

Student Hedonic Behavior and The Counseling Treatment

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Abstract: The research objective is to determine: 1) Description of students' hedonic behaviour 2) Factors that cause hedonic behaviour 3) Efforts to handle students' hedonic behaviour. The research approach is qualitative with the type of case study research. The research subjects were two students. Data collection using interviews and observation guidelines. Data analysis using qualitative descriptive analysis. The results showed that 1) the US's hedonic behaviour was wearing branded clothes, shopping, hanging out in cafes, and hanging out with people of equal socio-economic level. In the subject of MT, hedonic behaviour is shown by living in a splurge, tending to choose branded goods, participating in shopping at famous clothing stores or distributions and hanging out only with friends who suit their interests. 2) Factors that influence AS and MT hedonic behaviour are divided into internal factors and external factors. Internal factors want to be recognized by the surrounding environment, self-actualization, self-existence, and hedonic behaviour perceptions. Meanwhile, external factors are the lack of family care, binding rules from the reference group and the social environment. 3) Handling hedonic behaviour using logotherapy shows a change in hedonic behaviour in both subjects. Handling on the subject is carried out by established procedures. Changes in AS and MT are changes in perspective, understanding of meaning, and behaviour aspects.

Kew Words: Hedonic Behaviour; Counselling treatment, Eksistensial Counselling; Logotherapy

Abstrak: Tujuan penelitian yaitu untuk mengetahui 1) Gambaran perilaku hedonis siswa 2) Faktor yang menyebabkan perilaku hedonis 3) Upaya penanganan perilaku hedonis siswa. Pendekatan penelitian yaitu kualitatif dengan jenis penelitian studi kasus. Subjek penelitian adalah 2 orang siswa. Pengumpulan data menggunakan wawancara dan pedoman observasi. Analisis data menggunakan analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa 1) Perilaku hedonis yang dilakukan oleh AS adalah mengenakan pakaian bermerek, *shopping*, nongkrong di café dan bergaul dengan kalangan setara tingkatan sosial ekonominya. Pada subjek MT, perilaku hedonis ditunjukkan dengan hidup berfoya-foya, cenderung memilih barang *branded*, ikut berbelanja di toko pakaian atau distro terkenal dan bergaul hanya pada teman yang sesuai dengan kepentingannya saja. 2) Faktor yang memengaruhi perilaku hedonis AS dan MT terbagi menjadi faktor internal dan faktor eksternal. Faktor internal yaitu ingin diakui oleh lingkungan sekitarnya, aktualisasi diri, eksistensi diri dan persepsi terhadap perilaku hedonis. Sedangkan faktor eksternal yaitu kurangnya kepedulian keluarga, aturan-aturan mengikat dari kelompok referensi dan lingkungan pergaulan. 3) Penanganan perilaku hedonis menggunakan logoterapi menunjukkan adanya perubahan perilaku hedonis pada kedua subjek. Penanganan pada subjek dilakukan sesuai dengan prosedur yang telah ditetapkan. Perubahan pada AS dan MT berupa perubahan pada aspek cara pandang, pemahaman makna dan pada aspek behavior.

Kata Kunci: Perilaku; Hedonis; Upaya Penanganan; Konseling Eksistensial; Logoterapi.

INTRODUCTION

Modernization, supported by the growth of shopping centres in Indonesia, is currently facing an increase. This development applies in various aspects, one of which is in the economic sector and cannot separate from the flow of modernization, which continues to be strong so that the process continues to be maximized and has a significant positive and negative influence on people's lives (Anggraini & Santhoso, 2017); (Parmitasari et al., 2018). The emergence of modern shopping centres such as malls, hypermarkets, and other similar things is an invitation for young people or anyone who lives in modern times, especially adolescents, to show changes in their lifestyle and achieve superiority. One of the ways is by entering a culture that is called the culture of hedonism ". (Jamaludin, 2016); (Gemilang, 2016); (Sukarno & Indrawati, 2020).

