

Implementation Of Behavior Change Techniques To Improve The Self-Efficiency Of Neglected Child In Child Social Protection Service Units (Satpel Psa) Bandung City

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ABSTRACT

This research refers to the application of behavior change techniques in various agreed specific behaviors so that they can have an influence on the level of self-efficacy. This study aims to describe the application of behavior change techniques in 3 aspects of self-efficacy, namely aspects of level, generality and strength. This research is a study with a Single Subject Design approach with quantitative methods. The respondents of this study were neglected child who received services at SATPEL PSA. The instruments used to measure baseline A1, treatment (B1) and baseline A2 were determined based on the results of the behavioral assessment that had been carried out, so that 6 behaviors were obtained with 18 specific behaviors. The application of behavior change techniques aims to reduce the child's maladaptive behavior, 6 behavior change techniques used are positive reinforcement, systematic desensitization, implosion, advice and instruction, motivation and behavioral contracts. The results of this study indicate that one neglected child who received services with the initials NF had self-efficacy in the moderate category with the measurement results from the three aspects 1203, where the level aspect had a value of 404 the generality aspect had a value of 392 and the strength aspect had a value of 407 all three were included in the category currently.

Keywords: Behavior Modification, Self-Efficacy, Homeless Child

INTRODUCTION

Illustration

Social Welfare according to the Law of the Republic of Indonesia Number 11 of 2009 concerning Social Welfare is a condition of fulfilling the material, spiritual and social needs of citizens so that they can live properly and be able to develop themselves, so that they are able to carry out their social functions. Another thing related to subjects who experience conditions that are not yet functioning socially are called People with Social Welfare Problems.

Persons with Social Welfare Problems according to the Regulation of the Minister of Social Affairs of the Republic of Indonesia Number 8 of 2012, are individuals, families, groups and/or communities who, due to an obstacle, difficulty or disturbance, are unable to carry out their social functions, so that their life needs cannot be met either physically, spiritually, and socially adequately and fairly. Currently there are 26 types of PMKS in Indonesia, one of which is a problem related to children.

Problems related to children still occur frequently and continuously. It needs to be realized that the stages of human life in the child phase are buds, potentials, and future generations for the ideals of the nation's struggle, which have

a strategic role in the survival of the nation, so that children must get the widest possible opportunity to grow and develop optimally, both physically, mental, spiritual and social. Law Number 35 of 2014 concerning child protection emphasizes that parents are the first and foremost environment who are responsible for realizing the welfare of children both physically, mentally, spiritually and socially. The problem is that not all parents are able to provide social protection and welfare for their children. Based on the elucidation of Article 1 paragraph 6 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection, it is stated that abandoned children are children whose needs are not properly met, physically, mentally, spiritually or socially.

The causes of a child being neglected based on references from Bagong (2010) are as follows:

A child becomes neglected in many ways. These things are based on family, educational, social, political, economic factors and births outside of marriage. Apart from that, related to other conditions that are often faced by children are related to problems of low self-confidence or what can be called self-efficacy specifically possessed by children, it is not uncommon for school attendance or education level to cause the emergence or loss of self-efficacy possessed by a person.

Another explanation according to Albert Bandura in Jest Feist & Feist (2010) regarding the concept of self-efficacy is actually as follows:

The core of social cognitive theory put forward by Albert Bandura which emphasizes the role of observational learning, social experience and reciprocal determinism in personality development.

Apart from that, another definition according to Bandura (1994) of self-efficacy is

A person's belief in his or her ability to exercise some form of control over one's own functioning and events in the environment. Bandura also describes self-efficacy as a determinant of how people feel, think, motivate themselves and behave.

In 1997 Affiatin and Andayani argued that related to several notions of self-efficacy can be interpreted as follows:

Self-efficacy is a specific form of self-confidence. Self-confidence has more to do with the relationship between a person and other people, not feeling inferior, in front of anyone and not being awkward to face crowds. The basic difference in self-confidence and self-efficacy can be seen from the aspects of individual traits. Self-confidence is more general, while self-efficacy is more specific, namely related to specific tasks. Confidence will tend to settle into an individual's personality, while self-efficacy depends on how individuals carry out tasks in accordance with the level of difficulty, magnitude, breadth of the generality of the task and the ability to believe in strength.

The condition of neglected children creates various other sub-problems that require special services from related parties, such as the fact that the West Java Provincial Government has a program to help children who have obstacles in fulfilling these needs through the Child Social Protection Service Unit. (SATPEL PSA) Bandung as one of the service providers who work together with the Subang Social Institution for the Rehabilitation of Children Needing Special Protection (PSRAMPK).

Based on these issues, the low self-confidence possessed by children has a major impact on the quality of life of children. If a child has low self-efficacy then the child will not function properly socially so that the child's quality of life cannot improve, and it is certain that it also hinders the child's learning achievement and daily activities. Researchers are very interested in conducting research on the Use of Behavior Change Techniques to Increase Child's Self-Efficacy in the Child Social Protection Service Unit (SATPEL PSA) Bandung, because there are various possible

conditions such as low and even loss of self-confidence in children due to different conditions or problems of each child who is provided with services by SATPEL PSA.

The Child's Social Protection Service Unit (SATPEL PSA) Bandung is one of the institutions that has 41 male beneficiaries and 59 female beneficiaries, where the educational level of the children provided varies. Most are still in junior high school. Junior high school students are in a situation where they are looking for identity, self-efficacy will be very influential in the process.

With high self-efficacy, it is hoped that these children will feel valued and accepted so that they have high motivation to achieve their goals and can carry out life better in their environment. The purpose of this research in the future is to find out how big the effect of changing behavior is to increase the self-efficacy of child from the Child Social Protection Service Unit (SATPEL PSA) in achieving their social functioning.

Based on the background of the problem above, the researcher is interested in conducting research, especially in implementing Behavior Change Techniques to increase the self-efficacy of children in the Ciumbuleuit Children's Social Protection Services Unit (SATPEL PSA) in Bandung City. The formulation of the problem in this study are:

1. What are the characteristics of the respondents?
2. How is the NF client's self-efficacy before being given a behavior change technique?
3. What is the process of implementing behavior change techniques?
4. How is the NF client's self-efficacy after being influenced by behavior change techniques?

The purpose of this study was to determine the effect of implementing Behavior Change Techniques to Increase Child Self-Efficacy in the Child Social Protection Service Unit (SATPEL PSA) Ciumbuleuit, Bandung City.

1. Obtain an overview of the characteristics of the respondents.
2. To Know the self-efficacy of NF clients before being given behavior modification techniques.
3. To Know the process of implementing behavior change techniques.
4. To Know the effect of implementing behavior change techniques on increasing self-efficacy of NF clients.

The benefits achieved in this study are:

- Theoretical Benefits
It is hoped that the results of this study will contribute ideas to enrich the knowledge base of micro social work

practices or clinical social work, especially the application of behavior change techniques to increase the self-efficacy of child in the Bandung Child Social Protection Service Unit (SATPEL PSA).

- **Practical Benefits**

The results of this research can practically contribute information and thoughts on social work practices, especially in the application of behavior change techniques to increase the self-efficacy of child in the Bandung Child Social Protection Service Unit (SATPEL PSA).

