Effect of Counseling Approach and Learning Achievement to Moral Intelligence

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Abstract. This research aimed to know the effects the Rational Emotive Therapy (RET) with counseling approach and learning achievement toward the moral intelligence. This research used the experimental method and applied kinds of treatment, namely: RET counseling approach and Client-Centered Therapy (CCT) counseling approach. Each treatment involved two groups of students from Elementary School Students at Cipondoh 3 Tangerang Banten. The data analysis used in this research was two-way analysis of variance.The findings acquired was the differences between the moral intelligence of students who were counseled with RET counseling approach and CCT counseling approach. The group of students with slow learning achievement, the moral intelligence of those who were counseled with RET counseling approach was higher than those who were counseled with CCT counseling approach. For the group of students with high learning achievement, the moral intelligence of those who were counseled with RET counseling approach was lower than those who were counseled with CCT counseling approach. The results of this research indicate that counseling approaches can be used as a method to develop the moral intelligence of students.

Keywords: Counseling Approach; Learning Achievement; Moral Intelligence

I. INTRODUCTION

This study considers that education is not solely a role to transfer knowledge and skills to students, but want to try to print Indonesian people who have moral and noble personality in accordance with the character of the Indonesian nation. This study aims to develop moral and ethical intelligence for students as students, who not only provide information and moral messages but want to involve aspects of cognitive, emotional and behavioral students when given moral education. These three aspects want to be involved with the hope that students can more easily think, feel the moral messages given to him which then used as the basis for behaving. To fulfill this expectation, this research would like to try to apply psychology approach which is implemented in the form of counseling service so that each student can get service individually according to requirement and background ability different from each other. Counseling approach as treatment variable is divided into two kinds, namely Rational Emotive Therapy (RET) approach and Client-Centered Therapy (CCT) approach, which then interacted with learning achievement setting as a moderator variable.

II. THEORETICAL REVIEW

A. Moral intelligence

The moral intelligence according to Coles, (2000: 1). namely the ability to grow slowly to understand what is right and what is wrong with using the emotional and intellectual resources of the human mind. There is a resemblance to the definition of moral intelligence proposed by Sarkala (2011: 90) that is the ability to grow slowly to reflect on what is right and what is wrong by using the emotional and intellectual sources of the human mind. According to Lennick and Kiel (2005: xxxiii), *Moral intelligence is the ability to differentiate right from wrong as defined by universal principles. Universal principles are those beliefs about human conduct that are common to all cultures around the world. Thus, we believe they apply to all people, regardless of gender, ethnicity, religious belief, or location on the globe.* Borba (2001: 4) explains that *moral intelligence is the capacity to understand right from wrong, to have strong ethical convictions and to act on them so that one to behaves in the right and honorable. In line with the definition of moral intelligence by Clarken, 2007:*

277) *Moral intelligence is the capacity to understand right from wrong, to have strong ethical convictions and to act on them to behave in the right and honorable Way.*

Based on some of the above definition can be said that moral intelligence is the ability of individuals to think and feel in understanding and determining the right and wrong and made the basis of ethical beliefs to behave.

B. *Counseling Approach*

The Rational Emotive Therapy (RET) approach is a cognitive-behavioral approach that emphasizes the relationship between feelings, behaviors, and thoughts as proposed by Gilliland Cs (1989: 183), that: "*RET is a comprehensive approach to treatment and education that cognitive em? Ploys, emotive, and behavioral approaches* and supported by Prayitno's opinion (2009: 35). that "rational-emotive counseling is counseling to combat the irrational thinking of the subject served and turn it into rational thought. According to Muro & Dinkmeyer (1983: 63). "Rational Emotive Counseling is the counseling process believes that emotions are basically ideogenic in their origin and that one can change the feelings most efficiently by changing ideas. Next Burks. Herbert M. Jr. Stefflre Bufford (1979: 14) explains that RET counseling is a somewhat complicated process, since it rests upon the assumption that people have a combination of cognitive, emotive, and behavioral disturbances when coming for counseling, and that many different kinds of rational, evocative -confrontational, and activity-oriented techniques have to be employed by the counselor to help them overcome their emotional problems.

Based on some of the above definitions can be synthesized that RET is a cognitive behavioral approach in counseling that aims to change the way irrational thinking to the rational and emphasize on the interrelationship between thoughts, feelings, and behavior.

Core-centered Therapy (CCT) approaches Corey (1985: 20): is the disclosure and communication, acceptance, respect and understanding and effort with clients in developing internal terms of reference by thinking, feeling and exploring. The definition of CCT approach by Rogers cited by Sukardi, (2000: 79-80) is a counseling approach that emphasizes the client's responsibility and ability to face reality, current experiences, not dogmatic, client perceptions and counseling goals are in the client, not determined by the counselor. The statement was later completed by Willis (2009: 100). that: "Client-centered therapy is a method of psychic treatment that is done by dialogue between counselor and client, in order to create a picture that matches the reality of the real client.

