



# Development of Reality Therapy E-Module to Improve Understanding of Reality Therapy for Guidance and Counseling Teachers

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**Abstract.** This study aimed to produce a reality therapy e-module and test the effectiveness of the e-module to improve the understanding of reality therapy for guidance and counseling teachers. This research is development research concerning the ADDIE model which includes the analysis, design, development, implementation, and evaluation stages. The data collection in this study was conducted with the guidance and counseling teacher needs scale for e-modules, the media feasibility test scale, the material feasibility test scale, the guidance, and counseling teacher assessment scale, and the reality therapy knowledge test. The product feasibility test was conducted by media experts, material experts, and junior high school guidance and counseling teachers in Sleman Regency. The results of the feasibility test were analyzed quantitatively by the conversion of five eligibility criteria. The effectiveness test was conducted on 15 guidance and counseling teachers. The data analysis technique used the Wilcoxon signed-rank test to determine the effectiveness of the E-Modul in improving the understanding of reality therapy for guidance and counseling teachers. The results of this study indicated that the reality therapy e-module was declared feasible by media experts, material experts, and guidance and counseling teachers. The results of the effectiveness test obtained a p-value of  $0.000 < 0.05$ , which means that the reality therapy e-module is effective in increasing the understanding of reality therapy for guidance and counseling teachers.

**Keywords:** e-module · reality therapy · guidance · counseling teachers

## 1 Introduction

A Guidance and Counseling teacher or counselor is someone who has academic qualifications with a Bachelor of Education (S-1) in the field of guidance and counseling and has passed the Guidance and Counseling/Counseling Teacher Professional Education [1]. As a counselor, guidance and counseling teachers must understand the theoretical basis of guidance and counseling, be able to provide independent services and develop personal and professional skills. This is following Anisah's statement that professional competence is one of the counselor competencies regulated in Permendiknas No. 27 of 2008, in addition to three other competencies, namely pedagogic competence, social

competence, and personality competence. Pedagogic competence is related to the ability of guidance and counseling teachers to educate and understand educational theory, while professional competence is related to the ability to master theoretical and practical frameworks in guidance and counseling [3].

Guidance and counseling teachers need to perform counseling services both individually and in groups to help students with their problems. The purpose of counseling is to help students change their behavior, develop their ability to handle different situations, develop their personalities, make decisions, and be uncommitt with making their decisions responsibly [4]. Guidance and counseling teachers need to understand various theories about various counseling approaches to support the implementation of counseling services [5]. Counseling theory and approach provide a basis for understanding the counseling process which includes the counseling relationship, attitudes, and responses that must be displayed by the counselor, analysis of the counselee's behavior and thoughts, identification of the counselee's problems, and choosing the appropriate technique with the counselee's problems [6].

Guidance and counseling teachers need to master reality therapy as one of the counseling approaches. Reality therapy emphasizes that an individual is responsible for life, and changes in behavior, and can control what they do, feel, and think [7]. Reality therapy is proven to be effective in helping counselees in dealing with problems regarding career decision-making, academic achievement, and personal and social development [8]. The reality counseling approach is also suitable to be applied in helping the problems of mid-school-age students belonging to the adolescent phase [9].

A preliminary study conducted by researchers on 18 guidance and counseling teachers from 17 Junior High Schools in Sleman Regency showed that one of the obstacles faced by guidance and counseling teachers in the implementation of counseling services was the lack of understanding of counseling theories and approaches. In addition, guidance and counseling teachers are still having difficulties in finding Indonesian language learning media which contains material on theories and approaches to counseling. There were 44% of respondents stated that they did not understand reality therapy and had never practiced it in counseling services.

To help guidance and counseling teachers understand reality therapy, it is necessary to provide media that provides complete information about the therapy. Guidance and counseling teachers need media that are concise, flexible, and can be studied independently. The characteristics of the media are the same as e-modules in terms of self-instructional, adaptive, and user-friendly formats [10]. E-Modules are a form of development of printed modules that are presented in electronic format and arranged systematically where each learning activity in it is connected by a link as navigation that makes users more interactive [11]. E-modules can also help teachers evaluate their level of understanding of the material presented through practice questions and worksheets presented.

Several previous studies have discussed the use of media regarding the counseling approach, but in general, the media still focuses on print media, including the research conducted by [12], who developed a counseling skills module to improve the performance of guidance and counseling teachers in Yogyakarta. In addition, there is also research by Lestari [13], who developed a printed guidebook on Rational Emotive Behavior (REBT) counseling for High School/Vocational High School guidance and counseling

teachers in Sleman Regency. Modules and printed guides need to be developed following technological advances in this case. The survey results of the Indonesian Internet Service Providers Association in 2018 revealed that the number of internet users in Indonesia was 171.1 million, an increase of 27.9 million from the previous year which amounted to 143.2 million [14]. 95.4% of internet users use mobile devices (Smartphones) to access the internet in their daily lives. These data show that smartphones and internet networks are inseparable units in everyday life.

Based on the description above, researchers are interested in developing an e-module on reality therapy that can be used as independent study material for guidance and counseling teachers to improve their understanding of reality therapy. It is expected that improving the quality of counseling in schools will be enhanced by increasing awareness of reality therapy among guidance and counseling teachers. This study aimed to develop a reality therapy e-module and test the effectiveness of the e-module in improving the understanding of reality therapy for guidance and counseling teachers.