Reference

1. Self Efficacy

Self-efficacy according to Bandura is a belief in which the condition of an individual is able to adequately display his performance in accordance with existing conditions, situations with various levels of different challenges faced. Self-efficacy does not emphasize how many skills or skills an individual has, but on the individual's belief in doing so with what he has and the situation he is facing. Self-efficacy is a generative capability in which sub-skills from cognitive, social, emotional, and behavior must be organized and managed to achieve goals.

Alwisol (2010) suggests that "efficacy is self-assessment, whether it can perform good or bad actions, right or wrong, whether or not it can perform various tasks as required".

Based on this explanation, self-efficacy is a belief that a person has in his ability to carry out various forms of activities in his environment, where these activities certainly have various challenges and tasks to complete, therefore when someone carries out activities that involve feelings, thoughts, motivation and behavior. This is in accordance with the topic to be studied, where the basic efficacy theory that will be used is Bandura's theory.

The following dimensions have important implications for individual performance according to Bandura (1997), these dimensions are:

- **Levels/Magnitudes**

Level is an individual's perception of the ability to produce behavior and is measured by task level, which represents changes in task difficulty. Level refers to the task difficulty that an individual believes can be completed. Individual beliefs influence the choice of level of behavior based on the obstacles and difficulties of the tasks and activities carried out. Individuals first try what they feel they can do and avoid behavior that is beyond their abilities. The range of individual abilities can be measured by the degree of

disability or difficulty associated with a particular task or activity.

- **Generality**

Individuals evaluate the ability they have to function in certain activities. Things require individuals to believe in their ability to perform the task or activity, regardless of whether they are confident or not. Individuals can believe in their abilities in many areas, or only in certain areas. For example, students believe in their abilities in a statistics course, but those who are not confident in their abilities in an English course or want to diet believe in their abilities. She exercises regularly, but my diet doesn't work because I don't know my ability to reduce my appetite.

- **Strength**

Strength means strength. That is, people with strong beliefs will continue to try, even though there will be many difficulties and obstacles. This dimension is usually directly related to the level dimension, and the higher the task difficulty, the less confident a person is in completing the task.

According to Bandura, the factors that influence self-efficacy (Alwisol 2010) are:

- **Achievement**

If a person was successful in the past, self-efficacy can increase. Success will increase self-efficacy, and failure will decrease self-efficacy. If the success achieved by a person is largely due to factors outside of himself, this will usually not affect the increase in self-efficacy. However, if you manage to overcome big obstacles or problems and are the result of your own struggles, it will affect the increase in self-efficacy.

- **Other People's Experience**

Individuals who are successful in carrying out activities and have supporting skills can increase their self-efficacy. Observing and learning from the success of others who have something in common with individuals who do the same job or activity. Effectiveness is achieved through social modeling. This usually happens to people who have no knowledge of their abilities, so it can serve as a role model. However, if the models observed are not similar or different, the self-efficacy achieved has no effect.

- **Verbal Persuasion**

Individuals are guided by advice, suggestions and guidance, so they can increase their confidence that the skills they have can help them achieve what they want. Information about skills conveyed by influential people verbally is usually used to convince someone that he can do an activity or job.

- **Emotional Conditions**

If the individual does not experience stressful situations too often, it is likely that the individual will be successful while the possibility of experiencing poor performance and self-

confidence will affect self-efficacy. Anxiety and stress experienced by a person when completing a task is often interpreted as failure. In general, in low-conflict countries expect success and a feeling of well-being. Self-efficacy is usually characterized by low levels of stress and anxiety, and low self-efficacy is characterized by high levels of stress and anxiety. Therefore, self-efficacy will affect a person's belief that he can take the necessary actions to perform tasks based on his perceptual ability, which leads to steady and effective thinking.

Based on several factors that affect self-efficacy, it can be seen that starting from the individual, the role of parents, and the surrounding environment will greatly affect a child's self-efficacy, adapted to the conditions and abilities of the child.

The function of self-efficacy has various impacts. The impact of this function includes, according to Bandura (2002):

- Voting behavior

In everyday life a person will definitely meet with situations of making decisions, these decisions can be in the form of choosing actions and the social environment which is determined by individual belief assessors. Individuals tend to avoid tasks and situations that are considered to be beyond their ability, otherwise they will complete work that they consider not difficult to complete. High self-efficacy can spur active involvement in a task or activity which then increases one's competition. Conversely, low efficacy encourages individuals to withdraw from the environment and activities so that one's competition. Conversely, low self-efficacy can hinder the development of the potential that exists within him.

- Efforts put in and endurance

Efficacy ratings also determine how much effort a person exerts and how long he or she is able to persist in the face of problems or unpleasant experiences. The higher a person's self-efficacy, the greater the effort. When facing difficulties, individuals with high self-efficacy will try hard to overcome these challenges. On the other hand, those who doubted their abilities reduced their efforts or gave up altogether.

- Patterns of thinking and emotional reactions

Judgments about one's abilities also influence thinking patterns and emotional reactions during actual and anticipated interactions with the environment. Individuals who judge themselves to have low self-efficacy, feel unable to cope with environmental problems or demands, will only be fixated on their own shortcomings and think the difficulties that may arise are heavier than reality. Conversely, individuals who have greater self-efficacy pay more attention and are more active in trying to deal with their

problems, so that when faced with a critical situation there is even more effort in solving it.

Based on this explanation, it can be concluded, self-efficacy that is carried out will be able to provide various positive impacts on the survival of children, related to decision making, effort or effort given to do something as well as self-resistance to results or results, and most importantly will react to the child's way of thinking and respond to something related to his psychology.

2. Child

W.J.S. Poerwadarminta in the General Indonesian Dictionary states that the meaning of a child is "as a small human being". Meanwhile, according to Romli Atmasasmita, a child is: "a person who is underage and immature, and not yet married."

Children are the next generation to come. The good and bad future of the nation also depends on the good and bad conditions of the current child. In this regard, the treatment of children in a good way is our joint obligation, so that they can grow and develop well and can become bearers of the message of this nation's civilization. (M. Nasir Djamil, 2013)

According to Farid's latest research (2003), argued that "children must be educated properly because children are individuals who are immature physically, mentally and socially. Due to their vulnerable, dependent and developing condition, children are more at risk of exploitation, violence and neglect than adults.

Based on these definitions, it can be concluded that a child is an underage human being in the range of 0-18 years who has not matured physically, mentally or socially and has dependencies to get protection and fulfillment of needs. When viewed by age, the various periods of the child's age until the end of his life can be clearly classified.

Elizabeth B. Hurlock in Developmental Psychology or Developmental Psychology (1980) seems to have fully argued that there is a period of a child's life from birth to the end of his life or throughout human life in accordance with the nature of human development which takes place as follows:

- The period before birth (prenatal): 9 months

The prenatal period is the time from conception to birth. This period is a time of extraordinary growth from a single cell to a perfect organism with brain and behavioral abilities, which is produced in approximately a period of 9 months.

- The period of newborns (new born): 0-2 weeks

After giving birth, the next stage of human development is as a newborn or new born. This stage, which lasts for 0-2 weeks,

is marked by the baby's adaptation process to his new environment.