Based on these definitions can be synthesized that CCT is a humanistic approach in counseling that emphasizes the activities and responsibilities of the client in the counseling process, the counselor only plays a role in creating good relationships, accepting clients with a warm, friendly, appreciative, motivating, understanding feelings of clients and

provide an opportunity to solve their own problems and actualize themselves to move forward and develop well.

C. *Learning Achievement*

Learning achievement is the ability that a student gains after following a particular learning (Gagne & Leslie 1974: 50). According to Djaali & Muljono (2008: 7), Learning achievement is the level of progress or progress that has been achieved after the students take the teaching-learning process within a certain time. In addition, Suryabrata (2006: 324) also means that learning achievement is the last formulation that can be given by the teacher about the progress of student learning during a certain period. With the value of report cards can be known student achievement. Students who have good grades are said to have high achievement, while those with poor grades are said to have low learning achievement.

Based on some definition of learning achievement described above, it can be synthesized that the learning achievement is the level of skill or mastery achieved by the students of learning material that has been learned that is manifested in the form of values or numbers.

III. RESEARCH METHOD

A. *Research Methods*

The method used in this research is an experimental method with 2 x 2 level analysis design, ie two treatment variables (RET counseling approach and CCT counseling approach) and two moderator variables (a group of students with low learning achievement and high learning achievement). Each approach to each counseling is given to two different groups of students, namely groups of students who have low learning achievement and groups of students who have high learning achievement so that the level of moral intelligence of students as a measured variable can be seen based on the accuracy of the type of counseling approach given. The research design can be described as follows:

B. *Sample Determination Technique*

The population in this research is 9 (nine) elementary school located in Kelurahan Cipondoh. This research is in accordance with the type of experimental research (not survey) then the determination of the sample is based on the number of SD and the number of classes. The sampling technique used is multi-stage sampling, as explained by Handini (2012: 52) that "multi-stage sampling can consist of more than two stages and may involve combinations of multiple sampling methods". This opinion is supported by Descombe (2007: 16) that "multi-stage sampling as the name suggests, involves selecting samples from samples, each sampled being drawn from within the previously selected sample". In accordance with the multi-stage sampling technique, there are 3 (three) sampling methods combined in this study, simple random sampling, purposive sampling and cluster random sampling, and performed in 5 (five) stages:

1. Determining one SD to be sampled through simple random sampling technique.
2. Determining one class to be sampled through cluster random sampling technique.
3. Determine two group of study of class 2 that will be sampled through Simple Random Sampling technique.
4. Determining the group of students who are classified as having high learning achievement and a group having low learning achievement through purposive sampling technique
5. Determine the students who will be the sample for the group of RET counseling approaches and for the group of CCT counseling approaches through simple random sampling technique.

Thus obtained by students who qualify to be a research sample in Grade 2 SD Negeri Cipondoh 3 as many as 56 people (28 people who have low learning achievement and 28 people who have high learning achievement).

C. Research Instruments

This research requires two kinds of principal data, that is moral intelligence data as dependent variable and learning achievement data as attribute variable. To reveal the two basic data is required an instrument that is Instrument to measure moral intelligence used tests of moral intelligence, and for student achievement data used documentation techniques.

Data on moral intelligence were collected using 20 moral question tests and presented in two forms: closed questions (subject scaling) and open questions. Subject scaling is subject-oriented pitch aiming to put individuals on a continuum of judgments so that the relative position of the individual according to a measured attribute can be obtained ... because the procedure has a high practical value, it is followed by the designers of the psychological scale "(Azwar, 2012, 217-218).

The subject scaling question consists of two choices: the answer option contains a good moral indication (given a score of 1) and an answer option that does not indicate good morale (not scored or scored 0). The answer to an open question is that the student is asked to state the reason for the answer given to a closed question when selecting an answer that contains a good moral indication. According to Djaali and Muljono (2008: 68), the writing of the essay type test (essay) should the question begin with words like Compare ", ..." Give the reason ", ..." explain why ", ..." Give examples ", ... and such. The scales are designed based on the stages of moral development that are referred to in this study (Piaget, Kohlberg, Harmas, and Elkind), so scoring consists of five categories of choices: Score 4 for answers containing good moral indications and giving reasons on the basis of their ability understand the meaning of the good. Score 3 for answers that contain good moral indications and give reasons

not just habits but also be able to integrate with his feelings. Score 2 for answers that contain good moral indications but have not understood the meaning of goodness and still depend on rewards or punishment. Score 1 for answers containing good moral indications but unable to give a reason or an answer that does not identify a good answer but gives a reason on the basis of its ability to give meaning. A score of 0 for an answer that does not indicate good morals and does not provide a reason, or does not provide answers and reasons.This test consists of 20 items to obtain a score range between 1-80.

The instrument used is secondary data obtained through documentation technique that records the value of student report cards in the final semester before the research took place. The trick is to verify the results of subsumative tests and summative test scores have been transformed first into a scale of 1 - 100.

D. Data Analysis Technique

Data analysis techniques used in this study are descriptive statistical analysis and inferential statistical analysis.

