Does Virtual Counselling Service Media Influence High School Students' Social Commitment?

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One of the guidance and counselling services scopes that is required to be given to students is the private-social context. In order to establish a harmonious social community, students must possess an attitude of social commitment. The purpose of this study is to determine the effect of Virtual design media guidance services on the social commitment of high school students. The results of the study confirm that (1) Virtual design media is accessible, clearly designed and interestingly animated. (2) The seriousness in filling out the self-instruction sheet instruments and behaviour change agreement notes is another indicator that can show the accuracy of the selection of techniques and the relevance between techniques and Virtual design goals. Data shows that the respondents accept and follow with sincerity and responsibility. The difference between the final test results of the experimental group and the final test results of the control group is t = 6.646 and sig = 0,000. In summary, Virtual Message Guidance media can be applied in group guidance and it is effective.

Key words: *Guidance service, virtual media design, social commitment.*

Introduction

In a school setting and context, guidance and counseling services serve as one important school sub-system. This sub-organization deals in four major areas: (1) guidance and counseling for learning issues, (2) personal guidance and counseling, (3) guidance and counseling for social issues, and (4) career guidance and counseling. These four services of school guidance and counseling should all be well-accommodated, well-organized, well-performed, and well-measured by school counselor(s). To measure how professional school counselor(s) are, we could observe what strategies and media are employed in each service.

A qualified guidance and counseling service should be performed through a structured system and with appropriate strategies in accordance with context and settings. Additionally, innovative media, and professional and competent school counselors contribute to the quality of services. Of the four major services of guidance and counseling, services for personal and social issues are the most complicated to conduct. Individual development, which is driven by social dynamics, will synergistically shape students' personalities, because the students personalities are formed from processes that are a combination of personal and environmental (social circumstance). Hence, this service receives considerable observation attention. The findings of technology, and newer and innovative service media, are necessities that professional counselors must always strive for.

Simply put, adolescents have the following characteristics: (a) individuals experience psychological development from identification patterns from childhood to adulthood, (b) at that time, adolescents constitute a restructuring of consciousness, where adolescents are in transition to development from (origin) possessing imperfect skills and psychological conditions, towards (gradually and progressively) becoming more perfect, (c) the shift often put the adolescents in a dilemma position. On the one hand, because the acceleration of the individual development of certain components is faster, while others are slower, some adolescents appear to be typical adolescents who are often different from the general norms, as well as, (d) in turn, the uniqueness and peculiarities discomfit them and affects the stability of emotions, cognition and appearance (performance).

For adolescents, emotional, cognition, and appearance stability serve as imperative elements of personality which influence, and take a role as, a parameter of personal development accomplishment. In terms of cognition and thought, Gardner (2006) elaborates five prominent characteristics of thought which take a role as a major parameter of personal stability. It involves thought-making procedures and thought-disseminating procedures within a student's personality. The five characteristics mentioned are as follows: (1) disciplined mind, (2) synthesizing mind, (3) creating mind, (4) ethical mind, and (5) respectful mind.

A respectful mind strongly correlates with an individual's relationship with others. It has a mutual relationship with the drive to establish empathetic relationships and mutual trust, openness to diversity, and effective cooperation among individuals. The respectful mind is realized through humility and views of human beings equal. It takes the role of personal guidance when an individual positions themselves in a professional and humane manner, allowing reflection on the nature of one's work and on the needs and desires of the people in one's life. Without a respectful mind, an individualwill become a parasite and toxic to others. This thought conceptualizes how a person can pursue goals that are outside of their personal interests and how citizens can work selflessly in order to improve shared prosperity (Howard Gardner, 2006; Köse, 2018).

The emotions of living in society are the keypoint to the gate of mental health. As a theory and research topic, emotion becomes very important if it is associated with an approach to achieving good mental health. In the classical approach, there are two components to mental health. First, the element of character and the second element of vulnerability. Meanwhile, elements that involve society are seen as reinforcing and activating of character. All elements complement each other, which necessitates the existence of all elements and not a singular focus on one approach or way. If we apply an emotional outreach approach, a character is played by the existence of temperament, while the emotional pressure is played by the family. This provides the first social environment, upbringing approach, and an emphasis on emotions.