- Babyhood: 2 weeks - 2 years

Infancy is the developmental period that extends from birth to 18 or 24 months. Infancy is a time that is very dependent on adults. Many psychological activities that occur only as a start such as language, symbolic thought, sensorimotor coordination, and social learning.

- Early childhood: 2- 6 years

Early childhood is the developmental period that extends from infancy to the age of five or six, this period is usually called the preschool period. During this time, young children learn to become more independent and look after themselves, develop school readiness skills (following instructions, identifying letters), and spend hours playing with peers. If you have entered the first grade of elementary school, then generally end the early childhood.

- Late childhood (later childhood): 6-12 years

Middle and late childhood, is the period of development that spans from about six to eleven years of age, which is roughly equivalent to the elementary school years, this period is usually referred to as the school years. base. Fundamental skills such as reading, writing and arithmetic have been mastered. Children are formally related to the wider world and culture. Achievement becomes a more central theme of the child's world and self-control begins to increase.

- Puberty (puberty) 11/12 – 15/16 years

Adolescence begins with puberty and is characterized by rapid physical changes, dramatic increases in weight and height, changes in body shape, and the development of sexual characteristics such as enlargement of the breasts, development of the waist and mustache, and depth of voice. In this development, the achievement of independence and identity is very prominent (thinking is increasingly logical, abstract, and idealistic) and spending more and more time outside the family.

- Adolescence: 15/16 – 21 years

Adolescence is a period of transition from early childhood to early adulthood, which is entered at approximately 10 to 12 years of age and ends at 18 to 22 years of age.

- Early adulthood: 21-40 years

Early adulthood is the developmental period that begins in the late teens or early twenties and ends in the thirties. It is a time of establishing personal and economic independence, a time of career development, and for many, choosing a mate, learning to live with someone intimately, starting a family, and raising children.

- Middle adulthood: 40-60 years

Middle adulthood is the developmental period that begins at about 35 to 45 years of age and stretches into the sixties. This is a time to expand personal and social involvement and

responsibility as well as helping the next generation to become competent, mature individuals and achieve and maintain career satisfaction.

- Old age (later adulthood): 60-.....

Late adulthood is the developmental period that begins in the sixties or seventies and ends in death. It is a time of adjustment to diminishing strength and health, of looking back on life, of retirement, and of adjusting to new social roles.

Based on the above explanation related to the period of human life starting from the womb until the end of his life has certain characteristics or characteristics at each stage, where this will affect development and growth both biologically, psychologically and socially, so that in carrying out services it will be needed in-depth knowledge related to the overall conditions possessed by individuals so that the services provided are appropriate and optimal.

3. Homeless Child

Children are the weakest humans, in general children are very dependent on adults, children are very vulnerable to acts of violence committed by adults, and are still psychologically unstable.

Based on data from the 11th Edition of the Journal of Sociotechnology, the number of Indonesian children is 40% of the total Indonesian population whose quality must be improved to become Indonesian children who are healthy, intelligent, cheerful, have noble character, and are protected. This is the nation's commitment that respecting, fulfilling and guaranteeing children's rights is the responsibility of parents, family, state, government and society.

Based on Article 1 point 6 of Law Number 35 of 2014 concerning Amendments to Law Number 23 of 2002 concerning Child Protection it states that: "Abandoned child is a child whose needs are not properly met, physically, mentally, spiritually, or socially. "

Walter A Friedlander (1982:45) argues that abandoned children are children who do not receive minimal care from their parents because their family conditions, both economically, socially, physically and psychologically, are inadequate so that these children need service assistance from sources in the community as a substitute for their parents.

This is in accordance with the opinion of Howard Dubowitz (2000: 10) concluding:

Neglected children are understood as a form of neglect of child care that poses a risk to the child. Parents as care givers (caregiver parents) neglect their responsibility to meet the

needs of children. Abandonment of these children is not solely due to parental poverty, but other factors such as parental divorce, or because parents are busy in pursuing a career.

Based on these opinions, it can be concluded that a neglected child is a child who has not reached the age of majority who, for some reason or for some reason, cannot fulfill his basic needs by the person who is responsible for him to grow and develop optimally both physically, mentally, spiritually and social.

Factors that cause neglected children according to Nancy (2020) are as follows:

- Family factor

The family is the smallest unit in society and consists of men and women and their children, or fathers and children, or mothers and children. Thus, the family is the most important element that plays a major role in the archetype of the child. Negligence of parents towards children, makes children feel neglected. Children actually need protection and protection from their parents so that they can grow and develop normally.

- Educational factor.

In the context of poor communities, education tends to be ignored or not considered as the most important factor resulting from a crisis of confidence in education and a lack of funds for education.

- Social, political, and economic factors.

As a result of the ongoing economic crisis, the government inevitably went beyond the budget allocated for child health, education and social shelters to repay debts and secure the budget to improve economic performance.

- Factors born out of wedlock.

A child born unwanted is generally very vulnerable to being abandoned and even mistreated.

4. Behavior Change

Okviana (2015) argues that behavior is all individual biological manifestations in interacting with the environment, starting from the behavior that is most visible to that which is not visible, from that which is felt to the least which is not felt. Behavior is the result of all kinds of experience and human interaction with the environment which is manifested in the form of knowledge, attitudes and actions.

This is in accordance with the opinion of Notoatmodjo (2010) that behavior is an individual's response/reaction to stimuli that come from outside or from within him.

Skinner (1938) formulated that behavior is a person's response or reaction to a stimulus (external stimulation). This understanding is known as the 'S-O'R' or "Stimulus-Organism-Response" theory. The response is divided into two, namely:

- Respondent or reflective response is the response produced by certain stimuli. Usually the resulting response is relatively fixed, also called eliciting stimuli. Emotional behavior that persists, for example, people will laugh when they hear good or funny news, are sad when they hear of misfortune, loss and failure, and drink when they feel thirsty.
- Operant Response or instrumental response that arises and develops followed by another stimulus or stimulus in the form of reinforcement. Stimulating his behavior is called reinforcing stimuli which function to strengthen the response. For example, health workers do their job well because the salary they receive is sufficient, their good work is a stimulus to get a promotion.

Notoatmodjo (2011) suggests that the forms of behavior change vary widely, according to the concepts used by experts in their understanding of behavior. The forms of behavior are grouped into three, namely:

- Natural changes (Neonatal change): Human behavior is always changing, some of the changes are caused by natural events. If there is a change in the physical or social, cultural and economic environment in the surrounding community, it is the members of the community who will experience the change.
- Plane Change: This change in behavior occurs because it is planned by the subject himself.
- Readiness to Change: When an innovation or development program occurs in society, what often happens is that some people are very quick to accept the innovation or change (change their behavior). But some people are very slow to accept the change. This is because everyone has a different willingness to change.

To form a type of response or behavior, a certain condition is created which is called "operant conditioning". The procedure for forming behavior in operant conditioning according to Skinner (1938) is as follows:

- Identify things that are reinforcers or reinforcers in the form of gifts or rewards for the behavior to be formed.
- Conduct an analysis to identify the small components that make up the desired behavior, then the 21 components are arranged in the right order to lead to the formation of the intended behavior.