The hedonic lifestyle is a form of expression of young people's experimental attitudes to try something new. This experimental attitude considered normal if it does not lead to a more dominant attitude pattern in life pleasures than learning activities. Hedonism as a phenomenon and lifestyle has been reflected in their attitude every day, which appears in the form of activity, attention, and thoughts in dealing with other people, in other words, the method of a person or a young person using their time. (Felicia et al., 2014); (Anggraini & Santhoso, 2017); (Gemilang, 2016)

The hedonic lifestyle forms a fragile mental behaviour, is prone to despair, tends to be reluctant to bother, is always willing to take shortcuts and does not like to work hard. People who are trapped in a hedonic lifestyle want to take the fun side of life, while things that are thought to be miserable are avoided or more concerned with individual pleasure, matters related to luxury, as well as stability as well as shopping not based on psychological needs (Nadzir & Ingarianti, 2015) ; (Putri, 2017); (Tambingon et al., 2018).

Oktafikasari & Mahmud (2017) argue that the hedonism of young people today is due to thoughts that think that all things in this world are worth trying, even if only once. The hedonic attitude of young people influenced lifestyle

significantly to look charming, such as using a brand that others quickly to get attention. Hedonic lifestyle has interwoven in all generation. The most important is both men and women has an opportunity and high risk to experience hedonic behaviour because technological developments make people find and consume (Nastasia & Kurniawan, 2020); (Sipunga & Muhammad, 2014); (Taqavaee, Nia, & Keshavarz, 2016); (Yanti et al., 2016).

The initial survey results at SMAN 4 Bantaeng showed that students in these schools were very vulnerable to hedonic lifestyles. The result of the school counsellor interview shows that students followed a hedonistic lifestyle in their daily lives. The counselling teacher explains that students who have hedonic behaviour show to have fun outside rather than studying, causing their learning achievement to shrink. Also, students' school uniforms changed in such a way as to follow a growing trend and use excessive accessories, also violate the rules applied by the school.

Furthermore, the initial interviews with US students found that his hedonic life was like asking for an increase in spending on monthly snacks given by parents. AS explained that both of his parents had a sufficient level of the economy to meet their daily needs. Money given by US parents while at school is sufficient. However, so far, the US has considered that the need is getting more significant if the allowance is low. The US has also forced her parents to buy things that are very expensive, such as shoes that cost up to one million even though the shoes they usually use are still in good condition. MT students stated that the economic level of their parents was in a suitable category. MT explains the hedonic lifestyle through which it is like buying several labelled items whose prices are very high so that MT's parents do not give enough pocket money.

Referring to the hedonic attitude/behaviour felt by US and MT students, of course, they want to limit their growth tasks because they are unable to meet their social needs, which consequently is not only for students, such as being hampered by learning activities but can result in

broader learning (Fahmi et al., 2019); (Pramesiti et al., 2015); (Setianingsih, 2018). So, as a guiding teacher who wants to see the child's personal and social development correctly, they need treatment suitable for students' cases.

The US and MT students' phenomenon assumes that students' behaviour is caused by students' behaviour, appearance, and character. Children with hedonic attitudes/behaviour can buy the things they want, but in buying these items, they do not consider the functions and uses of these items. So, buying excessively without consider the function as well as it should be. Students. Students who are hedonistic need to take action correctly because understanding and respecting themselves is a necessity. Therefore, researchers use a counseling process that counselling hanging character and behavior and in-depth behaviour of themselves through an existential counseling approach.

The counselling research by Fitri et al. (2019) shows that students' hedonic attitude before being given treatment lies in the large type and giving treatment the low category existential counselling approach. These studies indicate that the focus is on the individual's quality against other individuals in the counselling process.

The existentialist approach sees hedonic behaviour carried out by AS and MT as unhealthy behaviour because it is contrary to their duties and development as productive

individuals. AS and MT do not understand that hedonic behaviour reflects a person's inability to respect himself.

Corey (2017) explains that what is primarily in seeing humans is their ability or belief that humans can self-actualise and as a whole person. Existentialists look more at human character growth aspects rather than focusing on "abnormalities" or "sickness". One of the methods in the existential approach is logotherapy.