1. Descriptive Statistics Analysis

Descriptive statistics intended to describe or describe the characteristics of each variable namely mean, median, maximum value, minimum value and standard deviation. The data characteristics of each variable are obtained by using the IBM SPSS Statistics (Analyze Descriptive Statistics - Frequencies) Program.

2. Inferential Statistics Analysis

Inferential statistics are used to test the research hypothesis. The analytical technique used to test the research hypothesis is two-lane variance analysis 2 x 2.

IV. RESULT AND DISCUSSION

Description of data of each group in this study can be presented as follows:

1. Description of the frequency of moral intelligence data of students who were given counseling using the RET approach (A1)

Data moral intelligence of students who were given counseling using RET approach as many as 28 people. The empirical score obtained minimum score = 28, and maximum score = 78, so the score range as much 50. Average score 55,71 and standard deviation 11,99. From the range of score 50, obtained interval class 8.3 or rounded to 8 and the number of classes to 6. Distribution frequency and percentage of data moral intelligence of students given counseling RET can be seen in the table below.

Table 1: Frequency distribution of students' moral intelligence data provided by counseling using the RET approach (A).

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	28 - 35	1	3.57
2	36 - 43	4	14.28
3	44 - 51	4	14.28
4	52 - 59	9	32.14
5	60 - 67	6	21.43
6	68 - 78	4	21.42
	Total	28	100

Based on table 1 can be explained that the frequency distribution and percentage of moral intelligence data of students who were given counseling using RET approach (A1) as many as 28 respondents. Class interval with range 28 - 35 at number 1, reaching the absolute frequency of 1 respondent (3.57%); interval class with range 36 - 43 at number 2 and interval class with range 44 - 51 at number 3 each reaching absolute frequency 4 respondent (10.72%); interval class with range 52- 59 at number 4 reaches the absolute frequency of 9 respondents (32.14%); class interval with range 60 - 67 at number 5 reaches absolute frequency 6 respondents (21.43%); and the interval class with range 68 - 78 at number 6 reaches the absolute frequency of 4 respondents (14.28%).

Based on the data it can be concluded that the interval class 46 - 54 at number 3 which reaches the absolute frequency value of 9 respondents (32.14%) is the highest, while the interval class with range 28 - 36 at number 1 reaches the absolute frequency of 1 respondent (3.57%). For more details, the distribution of data can be seen on the histogram as follows:
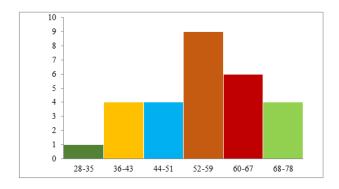

Figure 1: Histogram score of students' moral intelligence given counseling using the RET approach (A1)

2. Description of the frequency of moral intelligence data of students who are given counseling using the CCT approach (A2)

Data moral intelligence of students who were given counseling using a CCT approach of 28 people. The empirical

score obtained minimum score = 27, and maximum score = 76, so the score range as much 49. Average score 49.35 and standard deviation 11.56. From the range of score 49, obtained the interval of class 7 and the number of classes to 7. Distribution of frequency and percentage of data moral intelligence of students given counseling CCT can be seen in the table below.

Table 2: Distribution of data frequency of students' moral intelligence given counseling using CCT approach (A2)

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	27 - 33	2	7.14
2	34 - 40	4	14.28
3	41 - 47	6	21.43
4	48 - 54	8	25.00
5	55 - 61	4	28.57
6	62 - 68	3	10.71
7	69 - 76	1	3.57
	Total	28	100

Students who were given CCT counseling as much as 28 respondents can be seen that the acquisition of interval class values with range 27 - 33 at number 1 reached the absolute frequency of 2 respondents (7.14%); interval class with range 34 - 40 at number 2 reaches the absolute frequency 4 respondents (28.57%); and interval class with range 41 - 47 at number 3 reaches the absolute frequency of 6 respondents (21.43%); interval class with range 48 - 54 at number 4 reaches the absolute frequency of 8 respondents (28.57%); interval class with range 55 - 61 at number 5 reaches absolute frequency 4 respondent (28.57) and in range 62-66 at number 5 reaches absolute frequency 3 respondent (10.71%); and the interval class with the range 69 - 76 at number 7 reaches the absolute frequency of 1 respondent (3.57%).

Based on the data it can be concluded that the class interval 48 - 54 at number 4 reaches the highest absolute frequency value of 8 respondents (28.57%) highest, while the interval class with range 69 - 76 at number 7 reaches the absolute frequency of 1 respondent (3.57%) is the lowest. For more details, can be seen on the distribution of data on the histogram as follows:

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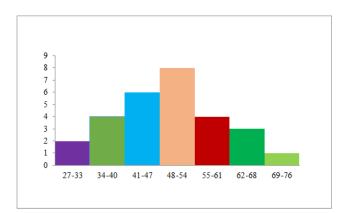*p-ISSN: 2477-5924 e-ISSN: 2477-8478*

Figure 2: Histogram score of students' moral intelligence given counseling using CCT approach (A2)

3. Description of the frequency of moral intelligence data of students who are given counseling using the RET approach and have low learning achievement (A1B1)

Data of moral intelligence of students who were given counseling by using RET approach and have low learning achievement have score range 40 - 80, n as many as 14, minimum score = 40 maximum score = 78. Average score 62.5 and standard deviation 10.7. From the range of score 40, obtained class interval 6.7 or rounded to 7 and number of class 6, the frequency distribution of data can be seen in the following table.

