PATTERN SCHOOL REFUSAL BEHAVIOR ON SANTRI IN ISLAMIC BOARDING SCHOOL

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ABSTRACT

School refusal behavior occurs in almost all schools in Indonesia, even in Islamic boarding schools. Based on a review of the scientific literature, the purpose of this study is: first, to examine the pattern of school refusal on students at Islamic boarding schools. Second, identify the trigger for school refusal, and third, test the Effectiveness of Ego State Counseling (ESC) to reduce School Refusal Behavior in students in Islamic boarding schools. This research design is a single-case experimental design (SCED) with models A - B - A. SCEDs provide a time- and cost-effective alternative to randomized clinical trials. The steps of this Ego State counseling include relationship building and problem assessment, goal formulation and strategy selection, relaxation exercises, mapping ego state, processing and dealing with injured egos, in vivo practice, evaluation, follow-up, and termination. The data collection instrument is the checklist for school refusal (CSR). Techniques used to analyze the data are an analysis of visual data and technique used to analyze the research data is visual data analysis and Wilcoxon Matched Pairs Signed Ranks Test analysis, as well as descriptive analysis. The results show that The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because of teachers or friends at school e) traumatic experience triggered by bullying. The results show that the ESC has shown convincing efficacy; there has been a change in the known scores at baseline conditions, decreased treatment scores, and reduced withdrawal conditions. Likewise, the scoring trend recognizes a change in slope, which varies in the change in score from the baseline to the treatment stage and the stable trend at the withdrawal stage. Therefore, it can be concluded that the ESC is significantly effective for solving the school refusal behavior problems on santri in Islamic boarding schools.

Keywords: school refusal behavior, ESC, Effectiveness, santri, Islamic boarding school

INTRODUCTION

Boarding activities in Islamic boarding schools have activities similar to school activities in general. The purpose of boarding school is for tafaqquh fi aldin (deepening the mastery of religious knowledge) and eradicating ignorance (izalat al-jahli) (Hindanah, 2012). As in schools, pesantren is also a safe and adequate place for a santri to gain knowledge, develop his potential, and develop himself optimally.

However, there are often some students who experience anxiety, even experiencing school refusal which in the end can result in the inhibition of cognitive, physical, and psychosocial development. From the results of interviews with the caretakers of a boarding school in Pasuruan (29 July 2022), it was found that there werseveralumber of students who experienced school refusal. Some of the behaviors that appear include difficulty adjusting to the new environment at the pesantren, not attending certain classes, sporadic absenteeism from school, going to the Koran with physical and psychological complaints, and even wanting to go home and not wanting to stay again.

The severity of school refusal is divided into four levels as follows: (1) Initial school refusal behavior, is a refusal to go to school that lasts for a very short time and is sudden (spontaneous), which ends by itself without intervention (2) Substantial school refusal behavior, is a refusal to go to school that lasts for a period of two weeks, (3) Acute school refusal behavior, is defined as a refusal to go to school that lasts for two weeks to one year. (4) Chronic school refusal behavior, showing refusal to attend a school that lasts more than one year. The longer a child is out of school, the greater the effort required to get him back to school (Gonzálvez et al., 2020).

To help solve the problems of students experiencing school refusal, one of them can use ego state counseling (ESC). Ego state counseling has proven to be effective in helping high school students who experience school refusal, helping PTSD earthquake victims, and helping victims of bullying (Nursalim, 2019).

Ego State Counseling which is abbreviated as ESC is a brief counseling model based on the premise of personality which consists of separate parts and this is called the ego state. Ego State Counseling is a method that focuses on the premise of personality which consists of separate parts called ego state or Mini Personality (Barabasz et al., 2011). The purpose of Ego State Counseling is first, to allocate an ego state where there is pain, school refusal, anger, frustration, which is facilitated to be expressed, released and empowered. Second, it facilitates the communication function between the ego states. Third, help the client to recognize his ego state. Fourth, resolve conflicts within the client (Abramowitz & Torem, 2018).

METHODOLOGY

The design of this research is a single case experimental design (SCED) with model A – B – A (Indra, 2021). The data collection instrument is a school refusal check list (SRC).Through purposive sampling technique, 5 students were selected as subjects who had problems with Chronicle School Refusal Behavior. there are 3 men and two women aged between 16 to 17 years who were selected as research subjects

The counselors who gave the experiment were counselors who had previously received training in ESC. There are some limitations. In this study, the considerations are 1) the counselee who has school refusal scores in the high category, 2) the counselee's consent to attend the counseling session.

