



Acceptance and commitment therapy: the new wave of cognitive behavior therapy

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Abstract

Cognitive behavior therapy (CBT) is one of the major counseling theories today. However, reliability of this theory has received criticism from other theories, which claim to cognitive interventions do not provide added value on behavioral interventions. The theory criticized and showed dissatisfaction with the practice of CBT is the theory of Acceptance and Commitment Therapy (ACT). Furthermore, ACT is known to a new generation of CBT. ACT is one of the new counseling approach that can be applied to school counselors to deal with the issues of students in the school.

Keywords: Cognitive Behavior Therapy, Acceptance and Commitment Therapy

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Introduction

Lately, various theories of counseling grown rapidly. This is shown by the many studies conducted by researchers related theories such counseling. Between the theory of one with another theory also has its own peculiarities that differentiates it from other theories. Not infrequently, a counseling theories born of dissatisfaction with previous counseling theories.

One of the theories of counseling are very well known and developed today, including in Indonesia is CBT. Assumptions CBT is when the reorganization of thought patterns will influence the reorganization of individual behavior (Corey, 2009). In line with the statement, Matson & Ollendick (1988) revealed CBT is an approach

with a number of specific procedures using cognition as a major part of counseling and perceptions, beliefs, and thoughts as the focus of counseling. These statements indicate that when counselors oriented CBT will change the behavior of the counselee, the counselor only need to change the mindset of the counselee. The mindset of counselees be the key to changing behavior.

The growing practice of CBT in Indonesia proved by various studies that have been done. The study, conducted by Joseph Yanuvianti & Carolia (2011) concluded that CBT intervention is able to cope with academic procrastination on the students of the Faculty of Psychology Unisba. Another study, conducted by Rahmi (2015) concluded that there is a positive effect of

CBT approach in improving students' adjustment.

Establishment CBT theory has received criticism from other schools because of dissatisfaction with the practice of CBT recently. It was shown by research conducted by Longmore & Worrell (2007) which concluded that cognitive interventions do not consistently provide added value for behavioral interventions. The research implicitly indicates that there is no significant relationship between cognitive and behavioral interventions.

One flow theory to criticize the establishment CBT theory is Acceptance and Commitment Therapy (ACT). ACT is a new model of brief counseling is an approach that is very well established today and the potential to be studied (Strosahl, Robinson & Gustavsson, 2012). ACT is known as a new generation of CBT (Forman et al., 2007; Fung, 2014; Yovel, 2009).

Little has been implemented practices and related research conducted ACT theory in addressing the problems of students. However, it could not rule out the possibility that the ACT as a counseling theories likely to be applied in Indonesia. The following will explain comprehensively on the approximation of the ACT and the chances are applied in Indonesia as a counseling approach to help counselees resolve the problem. Counselor at the school can learn these new counseling approach and understand the stages of counseling that counselor at the school can apply at the school to deal with the problem students.

Discussion

Acceptance and Commitment Therapy (ACT)

The development of theories and counseling approaches today can be said to be very rapid. Different schools of theory and approaches emerge as caused by dissatisfaction with past practices. One of the theories that began to grow recently is ACT. Hofmann, Sawyer & Fang (2010) calls the ACT as one of the new generation of CBT. Unlike CBT, ACT looked at patterns of thought does not directly affect a person's behavior. Practice counseling using ACT

approach does not attempt to change the content of cognition someone to change behavior (Ruiz, 2012), but ACT focuses on individual behavior and the context (Bach & Moran, 2008).

ACT theory related to language and cognition, namely Relational Frame Theory or abbreviated RFT (Pilecki & McKay, 2012; Yovel, 2009) who claimed the language acts as a stimulus to change the behavior of the counselee. The theory holds that language, cognition, behavior, and emotions can be learned through direct experience and handed down through the study without direct experience (De Young et al., 2010). RFT has a philosophical view called functional conceptualism, which uses behavioral analysis model to integrate cognition and language (Hofmann, Sawyer & Fang, 2010). Therefore, ACT is a reformulation of radical behaviorism Skinnerian, for refusing the basic premise of the interaction between cognition, behavior, and emotions. ACT is not an extension of the CBT models.