From a personality perspective, the family is the first sphere for the development of self-emotional regulation and self-control (Halverson & Wampler, 1997). Observations of adolescents on actions that often appear in the community, whether they are seen directly or through through electronic media, will be a deep concern, even in subconscious memory. Whatever impression and sensory experience that has been memorized at the right time will be the drive (in Freud's terms) that makes ego as the object of negotiation. Negotiations arise in the form of rationalization and reasons that allow antisocial actions. Regarding this, the role of ego strengthening can be done, and what happens is that the process of seizing the influence on the ego is driven by negative (ineffective) and positive (effective) actions.

Children delinquency (offenses index), which is a rogue action that tends to be severe and can be categorized as a criminal act, is commonly caused by low self-control. The latest research found that low self-control was caused by low social commitment (Hambali, 2010). From 60 research subject offenses, they found descriptive data on social commitment that indicated that as many as 2 people (3.34%) were categorized as as very high, 17 people (28.34%) were categorized as high, 18 people (30%) were categorized as moderate and 20 people (33.34%) were categorized as low and 3 people (5%) were categorized as very low. In conclusion, those who acquire and understand social commitment in the low category reached 33.34%. The description provides clarity that social commitment is a personal element that must be developed, especially during adolescence.

Hambali (2010) shows that all factors are a form of character education that is increasing the attitude of social commitment. This study used a sample of 362 teachers, taken randomly from all regions in the East Java province, and showed that teachers and counselors who pay attention to social commitment aspects are limited. If it is continuously ignored and is not immediately taken into account, students will not have a commitment to others, and they will consider that anti-social behavior is normative behavior. The data above supports data

released by the National Commission on Child Protection regarding the increase in violence against children from year to year.

Method

In this study, a randomized controlled trials design (RCTs) was applied. With this design, researchers conducted a systematic trial using the Virtual Message Design Package as an independent variable. They systematically and logically observed its' effect on the dependent variable of social commitment (Jaddad & Enkin MD, 2007; Kurasawa, 2016). The main purpose of carrying out experiments is to realize information that explains the effectiveness of the Virtual Message Design Package. The researcher made an effort to be able to answer the question by choosing the right participants. In this study, participants were selected from a group of population X Graders of SMA 3 and SMAN 4 Malang. The experiment was conducted in two Public High Schools in Malang. In each high school, there were 32 students (amounting to 64 students in two schools). 118 students from four classes were randomly selected. The research was conducted in X Graders since they have not been divided into specific majors, thus,t he character of social commitment is not influenced by their different subjects. This study intends to identify the extent to which Virtual Message (internal validity) influences social commitment. The determination of students, who are experiment's subjects is further determined at the stage of implementation of the experiment.

Data analysis was divided into three parts as follows (1) pre-requisite analysis, (2) hypothesis testing, and (3) qualitative data analysis to observe the results obtained. Pre-requisite analysis was performed as an initial stage before conducting quantitative data analysis. Pre-requisite analysis was performed as an initial step in analyzing quantitative data so the results can be applied to a wider audience. Test requirements analysis includes (1) distribution normality test, this is a parameter to assess whether measurement results are normal and there are no extreme results causing misinterpretations of the data, (2) test homogeneity of distribution, important information affirming no extreme values or numbers found in the data, (3) homogeneity between groups as an indicator to confirm no significant differences between groups (experiment and control) before the experiment was carried out. All analysis requirement tests were assisted by Statistical Processing Program. From the measurement results (post-experiment), researchers analyze data with different test techniques (t-student), while to test the validity scale of social commitment, the researchers employed factor analysis techniques. To achieve high accuracy and correctness, the analysis was carried out using a statistical software program.

Findings

During the execution of the experiment, according to the observation sheet provided, counselors were capable of executing and implementing an experiment in accordance with the guidelines that have been set. Order of presentation, stages of implementation, and a material presentation, which was arranged beforehand, were executed in regard to the arranged experimental guidelines.

Before executing the experiment, the research participants were given an initial test using the Social Commitment Scale (SPS). Table 1 provides the results of the initial test.