- Using sequentially the components as tentative goals, identify reinforcers or rewards for each of these components.
- Forming behavior by using the sequence of components that have been arranged. If the first component has been carried out, then the prize is given. This will result in a second component of behavior which is then rewarded (the first component does not require a reward anymore). This is repeated until the second component is formed, after which it is continued with the next component until all the expected behavior is formed.

Behavior modification techniques have several kinds of procedures and principles that can be used for the behavior management process. The use of behavior change techniques in increasing children's self-efficacy using a behavioral approach. Commonly used behavior change models include:

- **Classical Conditioning**

This conditioning is called classical conditioning because it was the first type of conditioning identified. Classical conditioning is also known as Pavlovian conditioning. This is because the thought of controlling responses to reflex behavior is a contribution from Ivan Pavlov's thought. The essence of classical conditioning engineering is the transfer of reflexive behavioral control from one stimulus to another. Reflex behavior is a form of response. The transfer of control over reflex behavior is carried out by bringing in a conditioned stimulus together with the original stimulus (unconditioned stimulus) that already has the original reflex behavior. Routine repetition can produce results in the form of transferring control of reflex behavior to a conditioned stimulus which is commonly called a conditioned response. Classical conditioning in learning can be used to bring about positive experiences in children. This experience can be raised by giving a friendly, warm and caring attitude so that later the child will associate positive stimuli in the form of friendliness, warmth and attention as a positive experience in learning.

There are several aspects and strategies related to classical conditioning in learning that need attention, including:

- a. Generalization, related to conditioned children who tend to bring up the same response to similar stimuli. For example, when teacher A teaches science hard and the child displays fear, anxiety and stress reflex behavior. It turned out that Teacher B, Teacher A's younger brother, was teaching Mathematics. The child has been conditioned by Teacher A who is strict in science, so that in Mathematics the child is also depressed even though the stimulus is not the same, only similar.
- b. Discrimination occurs when children respond to certain stimuli, but do not respond to other stimuli.

Discrimination in the learning process can be used to emphasize the boundaries of rules. For example, teacher A gives a penalty for a child who is 10 minutes late. Meanwhile, children who are late under 10 minutes will not be punished. Based on this, the child will respond that only those who are 10 minutes late are punished.

- c. Elimination of response (extinction), is an attempt to weaken the conditioned response. For example, a child who is used to being stressed and anxious in learning science because the teacher is angry, then the teacher changes his angry habits in teaching. The intensity of learning without anger is repeated more and more often until finally the feeling of depression and anxiety disappears.
- d. Systematic Desensitization, is a classical conditioning technique to overcome fear and anxiety. Fear and anxiety are reduced by periodically giving "what is afraid", little by little until a relaxation response is formed. For example, when a child has a fear of speaking in front of the class, he is given training in the form of talking face to face with the teacher, one-on-one. When he started to feel comfortable with this, the practice shifted to a conversation with the teacher and two of his friends. After feeling comfortable is built, he can be involved in small discussion groups and so on until he is able to control his fear and gain a sense of comfort and confidence.
- e. Strengthening behavior with conditioned reinforcement. A conditioned reinforcer is a stimulus that is not initially reinforcing, but becomes a reinforcer when it is associated with another reinforcer. An example is someone who has a habit of playing Instagram. Then he made a conditional on the habit of playing Instagram, preceded by learning activities.

- **Operant Conditioning**

Operant conditioning is the brainchild of B.F. Skinner. This conditioning states that the consequences of a behavior produce changes in the probability that the behavior will be repeated. Consequences in operant conditioning are called reinforcers. The process of giving reinforcers to behavior so that the probability of its recurrence increases is commonly called reinforcement. Reinforcement in operant conditioning takes two forms:

- a. Positive reinforcement, positive reinforcement is a stimulus which, when presented directly following a behavior, causes the behavior to increase in frequency. Regarding the concept of positive reinforcement, it can be explained that positive reinforcement is giving positive reinforcement to a behavior as a consequence of that behavior, in order to increase the tendency to do the same behavior when encountering the same situation. For example, teacher A praises a child who wants to ask

questions in learning activities so that the next opportunity the child will be encouraged to ask questions.

- b. Negative reinforcement (negative reinforcement), negative reinforcement is a technique that is also used to strengthen the response. The difference is that the stimulus used as a reinforcer in negative reinforcement is an unpleasant one. An example is teacher B nagging a child to want to tidy up the material notes provided. Teacher B always grumbles when he sees untidy notes. So the child starts tidying up his notes to avoid scolding. The student's response (tidying up notes) removes the unpleasant stimulus. Use of operant conditioning to enhance or shape the new behavior that is expected to occur.

LITERATURE REVIEW

Previous Study

Previous research by Syifa Dela Gandari (2017) examined the self-efficacy of parents of children with autism in the Technical Implementation Unit of the Autism Service Center in Metro City, Lampung Province. In research conducted by Syifa (2017), she used Albert Bandura's self-efficacy theory.

From the results of Syifa's research (2017), it shows that respondents have self-efficacy which is in the moderate category for dealing with children with autism seen from the aspects of level, strength and generality. The details are in the level aspect in the medium category, while the strength and generality aspects are in the high category. The program plan that researchers offer to address the problems of self-efficacy of parents with children with autism is "Increasing self-efficacy through Self Help Groups for Parents of Children with Autism in the Technical Implementation Unit of the Autism Service Center". The aim of implementing this program is to increase the self-efficacy of parents of children with autism in the Technical Implementation Unit of the Autism Service Center in Metro City, Lampung Province. The similarities in the research conducted by Syifa Dela Gandari (2017) with the researchers are the variables and research methods studied, namely self-efficacy using quantitative methods besides that there are also similarities in the theory of self-efficacy used based on the theory of Albert Bandura. Furthermore, the differences between Syifa's research (2017) and researchers are subject and place. Researchers used the subject of abandoned children in the Child Social Protection Service Unit (SATPEL PSA) while Syifa (2017) used the subject of parents of children with autism in the Technical Implementation Unit of the Autism Service Center in Metro City, Lampung Province. Furthermore, there is research from Sypha Fitriani Zahwa (2017) which is intended to empirically describe the Self-

Efficacy of Dropout Teens at the Cimahi Youth Development Social Empowerment Center (BPSBR). The results of this study were seen from several aspects of the respondent's self-efficacy regarding his self-assessment, self-motivation, emotional control and self-decision making.

In Sypha's research (2017) it was shown that in general the self-efficacy of out-of-school youth at BPSBR was in the high category, with a percentage of 51.28%. This also illustrates that there are still teenage clients who have dropped out of school at BPSBR Cimahi. Teenagers dropping out of school at BPSBR tend to be positive in viewing, assessing, and believing in their self-assessment, self-motivation, emotional control and decision-making. Statistical data also shows that in a population of 78 people, 48.72% have high self-efficacy regarding self-assessment, 74.64% have high self-efficacy regarding self-motivation, 24.36% have high self-efficacy regarding controlling their emotions, and 66.67% have high self-efficacy regarding their decision making.