ACT is a counseling approach that aims to encourage counselees to acknowledge and accept the dysfunctional thoughts and emotions. This is because the dysfunctional thoughts and emotions is relatively common in counselees. The important thing is counselee willing to reject the dysfunctional thoughts and emotions hang of it, so that the counselee will be easier to focus on realistic plans and commitments (Markanday et al., 2012). Bach (2013) explains that an important domain of ACT in the implementation of counseling interventions is the commitment shown by action.

ACT also aims to help the counselee in setting goals and acting on those goals. With this, the efforts of ACT is to increase the flexibility of the psychological: the ability counselee be adaptive by changes in environmental conditions (Westrup, 2014) and counselee demonstrate new behaviors based on the values selected and do so with full awareness (Twohig & Hayes, 2008).

According to Luciano, Rodríguez, & Gutiérrez (2004) ACT has two principles. First, use values clarification and action in making a

deal. Second, using defusion as a way to provide insights into the counselee that the voices in the form of a dysfunctional mind can be rejected and not heard. Although cognitive changes may occur in the ACT intervention, but it is not the main purpose. ACT aims to change the function of cognition in organizing themselves slowly to behave according to their values.

Theory on Voices

One other important dimensions that underlie the basis of ACT is the Theory on Voices. Carter et al., 1996 (in Shawyer et al., 2013) explains the Theory on Voices, that humans have thoughts of cognition in the form of voices that give commands or support someone in the act. The voices that exist in the minds of people in the form of orders, criticism, support, scary content, and arguments, but most of its themes are dysfunctional thoughts.

The voices in the form of a dysfunctional mind that gives directions or instructions the issue, often referred to as command hallucinations (Shawyer et al., 2013). When a person is willing to listen and obey the voices that shaped the dysfunctional thoughts, then the behavior will also become dysfunctional. Conversely, when a person is not willing to listen to and heed the voices in the form of the dysfunctional thoughts, the behavior will not be affected by the voices of the dysfunctional thoughts.

Masuda et al. (2004) also expressed the idea that the mind is dysfunctional relative occur in every individual. The individual should be able to change the meaning of words and the regulatory function of the behavior of experienced personal problems without changing the shape, frequency, and sensitive situation on themselves. This is certainly not the same as CBT practices that seek to change the shape becomes more functional dysfunctional mind to promote behavior change. Simply put, the practice ACT focused on the role of counselor in helping counselee realize that counselees do not need to follow the orders of the voices in his mind, but seemed to only think of a voice that will not affect the counselee behavior.

Opportunities Adoption of ACT in Indonesia

ACT is a new counseling approach that is not widely known in Indonesia. Practice ACT is also not known by many counselors in Indonesia because ACT is a relatively new approach to counseling. However, do not rule out this approach is growing with the commencement of several studies to be conducted in Indonesia involving ACT approach in dealing with individual problems.

Indeed, there is currently a lot of research in Indonesia involving ACT. One of the studies that have been conducted in Indonesia conducted by Saputra (2015), which examines one of the ACT that cognitive defusion techniques in lowering academic procrastination. In that study proved that cognitive defusion techniques can lower academic procrastination vocational students. However, when compared with cognitive restructuring (techniques CBT), the study showed that cognitive defusion techniques with cognitive restructuring less effective in helping the counselee out of academic procrastination problem.

Although research in Indonesia shows that cognitive defusion techniques with cognitive restructuring less effective in helping the counselee out of academic procrastination problem, cannot rule out the possibility of ACT can be implemented in Indonesia with various improvement interventions to be implemented. Identification ACT deficiency can be identified to minimize ineffectiveness counseling interventions. So the ACT as a new counseling approach can be recognized and implemented by practitioners in schools.

Conclusions

ACT is a relatively new approach in counseling today. ACT arose because of dissatisfaction to the practice of CBT. Reliability of practice CBT received criticism from the ACT, which claimed that cognitive interventions do not provide added value on behavioral interventions are implemented. Furthermore, ACT is known to a new generation of CBT. ACT

practice focused on the role of counselor in helping the counselee realize that counselees do not need to follow the orders of the voices in his mind, but as if they were considered a sound that will have no effect on behavior. As a new counseling approach, ACT will possibly evolved and implemented by many practitioners in Indonesia in dealing with the counselee. Studies that use ACT as a counseling approach to address the problems of counselees need to begin to do. Counselor at the school can learn these new counseling approach and understand the stages of counseling that counselor at the school can apply at the school to deal with the problem students.

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