. The difference between one individual and another lies in how big or how persistent the individual is in trying to solve their problems. Resilience can be defined as an individual's ability to bounce back after experiencing failure. In line with this, Keye and Pidgeon (2013) explain resilience as the ability to deal with psychological

stability in the face of stress. In other words, when an individual is under pressure or stress, but the individual is able to control the influence of stress on their psychology, the individual has a good resilience ability.

Grotberg (Desmita, 2008: 227) defines resilience as an individual's ability to face, overcome, become strong, and change due to the experience of adversity. This means that according to Grotberg resilience is defined as the capacity possessed by each individual to face unexpected or detrimental conditions, to become stronger and able to take meaning from these difficult and unpleasant conditions. In other words, individuals who have good resilience are marked as successful in providing valuable meaning to experiences of adversity. The experience of adversity can be interpreted as events that make individuals persistent in difficult and unpleasant conditions in order to improve themselves towards the expected conditions of life.

Sagor (Patilima, 2015: 53) resilience is defined as a collection that exists in an individual with the strength and fortitude to face major obstacles in his life. Resilience is the capacity to bounce back or the ability to bounce back from a fall or failure to bounce back from adversity. Difficulties are in the form of broken households, war, terrorism, natural disasters, interpersonal conflicts, neglected careers, interrupted studies, and so on.

From some of the opinions of the experts above, it is concluded that resilience related to resilience is an individual's ability to rise again, from difficult conditions and can take meaning from any unpleasant events in his life to achieve a better living condition. Grotberg (Desmita, 2008: 229) classifies the existence of three sources of resilience (the sources of resilience), the three sources include, I have, I am, I can.

Group guidance refers to group activities in which group activities focus on providing information or experiences through planned and organized group activities (Gibson and Mitchell, 2011: 275). The group guidance service in this study is a group activity that empowers group dynamics that arise in group activities where group activities are led by a group leader who distinguishes group guidance in this study using reframing techniques with the aim of increasing the resilience of adolescent who are victims of natural disasters. discussion topics related to resilience ability.

Reframing itself is a technique that aims to reorganize the emotional content it thinks about and frame it back towards a rational mind, so that it can understand various points of view in self-concept/cognitive concepts in various situations (Stephen, 2010: 99). Reframing is reframing an event by changing the point of view, without changing the incident itself. Framing is used as a tool to refram the past which is considered to be the cause of his current mental state. Reframing is often used as an influencing technique to help convince a person to see several images or ideas from different points of view.

METHOD

This research method uses the method of research and development (RnD) which includes several research steps as follows. The preparatory stage in this step the researcher carries out activities. Evaluation studies, namely looking for information related to the resilience of victims after natural disasters, describing findings about the objective conditions of the environment of victims of post-natural disasters, describing findings on the implementation of actual handling of the risk conditions of victims of post-natural disasters. Reviewing the conceptual of group guidance services, application of reframing techniques, and research reviewing the results of research journals that are relevant to the development of group guidance models with reframing techniques to increase the resilience of victims after natural disasters. Reviewing group guidance activities for victims of natural disasters at BRSAMPK Paramita Mataram.

After the preparation stage, the next step is to make a hypothetical model design of group guidance based on theoretical studies and field studies. Analyze the difference between the hypothetical model of group guidance using reframing techniques and the actual application in the field. Describe the collaborative framework with counselors, social workers, or disaster

management agencies in BRSAMPK Paramita Mataram in testing the feasibility of a hypothetical model of group guidance using reframing techniques.

After the research design is formed, the next step is to test the feasibility of the hypothetical model. Model feasibility testing involves validation from guidance and counseling experts, and practitioners/counselors as well as friends or volunteers working in the field of disaster management. After the feasibility test, the next step is to improve the hypothetical model to use the empirical test. Field-testing is carried out through participatory research, which is carried out with counselors/practitioners in preparing plans for field-testing activities, conducting field tests and describing the results of field-test implementation. The next step is to evaluate the results of the field-test of the group guidance model using the reframing technique. Developing a "final" model for group guidance with reframing techniques to increase the resilience of victims of natural disasters at BRSAMPK Paramita Mataram

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RESULTS AND DISCUSSION

The description of the condition of adolescent resilience capacity in BRSAMPK Mataram was obtained from the results of the distribution of the resilience scale given to 120 adolescent victims of natural disasters in BRSAMPK Mataram. Based on the distribution of the scale, it is obtained a description of the resilience capability as follows.

Table 1 Initial Conditions of Resilience Ability of Adolescent Victims of Natural Disasters

Criteria	Amount	Percentage
High (H)	12	10%
Moderate (M)	51	42,50%
Less (Le)	45	37,50%
Low (Lo)	12	10%
Total	120	100%

The table above shows the number/frequency of the level of resilience of adolescent victims of natural disasters in the high category as many as 12 teenagers (10%), 51 adolescents (42.5%) in the moderate category, 45 adolescents (37,5%) victims of natural disasters in the less category, and in the low category, 12 adolescent (10%) who were victims of natural disasters. The initial description of the level of resilience of adolescent victims of natural disasters in BRSAMPK Mataram shows that the resilience of adolescent victims of natural disasters still needs to be improved.