Table 3: Distribution of data frequency of students' moral intelligence given counseling using RET approach and having low learning achievement

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	40 - 46	1	7.14
2	47 - 53	1	7.14
3	54 - 60	3	21.43
4	61 - 67	5	35.71
5	68 - 74	2	14.29
6	75 - 81	2	14.29
	Total	14	100

Students who were given RET counseling and had low A1B1 learning outcomes as many as 14 respondents can be seen that the acquisition of interval class value with range 40 - 46 at number 1 reached the absolute frequency of 1 respondent (7.14%); class interval with range 47- 53 at number 2 reaches the absolute frequency of 1 respondent (7.14%); interval class with range 54 - 60 at number 3 reaches the absolute frequency of 3 respondents (21.43%); interval class with range 61 - 67 at number 4 reaches the absolute frequency 5 respondents (35.71%); interval class with range 68 - 74 at number 5 and interval class with range 75 - 81 at number 6 each reaches

absolute frequency 2 respondent (14.29%) reaches absolute frequency 2 respondent (14.29%).

Based on the above data it can be concluded that the interval class 61 - 67 at no 4 reaches the highest frequency of 5 respondents (35.71%), while the interval class with the range 40 - 46 at number 1 and 47 - 53 reaches absolute frequency 1 respondent (7.14%) the lowest. To appear more clearly can be seen in the histogram as follows:
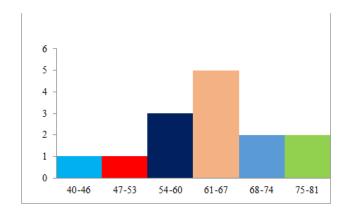

Figure 3: Histogram score of students' moral intelligence given counseling using the RET approach and having low learning achievement (A1B1)

4. Description of moral intelligence data of students who were given counseling by using CCT approach and have low learning achievement (A2B1)

The moral intelligence data of students who were given counseling by using CCT approach and having low learning outcomes had a range of 27 - 76, n as 14, mean score 49.14 and standard deviation 12.8. From a minimum score of 27 and a maximum score of 76, a range of 49 is obtained, resulting in 7th grade intervals and number of classes 7. The frequency distribution of data can be seen in the table below.

Table 4: Distribution of data frequency of students' moral intelligence given counseling by using CCT approach and having low learning achievement

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	27 - 33	1	7.14
2	34 - 40	2	14.29
3	41 - 47	3	21.43
4	48 - 54	4	28.57
5	55 - 61	2	14.29
6	62 - 68	1	7.14
7	69 - 76	1	7.14
	Total	14	100

Students who were given CCT counseling approach and had low learning outcomes as many as 14 respondents can be seen that the acquisition of interval class value with range 27 - 33 at number 1 reaches absolute frequency of 1 respondent (7.14%), interval class with range 34 - 40 at number 2 reach the absolute frequency of 2 respondents (14.29%); class interval with range 41 - 47 at number 3 reaches absolute frequency 3 respondents (21.43%); interval class with range 48 - 54 at number 4 reaches the absolute frequency 4 respondents (28.57%); and the interval class range from 55 to 61 at number 5 reaching the absolute frequency of 4 respondents (28.57) and interval classes 62-66 at number 6) and interval classes 69 - 76 each reaching the absolute frequency of 1 respondent (7.14%).

Based on the above data it can be concluded that the interval class 48 - 54 at number 4 reaches the highest 4 respondents (28.571%), while the interval class with the 27 - 33 range at the numbers 1 and 62-6 in the numbers 6 and 69 - 76 each achieved the absolute frequency of 1 respondent (7.14%) the lowest. The distribution of data can be seen in the histogram below:
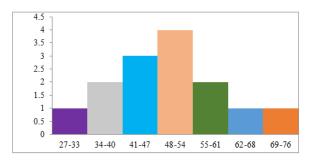

Figure 4: Histogram score of students' moral intelligence given counseling using CCT approach and having low learning achievement.

5. Description of moral intelligence data of students who are given counseling using RET approach and have high learning achievement (A1B2).

