

Effectiveness of Reality Group Counseling to Enhance Students' Self-efficacy in High School

Niken Cahyaningsih^{1,*}, Farida Agus Setiawati²

^{1,2} Universitas Negeri Yogyakarta, Indonesia

*Corresponding author. Email: nikencahyaningsih@gmail.com

ABSTRACT

Self-efficacy is very important to improve because it is related to student academic achievement. Self-efficacy is the ability to understand self-confidence to overcome situations that are controlled in the process of thinking, acting, feeling and motivating. This study aims to increase self-efficacy with reality group counseling intervention. The research group was divided into the experimental group, namely the reality group counseling and the control group (treatment as usual). Each group has 7 high school students with an age range of 15-17 years. The measurement process is carried out using a self-efficacy scale. In the intervention process, the experimental group was given the Wants, Direction, Evaluation and Planning system. The purpose of giving WDEP is so that group members are able to explore their needs and desires, understand current behavior, evaluate effective and ineffective behavior and facilitate effective behavior change planning. Group members are expected to be responsible for the choices that have been made. The results of this study indicate that there is a significant change in the increase in self-efficacy in the experimental group which is higher than the control group. In addition, statistically shows that there is a large influence of reality group counseling in increasing self-efficacy. The limitations of the study and recommendations for further research are discussed in this article.

Keywords: *Reality Counseling, Group Counseling, Self-Efficacy*

1. INTRODUCTION

Self-efficacy is one of the potentials that exist in individuals who are in cognitive factors and have a major influence on human behavior [1]. Individuals who have self-efficacy have confidence in their ability to organize and carry out the actions needed to manage various situations they experience. So that self-efficacy affects individuals in thinking, acting, feeling and motivation [2].

Feist & Feist [3] classifies that individuals who have self-efficacy can be developed and improved through 1) mastery experience, 2) social modeling, 3) social persuasion and 4) physical and emotional conditions. This can be achieved from individuals who perform task orientation, effort, persistence, confidence, learning strategies and performance.

There are several factors that influence a person's self-efficacy, including cognitive which is related to the ability to predict events and develop ways of controlling oneself to achieve goals and find solutions in problem solving. Motivational factors also influence the development of self-efficacy which affects their thinking to take an action and decision in achieving the expected goals. Individual affection can also help the individual's

ability to control the stressors that come, the anxiety and anxiety that arise in themselves to achieve the expected goals. Then the selection factor affects how the individual's ability to select behavior that suits the situation that occurs. So that these various factors can affect the high and low self-efficacy.

It is important to increase self-efficacy because it can affect academic achievement. This is in accordance with a study conducted by Gaulao (2014) that there is a relationship between self-efficacy and student academic achievement. The higher the self-efficacy, the higher the academic achievement of students. This is an important concern of counselors in increasing student self-efficacy through counseling services both individually and in groups.

This study is based on Elotaleb & Saha [5] the role of academic self-efficacy as a mediator variable between perceptions of academic climate and academic performance. So the study recommends that self-efficacy needs to be improved by using a counseling approach. What is different from this research and current research is the reality group counseling intervention that is used to increase the self-efficacy of high school students. Salah satu intervensi yang dapat digunakan yakni konseling kelompok realitas.

Basically, the basic concept of reality counseling is the existence of individual needs in survival, the need for love, power, pleasure and freedom. Lojk [6] states that these needs must be met by individuals in order to be able to have mental health. This is an important alternative in the development of adolescent mental health.

Reality group counseling has benefits including increasing involvement and providing more support from each group member and encouraging members to become warm individuals, showing concern and developing responsible behavior [7]. Reality counseling helps counselees to be aware and try to make control over their lives and learn behaviors to fulfill basic needs responsibly [8].

Gladding [9] developed a procedure for Wants, Directions, Evaluation and Planning, which is abbreviated as WDEP. In the Wants system, the group leader explores related wants, needs and perceptions to find desires and expectations. In the Direction system, group members explore behavior and the direction of life and focus on current behavior. Understanding that changes in thoughts and behavior will automatically follow feelings and physiology. In the Evaluation system, the group leader helps group members evaluate their behavior, wants, needs, and perceptions so that new directions and plans emerge [10]. The Planning System emphasizes that making a plan in the behavior change process emphasizes the actions to be taken in a simple, measurable, direct and consistent manner.

