



## Implications of Child Centered Therapy in the Problem Based Learning (PBL) Method

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### Abstract

Education must equip students with abilities that can be used to solve the problems they face, namely the ability to solve problems. This ability can be developed through learning where problems are presented in class, and children are asked to solve them with all the knowledge and skills they have. One such learning approach is "Problem-Based Learning Based Learning" (PBL). This research method uses library research methods. Data analysis using content analysis method, which is an effort to obtain theories or concepts and research results that are able to answer research problems. PBL directs children to be able to have a driving force of self-actualization. The concept of self includes a picture of who he is, who he should be and who he might be. Awareness of having a self-concept then develops positive acceptance and leads to self-actualization.

**Keywords:** problem-based learning, child-centered therapy, learning methods

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## INTRODUCTION

Children in school today are burdened with demands that all subjects must be mastered. The applied value standards cause children to face various problems at school, both academically and non-academically. Education must equip them with abilities that can be used to overcome the problems they face. This ability is the ability to solve problems.

This ability can be developed through learning where problems are presented in class, and children are asked to solve them with all the knowledge and skills they have. Learning is no longer a "transfer of knowledge," but develops children's potential consciously through more dynamic and applicable circumstances. Based on this, teachers need to design learning that can awaken children's potential in using their thinking skills to solve problems.

One such learning approach is "Problem-Based Learning Based Learning" (PBL). This learning approach focuses on the problems presented by the teacher and children

solving these problems with all their knowledge and skills from various sources that can be obtained.

Skills and experience in solving these problems must come from within which Rogers calls self (Rogers, 1951). When having problem's children can also learn something based on these problems.

## LITERATURE REVIEW

### Child Centered Therapy

Child-centered theory of personality is divided into three central constructs: the individual as an organism, the field of phenomena, and Self (Rogers, 1951).

Organisms are children themselves who are divided into self-perceptions, including thoughts, feelings and attitudes. Everyone is always in the process of developing. Children are a totally organized system where changes in one part will cause changes in other parts. Children interact and respond personally and constantly change based on experience. Landreth and Sweeney (1997) state that these interesting dynamics and processes are a direct internal movement that makes a person function, towards growth, toward improvement, independence, maturity, and self-improvement as a person.

The field of phenomena is everything that becomes a child's experience in terms of perception, thought and behavior. The field of phenomena is an internal reference as a basis for viewing life; whatever the child feels will happen then it is real to the child. This is an important point in child-centered play therapy. Children's perceptions of reality must be understood.

Rogers (1951) said that behavior is basically the direction of the goal of the organism to satisfy its needs as a perceived experience. The child's behavior must always be understood by looking through the child's eyes. The counselor should avoid judging or evaluating the simple behavior of the child and work hard to try to understand the frame of mind for each child in the group.

Self is the aspect that differentiates the phenomenon field from the child and evaluation all interactions with others (Rogers, 1951). Self-growth and change are the result of continuous interaction, in group play therapy that is centered around the child, the group itself becomes a phenomenal field.

### Learning Method Problem Based Learning (PBL)

According to Trianto (2007) PBL is a learning model in which children work on authentic problems with the intention of compiling their own knowledge, developing inquiry and higher order thinking skills, developing independence and self-confidence. Problem-based teaching is an effective approach in helping children process the information they already have in mind about the social world. In obtaining information and developing an understanding of topics, children learn how to construct problem frameworks, organize and investigate problems, collect and analyze data, compile facts, construct arguments about problem solving, work individually or collaboratively on problem solving.

According to Nurhadi & Senduk (2004), Problem-Based Learning is a learning model that uses real-world problems as a context for learning about critical thinking and problem-solving skills, as well as gaining essential knowledge and concepts from subjects. Learning based on problems is the interaction between stimulus and response, is a relationship between two directions, learning and the environment. The environment provides input to children in the form of assistance and problems, while the brain's nervous system functions to interpret the aid effectively so that the problems faced can be investigated, assessed, analyzed, and sought solutions properly. Children's

experiences obtained from the environment will make them materials and materials in order to gain understanding and can be used as guidelines and learning objectives.

The characteristics of problem-based learning are orienting children to authentic problems, a concentration between disciplines of knowledge, investigation, collaboration, producing work (Ibrahim & Nur., 2000). This learning model rests on the development of thinking skills among children through problem solving exercises. Therefore, children are involved in the process and the acquisition of solution products. This model will also develop thinking skills through empirical facts and the ability to think rationally, so that this repeated practice can foster intellectual skills and at the same time can mature by students.

Children act as self-regulated learners, meaning that through this model learning, children must be involved in real experiences or simulations so that they can act as scientists or adults. This model is certainly not designed so that the teacher provides as much information to students, but the teacher needs to act as a learning facilitator by encouraging the child to be willing to do something and express it verbally.

PBL is not designed to help teachers provide as much information as possible to students, but to help children develop thinking skills, problem solving, and intellectual skills. Learn the various roles of adults through their involvement in real experiences or simulations and become independent learning (Ibrahim & Nur, 2000).

## METHODS

### Research design

This study uses a type of research in the form of literature study. Literature study is related to theoretical studies and several references that cannot be separated from scientific literature (Sugiyono, 2012).

### Data collection

The data collection process is carried out by recording and classifying data according to the sub-problems discussed, which are then organized systematically. Data obtained based on literature review.

### Analysis data

Data analysis using content analysis method, which is an effort to obtain theories or concepts and research results that are able to answer research problems.

## RESULTS AND DISCUSSION

According to Rogers (1951), when faced with problems the child is in a state of dissonance, that is, there is a mismatch between self-perception and experience in reality. At first, the child may expect answers and direction in solving problems. The things that encourage children to do this are feelings of helplessness, powerlessness and inability to take decisions to direct their own lives effectively.

The child may hope to find a way through teaching from others. However, in a child-centered framework, the child immediately learns that he is responsible for himself, and that he can learn more freely to gain greater self-understanding through experiences and how the child sees himself.

The main concept of Rogers' personality theory is self, so it can be said that self is the only true personality structure. Self is divided into 2, namely: Real Self and Ideal Self. Real Self is the current state of the individual, while Ideal Self is the state of the

individual whom the individual wants to see or what the individual wants to achieve. Rogers' main concern was how organisms, and the self could be made more congruent.

PBL directs children to be able to have a driving force for self-actualization and become self-actualized. Experience is assessed whether it can provide satisfaction or not, first physically but then develop into emotional and social satisfaction. Finally, the concept of self includes a picture of who he is, who he should be and who he might be. Awareness of having a self-concept then develops positive acceptance and leads to self-actualization.

Self-actualization is a force that encourages self-development and individual potential. It is innate and has become a characteristic of all human beings. Self-actualization that encourages humans to optimal development and produces unique traits such as creativity and innovation.

## CONCLUSION

Education should equip students with abilities that allow them to face and solve problems later in life. Meanwhile, learning that is carried out in schools tends to be only a transfer of information and knowledge provided by the teacher as the dominant factor. One of the learning approaches that can be done is Problem-Based Learning (PBL).

## ACKNOWLEDGMENT

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