Table 1: Initial Test Results of Research Participants

School	Group	N	Score Min	Max	Avg	Std. Dist	KM (-) % Pre	Post
SMAN 3	Experimental	25	71	94	81,6	6.9	64	12
	Control	30	67	94	82,7	5,8	53,3	60
SMAN 4	Experimental	31	63	95	83,4	8,3	48,4	9,7
	Control	29	74	91	83,6	4,6	51,7	62,1

From table 1, it is known that the average conversion score of the experimental group is 82.59 and the average conversion score of the control group is 83.20. The maximum score of each is 95 and 94 and the minimum score is 63 and 67, respectively. Judging from the data, before executing treatment in guidance process, participants who achieved the conversion score below the minimum criteria (KM) were very large; group 1 was 64%, group 2 was 53.3%, group 3 was 48.4% and group 4 was 51.7%. In terms of achieving minimum criteria, it can be said that high school participants mostly have low social commitment. Therefore, it is necessary to provide effective group guidance to increase participants' social commitment, in this case, the researcher develops and implements the "Virtual" Design Media guidance group.

Data analysis aimed at determining the basic results of the participants' social commitment (both before and after the experiment). In summary, data is presented in Table 2.

Table 2: Social Commitment Test Results

School	Group	Before Executing Experiment				After Executing Experiment			
		Min	Max	Avg	KM-%	Min	Max	Avg	KM-%
SMAN 3	Experimental	71	94	81,6	64,0	89	92	86,8	12
	Control	67	94	82,77	53,3	71	96	82,27	60
SMAN 4	Experimental	63	95	83,39	48,4	83	97	88,97	9,7
	Control	74	91	83,69	51,7	69	94	82,83	62,1

Table 2 explains the results of the initial test, which were as as follows: the average score of the initial test on social commitment of group 1, 2, 3, and 4 was 81,6, 82,77, 83,39 and 83,69. The minimum score obtained by a participant in each group was 71, 67, 63 and 74. After executing an experiment on the research participants, the average score of social commitment in groups 1, 2, 3, and 4 reached 86,8, 82,27, 88,97 and 82,83. At the same time, the minimum score obtained by a participant in each group was 89, 71, 83 and 69. The number obtained signifies that the average score of the social commitment test given to experimental groups is surpassing the average score of the social commitment test given to control groups who did not recieve experimental treatment. Additionally, numbers obtained in the control class have no meaningful change.

In the initial measurement of the participant, participants' score conversion which was below the minimum criteria in each group is as follows: 16 out of 25 participants, 16 out of 30 participants, 15 out of 31 participants, and 15 out of 29 participants. Participants' initial score below the minimum criteria was considerably high. As for the final measurement of participants' score, the following data was obtained: 3 out of 25 participants, 18 out of 30 participants, 3 out of 31 participants, and 18 out of 29 participants, scored above the minimum standard of criteria. This signifies that only a small number of participants in the experimental group could not achieve the minimum criteria. Among the control group, and contrasting to what was obtained in the experimental groups, students with a score below the standard were remarkably high—no significant increase found. This data could descriptively mean that the average score obtained and the number of students with a below standard score in both experimental groups, signify an increase in social commitment. In control groups, nevertheless, the final measurement of social commitment had no remarkable improvement.

Data presented in this research was in the form of basic statistical presentation. According to basic statistics of research data, a hypothesis dealing with two variables, social commitment as the dependent variable and Virtual media design as a predictor variable, was then examined. In advance of the research findings analysis for hypothesis testing, the assumption test was performed. Afterwards, a research findings analysis was performed between

experimental and control groups to test the formulated hypothesis using difference tests (using t-test). It tested the following formulated hypothesis.

H1: The final test results of social commitment between experimental and control groups are significantly contrasting.

A t-test was then performed to test the above-mentioned hypothesis. Results on the test were presented in the following Table 3.

Table 3: T-test Results between Experimental and Control Groups

t-test	t	Sig	Remark
X1-X2	6,464	0,000	H0 is rejected, significant contrast found

Note:

X1= final score of experimental group   X2= final score of control group

As presented in table 3 above, t-test results between the experimental and control group could explain the following hypothesis testing explanation as follows:

H1 specifies contrasting results of the final test between the whole experimental and control groups. It is observable throughout t-test performed between X1 and X2 which obtained t=6,464 and sig=0,000. Furthermore, it accepts H1 which indicates a contrasting result of the final score of social commitment between experimental and control groups. Hypothesis testing performed confirms an increase of social commitment of students by employing Virtual Design Media Package in the counseling group. This is further seen by analyzing the social commitment final test of experimental group 1 and 2 separately and the social commitment final test of control group 1 and 2 separately. Both measurement approaches indicated identical results—experimental groups obtained higher and more significant increases of social commitment final score than control groups.

