



## Ta'awun Attitude Development Method Through Behavior Modification with Contract Strengthening, is it Effective?

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### Abstract

The development of student competencies in higher education is not only focused on hard skills in the form of academic abilities, but also soft skills and life skills, one of which is the ability to socialize and collaborate with the environment. To establish good relationships so that social conflict does not occur, students must be able to be adaptive and develop a ta'awun attitude or what we usually interpret as a cooperative attitude. The aim of this research is to develop a ta'awun attitude through behavior modification by strengthening contracts. The research method uses an experiment with a "non-equivalent group pretest-posttest control design". The sample in this research came from FKIP UNISRI students who were taken using purposive sampling technique. Data analysis used the Wilcoxon Test with the SPSS application. The significance value of the experimental group is  $0.005 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted, meaning that there is a significant difference between the pretest and posttest scores for the ta'awun attitude of the experimental group due to behavior modification treatment with contract reinforcement. The significance value for the control group was  $0.357 > 0.05$ . This means that there is no difference in the pretest and posttest scores for Ta'awun attitudes in the control group. Meanwhile, the significance value of increasing Ta'awun between the experimental group and the control group is  $0.005 < 0.05$  with a Z value of -2.814, which shows a significant difference between the two. From these results it is concluded that behavior modification by strengthening contracts is effective in developing Ta'awun attitudes..

Keywords: Ta'awun, Behavior Modification, Behavior Contract

## Introduction

The development of student competencies in Higher Education is not only focused on hard skills in the form of academic abilities, but also soft skills and life skills, one of which is the ability to socialize and cooperate with the environment. Students in their nature as social beings will definitely interact and communicate with others, this has become a necessity of life. To establish good relationships so that social conflict does not occur, students must be able to adapt and develop an attitude of ta'awun or what we usually mean as a cooperative attitude.

Allah SWT commands His servants to always have an attitude of ta'awun. This is explained in the Qur'an, Surah Al-Maidah verse 2 which reads: "Help each other in goodness and piety, and do not help each other in sin and enmity."

Hurlock (1978: 268) explains that Cooperative is "the ability to cooperate with others to the point of suppressing individual personality and prioritizing group spirit". From the expert opinion, it can be interpreted that cooperative skills are the ability to establish relationships and interactions between students and between lecturers and students. Relationships of mutual respect, mutual care, mutual assistance, and mutual encouragement will help achieve learning objectives. These learning objectives include behavioral changes, increased understanding, and attitude development. In reality, the attitude of ta'awun/cooperative among students still experiences various obstacles. This is caused by internal and external factors. Internal factors come from the character of each individual such as introverts or those who like to be alone, selfish individuals who like to win on their own, individuals who underestimate other people or other groups, a lack of tolerance, weak empathy, and low emotional closeness interactions. In addition, external factors such as the academic environment, culture and habits that are formed in a place, learning methods/models also affect the attitude of ta'awun students.

Based on the preliminary study conducted by researchers through sociometry and interviews, it shows that students' awareness of being ta'awun is still lacking. The results of sociometry conducted on student samples show the phenomenon of gangs, dominant groups and individuals outside the group who are excluded. This is evidenced by the characteristics of students who are reluctant to enter certain groups, there are gaps between peers and they like to choose friends. Interviews were also conducted with several lecturers who taught the course who said that the pattern of communication and

interaction in the class was still not comprehensive. During the group learning process, there were still many passive students, especially when there was a group assignment, only certain students were active and the others seemed indifferent. This is also relevant to what was conveyed by several PMM students who consulted with lecturers regarding cooperation problems. These students are a minority group with regional origins, tribes and cultures that may be somewhat different from the environment in Solo. They are often avoided by other friends, isolated, so they have difficulty when dividing task groups. During lectures, PMM students were also seen sitting separately from other students. Cooperative skills (ta'awun) that are not well developed in students will cause social conflict, unhealthy competition and academic burnout.

One way that can be used to develop a ta'awun attitude is behavior modification. Behavior modification is part of the behavioral approach where in this study the Behavioral Contract technique will be used.

The attitude of ta'awun (cooperative) can be improved by building commitment from students to behave cooperatively through behavioral contracts. A behavioral contract is a contract to regulate conditions so that the counselee displays the desired behavior based on the contract between the counselee and the counselor (Komalasari et al., 2014: 172). Bradley T. Erford (2017: 405) explains that a behavioral contract is a written agreement between two or more individuals in which one or both people agree to engage in a target behavior.