The reason for choosing logotherapy in this study as a treatment is because students who experience hedonic behaviour are individuals who lose meaning in their lives. Students ignore their potential because of less meaningful in life. The students need to give awareness and understanding that hedonic behaviour is behaviour that cannot develop its potential as a student, especially in the learning process, besides that it can trigger behaving negatively, such as truancy, drinking alcoholic beverages to violating the law by using narcotics and others (Fahmi et al., 2019); (Sukarno & Indrawati, 2020); (Wolfe, 2016).

Previous research has only focused on knowing the description of hedonistic behaviour and the effectiveness of existential counselling. While this research is more directed at growing awareness in students, hedonism will consume him in developing his potential and mainly hinder his academics.

The criteria used to sort out the subjects of this research are subjects who face hedonistic attitudes. The research data came from students, parents, counselling teachers, homeroom teachers, peers and other supporting documents. Data collection techniques used in this study were in-depth interviews, observation and data through documents. Data analysis consists of four steps, (1) data reduction; (2) condensation data; (3) exposure data (data display); and (4) drawing conclusions and verification (conclusion drawing/verifying) and checking the validity of the data through triangulation techniques.

METHOD

This research conducted using qualitative case study research. Researchers act as information gatherers as well as active instruments. The subjects in this study were two students at SMA Negeri 4 Bantaeng, selected by purposive sampling (purposive sampling), which is a method of taking information sources by specializing in subjects facing the problems using specific considerations and criteria (Ariska & Fahru, 2020) ; (Imro'atun, 2017) ; (Moleong & Surjaman, 1991).

RESULTS AND DISCUSSION

1. A Reflection of Students' Hedonic Attitude at SMA Negeri 4 Makassar

One type of lifestyle is proliferating, especially among urban residents. The hedonic lifestyle is the lifestyle of a person as the process of using money and time is owned, expressed in the activities, attention, and opinion (opinion) concerned. The lifestyle manifested in matters such as fashion, food, expensive objects, and gathering places such as cafes or showing celebrity-like appearances or using expensive items (Fitriana & Listrianti, 2020); (Hasibuan, 2018). Interest in hedonic behaviour characterized by a strong desire to live, show luxury, be extravagant and be the centre of attention with a trendy style according to the times (Efendi, 2017); (Setianingsih, 2019); Prastiwi & Fitria, (2020).

The lifestyle can be seen from shopping activities and also US activities when hanging out with her friends. When it comes to shopping, the US never buys items that are not well-known. The US chose a well-known hangout. The US is also interested in being the centre of attention. The US tends to stand out from its classmates. The US is easy to recognize because, in addition to its attractive appearance, the US also has a fashionable appearance. The US always wears well-known items from shoes to bags to clothes.

Meanwhile, the subject of MT has a great desire for a lavish life. MT spends the money he has by shopping for branded goods and hanging out with his friends on the beach. MT is part of the motor club group. MT has a trendy fashion style. The clothes and pants worn by MT are well-known brands in the world of fashion. Also, MT and his friends were hanging out at Seruni Beach in the afternoon. The MT vehicle's appearance is also very striking, using the Ninja motorbike, one of the expensive motorbikes in Indonesia. MT also has a strong desire to be the centre of attention in the classroom..

Hedonism behaviour Prastiwi & Fitria (2020); Setianingsih (2018); Trimartati (2014) says that the hedonic lifestyle is activities to seek the pleasures of life, such as spending more time out, playing more, being happy in the city crowd, happy to buy expensive things, and spending

money for stuff exaggerated. The US ignores the usefulness of an item when making purchases.

The US only considers quantity over quality. The US goal of buying goods is only to show off to its friends. The US likes to collect shoes from well-known brands such as Adidas, Converse, Nike and Spotify. Although many have shoes, the US only wears black shoes that comply with school regulations. As for shopping, the US does not just buy things in shopping centres. The US even went to Makassar City to buy goods it needs or the goods it buys.

As for the MT subject often buys unnecessary items. MT only bought things bought by other friends. The MT is considered not out of date by its friends. The items in his wardrobe were just piled up and not being used. For location problems, MT buys an item based on place considerations. MT only wants to buy goods directly at the shopping centre. Some items come from well-known online shops in Indonesia. Likewise, with the MT hanging out activities. MT only wants to hang out in places that are deemed appropriate to today's young people's tastes.