Discussion and Conclusion

Every emotion has a subjective goal and component. Emotion can be broken down, grown and developed. Processes in the Central Nervous System (CNS) underlie all emotional components, including the processes of expression and feeling, and are not included for human being components (Manfred Holodynski, Wolfgang F and Jonathan H, 2006). Human being components can be categorized as real forms of behaviour that are observable by others.

The behaviours of people are attached to their emotions. Suppose that a behaviour is attached to angry emotions, the behaviour will tend to be expressed in a form that is unpleasant to others. Different behaviours are accompanied by different emotions, therefore, the counsellor must take steps to increase the actions of social commitment. These actions must be those that encourage and stimulate pleasant emotions, such as developing a trusting/polite attitude. Behavioural examples can be displayed as material for participant reflection. Virtual messages, as used in Virtual Message Design, are designed to stimulate the Central Nervous System (CNS) to receive sensory messages that result in the emergence of positive emotions. Virtual messages are designed in a form that is relevant to how the central nervous system can interact and produce results of multiple pro-social emotions.

In 2007, Jimmy Bush, in his research entitled "Viability of Virtual Reality Exposure Therapy as A Treatment Alternative", observed and examined Virtual Treatment effectiveness. He describes and elaborates on the effectiveness VRET or Virtual Reality Treatment. He also draws a comparison between Virtual Reality Treatment and Imaginal Exposure and In Vivo Exposure as techniques belonging to the exposure category. In the last 15 decades, numerous therapists and counselors have attempted to develop exposure techniques in a different form. Virtual Reality Treatment was then successfully developed into accessible software and served as one powerful exposure measure. By way of computer hardware and software fusion, scholars have successfully turned the real-context environment into a further development which enables students to confront fear with reality. In contrast with In Vivo Exposure, Virtual Reality Exposure provides safe-space assistance to the counselee in a very secretive sphere under the thorough control of a counselor during the treatment.

The above-mentioned consideration further confirms that Virtual Reality Treatment is an extended version of the Imaginal Exposure approach, whereby there is a reformation of the existing approach where the computer takes a role as a natural lively part in the process. Virtual message is one technique within Virtual Message Design and is assisted strategically or technically with the existence of Virtual Reality Treatment. It also provides practical guidelines and exposure scenarios to be applied. Virtual Reality Treatment offers a real indication of Virtual as an effective technical thought and it is applicable. Virtual Reality Treatment also creates a technical basis for real Virtual messages and offers guidelines for its' effectiveness.

Upon expressive components, facial feedback theory has been further developed into a condition where it primarily concerns overexpression, but also relates to the components of non-verbal behavior such as: body posture, motion generated by body, tone, and intonation. Collier (1985) further includes eye contact, personal circle, and touching. Such generated expressions are commonly observable by external means (Collier, 1985 in Manfred Holodynski, Wolfgang F dan Jonathan H,206). The keypoint of the aforementioned statement

lies in external observation. External observation serves as a parameter whether certain measures taken satisfy the individual, encourage pleasant emotion, peace, or activate contrasting feelings such as anxiety, fear, and anger. In this context, the counselor is expected to bring a basis of thought into a grounding framework and identifying the reasoning behind certain behavior enabling a participant's inner peace.

Subjective feelings are determinates in a subjective component circle and are exclusively observable by way of individual introspection. General assessment is limited to an individual assessment category. According to a structuralist perspective, each occurring emotion in an individual should be represented by certain expressive configurations, the body, and indicators of experience. The second premise assumes a common relation between subjectivity and destination components, in which subjective experience lays within the internal perception of destination components.

External and internal stimulus flows can reach a person in the form (real or imagined) of objects, people, and events, then they are evaluated continuously to see how beneficial, inhibiting, or damaging the satisfaction of individual motives and main concerns can be. This assessment triggers the actual emergence of emotions. Anger, for example, contains an assessment of achieving an important goal. This mindset gives direction to the counsellor to be able to provide experience to participants in real events. In this context, counsellors can present virtual messages and models. Virtual messages and model can be given to participants through invitations to enter real events and settings in real life (if possible), through multi-media programs specifically designed to provide appropriate experiences to participants, and also through emotional experiences related to the events, otherwise called virtual messages. From the emergence of these emotions, the counsellor can invite participants to reflect with holistic openness and precision.