Alwahbi's research (2020) also stated that students involved in behavioral contracts expressed a high level of satisfaction with behavioral contract services as a result of the freedom to negotiate tasks, and the provision of certain criteria in receiving rewards as a form of compensation for behavioral changes. Likewise, parents and teachers also expressed satisfaction with the effectiveness of the intervention and the ease of implementing behavioral contract services to reduce student truancy (Alwahbi, 2020).

A behavioral contract is a mutual agreement between educators or BK lecturers and students that is free, open and written and spoken verbally as a self-commitment to be responsible for themselves, especially in developing a ta'awun attitude. To increase the commitment of students in implementing the agreed ta'awun behavior, the contract also contains self-reinforcement or self-strengthening if they can carry out the contract

and self-punishment when violating the contract. Based on the description above, the author is interested in further researching "Behavior mod Problem Formulation". In order for the research to be focused, the following problems are formulated: 1). How is the implementation of behavioral modification with the behavioral contract method in developing a ta'awun (cooperative) attitude?. 2) Is behavioral modification with the Behavioral Contract method effective in improving ta'awun (cooperative) attitudes?

### *Method*

The method used in this study is a quantitative research type with an experimental design. The experimental research approach is a research approach that tests whether independent variables can affect dependent variables (Cresswell, 2012). This experimental study uses an experimental design "non-equivalent group pretest-posttest control design". The researcher uses an existing group, gives a pretest, treats the experimental group, then conducts a posttest on the experimental group and control group (Edy Purwanto, 2013: 117).

The research design of the nonequivalent group pretest-posttest control design can be described as follows:



Figure 1.1 nonequivalent group pretest-posttest control design

The population in this study were all FKIP UNISRI students. Due to the large population, the researcher took part of the population using purposive sampling technique, where the selection of subject groups was based on predetermined characteristics. The sample came from FKIP UNISRI students who used purposive sampling. The sampling step was by distributing the cooperative / ta'awun psychological scale instrument to representatives of semester 2 students from the Guidance and Counseling study program, PTI study program, PBI study program and PPKN study program. Furthermore, 20 people with the lowest scores were taken, then 10 people were used as the experimental group who would be given treatment and 10 people as the

control group. The data collection instrument used the cooperative skill psychological scale and the data analysis technique used the Wilcoxon test.

### *Theoretical Study*

#### *Study of Ta'awun*

The word ta'awun comes from the word 'awana which means the command to only ask for help from Allah SWT and the command to have an attitude of helping fellow human beings (Teguh Saputra, 2022). The concept of ta'awun in the Qur'an is divided into two, namely the first means asking for help from Allah SWT. The second means helping each other in the way of Allah SWT. In everyday life, the word ta'awun is usually interpreted as cooperative. Hurlock (1978: 268) explains that Cooperative is "the ability to work with others to the point of suppressing individual personality and prioritizing group spirit". From the expert's opinion, it can be interpreted that cooperative skills are the ability to establish relationships and interactions between students and between lecturers and students. Relationships of mutual respect, mutual care, mutual help, and mutual encouragement will help achieve learning objectives. These learning objectives include changes in behavior, increased understanding, and attitude development. Behavioral Contract Study

#### *A Study of Behavioral Contracts*

A behavioral contract is a contract to regulate conditions so that the counselee displays the desired behavior based on the contract between the counselee and the counselor (Komalasari et al., 2014: 172). Bradley T. Erford (2017: 405) explains that a behavioral contract is a written agreement between two or more individuals in which one or both people agree to engage in a target behavior.

Alwahbi (2020) research also states that students involved in behavioral contracts expressed a high level of satisfaction with behavioral contract services as a result of the freedom to negotiate tasks, and the provision of certain criteria in receiving rewards as a form of compensation for behavioral changes. Likewise, parents and teachers also expressed satisfaction with the effectiveness of the intervention and the

ease of implementing behavioral contract services to reduce student truancy (Alwahbi, 2020).