The moral intelligence data of students who were given RET counseling and had high learning outcomes had a range of 28 - 63, n scores of 14. The average score of 48.9 and standard deviation 9.2. From the minimum score = 28 and the maximum score = 62, obtained a range of 34, so that the class 7 interval and number of class 5. The frequency distribution of data can be seen in the table as follows:

Table 5: Distribution of data frequency of students' moral intelligence given counseling using RET approach and having high learning achievement

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	28 - 34	1	7.14
2	35 - 41	2	14.29
3	42 - 48	4	28.57
4	49 - 55	5	35.71
5	56 - 63	2	14.29
	Total	14	100

Students who were given RET counseling approach and had high learning outcome as many as 14 respondents can be seen that the acquisition of interval class value with range 28 - 34 at number 1 reaches the absolute frequency of 1 respondent (7.14%); interval class with range 35 - 41 at number 2 reaches the absolute frequency of 2 respondents (14.29%); The interval class with range 42 - 48 at number 3 reaches the absolute frequency 4 respondents (35.71%); and the interval class with range 49 - 55 at number 4 reaches the absolute frequency of 5 respondents (35.71%); and the interval class with range 56 - 63 at number 5 reaches the absolute frequency of 2 respondents (14.29%).

Based on the above data it can be concluded that the interval class 49 - 55 at number 4 reaches the highest absolute frequency of 5 respondents (35.71%) the highest, while the interval class with range 28 - 34 at number 1 reaches the absolute frequency of 1 respondent (7.14%) the lowest. In order to appear more clearly can be presented the frequency distribution of data on the histogram as follows:
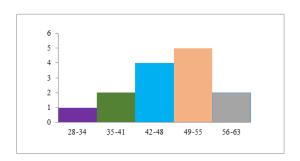

Figure 5: Histogram of students' moral intelligence given counseling using the RET approach and having high learning achievement

6.Description of moral intelligence data of students who were given counseling by using CCT approach and have high learning achievement (A2B2)

The data of students' moral intelligence given the approach of CCT counseling and having high learning outcomes have a range of 28 - 64, n as 14. Minimum score = 28 and maximum score = 66. Average score 49.57 and

standard deviation 10.6. of Range 38, obtained the number of classes 6, and interval 6. The frequency distribution of data can be seen in the table below.

Table 6: Distribution of data frequency of students' moral intelligence given counseling by using CCT approach and having high learning achievement

No	Interval Class	Absolute Frequency	Relative Frequency (%)
1	28 - 34	1	7.14
2	35 - 41	2	14.29
3	42 - 48	3	21.43
4	49 - 55	5	35.71
5	56 - 62	2	14.29
6	63 - 69	1	7.14
	Total	14	100

Students who were given counseling using CCT approach and had high learning achievement as many as 14 respondents can be seen that the acquisition of interval class value with range 28 - 34 at number 1 reaches the absolute frequency of 1 respondent (7.1429%); interval class with range 35 - 41 at number 2 reaches the absolute frequency of 2 respondents (14.29%); interval class with range 42 - 48 at number 3 reaches absolute frequency 3 respondents (21.43%); the interval class with range 49-55 at number 4 reaches the absolute frequency of 5 respondents (35.71%), interval class with range 56 - 62 at number 5 reaches the absolute frequency of 2 respondents (14.29%) and interval class with range 63 - 69 at number 6 reaching the absolute frequency of 1 respondent (7.14%).

Based on the above data it can be concluded that the interval class 49 - 55 at number 4 which reaches the highest frequency of 5 respondents (35.71%), while the interval class ranges from 28 - 34 at number 1 and range 63 - 69 at number 6 respectively reaching the absolute frequency of 1 respondent (7.14%) the lowest. In order to appear more clearly on the frequency distribution of data can be presented on the histogram as follows:
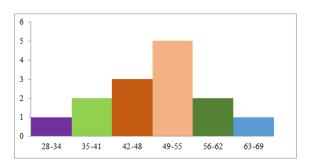

Figure 6: Histogram data of students' moral intelligence given counseling using CCT approach and having high learning achievement

Normality test data is done on moral intelligence data for counseling approach and student achievement data. The normality test is grouped into six groups.

Normality test data is done by using Descriptive Statistics Analysis - Frequency (Analyze Descriptive Statistics - Frequencies). The test criteria used is with the formula "Ratio = (skewness) / (Std .error of skewness), if the value of the ratio is in the range between -2 to 2 then it can be said that the data variables studied are normally distributed (Sudarmanto: 2013: 115). The results of normality data test can be seen in the table as follows:
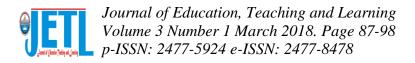
Table 7: Recapitulation of Sample Normality Test results using Analyze Descriptive Statistics – Frequency

Sample Group	Skewness	Std. error of Skewness	Ratio (-2 – 2)	Information.
RET	-.210	.441	-0.47	normal
CCT	-.640	.441	-1.45	normal
RET – PBR	-.528	.597	-0.88	normal
RET – PBT	.314	.597	1.42	normal
CCT – PBR	-.853	.597	-0.52	normal
CCT - PBT	-.588	.597	-0.98	normal

Homogeneity test of variance against four cell of research design A1B1: A2B1, A1B2: A2B2, A1B1: A1B2 and A2B1: A2B2. done in the same way so that the results obtained calculations as listed in the following table:

Table 8: Recapitulation of Homogeneity Test results using Bartlett Test at Significance Level (α) = 0.05 through Exel Program computer assistance.