The similarity of the research conducted by Sypha (2017) with researchers is that the variables studied are related to self-efficacy. Meanwhile, the difference from Sypha's research (2017) and researchers lies in the subject and place of research. Sypha (2017) used the subject of youth dropping out of school at BPSBR Cimahi, while the researcher used the subject of Children from the Children's Social Protection Service Unit (SATPEL PSA) Bandung.

Next is research from Mu'alimatus Sholihah, Meiti Subardhini and Denti Kardeti (2020) which examines aspects of warmth and trust in the quality of attachment of children to caregivers at the Al-Kautsar Child Social Welfare Institution (LKSA) Lembang, West Bandung Regency.

Based on the research results of Mu'alimatus Sholihah, Meiti Subardhini and Denti Kardeti (2020), it shows that the quality of attachment (attachment) refers to a relationship or emotional bond that lasts for a long time, intertwined between individuals and their attached figures which are characterized by the desire to seek and maintaining closeness with the attached figure, especially in times of pressure.

The similarity of the research conducted by Mu'alimatus Sholihah, Meiti Subardhini and Denti Kardeti (2020) with researchers is that they are research subjects who both discuss issues related to children. Furthermore, the difference in the research of Mu'alimatus Sholihah, Meiti Subardhini and Denti Kardeti (2020) with the researchers is the research variable, this uses the variables Aspects of Warmth and Trust in the Quality of Attachment, while the researchers use the

variable Application of Behavior Change Techniques to Increase Self-Efficacy. In addition, the selected research methods have in common, namely using quantitative methods.

Theoretical Framework

1. Self Efficacy

Bandura in Jess Feist & Feist (2010: 212) concludes related to self-efficacy as follows:

Self-efficacy or self-efficacy is a person's belief in his ability to exercise some form of control over the person's own functions and events in the environment. Bandura also describes self-efficacy as a determinant of how people feel, think, motivate themselves and behave.

The following are some explanations related to self-efficacy or self-efficacy according to Bandura:

- Self-efficacy (self-efficacy) is a belief (belief) in which the condition of the individual is able to display his performance adequately in accordance with existing conditions, situations with various levels of different challenges faced.
- Self-efficacy (self-efficacy) does not emphasize how many skills or skills an individual has, but on the individual's belief in doing it with what he has and the situation at hand.
- Self efficacy is a generative capability in which the subskills of cognitive, social, emotional and behavior must be organized and managed to achieve goals.

Alwisol (2010) suggests that "efficacy is self-assessment, whether it can perform good or bad actions, right or wrong, whether or not it can perform various tasks as required".

Based on this explanation, self-efficacy is a belief that a person has in his ability to carry out various forms of activities in his environment, where these activities certainly have various challenges and tasks to complete, therefore when someone carries out activities that involve feelings, thoughts, motivation and behavior. This is in accordance with the topic to be studied, where the basic efficacy theory that will be used is Bandura's theory.

2. Child

W.J.S. Poerwadarminta in the general dictionary of Indonesia says that the meaning of child is "little person". Meanwhile, according to Romli's Atmasasmita, a child is: "a person who is minor and immature and not yet married."

Children are the next generation. The good and bad future of the nation also depends on the good and bad conditions of the present child. In this regard, it is our common responsibility to treat children well so that they can grow and

develop well and become bearers of the message of civilization for this nation. (M. Nasir Dzamil, 2013)

According to the latest research of Farid (2003) that "children must be educated properly because children are physically, mentally and socially immature individuals. Due to their vulnerable, dependent and developing state, children are more vulnerable to abuse, violence and neglect than adults.

3. Homeless Child

Walter A Friedlander (1982:45) argues that homeless children are who do not receive minimal care from their parents because their family conditions, both economically, socially, physically and psychologically, are inadequate so that these children need service assistance from sources in the community as a substitute for their parents.

This is in accordance with the opinion of Howard Dubowitz (2000: 10) concluding:

Neglected children are understood as a form of neglect of child care that poses a risk to the child. Parents as care givers (caregiver parents) neglect their responsibility to meet the needs of children. Abandonment of these children is not solely due to parental poverty, but other factors such as parental divorce, or because parents are busy in pursuing a career. Based on these opinions, it can be concluded that a neglected child is a child who has not reached the age of majority who, for some reason or for some reason, cannot fulfill his basic needs by the person who is responsible for him to grow and develop optimally both physically, mentally, spiritually and social.

4. Behavior Modification

Behavior is all individual biological manifestations in interacting with the environment, starting from the behavior that is most visible to that which is not visible, from that which is felt to the least which is not felt. Behavior is the result of all kinds of experience and human interaction with the environment which is manifested in the form of knowledge, attitudes and actions.

5. Social Work Theory

Social work is a field of expertise that has the responsibility to improve and develop interactions between people and the social environment so that they have the ability to complete their tasks, overcome difficulties and realize their aspirations and values.

Charles Zastrow (1992:7) put forward the definition of social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and create favorable social conditions for their goals.

Social work is the professional activity of helping individuals, groups and communities to increase or improve their abilities to function socially and to create social conditions that enable them to achieve their goals.

Another understanding of social work by Allen Pincus and Anne Minahan (1973), suggests that “social work is concerned with the problems of interaction between people and their social environment, so that they are able to carry out life's tasks, reduce tension, realize their aspirations and values.”

Based on this understanding, it can be seen that social work is a process of assistance carried out by social workers in achieving social functioning.

The basic functions of social work are closely related to the social functioning of the person being helped, in this case the functioning of children who are under 18 years of age including children who are still in the womb in accordance with the limits of their understanding. Children's social functioning concerns their daily activities, especially activities in meeting needs, activities in carrying out roles and activities in trying to overcome the problems they experience in life.

Social work basically has a goal and an obligation to help individuals and community groups to be able to solve the problems they face so that later they are able to find their own way.

Max Siporin (1975) suggests that the stages of social work that can be carried out by social workers are as follows Engagement, Intake and Contract Stage, Assessment Stage, Intervention Planning Stage, Program Implementation Stage, Evaluation Stage, Termination Stage.

METHOD

Research Design

The method used in this research process is a quantitative research method with the type of Single Subject Design (SSD) experimental research. This is because the researcher will provide intervention on the research target. The research that will be conducted concerns individual subjects, so this research includes a single experiment, as Rosnow and Rosenthal have stated in Sunanto, et.al (2005: 56) explaining, "Single subject design focuses on individual data as a research sample. Comparisons are not on individuals or groups, but are compared on the same subject under different conditions and what is meant by the conditions here are

baseline conditions and experimental conditions (intervention)”.

The reason the author chose this method is:

- To test directly the effect of behavior change techniques on increasing children's self-efficacy.
- The research subjects were neglected children who needed a long and measurable intervention period.

In this study, the design used was the SSD reversal design with the A–B–A technique, where (A1) was the baseline phase before intervention was given to see data describing self-efficacy measured and in an unstable state, B was the treatment phase using certain behavior change techniques are carried out to obtain data from the results of the interventions given, and A2 is the baseline phase after the intervention is no longer given, carried out to see whether there is an effect of giving interventions using behavior change techniques to increase self-efficacy.