A behavioral contract is a mutual agreement between educators or BK lecturers and students that is free, open and written and spoken verbally as a self-commitment to be responsible for themselves, especially in developing cooperative skills. Behavioral contracts involve administering positive (or sometimes negative) consequences that are contingent on the occurrence or non-occurrence of a target behavior. Behavioral contracts specify all the details of the target behavior, including where the behavior will occur, how the behavior will be carried out, and when the behavior must be completed.

Bradley T. Erford (2017: 406) explains how to implement the Behavioral Contract Technique as follows:

1. Before writing a behavioral contract, the target behavior should be identified. The target behavior can include a decrease in unwanted behavior or an increase in desired behavior.
2. Whenever possible, the target behavior should be formulated positively; for example, "stay seated and complete the task during work time" rather than "not disturbing others during work time".
3. The positive formulation of goals allows for the implementation of a strategy based on positive reinforcement and obtaining rewards for good behavioral compliance.
4. After solidifying the details of the behavioral plan, the contract can be written. Be sure to include the start date, target behavior, criteria, and deadlines for task completion, and reinforcement will be used. Discuss the contract with the client and all parties involved.
5. Finally, set up a review meeting after a week or two to monitor the progress of the contract

Components of a Behavioral Contract:

1. Identify the behavior to be modified
2. Introduce and discuss the idea of a behavioral contract
3. Develop the contract and present it to all parties involved. Include the following details:

- a. Client's name
  - b. Specific behavior to be changed (start small)
  - c. How you will know when the client is successful. (behaving according to the contract or not)
  - d. Reinforcement for successful performance.
  - e. Reasonable consequences for non-compliance.
  - f. Follow-up (time and date)
  - g. Signature
4. Initiate the program. (introduce/explain procedures)
  5. Record progress and evaluate results.
  6. Modify as necessary

## **Discussion**

### *Activity Implementation Procedure*

#### *Experiment Preparation Stage*

The first step that must be taken so that this research activity runs successfully is to carry out preparations. The preparation activities carried out include:

1. Preparing data collection instruments. In quantitative research, instruments are very important to obtain data on changes before and after treatment. The main instrument used in this study is the psychological scale of Ta'awun / cooperative skills which consists of 20 items and has been tested for validity and reliability. The validity test of the instrument uses the Product Moment Pearson Correlation with the criteria that the item is said to be valid if the Pearson correlation coefficient value is  $> 0.3$ . While the reliability test of the instrument uses the Alpha Cronbach coefficient test.

<b>Reliability Statistics</b>		
<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
<b>0.800990561</b>	0.804217299	20

2. Formation of experimental groups and control groups derived from population representatives. This study uses a purposive sampling technique where the selection of groups is based on characteristics that have been determined and known in advance based on their characteristics and properties. The sampling step is by distributing the cooperative psychological scale instrument / ta'awun to representatives of semester 2 students from the Guidance and Counseling study program, PTI study program, PBI study program and PPKN study program. Furthermore, 20 people with the lowest scores were taken, then 10 people were used as the experimental group who would be given treatment and 10 people as the control group.

### 3. Experiment Implementation Stage

#### a. Giving Initial Tests (Pre-test)

The pre-test was carried out by giving cooperative skill scale instruments to the experimental group and the control group. The psychological scale instrument consists of 20 items. This pre-test aims to determine the condition of the research subjects before being given treatment.

#### b. Implementation of Behavior Modification Treatment Behavior Contract Technique

##### 1) First Meeting

The counselor welcomes group members with greetings and a friendly smile. Then continue by introducing yourself and each other's hobbies to create warmth. The counselor explains the goals, norms and activities that will be carried out.

In this first meeting, the counselor explains the material on the meaning of ta'awun, the importance of improving ta'awun attitudes in the



social environment and tips for training ta'awun. Furthermore, the counselor explains the Behavior Contract Technique by:

- a) Together identifying behaviors that can improve ta'awun
- b) Discussing the procedures, reinforcement and punishment of the behavior contract
- c) Together drawing up a contract and agreeing to it, then signing the contract.