Fulfilment of this desire is in line with the opinion of Consumer Behavior: Hedonism, Buying, Having and Being Eight Edition (2017); Susanto (2014); Weijers (2012), who explains the principle of a hedonistic lifestyle, think that all thought to be good if the matter is compatible with the pleasure to be obtained, as for the characteristics of individuals who have a hedonistic lifestyle. It shows to be happier spending their spare time in a relaxed place like a café.

The next indicator is individuals who have hedonic behaviour tend to have an instant lifestyle view. This view emphasizes that everything is easy to get. The US spent her time outdoors hanging out or visiting cafes on their way home from school. Likewise, with his activities on holidays, the US prefers to go shopping with his friends. When he came home from school, AS rested at his house and at night, AS travelled with his friends. The US spends time at night in a cafe on Seruni Beach. The cafe that the US and its friends live in is a well-known place for having quite an expensive list of food prices. The US has a view of life that tends to be apathetic in everyday life, especially in

environmental interactions.

Meanwhile, the MT subject spends time visiting hangout places such as cafes or coffee shops on Seruni Beach. These activities are carried out by MT every day after coming home from school. Also, during holidays MT and his friends visited nearby cities for touring. MT has a view of life that tends to be indifferent in their daily lives, especially with the environment.

2. Factors behind Hedonic Behavior

In the US subject, peers who are members of the reference group play an important role in the US hedonic lifestyle. The US follows his friends as part of his self-acceptance in his gang. Therefore, every gang group carries out shopping or hanging out activities, the US is obliged to participate in these activities. Another factor is that the family is less concerned with the US hedonistic lifestyle. US parents fulfill every US request.

Another factor is the environment. The US is sorting out to join the flow of its association with alibis in order to be accepted in that area. In addition, perceptual factors also influence US hedonic behavior. The US has the perception that branded goods are objects that are labeled as objects of good quality. Therefore, the US always buys goods that have well-known brands to wear. In addition, the US displays behavior in the school environment by showing off expensive items. The US also follows hedonic behavior by joining in with its gang friends. This was done so that the US was not shunned by its friends.

Meanwhile, in the MT subject, peers who are members of the reference group play an essential role in the MT hedonic lifestyle. MT follows his friends as part of his self-acceptance in his gang group. Therefore, each gang group conducting touring activities or hanging out at Seruni, MT, must participate in these activities. The MT family is less concerned with the MT lifestyle. MT's parents found out that MT lied to get whatever he wanted and pawned other valuables. The environment also plays a significant role in a person's lifestyle, especially MT as a student. MT chooses to participate in the flow of its associations with alibis to be accepted in that area and does not seem outdated; this condition makes MT dissolve in modernity

hegemony. MT has the perception that whatever is worn or owned must have a well-known brand. Therefore, MT always buys goods that have well-known brands to wear.

The explanation above can be strengthened based on the statement of Aprilia (2014); Basyir (2016); Johannes et al. (2018), who explain the conditions that cause adolescents to behave hedonistically is to want to be recognized primarily in specific groups or their social environment, especially peer groups. Young people want to be recognized for their existence by the social area so that this need to be recognized becomes the driving force for individuals to fulfil these needs by showing them such as appearance, behaviour, methods of acting and others in order to attract the attention of others, or perform hedonic behaviour.

The tendency of adolescents to be recognized in a group or social environment makes them follow trends that can make them feel confident and accepted. The influence of peers on behaviour, appearance, and so on is because young people spend more time with their peers. Because humans live in the social area with fellow humans, so that this external aspect is created and the group environment becomes a reference factor as learning and examples or known as social motives (Jannah & Sylvia, 2020); (Sukarno & Indrawati 2020); (Suryabrata, 2014).

3. An overview of the implementation of logotherapy techniques on students' hedonic behavior

Researchers' efforts in overcoming hedonic behaviour, namely conducting individual counselling by applying logotherapy techniques, has several stages that the researcher applies to deal with students who behave in hedonism.