The model feasibility test is carried out by 2 experts/experts in the field of psychology and 1 expert in the field of guidance and counseling studies. Validators 1 and 2 have the academic qualifications of a girl who has studied linearly in psychology in addition to having completed the professional education of a psychologist. Validator 3 is a lecturer in the field of guidance and counseling who has taken a master's degree in guidance and counseling. The results of expert testing or model feasibility are as follows.

Table 2 Expert Test Results or Guidance Model Feasibility

No.	**Validator**	**Score**	**Category**	**Suggestions, Criticisms, and Inputs**	**Repair**
1	Vp1	32	Good	- The implementation place, BKp facilities and	- The place for implementing BKp activities is based

				infrastructure are conducive and flexible - Requirements for trainers that do not burden the social rehabilitation center	on an agreement between the PK and AK - Has served and has carried out BKp activities before so that he can better understand the conditions in the field
2	Vp2	36	This model needs some refinement before use	- Guidelines in selecting group members - Benefits obtained by group members during activities and after participating in activities - The psychological condition of adolescents who are victims of natural disasters	- Clarify the types of group members and the reasons why the types of group members are so important - Improve and clarify the rational and objective aspects of each meeting - Conduct an initial assessment of the condition of adolescent victims of natural disasters
3	Vp3	35	This model is ready to use with some minor improve-ments as suggested	- Assisted by the implementation guide - In recruiting group members must pay attention to the principle of volunteerism, it is necessary to prepare a form of willingness, and become a member of the group so that they can participate in group guidance activities from start to finish.	- Recruitment of group members is considered by researchers, psychologists, social workers, volunteers and counselors - It is necessary to prepare a form of willingness and commitment to be a group member during the research

Quantitatively, the increase in the resilience of adolescent victims of natural disasters can be seen from the comparison of the initial evaluation and final evaluation values obtained by each group member, along with the details of the initial evaluation and final evaluation of group members.

Table 3 Obtaining Total Score of Initial Evaluation and Final Evaluation of Resilience Ability of Adolescent Victims of Natural Disasters

No.	Member Group	∑ %	Initial Evaluation	Criteria	Initial Evaluation	Criteria	Increase
1	MA	∑	134	H	139	H	5
		%	83,80		86,9		3,10
2	DR	∑	68	Lo	128	M	60
		%	42,50		80		37,50
3	AD	∑	69	Lo	106	M	37
		%	43,10		66,3		23,20
4	MG	∑	110	M	119	M	9
		%	68,80		74,4		5,60
5	BT	∑	95	Le	112	M	17
		%	59,40		70		10,60
6	CN	∑	101	Le	114	M	13
		%	63,10		71,3		8,20
7	FR	∑	106	M	116	M	10
		%	66,30		72,5		6,20
8	LO	∑	102	Le	113	M	11
		%	63,80		70,6		6,80
9	BU	∑	130	M	140	H	10
		%	81,30		87,5		6,20
10	BS	∑	64	Lo	114	M	50
		%	40,00		71,3		31,30
Rata-rata		∑	**97,90**	**Le**	**120,1**	**M**	**22**
		%	**61,2**		**75,1**		**13,90**

Information:
∑: Total youth resilience score
%: Percentage of youth resilience achievement

The table above is a quantitative description of the level of resilience of group members before receiving reframing technique group guidance services and after receiving reframing technique group guidance services.

Based on the graph above, it can be observed that the resilience ability of group members has increased (the final evaluation score is higher than the initial evaluation value). The achievement of these results is because treatment in the form of reframing technique group guidance services is carried out seriously according to the planned procedure, even though there are some obstacles during the activity.

CONCLUSION

Based on the research results, it was found that there was a gap between the description of the implementation of group guidance at BRSAMPK Mataram. Gaps in the results of this study were obtained through observation and through direct interviews with rehabilitation counselors. Based on the results of observations, the implementation of group guidance runs quite dynamically even though it is not systematically correct, such as the absence of introductions in the group, the delivery of the principles

of group guidance, forgetting to agree on time, forgetting to make an immediate assessment and providing conclusions in the closing stage

Based on the results of interviews with rehabilitation counselors, the researcher obtained an explanation that group guidance activities that happened to be samples or examples in observation were group guidance activities that had been agreed upon by group members and group leaders. The topics discussed come from group members, the types of groups involved in these activities tend to be homogeneous in terms of thinking and goals. Therefore the implementation of group guidance looks dynamic and the members appear active.

The difference between the results of the observations and the results of the interviews was an attempt to find a picture of the implementation of group guidance activities taking place at BRSAMPK Mataram. Sutoyo (2012:115) explains that the observation method can be used simultaneously with interviews and if deemed necessary, psychological tests can be used. The explanation of the results of this interview shows that the group guidance activities at BRSAMPK Mataram have been running in two forms, namely those that have been structured or scheduled and the second is incidentally which occurs based on an agreement between the group leader and group members.

The results of further research relate to the description of student resilience. The resilience ability of adolescent victims of natural disasters who became group members before receiving group guidance services was in the poor category (61,2%) and after participating in a series of group guidance activities increased by 13,90% so that it was included in the moderate category.

Based on field data, through a preliminary study, resilience is indispensable for youth victims of natural disasters to control their behavior and assist youth victims of natural disasters in preparing themselves in the future. Bjrok in Papalia (2009:17) adds that "... adolescents find it difficult to focus on long-term goals". According to the explanation of rehabilitation counselors and social workers, there are still some youth victims of natural disasters who feel that they are the ones who suffer the most, are down, and have nothing to do with, because everything they have is gone.

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