The treatment was carried out in six meetings, each meeting approximately 60 minutes. The stages of implementing the counseling intervention are as follows 1) relationship building (rapport) and problem assessment; 2) goal formulation, strategy selection, and implementation; 3) relaxation exercises; 4) mapping of ego status; 5) processing and dealing with injured egos; 6) evaluation, follow-up, and termination. In addition, experiments were carried out individually in the counseling room.

This data analysis involves three steps: analysis under the same conditions, between conditions, and between the same conditions. For analysis under conditions, the things that need to be analyzed include 1) condition length, 2) direction trend estimation, 3) stability trend, 4) data trail, 5) stability level and range, and 6) level of change. For analysis between conditions that need to be analyzed include: 1) the number of variables, 2) changes in trends and their effects, 3) changes in stability, 4) changes in level, and 5) percentage overlap. While the analysis between the same conditions is carried out on things as in the internal analysis. The technique used to analyze the research data is visual data analysis and Wilcoxon Matched Pairs Signed Ranks Test analysis, as well as descriptive analysis.

RESULT AND DISCUSSION

Result

Based on data analysis, it was found that the pattern of school refusal on students at Islamic boarding schools was in the form of not wanting to go to boarding school after returning home, not wanting to go to the Koran, leaving for the Koran with feelings of anxiety, a physical illness that did not get well soon, dropping out. The trigger for school refusal on students at Islamic boarding schools, including the counselee had received bullying from his friends, the male counselee had been sentenced to stand in front of the female students and, had a traumatic experience while at the boarding school.

In visual analysis, the concern is the number of data points (scores) in each condition, the dependent variable to be changed, the level of stability and changes in the data level in a condition or between conditions, tand he direction of change in conditions or between conditions. For a complete graph of the measurement data trace using the SRC (School Refusal Check List) from 5 subjects, namely subject 1, subject 2, subject 3, subject 4 and subject 5, below is a graph depicting the trace data of the five subjects.

Graph 1 Summary of Data Traces of Subjects 1 to 5 using the SRC.

Based on graph 1, visual it shows that the five subjects at the time of the baseline measurement looked stable and high, after being given an intervention using ESC counseling showed a downward trend in scores, the declining scores began to appear on the measurement of treatment 1 and continued to fall in the next treatment. A significant decrease occurred after the fifth treatment, and this score was relatively stable until the third withdrawal. This also shows that there is a significant change from time to time during treatment, showing a significant decrease in school refusal behavior. Subject 5 showed a decrease inthe score, but still requires further treatment because to decrease the score even lower.

**Statistic analysis**

The results of the intervention on school refusal students using ES counseling will be tested using the Non Parametric statistic The Wilcoxon Matched Pairs Signed Ranks Test (Siegel, 1956). For the calculation of the sign test, the following table presents the analysis of school refusal scores for pre-test and post-test measurements with the SRC.

Table 1. Analysis of Pretest and Posttest Measurement of School refusal using the School Refusal Check List (SRC)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Initial | Pre-test  (XB) | Post-tes  (XA) | Difference | Direction of Difference | Tanda |
| 1. | Subject 1 | 16 | 2 | 14 | XB < XA | - |
| 2. | Subject 2 | 16 | 2 | 14 | XB < XA | - |
| 3. | Subject 3 | 14 | 3 | 11 | XB < XA | - |
| 4. | Subject 4 | 15 | 2 | 13 | XB < XA | - |
| 5. | Subject 5 | 15 | 6 | 9 | XB < XA | - |
|  | *Mean* | 15,2 | 3 | 12,2 |  | x=0 |

Based on table 1 above, it is known that the number of negative signs (-) is 5 which acts as N (the number of pairs showing differences) and x (the number of fewer signs) is 0. By looking at the binomial table with the provisions of N = 5 and x = 0 (z), then obtained (possible price below H0 = 0.0313. If the determination of (error level) of 5% is 0.05, it can be concluded that the price is 0.0313 <0.05. Thus H0 is rejected and Ha is accepted, so the hypothesis that reads there is a difference between the school strike pretest score and the school strike post-test score By looking at the pretest average of 15.2 and the post-test average of 3, and the average difference between the pretest and posttest of 12.2, it can be said that ES counseling can significantly reduce school strike scores.

Based on the analysis of the data above, it can be said that the hypothesis proposed in this study which reads "ES counseling can reduce school refusal scores for students at Islamic boarding schools" can be accepted.

**Discussion**

The pattern of school refusal and The trigger for school refusal on students at Islamic boarding schools is in line with the opinion of experts, which state that many of the children who experience school refusal have anxiety, phobic disorders, bullying and have had traumatic experiences.