The general principles of self-management are explained in the following argument. At the micro level or lower, the self-management system consists of many single parts in an interacting state. That is, the output of one part is and input from another and vice versa. The result of repeated interactions is the emergence of a sequence at the macro level, it is called a higher order system. This, in turn, has an impact on the lower sequence level by channeling the interactions of the parts or coupling. This sequence regulates itself, which is called self-management. The product of the causality circle, between the lower order and the higher order, is the stable state of the system known as the attractor. The order of a higher level function is to stabilize itself. If the system is disturbed by outside interference, it promptly returns to the state of the adhesive attractor through the connection part of the system. Life systems generally have many common life attractors and are characterized by multistability.

Self-management systems become more organized over time. Their order appeared spontaneously, that is, without instruction. The order is limited to a small number of stable conditions. As a result, self-management systems repeatedly cross the instability threshold from one orderly pattern to the next. This means that self-management systems tend to jump suddenly and become new rather than gradually, or linearly change. This leap is known as the transition phase, and occurs when the self-management system is damaged, for instance when sensitivity disturbances increase, and when new adjustment patterns quickly strengthen themselves. Thus, the self-organizing emotional experience becomes a more or less stable set of patterns or attractors that produce a large number of small variations. An established self-management system allows stable and effective reactions and emotional expressions. This only happens if participants have realized that the improvement of self-management skills is very much needed, and the way to go is effective group guidance.

The sensitivity of participants grow and develop along with the synergism between the components of the mind and emotions. The Virtual Message Design group's guidance offers this. The counselor can complain about the argument with the participant through a trial that takes place when the virtualization process is running. The analysis that is deliberately carried out together in an open atmosphere involving social facts adds to the effectiveness of virtual messages in the guidance of the Virtual Message Design group. It is said that self-organizing experiences become a more or less stable set of patterns. Stability occurs when a person is well aware that the behavior chosen is a mature result of a stable process of thought and emotion. This can happen by inviting participants to practice and test their own actions. Emotional expression selection exercises are carried out with the counselor by prioritizing the results of the reflection that were successfully carried out.

The results of the consequence analysis become a strong foundation for the formation of effective emotional expression choices. Fogel, Nwokah, Dedo et al. 1992 (in Manfred Holodynski, Wolfgang F and Jonathan H, 2006) propose an equally open and more focused on social context development model, and therefore they also speak of the theory of social-emotional processes, notably: Emotion is something that is formed socially, created dynamically from the interaction between contextual variables and synergistic components. Emotions that develop naturally occur only when participants can test their behavior in real actions in society. Responses that can be observed by participants then become a source of inspiration for the next action connection. Satisfaction and dissatisfaction experienced after conducting a "trial" are a material for reflection and consideration, which in turn allows participants to become clever at managing themselves. However, it is not uncommon for participants to ignore satisfying or unsatisfactory social responses, hence multi-media display material containing real events can be used as a process of recalling experience memory.

Actual readiness is triggered by an assessment of the need to modify relationships with the environment by developing an individual's motives. This can lead either to the form of readiness to do, or stop doing something certain, or from an expression designed to influence communication partners in the context of fulfilling personal interests or motives. For example, threatening attitudes can occur if the source of the threat is someone else who must be persuaded to stop blocking the goal. Readiness to act can also lead to a form of reaction in the autonomic nervous system (ANS) to prepare oneself to begin the process of action and expression. Readiness to act, in turn, leads to the selection of appropriate behaviors designed to fulfill the motives in the contextual conditions that exist. For an individual, this behavior is an action that leads to goals that can be chosen voluntarily. They learn as long as they form a flexible system of actions that can be combined. Therefore, the type of emotion that arises depends on what the individual determines for the occurrence of the current event. This leads to the meaning of specific relationships and triggers appropriate action readiness.

The specific configuration of the assessment process for motive relationships is a criterion required to provide meaning to an emotion. This idea has sparked discussion on the question of whether the assessment process must be understood as a condition beforehand or must be understood as the original component of emotion. In both cases, the relationship between the assessment pattern and the type of emotion is assumed to occur regularly. Thus, the types of emotions that can be distinguished depends on how many emotional assessment patterns can be distinguished.