Operational Definition

1. Self-efficacy in this case can be interpreted as a person's self-confidence or in this case neglected children who are receiving services at the Ciumbuleuit Child Social Protection Services Unit (SATPEL PSA), which includes aspects of level, generality and strength to be able to pass the process of serving well and optimally so that they are able to function socially, influencing behavior and performance in carrying out a task to achieve a goal which will also determine how people feel, think, motivate themselves and behave.
2. Neglected children in question are children whose needs are not met properly, physically, mentally, spiritually, and socially and have been given pemembang by the Ciumbuleuit Child Social Protection Service Unit (SATPEL PSA).
3. The Ciumbuleuit Child Social Protection Service Unit (SATPEL PSA) is one of the Service Units of the Regional Technical Implementation Unit of the Pagaden Subang Child Care Soaial Protection Agency which is the Service Technical Implementation Unit within the Social Service Office of West Java Province.
4. Positive Reinforcement Techniques are one of the various types of behavior change techniques that are very common and often used, this technique aims to provide a reinforcement or stimulus such as situations, events, items or words by following a behavior in order to achieve the goal of increasing or reinforce the behavior.
5. Systematic desensitization technique is a form of behavior modification technique that uses the basic assumption that a response to one's fear is a behavior that

can be learned and can be prevented by replacing the fear with the opposite activity to fight fear. This technique is also often used to treat anxiety and exaggerated fear responses.

6. The Implosion technique is an approach developed by Stampet and Lewis (1970 & 1967) where this technique is a form of behavior change technique that can be used in various cases such as fear of animals, schools, orphanages, and so on which are classified as emotional behavior.
7. Advice and Instruction technique is a technique that is given through giving advice and directions to clients in order to be able to solve their problems. There are 3 categories that must be considered in this technique so that later the client is able to solve the problem.
8. The Motivation Technique is the process of implementing behavior change that aims to arouse enthusiasm or motivation by using various tools such as watching idol films, seeing the idol's success process and so on.
9. The Behavioral Contract technique is an agreement between two or more people to change certain behavior on the client, where if you are able to carry out the agreed behavior agreement you will get a reward, and if you violate it you will get a punishment.

Data Source

Primary data sources are data sources obtained directly from informants, namely one neglected child who is receiving services from the Ciumbuleuit Children's Social Protection Service Unit (SATPEL PSA) Bandung with in-depth interviews and the intervention process of behavior change techniques by researchers regarding self-efficacy with aspects including demands tasks that can be done (level), behavior that can be done (generality) and the level of stability, confidence and strength (strength).

Secondary data sources are data used as a complement to primary data. The secondary data sources are in the form of personal documents regarding the informant such as biodata and curriculum vitae, photos of the informant's activities while at the Ciumbuleuit Child Social Protection Service Unit (SATPEL PSA), as well as other information from parties related to the informant.

Data Collection Technique

Data collection techniques used were observation and written tests. Observations made directly through the recording process. According to Sunanto, J (2006:19): "This recording procedure is a direct observation activity carried out to record data on the dependent variable or target behavior when the behavior is occurring."

To collect data, a data collection tool is needed using test instruments in baseline conditions and intervention conditions. Data collection was carried out through a pretest at baseline A1, during treatment B, and posttest after baseline A2.

Research Instrument

In the research, the instruments used were interview and observation guidelines. Observations were made of neglected children to determine the level of self-efficacy at baseline A1. Then it was also given when giving the Behavior Change intervention to B. The last measurement was after giving the intervention A2.

Interviews were conducted with assistants and closest friends at SATPEL PSA to support neglected children's self-efficacy because this phenomenon affects various aspects of activities carried out by neglected children.

Research Measurement Tool

The author conducted tests on neglected children by recording data using a Likert Scale. According to Sugiyono (2019: 146): "The Likert scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena." In this study, this social phenomenon has been specifically determined by the researcher, which will be referred to as the research variable, namely Self-Efficacy.

The self-efficacy scale or Likert was compiled by the author based on the aspects described by Bandura (1997) which include aspects of magnitude (level), generality and strength. The scale uses a modified Likert scale model which provides four alternative answers, namely: very difficult (SS), difficult (S), easy (M), very easy (SM). Statements on a scale containing favorable tendencies, namely statements that support the subject, are given the following values: very difficult (SS) answers are given a value of 4, difficult (S) are given a value of 3, easy (M) are given a value of 2, very easy (SM) given a value of 1. Statements on a scale containing unfavorable tendencies, namely statements that do not support the subject, are given the following values: very difficult answers (SS) are given a value of 1, difficult (S) are given a value of 2, easy (M) are given a value of 3, very easy (SM) is given a value of 4. The research instrument was made in the form of a checklist. Each question in the baseline form will contain positive and negative questions. The results of this assessment will be adjusted to the graphical form of the results from the assessment of baseline A1, treatment or intervention and baseline A2. Where in each specific behavior will have a value in accordance with the results of the behavioral agreement when carrying out the behavioral assessment process with the client.

RESULT AND DISCUSSION

RESULT

Assessment

The first stage carried out by the researcher was to carry out an assessment to find out the details of the case and behavior experienced by the client, where at the time before carrying out the assessment the researcher asked for advice from the SATPEL PSA for children who thought it was appropriate to receive intervention, which was finally decided by the SATPEL PSA to deal with NFs.

Behaviors that become barriers to NF in carrying out various activities have been shown for quite a long time since they first received services at the orphanage, this was also confirmed by some of their close friends who were interviewed and observations that researchers made during the assessment process. Some of these things were shown when researchers visited NF several times.

NF's belief and self-confidence which is hampered when carrying out various activities has a negative impact on daily activities, some of the problems identified include:

- Low ability to do various school assignments.
- Low ability to deal with failures that befall him.
- Low ability to accept the fact that he lives in an orphanage
- Low willingness to do things that are moderate or difficult for him
- Low confidence in achieving goals
- Low confidence to be able to make their parents proud and happy

Table 1. Measurement of the Level aspect with the behavior "Ability to do schoolwork"

No	Aspect	Levels
1.	Accept the task given	1
2.	Start to do the task given	2
3.	Complete the tasks that have been given	3

Table 2. Measuring the Level aspect with the behavior "Ability to deal with failure when getting a low score or below the KKM"

No	Aspect	Levels
1.	Accept failure for low grades earned	1

2.	Reawakening enthusiasm to improve low grades	2
3.	Study hard to get good grades or above the KKM	3

Table 3. Measurement of the Generalization aspect with the behavior "Ability to accept the reality of living in an orphanage (including new things)"

No	Aspect	Levels
1.	Accept the situation and conditions that are being experienced in the orphanage	1
2.	Adapt well to the situation and conditions of the orphanage	2
3.	Live the days at the orphanage with a happy feeling	3

Table 4. Measurement of the Generalization aspect with the behavior "Ability to do science subject assignments (difficult)"

No	Aspect	Levels
1.	Look for materials or references needed to do the assignment	1
2.	Ask seniors who understand the material related to the assignment	2
3.	Work on science subject assignments to completion	3

Table 5. Measurement of the Strength aspect with the behavior "Confidence in success to achieve goals as an entrepreneur"

No	Aspect	Levels
1.	Be confident and have faith in your goals	1
2.	Eliminate feelings of fear (pessimism)	2
3.	Always motivate yourself to be able to do things that support you in achieving your goals	3

Table 6. Measurement of the Strength aspect with the behavior "Confidence in being able to make parents happy"

No	Aspect	Levels
1.	Snacks outside a maximum of 4 thousand in a day	1
2.	Call parents every 3 days	2
3.	Read 1 page of a book every day	3

Tables 1 to 6 are measurements of the behavioral aspects for the three aspects of Self-Efficacy that will be measured including: level aspects, generalization aspects and strength, where in each of these aspects 2 maladaptive behaviors are determined by NF and described in the form of specific behaviors which is conducted. All of these aspects have been sorted by level and have been determined and mutually agreed upon with the NF client research subjects. For scoring on the pretest, a score of 1 to 4 is given based on the determination of the Likert scale.