Table 1 Examples of Behavioral Contracts

Behavioral Contracts	
<p>Name : AA</p> <p>AA agrees to improve ta'awun behavior through the following behaviors: (1) accepting input from other people's opinions, (2) actively expressing opinions in group discussions, (3) using polite sentences and intonation when speaking, (4) listening and paying attention when friends express their ideas, (5) not bullying friends during discussions, (6) showing empathy and helping each other between friends.</p> <p>If AA is able to carry out these six behaviors during group guidance activities, the counselor agrees to provide rewards in the form of snacks and chocolate.</p> <p>If AA does not demonstrate these six behaviors, then AA agrees to apologize to his group members and create a paper on the importance of group cooperation, handwritten on 6 pages of folio paper.</p> <p>The counselor monitors by observing during group discussion activities. Furthermore, the counselor will evaluate and report the results of AA's behavioral development.</p> <p>The provisions of this contract will be effective from June 4, 2024 and will end on June 20, 2024. We agree to the provisions that apply in this contract.</p> <p>Konseli</p> <p>.....</p>	<p>Date :</p> <p>Date, June 03, 2024</p> <p>Konselor</p> <p>.....</p>

The meeting was closed by asking one of the members to summarize the essence of the activity, then closed with suggestions.

## 2) Second Meeting

The counselor greeted and gave news to the members. It seemed that the group members had begun to relax and follow the activities with enthusiasm. In this second meeting, the counselor showed a video, then asked the members to discuss the problems in the video, how to overcome

them and present them. During the discussion process, the counselor observed each member, whether the behaviors agreed upon in the contract could emerge. The meeting was closed with a conclusion, asking about feelings and impressions after participating in the activity.

### 3) Third Meeting

The counselor opened the meeting with a good report. Then did a simple ice breaker to increase the enthusiasm of the group members. In this third meeting, the counselor delivered a report from each group member regarding the behaviors in the contract that had been carried out or not. Each member also received the consequences of their behavior during the discussion according to the contract agreement, namely getting rewards for those who were in accordance and punishment for those who violated the contract. Evaluation was also carried out by asking members what conclusions could be drawn from a series of activities that had been carried out. The counselor ends the activity by saying thank you and giving motivation.

### 4) Posttest

After giving treatment to the experimental group, a final test (Posttest) is carried out. This aims to obtain data on changes in ta'awun behavior after the behavior modification treatment is carried out. The posttest is given to the experimental group and the Control Group.

## *Data Presentation*

The data in this study are in the form of a psychological scale on cooperative skills in the pretest administration used as initial data and a posttest used as final data. The following is a detailed presentation of the data:

### 1. Initial Data

The initial data is pre-test data used as initial data to determine the level of cooperative skills of the research subjects before the treatment is carried out. The following are the results of the data obtained from the implementation of the pre-test:

Table 2 Pretest Score Results

Kelompok Kontrol		Experimental Group Behavioral Contract Technique	
Name	Value	Name	Value
LP	62	AA	59
AH	58	AJ	61
BT	55	LA	60
AS	59	IM	61
SB	61	AK	61
LS	62	MN	62
UD	63	SS	59
DK	63	NR	61
CM	60	JH	62
SA	56	IA	60

Table 3 Description of the pretest results of research subjects

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest K.Kontrol	10	55.00	63.00	59.9000	2.84605
Pretest K. Eksperimen	10	59.00	62.00	60.6000	1.07497
Valid N (listwise)	10				

Based on the table above, it shows that the highest pretest score of the control group is 63 and the lowest is 55 with an average score of 59.9. The experimental group (T. Behavioral Contract) has the highest score of 62 and the lowest is 59 with an average score of 60.6.

## 2. Final Data

The final data is the post-test data used as the final data to determine the level of cooperative skills of the research subjects after the treatment was carried out. The following are the results of the data obtained from the implementation of the post-test:

Table 4 Post-test Score Results

Kelompok Kontrol		Experimental Group Behavioral Contract Technique	
Name	Value	Name	Value
LP	63	AA	74
AH	59	AJ	75
BT	57	LA	74
AS	61	IM	71
SB	60	AK	73
LS	62	MN	73
UD	61	SS	71
DK	62	NR	71
CM	61	JH	73
SA	57	IA	75

Table 5 Description of the Post-test results of research subjects

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest K.Kontrol	10	57.00	63.00	60.3000	2.05751
Posttest K. Eksperimen	10	71.00	75.00	73.0000	1.56347
Valid N (listwise)	10				

Based on the table above, it shows that the highest pretest score of the control group is 63 and the lowest is 57 with an average score of 60.3. The experimental group (T. Behavioral Contract) has the highest score of 75 and the lowest is 71 with an average score of 73.