Self-management systems becomes increasingly decisive. The result of an ineffective development process will limit the conditions for further growth, which are referred to as cascading or cascading constraints. What is meant by very decisive here, is that the self-management systems have a large influence on the sensitivity of participants in balancing between personal motives and shared motives. Self-management that has been strong and effective must be maintained through dynamic means. Although the dynamics of new emotional experiences always emerge, the hierarchy and constructs of established participant self-management become references and grounded materials which enable participant self-management skills to degrade and leads to a decrease in effectiveness. Therefore, the occurrence of low social commitment actually occurs because participants are not habituated to realize their own needs in creating a social system with their peers or they consider the needs of the fellowship as not a personal need. Therefore, the processes of emergence and awareness of the importance of an individual's own needs, and an understanding that their fulfillment cannot be fully independent, become a starting point for counsellors to reflect. Virtualization will help counselors find participants' understanding of their own needs.

Self-management systems are more sensitive to anxiety at early development stages as compared to later stages. This axiom is known as sensitive dependence on initial conditions

or sensitive dependence on initial conditions. Self-management systems are becoming increasingly complex. Increasing order allows for more complex arrangements of parts and processes of interaction. At present, there are a number of theories of psychological emotion based on system-dynamics perspectives. The first can be found in the books of Lewis and Granic (Lewis & Granic, 2000, as mentioned in Manfred Holodynski, Wolfgang F and Jonathan H, 2006). These include an approach oriented to general psychology, a focus on the microgenesis of an emotional episode, an approach oriented to developmental psychology and an ontogenetic focus on the construction of new emotional structures. Indeed, at the beginning of its development, self-management systems were very sensitive to anxiety.

Manfred Holodynski, Wolfgang F and Jonathan H, (2006) formulated an emotional-basic approach, or basic emotion, and expanded it towards a system-dynamics perspective. They see emotions as modular, innate systems, which: (1) are characterized by certain types of feelings, (2) have physiologically and phenomenologically similarities throughout cross individual and cultures, (3) are triggered by specific causes related to the goals of the organism, and (4) bring special response classes and facilitate cognitive activities that support response. The emotional experience that is formed when a participant, or someone else, takes certain actions which can actually be used to measure the extent to which the actions taken are effective and not at risk. The point of the event that is aired must be made by the counselor. Evidence and guidance on what is experienced by the perpetrator of a particular act must be given. Joint counsellor's can participate carefully in the analysis and it can be done repeatedly with different events. Counselors with participants must carefully assess all possible events and experiences of emotions. The truth of self-whispers comes from the debate between the emotional system and the mind. In the process, the counselor must invite participants to examine all events and invite them to speak openly, while providing support and opposing the events that are deliberately presented through virtual messages.

New patterns of reaction play a role as a reinforcement for the development of the construction of past emotional experiences. Therefore, counselors in the guidance of Virtual Message Design groups must attempt to review and reconstruct past emotional through the help of thought processes and mutual reflection to realize high rationality that can be emotionally acceptable. From the description of the discussion above, the following three premises can be formulated.

Premise 1:

> The stronger the message design gives a sensory impression on the viewer, the stronger the central nervous system produces a positive emotional response (in this case the act of social commitment). The closer the time of reinforcement by the counselor to the participant's response to the design of virtual messages the

stronger the central nervous system produces a positive emotional response (in this case the act of social commitment). The "virtual" design displayed is a combination of natural messages (real events that occur) and messages that are designed (in the form of images, additional sounds and text,and image configurations) that allow the power of natural messages to rise sharply and have a strong influence on the emergence of pro-social emotions.

Premise 2:

Readiness to act is actually a condition, where a person already has the maturity of mind and emotion which are marked by the right selection to act. New readiness to act can occur if a person is completely conscious through consideration of deep thoughts and stable emotions, hence effective behavior appears. Besides considering their own interests, the interests of others are also a serious consideration. This awareness and provision of thought results can be existed to participants, one of which is through a reflective sheet that can be discussed between participants with one another, and tested through a process of evaluating the expected events.

Premise 3:

The key point of the configuration of this scoring system is the existence of a guided and agreed upon the criterion. The processes by which the counselor and the participant select the criteria formed, then agreed upon, and so on are used as guidelines for behavior are a long process that can be carried out by the counselor with participants through thought and emotional configurations occurring when group guidance takes place. Through this method, the criteria that are co-created indirectly will confront a number of emotional flows that are not suitable for individual interests. The incompatibility becomes a means of the process of maturation and complete preparation of the product and finally, there is a deep awareness in the participants of the importance of referring to these criteria to be able to generate healthy, prosperous and harmonious individual's social relationship with others.

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