Baseline Measurement A1

The results of measurements at baseline A1 for behavior with aspects of self-efficacy from 6 behaviors with 18 specific behaviors to be measured as previously described showed a fixed score of 1 in 8 meetings conducted, this indicates that the research subject has obstacles in carrying out attitudes and behavior that has been determined and mutually agreed upon.

In the behavior of the ability to do school work, there are 3 specific behaviors studied, in the first specific behavior the results obtained have a fairly low value, with sessions 1 to 8 having 3 values 1 and 5 values 3, in the second specific behavior having 6 values 1 and 2 values 2, the third specific behavior has 7 values 1 and 1 value 2, then in the second behavior the ability to be able to deal with failure when getting a low score or below the KKM with a value on specific behavior 1 is 5 values 1 and 3 values 2, specific behavior 2 has 7 values 1 and 1 value 2, specific behavior 3 has 8 values 1. This shows that self-efficacy related to aspects of the level shows low results.

Furthermore, in the second behavior is the ability to accept the reality of living in an orphanage (including new things), with 3 specific behaviors each having the following values, specific behavior 1 with 8 values 1, specific behavior 2 with 8 values 1 and specific behavior 3 as well has 8 values 1. The second behavior is the ability to do science subject

assignments (difficult) with a value on specific behavior 1 with 5 values 1 and 3 values 2, on specific behavior 2 with 5 values 1 and 3 values 2 and specific behavior 3 with 7 scores 1 and 1 score 2. Based on the acquisition of the pretest scores, it can be concluded that self-efficacy in generalizing aspects of NF clients is still in the low category.

The last aspect of self-efficacy that is measured is the aspect of strength, these two behaviors are the belief in success in achieving goals as an entrepreneur with values on the first, second and third specific behaviors sessions 1 to 8 having a total value of 1, the second behavior is the belief to able to make parents happy with a value on the first specific behavior 5 values 1 and 3 values 2, specific behavior 2 with 5 values 1 and 3 values 2 and the third specific behavior with 4 values 1 and 4 values 2.

In explaining all aspects of self-efficacy and 18 specific behaviors, the overall self-efficacy results are very low, requiring action to reduce or even eliminate maladaptive behavior by NF clients.

Intervention Measurement

The next step is to give treatment or apply behavior modification techniques to each behavior that has been determined together with the NF client. Several behaviors and behavior modification techniques that have been determined and agreed upon are as follows:

Table 7. Choice of Behavioral Change Techniques

No	Self Efficacy Aspects	Behavior	Behavioral Change Technique
1.	Level	Ability to do schoolwork	<i>Positive Reinforcement</i>
2.		The ability to respond to failure when getting a low score or below the KKM	<i>Systematic Desensitization</i>
3.	Generality	Ability to accept the reality of living in an orphanage (including new things)	<i>Implosion</i>
4.		Ability to do science subject assignments (moderate or difficult)	<i>Advice and Instruction</i>

5.	<i>Strength</i>	Confidence in success to achieve goals as an entrepreneur	<i>Motivation</i>
6.		Confidence to be able to make parents happy	<i>Behavioral Contract</i>

Baseline Measurement A2

The results of measurements at baseline A2 for behavior with self-efficacy aspects of the 6 behaviors that have been given interventions and previously measured show results that increase quite specifically with session 11 showing a value of 19, session 12 showing a value of 20, session 13 showing a value of 22 and session 14 showing a value 23. The acquisition of this value is accumulated from the 6 behaviors whose changes are measured, in which each of these behaviors is averaged on each specific behavior that has been measured in order to obtain effective results.

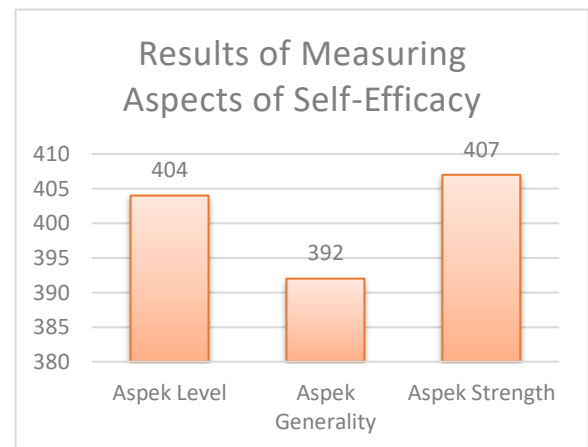
The graph above shows that the results of research conducted in 8 sessions for the process of measuring specific behaviors 1 to 18 which have been determined according to the order of the tables previously described have significantly increased values as in behavior 1,2,3,7,8,10,11,12,13,14,15,16,17,18. Meanwhile, behavior 4,5 and 6 have relatively low scores. Obtaining these values after each behavior change technique is applied to NF clients, so that there is a change compared to the results of baseline A1 measurements.

DISCUSSION

The discussion of research results in this chapter is based on the description of research data regarding the Application of Behavior Change Techniques to Increase the Self-Efficacy of Neglected Children in the Children's Social Protection Service Unit (SATPEL PSA) in Bandung City. This research was conducted on 1 abandoned child respondent in the Child Social Protection Service Unit (SATPEL PSA). The results of the research recapitulation used the Single Subject Design approach regarding self-efficacy including 3 aspects, namely level, generality and strength. This discussion contains an analysis of research results, problem analysis, needs analysis and resource system analysis as follows:

Table 8. Recapitulation of Research Results on the Application of Behavioral Change Techniques to Increase the Self-Efficacy of Neglected Children in the Child Social Protection Service Unit (SATPEL PSA)

No	Aspects	Score	Inf.
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		4	3	2	1	Total Score	
1	<i>Level</i>	26	52	40	50	404	Medium
2	<i>Generality</i>	39	40	31	54	392	Medium
3	<i>Strength</i>	35	48	38	47	407	Medium
Amount		100	140	109	151	1203	Medium

Based on the recapitulation results in table 8, it is known that the total score for all aspects of self-efficacy is 1203. Furthermore, to determine the continuum line, 3 categorizations are made, namely low, medium and high. Then the interval value is calculated for each of these categories in the following way:

$$\begin{aligned} \text{Maximum Score} &= \text{Highest Score} \times \text{Number of Question Items} \times \text{Total Calculation} \\ &= 4 \times 18 \times 28 \\ &= 2016 \end{aligned}$$

$$\begin{aligned} \text{Minimum Score} &= \text{Lowest Value} \times \text{Number of Question Items} \times \text{Total Calculation} \\ &= 1 \times 18 \times 28 \\ &= 504 \end{aligned}$$