### 3. Data Analysis

To determine the effectiveness of behavioral modification with the behavioral contract method in increasing ta'awun, data analysis was conducted. Hypothesis testing in this study used nonparametric statistics using the Wilcoxon Test technique, which is an analysis to test the difference between 2 paired samples. Hypothesis testing in this study needs to be done by formulating the following hypothesis statement:

Ha: behavioral modification with the behavioral contract method is effective in increasing ta'awun.

Ho: behavioral modification with the behavioral contract method is not effective in increasing ta'awun.

Table 6 Wilcoxon Signed Ranks Test of the ta'awun level of Experimental Group

		Wilcoxon Signed Ranks Test		
		Ranks		
		N	Mean Rank	Sum of Ranks
Pretest K.Kontrol - Posttest K.Kontrol	Negative Ranks	3 <sup>a</sup>	5.00	15.00
	Positive Ranks	6 <sup>b</sup>	5.00	30.00
	Ties	1 <sup>c</sup>		
	Total	10		
Pretest K.Eksperimen - Posttest K.Eksperimen	Negative Ranks	0 <sup>d</sup>	.00	.00
	Positive Ranks	10 <sup>e</sup>	5.50	55.00
	Ties	0 <sup>f</sup>		
	Total	10		

- a. postkont < prekont
- b. postkont > prekont
- c. postkont = prekont
- d. posteks2 < preeks2
- e. posteks2 > preeks2
- f. posteks2 = preeks2

Test Statistics<sup>a</sup>

	Pretest K.Kontrol - Posttest K.Kontrol	Pretest K.Eksperimen B - Posttest K.Eksperimen B
Z	-.921 <sup>b</sup>	-2.812 <sup>b</sup>
Asymp. Sig. (2-tailed)	.357	.005

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

The table above shows the results of the hypothesis test as follows:

- a) The significance value of the experimental group is  $0.005 < 0.05$ , so Ho is rejected and Ha is accepted, meaning that behavioral modification with the behavioral contract method is effective in increasing ta'awun.
- b) The significance value of the control group is  $0.357 > 0.05$ . This means that there is no difference in the pretest and posttest values, so there is no significant change in the increase in ta'awun behavior of students in the

control group. In the control group, there was no significant decrease in anxiety, this is because the control group was not given treatment.

Behavioral modification using behavioral contract techniques has been proven effective in improving ta'awun attitudes. This is because through behavioral contracts, a commitment and bond will be built in carrying out behaviors that reflect ta'awun. In order for this commitment to be stronger, self-reward and self-punishment will be added

The results of this study are supported by research conducted by Isak Iskandar, et al. (2023) entitled "Behavior counseling using assertive exercise techniques in dealing with adolescent people pleasers", from this study we can interpret that the behavioral approach can be used to modify maladaptive behavior into positive behavior.

Another study was conducted by Faizal Syafi'ul Huda (2023) who conducted a study entitled Effectiveness of Group Counseling Using Behavioral Contract Techniques to Improve Students' Adaptation Skills. The behavioral contract technique is able to improve positive behaviors including ta'awun by building a written commitment bond in the form of a contract.

Based on the description above, it can be concluded that this study can prove that behavioral modification using the behavioral contract method is effective in improving ta'awun, so that the research hypothesis is proven or can be accepted. Then, with the results of this research, follow-up and development can be carried out to help students achieve success in developing the various potentials they have..

## **Conclusion**

Behavior modification behavioral contract techniques have also proven effective in improving ta'awun behavior. This is because through behavioral contracts will build a commitment and bond in carrying out behaviors that reflect ta'awun. To increase the commitment of students in carrying out the agreed ta'awun behavior, the contract also contains self-reinforcement or reinforcement for oneself if they can carry out the contract and self-punishment when violating the contract.

## **Suggestions**

### *For Educational Institutions:*

In order to develop life competencies, students need an educational service system in educational units that does not only rely on subject/field of study and management learning services, but also special assistance services that are more psycho-educational through guidance and counseling services. Therefore, Educational Institutions should provide support and provide adequate accommodation for the smooth implementation of guidance and counseling activities so that they can run optimally.

### *For Educators:*

Behavior modification using behavioral contract techniques is part of the behavioral approach that can be used by educators to develop various positive behaviors in students.

### *For Further Researchers*

It is recommended for further researchers who conduct research with the same theme to use a better research design with a wider sample

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