According to Bastaman (2018), these stages take distance from symptoms, modification of attitude, reducing symptoms, orientation toward meaning. The first stage is to distance from the symptoms. Namely, the counselee describes his current behaviour and describes the ideal behaviour that he wants. At this stage, the counselee makes the desired behaviour, and the counselee is asked to compare it with his current behaviour

The second session is behaviour modification (modification of attitude), where the counselee can get new thoughts about himself and the circumstances he is experiencing so that the counselee can create new behaviours in creating direction and life goals.

Furthermore, creating a new behaviour, after that carrying out the reducing symptoms session, is the counsellor's effort to practice logotherapy techniques in eliminating or reducing and adjusting the counselee's indications. Subsequent behaviour changes are about sharing positive feedback and helping a person open up and create new meanings. The final session in this method is an orientation toward meaning, where the counsellor and counselee discuss together the values and meaning of life potentially contained in the counselee's life. In this session, the counsellor helps the counselee expand the counselee's values and translate them into concrete goals in the counselee's life. Also, they are evaluating the counselling process's success by obtaining information from the counselee's statements about changes in behaviour.

AS and MT hedonic behaviour began to show cognitive, affective and behavioural aspects after following logotherapy techniques. In the US subject, changes in cognitive aspects are marked by the emergence of an awareness of the US perspective if hedonic can make AS unproductive. On the affective aspect, the US began to understand life's meaning by reducing shopping activity for items that are not needed. Whereas in the behavioural aspect, AS behaviour changes by starting more time at home with family learning.

Whereas in MT, cognitive change is characterized by the emergence of new views on MT if hedonic behaviour cannot develop itself. Changes in the affective aspect, MT began to understand that his hedonic behaviour has been detrimental to his parents because he lied a lot to fulfil his desire to shop. As for the behavioural aspect, MT has begun to stop buying things that are not needed and prefers to use the goods it has. The results of the findings made by Fitri et al. (2019) show the hedonic behaviour of students when before being given the treatment it is in the large type, and after being treated, the

humanistic-existential counselling approach lies in the ordinary type. This research shows that the emphasis is on human quality on other humans in the counselling process.

This success is because counselees are encouraged to apply their new values in concrete ways. The counselee usually wants to generate the strength to pursue his life existence that has a purpose. From an existential perspective, the method itself is seen as a tool for making counselees aware of their options and responsible for exercising their freedom.

CONCLUSIONS AND DISCUSSION

The conclusion of this research: (1) The US's hedonic behaviour consist of wearing branded clothes, shopping or shopping, always hanging out in cafes and hanging out only with people who are equal to their socioeconomic level. As for the MT subject, hedonic behaviour is shown by living in a splurge. Choose branded items, go shopping at famous clothing stores or distros and hang out only with friends who suit their interests. (2) The factors that influence AS and MT's hedonic behaviour divided into two aspects, namely internal aspects and external aspects. Internal aspects come from within students, such as wanting to be recognized by the surrounding environment, self-actualization, self-existence, and hedonic behaviour perceptions. On the other hand, the external aspect comes from outside, consisting of a lack of family exclusion, binding rules from the reference group and the social environment. (3) Handling hedonic behaviour towards cases using logotherapy shows a change in behaviour in both subjects.

In the US subject, changes in cognitive aspects are marked by the emergence of an awareness of the US perspective if hedonic can make AS unproductive. On the affective aspect, the US began to understand the meaning of life by reducing shopping activity for items that are not needed. Meanwhile, in the behavioural aspect, AS behaviour changes by spending more time at home with family and studying well. Whereas in MT, cognitive change is characterized by the emergence of new views on MT if hedonic behaviour cannot develop itself.

Changes in the affective aspect, MT began to understand if his hedonic behaviour had been detrimental to his parents because he lied a lot to fulfil his desire to shop. On the behavioural aspect, MT has begun to stop buying things that are not needed and choose to use the goods it owns.

Suggestion: Based on the research results that have been tried, it is always necessary to share tutorials and equip children with moral values that will be useful so that children have a good foundation when they interact with others. For counselling teachers, it is better to apply logotherapy techniques if there are students who identified to have hedonic behaviour.

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