Ego State counseling can significantly reduce scores for students at Islamic boarding schools triggered by traumatic events. This is evidenced by the results of statistical calculations with a sign test showing that N = 5 and x = 0 (z), then is obtained (possibly the price is below H0 = 0.0313. If in the determination of (error level) of 5%, it is 0.05 it can be concluded that the price is 0.0313 <0.05. This means that H0 is rejected and Ha is accepted, so the hypothesis that reads there is a difference between the pretest school refusal score and the posttest school refusal score by looking at the pretest mean of 15.2 and the postmeans mean of 3, and the average difference between the pretest and posttest of 12.2, it can be said that ES counseling can significantly reduce scores school refusal for students at Islamic boarding schools.

Conclusively ES counseling (supported by empirical data) has shown efficacy in helping students who experience school refusal triggered by traumatic events. Descriptive showshows that through ES (Ego State) counseling, counselors help students re-experience traumatic events, then positively construct these events so that they do not interfere with students now and in the future. The efficacy of ES counseling is supported by previous research, research on ego state counseling strategies shows that trauma syndromes such as post-traumatic stress disorder (Post Traumatic Stress Disorder) and acute stress disorder (Acute Stress Disorder) can be effectively eliminated by using ego state counseling(Leutner & Piedfort-Marin, 2021). Ego state counseling that can effectively help deal with trauma (Abramowitz & Torem, 2018).

The effect of ES counseling was clinically and statistically very significant. ES counseling is not only able to deal with counselees who are school refusal triggered by traumatic events completely, cane to deal with the trauma successfully and completely, continuously to the post-treatment measurement. These findings are in line with the opinion of Barabasz (Barabasz et al., 2011). Fluid communication in the ego state makes a person able to continuously find solutions internally. This makes a person's personality more adaptive and resilient to traumatic events (Abramowitz & Torem, 2018).

When examined visually, it shows a downward trend in SRC scores during the treatment period, this also shows that there is a significant change from time to time during treatment, indicating a significant decrease in school refusal behavior.

ES counseling proved to have convincing efficacy, it was proven that there was a known change in the level of the score at the baseline condition decreased in the treatment score, and also decreased in the withdrawal condition, both on measurements using the SRC (School refusal checklist). Likewise, there is a change in slope, which is recognized from the trend of scores which variably show a change in the decrease in scores from the baseline stage to the treatment stage and a stable trend in the withdrawal stage, in the SRC. With the change in level and adequate slope, it means that ES counseling is effective to be used to solve school refusal problems.

Conclusively, ES counseling has efficacy, this is indicated by the existence of therapeutic changes in the counselee. The results of the visual analysis on the five subjects who experienced school refusal showed that the five subjects experienced significant therapeutic changes, which means that the five subjects experienced a decrease in school refusal behavior, although in the fourth subject the posttest score was still quite high and still needed further treatment. This shows that ES counseling has been able to positively reconstruct the counselee's past and is able to generate courage to face the present and the future.

School refusal (school refusal), has convincingly been experienced by students at Islamic boarding schools, this data is reinforced by previous researchers who showed that students at Islamic boarding schools ranged from 3% - 4% (Nursalim, et al., 2016). The condition of school refusal is higher than the condition of school refusal internationally, which is 2.4%. As for America, a prevalence rate of 1.3% in adolescents aged 14-16 years and 4.1%-4.7% in children aged 7-14 years. The prevalence of school refusal, which is higher than internationally, shows that school refusal is a serious problem and requires immediate and comprehensive treatment (Havik & Ingul, 2021; Hughes et al., 2020; Liu et al., 2021).

Judging from the characteristics of school refusal found in this study, these include (a) entering school but not attending certain classes, or leaving class before the end of class, usually the place where students who attend school refusal leave the class and go to the UKS room, BK room, hall, canteen or prayer room. Long duration of leaving the classroom for an hour or two lessons until the end of the lesson. (b) did not attend all subjects or did not attend school due to bad mood, (c) went to school with physical complaints and other complaints, (d) had difficulty in following lessons at school, (e) attended lessons, accompanied by feelings of restlessness, he afraid, anxious and, his hands are shaking, his heart is beating fast, he is sweating profusely, (f) hurting oneself and attacking others.

These characteristic findings are in line with the opinion of experts, namely not attending school for a long time or indicating a periodic period of school absence, entering school but not attending certain classes, aggressive, going to school with physical and other complaints, feeling uncomfortable at school because of being bullied, difficulty in following lessons at school, have anxiety or phobic disorder (Ashraf et al., 2021; Delgado et al., 2019; Filippello et al., 2019; Knollmann et al., 2019; Ochi et al., 2020).