Sample Group	X^2	df1	df2	X^2_{table}	Information
$A_1 : A_2$	0.03	1	54	3.84	homogeneous
$B_1 : B_2$	2.66	1	54	3.84	homogeneous
$A_1B_1 : A_2B_1$, dan $A_1B_2 : A_2B_2$	4.67	1	108	7.81	homogeneous

Homogeneity test results show that all values X^2 is smaller than X_table^2 on the corresponding df1 and df2 and at the alpha level of 0.05 so it can be concluded that all data sets have the same or homogeneous variance.

Thus it can be concluded that all data comes from normally distributed populations and data of all groups have homogeneous variance. Thus a two-lane variance analysis test against the four cells of this study design can be continued. The variance analysis technique (ANAVA) as described in the previous chapter. Furthermore, Tukey test is held to determine the effect of interaction.

The data of this study were analyzed by a two-lane variance analysis technique (ANAVA) as described in the previous chapter. Furthermore, Tukey test is held to determine the effect of interaction.
Summary of the results of the analysis of test data analysis of two-way variance can be seen in the following table:

Table I
Summary of Two Line Path Variance Analysis

Varians Source	JK	db	RJK	F_{hit}	F_{tab}	
					$\alpha = 0.05$	$\alpha = 0.01$
Between A	565,786	1	565,79	4,74*	4,01	7,11
Between B	604,571	1	604,57	5,07*	4,01	7,11
Interaction A x B	686,000	1	686,00	5,75*	4,01	7,11
Inside	6203,571	52	119,30	-	-	-
Total	8059,929	55	-	-	-	-

Information:
* = significant
dk = degrees of freedom
JK = sum of squares
RJK = average number of squares

Based on the calculation of data analysis can be explained as follows:

A. *First Hypothesis Testing*

The main hypothesis tested states that there are differences in moral intelligence between students given counseling by using the RET approach with students who were given counseling by using the CCT approach. The statistical hypothesis is:

H0: $\mu A1 \leq \mu A2$
H1: $\mu A1 > \mu A2$

From the analysis summary table, it is known that the value of Fcount = 4.74; which is greater than the value of Ftabel of 4.01. For the significance level $\alpha = 0.05$ (Fhit = 4.74 > Ftab = 4.01), means H0 is rejected and H1 accepted, so it can be said there is a significant difference between moral intelligence students are given counseling by using the RET

approach and the moral intelligence of students who are given counseling by using the CCT approach.

B. *Second Hypothesis Testing*

There is an interaction effect between the counseling approach and the learning achievement of students' moral intelligence. The hypothesis statistics are:
H0: Int. A x B = 0
H1: Int. A x B $\neq 0$

According to the summary score of variance analysis as in the table obtained the price Fhit interaction (FAB) = 5.75 > Ftab = 4.01 at the significance level $\alpha = 0.05$, it can be said that Fhit > Ftab, so H0 rejected and H1 accepted, which is significant between the counseling approach and the learning achievement of students' moral intelligence. The form of interaction can be presented in the picture as follows:
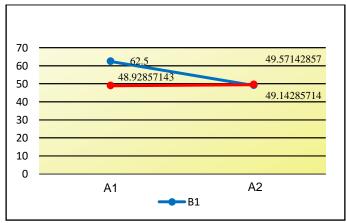

Fig.1 Interaction of counseling approach and learning outcomes on students' moral intelligence

Tested significantly the interaction between counseling approach and learning outcomes of students' moral intelligence, then the next step is to conduct further tests.

Tested significantly the interaction between counseling approach and learning outcomes of students' moral intelligence, then the next step is to conduct further tests as follows:

1. For groups A1 and A2, the Q coefficient is greater than Qtabel or 6.16 > 2.89 at α (alpha) 0.05. This means students' moral intelligence in group A1 (students are given counseling using the RET approach) was higher than group A2 (students who were counseled using a CCT approach.
2. For groups B1 and B2, the Q coefficient is greater than Qtabel or 6.38 > 2.89 at α (alpha) 0.05. This means that students' moral intelligence in group B1 (students with low learning achievement) is higher than group B2 (students who have low learning achievement).
3. For groups A1B1 and A2B1, the Q coefficient is greater than Qtabel or 4.29 > 3.03 at α (alpha) 0.05. This means the students' moral intelligence in the A1B1 group (students

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are given counseling using the RET approach and having low learning achievement)) is higher than the A2B1 group (students are given counseling using the RET approach and have high learning achievement).

4. For groups A1B2 and A2B2, the Q coefficient is less than Qtabel or 0.22 <3.03 at α (alpha) 0.05. This means the students' moral intelligence in the A1B2 group (students who are counseled using the RET approach and have high learning achievement)) are lower than the A2B2 group (students are given counseling using the CCT approach and have high learning achievement).