Research related to reality counseling conducted by Kim [11] shows that reality group counseling can effectively improve self-esteem and reduce internet addiction. This is the same as research conducted Farnoodian [12] that reality group counseling is effective in improving mental health and self-esteem. The advantage of reality counseling with the WDEP technique is proven to be able to increase student learning motivation [13]. The advantages of reality counseling in a group setting are very likely to be used in an effort to increase psychological attributes, one of which is self-efficacy.

Although previous research has also proven that the effectiveness of reality therapy has a significant effect on increasing self-efficacy [14,15]. Basically reality therapy itself aims to teach individuals to make more meaningful decisions to overcome the problems they are experiencing. This is very relevant to the adolescent period which is at the stage of identifying, making decisions for the future, gaining cognitive, emotional and social independence from parents and others and being faced with the development of the world [16]. So that this research is important to do useful to help the task of student development. It is hoped that this research can contribute to the role of forming the personality and career of adolescents.

Research question: how effective is reality group counseling in increasing the self-efficacy of high school students?

2. METHODS

This research is a non-equivalent control group design research. This study involved an experimental group given reality group counseling and a control group with treatment as usual. Each group consists of 7 students with an age range of 15-17 years. Research subjects were selected based on the results of the pretest measurement of low and or moderate self-efficacy.

To measure the level of student self-efficacy, the researcher used a self-efficacy scale consisting of 20 statement items. The alternative answer used is a Likert scale ranging from 1 to 4. Test the validity of the self-efficacy scale using an expert judgment test which is then analyzed for item selection with a coefficient limit of 0.2 which was originally 26 statement items to 20 items. The reliability of the self-efficacy scale is 0.885.

The research procedures include 1) pre-experimental; The researcher made preparations such as determining the research subjects and dividing the experimental and control groups. 2) the experimental stage includes conducting a pretest, giving treatment; the initial stage, the working stage which includes Wants (W), Direction (D), Evaluation (E) and Planning (P); 3) the final stage and post test.

The descriptive analysis uses descriptive statistics by looking for the minimum score maximum score, mean, standard deviation and then categorization is also carried out. Data analysis for hypothesis testing used is ANOVA analysis with the help of SPSS.

3. RESULT AND DISCUSSION

Based on the results of data analysis that has been carried out, the following results are obtained:

Tabel 1. Descriptive Data Analysis

Group	Score min	Score max	Mean	N	SD
Experiment Pre	39	45	42,85	7	2,19
Experiment Post	66	73	69,28	7	2,13
Control Pre	34	35	40,42	7	3,77
Control Post	35	44	41,28	7	3,30

The table above shows that the experimental group (Pretest; M=42.85, SD=2.19) and (Post-test; M=69.28, SD=2.13) while the control group (Pretest; M=40.42, SD=3.77) and (Posttest. M=41, 28, SD=3.3). This means that both groups experienced an increase before being given treatment and after treatment. However, major changes occurred in the experimental group who were given reality group counseling.

Table 2. Paired t-test

Group	Session	Mean different	T	p
Experiment	Pre-post	-26,42	-33,77	0,000
Control	Pre-Post	-0,085	-1,1686	0,143

The data above shows that the increase in self-efficacy experienced significant changes in the experimental group of the reality group counseling. If viewed from the p-score in the experimental group, which is $0.00 < 0.05$, there is a significant influence on the use of reality group counseling in an effort to increase self-efficacy in high school students.

3.1. Discussion

Group counseling can be done to solve problems in adolescents. This is because the characteristics of the problems experienced by adolescents are identical to their social developments such as association and social interaction with peers. The problems experienced are more complex when compared to the problems in the previous period. Intellectual satisfaction is obtained by adolescents in their groups by discussing, arguing for problem solving [17].

One approach that can be used in group counseling is reality counseling. Reality group counseling is designed to help individuals control their behavior and make new and difficult choices in life [18]. The reality counseling process uses the WDEP (Wants, Doing and Direction, Evaluating, and Planning) system. In the Wants stage, the counselor helps the counselee to explore wants, needs and perceptions. Furthermore, in the Doing and Direction stage, the counselor helps the counselee to focus on the direction and behavior that has been done. At the Evaluation stage, the counselor helps the counselee to evaluate the total behavior, namely actions, thinking, physiology, and feelings. Then at the Planning stage, the counselor helps the counselee to formulate a realistic plan to change the problem behavior and commit to the plan.