Among the various causes of school refusal above, the most difficult cause of school refusal, according to the BK teacher, is school refusal which is caused by traumatic events experienced by the counselee combined with other causes such as fear and anxiety due to not being able to attend lessons. This is in line with the opinion of Brill (2009) who states that one trigger for school refusal is a traumatic event or incident that has been experienced by students, it takes a great effort if school refusal is caused by traumatic events experienced by students (Nursalim, 2019).

Students who experience school refusal triggered by traumatic events assume that life is lived as empty and meaningless. In addition, there are behavioral disorders, marked by decreased physical activity, such as minimal body movement. For example, sitting for hours and repetitive behavior (repeated). While social disturbances, namely separating themselves from the environment, withdrawing, aggressive, prejudice, conflict with the environment, feeling rejected or otherwise very dominant. According to the refusal school counseling teacher, which was triggered by a traumatic event, is categorized as difficult, because many school counselors have not mastered how to deal with trauma, including handling problems related to past events that have not been resolved (unfinished business). In addition, many school counselors do not know how to handle abrasion events (intense emotional release).

ES counseling is a counseling model that seeks to construct past events more positively and raises the counselee's courage to face current and future realities more adaptively. The main stages of ES counseling include; a) relationship building and problem assessment, b) goal formulation, and strategy selection, c) relaxation exercises, d) mapping ego states, e) processing and dealing with injured egos, reconciling egos f) in vivo practice, g) evaluation, follow-up, and termination.

This study shows that there are "abreactions" in every counselee, and the counselor can manage the abreacion well so that after the abreactian occurs a very intense emotional release occurs, and since then the counselee feels more relaxed, more satisfied, and more willing to accept traumatic memories. past. The results of observations also show that the counselor has succeeded in facilitating communication between ego states, this is what causes the injured ego state to be reconciled by a more mature ego state, so that the counselee is able to reconstruct past memories.

Clinically, there is a sign of feeling "calm" in every counselee after a dialogue between the injured ego state and a more mature or nurturing ego state. An important element at the time of abreactian is the counselor is able to release the emotions that are bound by the overflow of emotions, speech and behavior. The release of emotions that occur naturally will bring the counselee to calm on the face and posture. This activity is able to reconstruct the counselee's personality to be strong and resilient.

Among the stages of ES Counseling, which is considered the most crucial is the stage of processing and dealing with the injured ego, this stage is often present because at this stage there is an "abreaction" term used by Josef Breuer and Sigmund Freud (1985), which is defined as letting go intense emotion followed by the expression of a traumatic emotion with the aim of achieving a resolution. At this stage, the counselor must be fully prepared and able to cope with the client's emotional outbursts and facilitate the whole process of abreaction in a smooth, structured, and effective manner. If not handled properly, the abreaction will actually make the counselee more "chaotic". The skills to overcome this abreaction need to be trained in counselors and prospective school counselors, as one of the counseling skills.

Despite the limitations of this study, the results were very positive in reducing school refusal triggered by traumatic events. ES counseling provides fast, effective, and efficacious treatment in dealing with clients whose school refusal is triggered by traumatic events, through the reconstruction of traumatic memories.

CONCLUSION

Based on the findings of the analysis and discussion of the research data, it can be concluded as follows. First, The triggering factors of the school refusal i.e.: a) the child has anxiety, such as (separation anxiety), b) the fear experienced by children related to academic activities, c) a parent is sick or conflict in the family, d) the intensity of stress while at school in caused because of teachers or friends at school e) traumatic experience triggered by bullying. Second, ES counseling can significantly reduce school refusal scores for students at Islamic boarding schools. The hypothesis which states that ES (Ego State) counseling can reduce strike scores for students at Islamic boarding schools is acceptable. Third, ES counseling was proven to have convincing efficacy, it was proven that there had been a known change in the level of the score in the baseline condition, decreased in the treatment score, and also a decrease in the withdrawal condition, both on measurements using the SRC (school refusal checklist). Likewise, there is a change in slope, which is recognized from the trend of scores which variably show a decrease in the score from the baseline stage to the treatment stage and a stable trend in the withdrawal stage, in the SRC measurement. With the change in level and adequate slope, it means that ES counseling is significantly effective to be used to solve school refusal problems.

Based on the results of this study, it is recommended: First, for other researchers, conduct further research in the form of research on the effectiveness of ES counseling, with a larger number of subjects and from various levels of elementary, junior high and,d college students,

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