Score summary of advanced analysis with Tukey test can be seen in the table as follows:

Table II
Summary of Advanced Stage Analysis Results with Tukey Test

Compared Groups	n	k	dk (k-1; n-k)	Average difference (Q)	Qtable 0,05
A_1 : A_2	28	2	(1; 26)	6.16**	2.89
B_1 : B_2	28	2	(1 ; 26)	6.38**	2.89
A_1B_1 : A_2B_1	14	2	(1 ; 12)	4.29*	3.03
A_1B_2 : A_2B_2	14	2	(1 ; 12)	0.22	3.03

Information:
** = very significant
* = significant
dk = degrees of freedom
n = number of samples
k = number of groups

C. Third Hypothesis Testing

The third hypothesis states that the moral intelligence of students given counseling by using the RET approach is higher than the moral intelligence of students who are given counseling by using the CCT approach in the group of students who have low learning achievement.

Statistically, this hypothesis is:
H0: µA1B1 ≤ µA2 B1
H1: µA1B1> µA2B1

From the table of summary results of Tukey Test analysis known that the value of Qcount> Qtabel ie 4.29> 3.03 at the level of significance α = 0.05, so it can be said that the moral intelligence of students given counseling by using the RET approach higher than the moral intelligence of students who were given counseling using a CCT approach to a group of students with low learning achievement.

D. Hypothesis Testing Fourth

The fourth hypothesis states that the moral intelligence of students who are given counseling by using the RET approach is lower than the moral intelligence of students who are given counseling by using the CCT approach in groups of students who have high learning achievement.

Statistically, this hypothesis is:
H0: µA1B2 ≥ µA2B2
H1: µA1B2 <µA2B2

Further test using Tukey test, it is found that the value of Q count <Q table is 0,22 <3.03 at level 0,05, hence the moral intelligence of student group having high learning achievement and given counseling by using RET approach lower than student group who have high learning achievement and are given counseling by using CCT approach.

Discussion

There are three kinds of analysis to the result of research which is got the difference analysis that is hypothesis 1, interaction effect analysis that is the second hypothesis, and simple effect analysis that is hypothesis 3 and 4. The results of the study will be discussed as a basis for further review of the reasons for the superiority of the RET counseling approach compared to the CCT counseling approach. Thus, the outline is divided into four discussions, namely: (1) Differences in moral intelligence between groups of students who are given counseling using RET approach and CCT approach, (2) Influence Interaction between the use of counseling approach and learning achievement of students' moral intelligence (3) Differences in moral intelligence between students given counseling using RET approach and students who were given counseling using CCT approaches in groups of students who have low learning achievement, (4) Differences in moral intelligence between students given counseling by using the RET approach and students given counseling by using the CCT approach in groups of students who have high learning achievement.

1. Differences in moral intelligence between groups of students given counseling using the RET approach and the CCT approach.

The research hypothesis that there are differences in the moral intelligence of students who are given counseling by using the RET approach and students who are given counseling by using the CCT approach is accepted. This means that the RET counseling approach is more effective in developing the moral intelligence of elementary students when compared to the CCT counseling approach. As for the empirical evidence of the statement is the average score of moral intelligence gained by the group of students given counseling using a higher RET approach than groups of students given counseling using the CCT approach, but the CCT counseling approach still contributes to students' moral intelligence.

It is also theoretically known that the RET counseling approach has advantages in providing counseling to clients: (1) active-directive means in counseling relationships, active teachers help direct students in dealing with and solving problems, (2) cognitive-experiential means relationships which are formed must focus on the cognitive aspects of students and rational problem solving. (3) emotive-experiential means

established relationships also see the cognitive aspects of students by studying the source of emotional disturbance at once dismantle the roots of the false beliefs that underlie the disorder, (4) behavioristic means established relationships must touch and encourage behavior change in student self, (5) conditional means the relationship in the RET counseling approach is done by making certain conditions against the student through various conditioning techniques to achieve the goal of counseling therapy. This kind of thing is very suitable to be applied in the development of students moral intelligence so that they can freely express ideas in making choices and decisions themselves through counseling. Therefore, in the context of counseling the development of students moral intelligence, an important alternative is to involve students' cognitive, emotional and behavioral aspects in order to change the way irrational thinking becomes rational. although it is said that the structure of cognition develops with the age of a person, but age does not determine the level of moral development. Sjarkawi asserted that "not merely age determines the level of moral considerations, but the cognitive variable is the ability to use thinking that determines it (2011: 66). With this approach, it is expected to complement the moral education in the form of giving advice which tends to demand the obedience of students to accept it without considering the ability of students, but more laden with stimulate students to think and connect emotions so as to understand the moral that will be the basis of ethics to behave.

2. Influence Interaction between the use of counseling approach and learning achievement of students' moral intelligence.

Hypothesis test results indicate that there is an interaction between the use of counseling approach and learning achievement of students' moral intelligence. Students who have low learning achievement if given counseling by using RET approach higher moral intelligence than the students who were given counseling by using the CCT approach, but for students who have high learning achievement between the counseling given using the RET approach and given counseling by using the CCT approach does not show any significant effect or difference. In this case, it can be said that the development of moral intelligence is influenced by the type of counseling approach based on the level of student achievement. Or in other words, the suitability of the type of counseling approach with the level of academic achievement affects the differences in students' moral intelligence. In accordance with the research findings by Lee & Paula that "gifted (gifted) students have higher scores in adaptability, and in moral judgment, gifted student skills are comparable to individuals with master degrees (2006, vol. Issue 1, pp 29-67. P39).
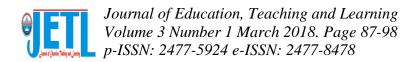
3. Differences in moral intelligence between students who were given counseling using RET approach and students who

were given counseling by using the CCT approach in groups of students who have low learning achievement.