The goal of reality group counseling is to help individuals understand their needs and wants in reality. Through understanding the needs, desires and perceptions of individuals achieve world quality and have a total behavior (doing, thinking, feeling, and physiology) that is responsible. One of the characteristics of individuals who have total behavior is being able to complete challenges that come as fulfillment of responsibilities.

The researcher's effort to test reality group counseling on self-efficacy was carried out with the reality acronym WDEP (Want, doing, evaluation, and planning) which was associated with aspects of self-efficacy, namely task orientation, effort, persistence, belief, learning strategies and performance [19]. First, the aspect of task orientation. Reality group counseling improves task orientation with the exploration stage of wants. The counselee is given the opportunity to explore every

aspect of life. Among them are what they want, what they need and the perceptions they think about, including from family, friends and work. So by understanding the task orientation of the counselee, it helps the counselor in understanding and changing the counselee's total behavior. Alkharusi et al [20] explained that task orientation refers to the client's perception of how important, interest and useful it is for them to be involved in the task they get.

The second aspect of self-efficacy is effort. During the counseling process, the counselee can choose which behavior needs to be maintained or replaced to achieve his wishes. For example, the old behavior shows an ineffective effort, then students carry out new effective behaviors to achieve their desires. Corey [7] is a procedure in reality group counseling that can cause change, namely when an individual believes that he or she can choose another behavior that will bring him or her closer to what he or she wants.

The reality counseling process is one of the supporters so that the counselee is enthusiastic in carrying out the right behavior to achieve his goals. Students who initially give up easily, through the dynamics of reality group counseling add support to the counselee in order to continue to carry out the right behavior so that the goals are achieved. This is in accordance with the opinion of Corey [7] which states that the group counseling environment provides support that allows the counselee to achieve change.

The fourth aspect of self-efficacy is belief. When the counseling process takes place, the counselee is invited to evaluate a bad perception of his ability, so that he is able to achieve his desires and needs. This is supported by Corey [7], individuals have motivation to change when they believe that past behavior will not achieve the desired goal.

The reality group counseling process referring to the WDEP system can form the right strategy and good performance through the Planning stage. The counselee applies the SAMIICC principle which consists of Simple (simple), Attainable (trustworthy), Measurable (can be measured), Immediate (immediately done), Involved (involvement of the counselee), Controlled by planner (controlled by the planner), Comitted (commitment). The counselee is actively involved in making plans to achieve a goal. The planning is certainly simple, meaning that it is not complicated or based on the ability of the counselee. In addition, good planning is reliable and measurable which is interpreted as realistic and concrete planning, not fantasy or imagination and according to the needs and abilities of the counselee. When the counselee has made a plan, the counselor encourages the counselee to be carried out and controlled immediately in order to achieve a plan. The importance of the counselor emphasizes that the success of the plan is also based on the client's self-commitment as a planner.

The results of the research show that the increase in self-efficacy is based on how individuals are able to

interpret 1) task orientation; such as accepting a challenging task, 2) the effort made; individual strives to do a business with the maximum when getting a challenging task, 3) Persistent; an increase in high fighting spirit without despair, 4) confidence; have confidence to achieve goals, manage themselves when goals have not been achieved, and are not easily influenced by the environment, 5) strategy; changes in strategy that is owned when experiencing a failure, and also 6) performance; perform higher than their capabilities.

Of course, this reality counseling approach is able to replace internal and external controls and is able to be responsible for achieving goals, what is desired and what needs are achieved more efficiently [14]. So that counselors focus on group counseling that is given to be more independent and responsible for relying on abilities that can later increase self-efficacy.

4. CONCLUSION

The conclusion of this study is that there is a significant increase in self-efficacy in the experimental group using reality group counseling rather than the treatment as usual control group. The use of the WDEP system is effective because members are assisted by group leaders to analyze their needs and desires by exploring behaviors that have been carried out and evaluating those that are less effective by designing appropriate plans according to the needs and desires of group members.

The limitation of this research is the limited number of research subjects. Further research needs to conduct research involving a larger number of subjects in order to make generalizations. Further researchers need to add related research variables such as academic achievement, achievement motivation and other psychological attributes. The type of research that can be carried out also needs to be done to develop a strength-based model.

AUTHORS' CONTRIBUTIONS

Niken Cahyaningsih contributed as a data collector, and article writing and analysis of results was carried out in collaboration with Farida Agus Setiawati.

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