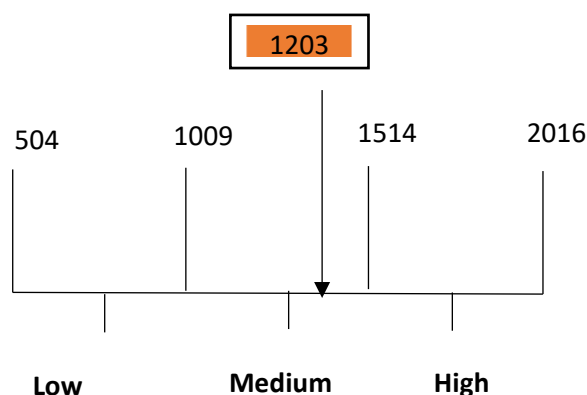
$$\begin{aligned} \text{Range} &= \text{Maximum Score} - \text{Minimum Score} \\ &= 2016 - 504 \\ &= 1512 \end{aligned}$$

Number of Classes = 3 (High, Medium, Low)
Interval (i) with the formula:

$$i = R/K = 1512/3 = 504$$

Based on these calculations, the score limits for each category are as follows:

$$\begin{aligned} \text{Low Category} &= 504 - 1008 \\ \text{Medium Category} &= 1009 - 1513 \\ \text{High Category} &= 1514 - 2016 \end{aligned}$$



Based on the results of the self-efficacy continuum line from all aspects which include level, generality and strength aspects, it can be concluded that the total score of all aspects is 1203 and is in the medium category. This means that of the three existing categories (low, medium and high), all aspects of self-efficacy are included in the medium category (having fairly good or fairly large self-efficacy) so that it still needs improvement to become high self-efficacy. The following is a comparison chart of self-efficacy from each aspect:

Based on the total value of each research aspect regarding self-efficacy, it can be seen that the lowest aspect is in the generality aspect with a total of 392 and the highest aspect is in the strength aspect with a total of 407. Because all aspects show moderate results, the intervention program carried out will be related to the application of techniques changing behavior towards the generality aspect to increase the self-efficacy of neglected children in the Child Social Protection Service Unit (SATPEL PSA). Condition analysis in providing interventions to NF clients gave increased results compared to before the intervention process or at the time of baseline A1 measurement, then analysis between conditions from the results of baseline A1 and baseline A2 measurements for each specific behavior showed results that differed quite a lot, due to success on the application of behavior change techniques to 18 specific agreed behaviors.

CONCLUSION AND RECOMMENDATION

Conclusion

This research is entitled "Application of Behavior Change Techniques to Increase the Self-Efficacy of Neglected Children in the Children's Social Protection Service Unit (SATPEL PSA) Bandung City". When viewed in general, the purpose of carrying out this research process is to determine the effect of applying behavior change techniques to increase neglected children's self-efficacy. In particular, this study aims to obtain an overview related to the level of self-

efficacy of neglected children when before being given the application of behavior change techniques, at the time of intervention or provision of behavior change techniques and changes in conditions when after being given behavior change techniques by looking at aspects of level, generality and strength on each related behavior

This study used a quantitative research method with a single subject design approach. Respondents in this study were 1 neglected child who received services at the Child Social Protection Services Unit (SATPEL PSA), with the number of 1 child being recommended by the SATPEL PSA according to the research variables.

The respondent in this study was a neglected child with the initials NF who was 14 years old, had received services at the Child Social Protection Service Unit (SATPEL PSA) for about 11 months, he was currently attending a school that cooperates with the orphanage or is often called with Alhusaniyah Middle School. NF has a small and thin stature with tan skin color, curly eyelashes and likes to smile a lot. The visible characteristic of NF is the ability to easily socialize well, this can be seen from the way NF responds to various conversations that are started. When various personal conversations were brought up to NF he was able to easily provide answers and tell his story in detail.

Self-efficacy in this study was measured from three aspects, namely the level aspect, the generality aspect and the strength aspect. These three aspects each have a value in the moderate category. Based on the results of the research that has been done, the continuum line which includes all aspects related to self-efficacy is also in the moderate category so that the self-efficacy of neglected children with NF is quite good. During the self-efficacy measurement process, 18 specific behaviors were determined to measure the 3 aspects previously mentioned, where in each aspect there were 2 behaviors and 6 specific behaviors as determinants of the behavior change technique to be used. The measurement process carried out is using the Single Subject Design with the A-B-A model, where the first process carried out is measuring baseline A1, conducting treatment or intervention (B1) and measuring baseline A2.

Based on the results of the research conducted, the score calculation in the level aspect with 6 specific behavioral characteristics shows a total of 404 and is included in the medium category. Based on these data it is known that NF clients who receive services at the Child Social Protection Service Unit (SATPEL PSA) are the target of research regarding the application of behavior change techniques to increase neglected children's self-efficacy. Therefore, one aspect that needs to be measured is to determine the level of

self-efficacy one has through the level aspect. This level refers to the level of ability to complete tasks that can be handled by NF clients. This level is also very important in measuring self-efficacy because it can determine the extent to which NF clients are able to handle the situation they are experiencing.

Calculation of the value on the generality aspect with 6 specific behavioral characteristics shows a total of 392 and is included in the medium category. Therefore, one aspect that needs to be measured is to determine the level of self-efficacy one has through the generality aspect. This generality refers to the ability of NF clients to carry out various activities. The generality aspect will be a very important part in measuring self-efficacy for a person, because this aspect can determine variations in an individual's ability to carry out his activities, including by doing things that are new and difficult for clients. NF clients feel they are able to carry out various activities in the orphanage, however, sometimes they still often find it difficult due to the need for some habituation and behavior changes.

The score obtained in the aspect of strength with 6 categories of specific behavior shows a total of 407 and is included in the medium category. Therefore, one aspect that needs to be measured is to determine the level of self-efficacy one has through the aspect of strength. The strength aspect refers to the NF client's belief in being able to survive in the face of a condition or even an obstacle or problem.

This aspect is very closely related to the level aspect. Strength is an important aspect in the process of measuring a person's self-efficacy because it can assess the extent to which the NF client's beliefs and abilities are in dealing with every problem or obstacle they experience, there are often conditions where the greater the obstacle or difficulty, the smaller the person's confidence to face the obstacles that are encountered. experienced.

Based on the results of the research that has been done, the value of all aspects of self-efficacy is 1203 which is also included in the moderate self-efficacy category. If you pay attention to each application of behavior change techniques with the details of each specific behavior, the success in applying these techniques is quite high, some of the maladaptive behavior of children turns into adaptive behavior.

Recommendation

Based on the conclusions of the research results regarding the description of the application of behavior change techniques to increase the self-efficacy of neglected children in the Children's Social Protection Service Unit (SATPEL

PSA) in Bandung City, the researcher wrote down suggestions for further researchers. The suggestion formulated based on the research results is to conduct research related to the application of behavior change techniques to increase the self-efficacy of neglected children in the Children's Social Protection Service Unit (SATPEL PSA) in Bandung City using the Single Subject Design approach through increased measurement by testing through hypotheses.

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