The research hypothesis which states that there are differences in moral intelligence between students who were given counseling by using the RET approach by using the CCT approach for students who have low learning achievement is accepted. This means that students who have low learning achievement differ in moral intelligence when viewed from the counseling approach used. Empirically it turns out that students who are given counseling through RET approach higher moral intelligence than the students given counseling through CCT approach.

The advantage of counseling using the RET approach to students with low learning achievement, because the RET approach has characteristics that have been explained, among others, that this approach emphasizes the role of teachers as counselors of students as clients in assessing moral intelligence through the antecedent event (A) , belief (B), consequence (C), disputing (D) and effects (E). This characteristic is more beneficial to students who have low learning achievement because students who have low learning achievement usually have limited ability in understanding something he needs to understand. The level of student achievement is usually in line with the level of intelligence or the level of thinking ability, so it can be expected that for students who have low learning achievement, will also have less ability in understanding the content or direction of counseling given to him. Empirically it was found that children who had higher intelligence scores and socioeconomic status consistently had higher levels of moral development than children with lower intelligence scores and socioeconomic status (Syjarkawi, 2005: 66). The research findings from Tirria Cs also show that moral reasoning was related to intelligence (2009: 70-80). This condition will have an impact on their ability to understand the things they need to understand in the counseling process so that the role of more active counselors is needed so that the counseling process can run smoothly or not stop to achieve the purpose of counseling. It is these characteristics that benefit the Students who belong have low learning achievement. In contrast to counseling using a CCT approach that examines moral intelligence with techniques provides more opportunities for students to play a role in the effort to explore and develop their potential. Thus this study makes it clear that counseling using the RET approach can help students who have low learning achievement in improving their moral intelligence. This is in accordance with the theories that have been reviewed in Chapter II that this approach is able to stimulate students to improve and change attitudes, perceptions, ways of thinking, beliefs, and views of irrational students into a rational view in order to develop themselves through cognitive and affective behavior which is positive.

4. Differences in moral intelligence between students who were given counseling using RET approach and students who

were given counseling by using CCT approach in groups of students who have high learning achievement.

The research hypothesis which states that the moral intelligence of students who have high learning achievement and given counseling by using RET approach is higher than that using the CCT approach is rejected. This means that for students who have high learning achievement if given the approach of RET counseling or CCT approach there is no significant difference in the increase of moral intelligence. In Chapter II it has been explained that in the counseling process CCT counselors put the responsibility on the client, not the authorized counselor. The client is positioned as an individual who has the ability to determine issues that are important to him, explores his problems and is able to find solutions to solve problems on him. For students who have a high learning, ability is very appropriate given a counseling approach so that they do not feel pressured to express ideas, wills, and thoughts. Kirschenbaum believes that in instilling moral values it is very important to be democratic towards children so that they are skillful to think for themselves, make their own decisions and take responsibility. We believe it is essential for us to support the family in teaching our students a number of traditional civic and moral values that most parents, educators, and community members agree are essential for a democracy. Just as important, we are responsible for decisions (Kirschenbaum, 1992: 176).

This opinion is supported by the opinion that human beings must be able to optimize their tremendous potential of nature to be developed in a more promising direction so that a qualified generation that has an understanding of the function of religion as a way of life for their future survival will be established (Takdir, 2012: 43).

It is this characteristic that benefits students who have high learning achievement and empirically it turns out that students who have high learning outcomes and given counseling using a higher CCT approach of moral intelligence than the students given the RET approach.

So the results of this study provide information that the counseling approach given to students who have high learning achievement to increase moral intelligence is the CCT approach. Thus it can be said that the RET counseling approach does not have a certain advantage compared to the CCT counseling approach when it is used in groups of students who have high learning achievement.
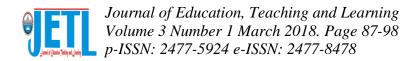
IV. CONCLUSIONS

Based on the results of the research that has been presented, then presented several conclusions as follows:

a. The moral intelligence of students given counseling by using the RET approach is higher than the moral intelligence of students given counseling by using the CCT approach.

b. There is an interaction effect between counseling approach and learning outcomes on students' moral intelligence. Implementation of counseling approach in accordance with the level of ability or learning achievement can affect the moral intelligence of students.

c. The moral intelligence of students who are given counseling by using the RET approach is higher than the moral intelligence of students who are given counseling by using the CCT approach in groups of students who have low learning achievement.

d. The moral intelligence of students who are given counseling by using the RET approach is lower than the moral intelligence of students who are given counseling by using the CCT approach in groups of students who have high learning achievement.

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