## 2 Method

The method used in this research is the research and development (R&D) method. The development model used is the ADDIE model developed by Dick and Carey [15]. This model consists of five stages, namely analysis, design, development, implementation, and evaluation. The subjects of this study were guidance and counseling teachers for junior high schools in Sleman Regency. The instruments used were in the form of a guidance and counseling teacher need scale for e-modules, a media feasibility test scale, a material feasibility test scale, a guidance and counseling teacher response scale, and a reality therapy knowledge test.

The data obtained from media experts, material experts, and guidance and counseling teachers were analyzed using quantitative descriptive analysis. The analysis was used to determine the effectiveness of the e-module in increasing the understanding of reality therapy for guidance and counseling teachers. The analysis was conducted with the Wilcoxon signed-rank test. Before being used, the reality therapy knowledge test instrument was tested on 30 respondents from guidance and counseling teachers. The test reality therapy knowledge test instrument was conducted to determine the validity, reliability, level of difficulty, and differentiating power of each item of the instrument [15].

## 3 Results and Discussion

### A. E-Module Development Results

The development of the reality therapy e-module through the ADDIE model was conducted through five stages, namely 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The explanation for each stage is explained as follows:

#### 1) Analysis Stage

A media needs analysis was conducted through interviews and distributing questionnaires to 18 guidance and counseling teachers. The results of the media needs analysis

showed that one of the obstacles experienced by guidance and counseling teachers in implementing counseling services is the lack of understanding of counseling theories and approaches. Guidance and counseling teachers also have difficulty finding Indonesian language learning references that contain detailed, practical, and easy-to-apply theories and counseling approaches. In the preliminary study, all respondents said that they needed reality therapy e-module media and agreed that the e-module could help them in increasing their understanding of reality therapy.

## 2) *Design Stage*

At this stage, the researcher compiles a draft content design for the development reality therapy e-module. The reality therapy e-module was developed based on a website in a mobile version format. This e-module media format was selected based on the results of a previous needs analysis for guidance and counseling teachers. Broadly speaking, the developed reality therapy e-module consists of several parts including an introduction or learning objectives, material descriptions, practice questions or quizzes, worksheets, and online consultation forms. The e-module also contains a video containing examples of the application of counseling services with reality therapy.

## 3) *Development Stage*

At this stage, researchers begin to realize the e-Module product and conduct a feasibility test on the developed media. The website-based reality therapy e-module product can be accessed by users through [www.emodulkonselingrealitas.online](http://www.emodulkonselingrealitas.online). The feasibility test was conducted to determine the quality of the e-module in terms of material and media. The material feasibility test was conducted by Mrs. Diana Septi Purnama, S.Pd, M.Pd., Ph.D. as an expert from the department of educational psychology and guidance. The media feasibility test was conducted by Prof. Herman Dwi Sujono, M.Sc., M.T., Ph.D. as an expert from the department of informatics engineering.

The materials and media feasibility assessment scale consists of 20 assessment items with five alternative answers, where a score of 1 means not feasible, a score of 2 means less feasible, a score of 3 means quite feasible, a score of 4 means feasible, and a score of 5 means very feasible. The results obtained from the assessment of material and media experts were used as a reference for revision of the developed e-module so it will be ready for use by guidance and counseling teachers. The average value of the expert assessment score was calculated. Furthermore, the results of the average scores that have been obtained will be converted into several assessment categories according to Widyoko [16] as follows: (Table 1).

The results of the feasibility assessment of the reality therapy e-module product according to media expert is as follows: (Table 2).

Based on the data above, it is known that the results of the media expert's assessment obtained an average score of 4.41. The results of the score were in the very feasible category, so it can be concluded that the reality therapy e-module media is feasible to be tested. In this case, the material expert does not provide revisions to the developed e-module. Besides the media feasibility test, a material feasibility test is also conducted on the reality therapy e-module. The results of the product feasibility assessment according to a material expert are as follows: (Table 3).

**Table 1.** Eligibility criteria for e-module media

Score Range	Category
1.00–1.80	Not Feasible
1.81–2.60	Less Feasible
2.61–3.40	Quite Feasible
3.41–4.20	Feasible
4.21–5.00	Very Feasible

**Table 2.** Validation results by media expert

No	Assessment Aspect	Average Score	Rating Category
1	Development Benefits	5,00	Very Feasible
2	Screen Design Display	4,00	Feasible
3	Ease of Use	4,75	Very Feasible
4	Consistency	4,00	Feasible
5	Graphics	4,33	Very Feasible
<b>Average</b>		<b>4,41</b>	<b>Very Feasible</b>

**Table 3.** Validation results by material expert

No	Assessment Aspect	Average Score	Rating Category
1	Content Eligibility	4,33	Very Feasible
2	Language Eligibility	4,00	Feasible
3	Serving Eligibility	4,00	Feasible
<b>Average</b>		<b>4,11</b>	<b>Feasible</b>

Based on the table above, it is known that the results of the media expert's assessment obtained an average score of 4.11. The results of the score were in the feasible category, so it can be concluded that the material presented in the reality therapy e-module is feasible and appropriate. Material experts provide suggestions in the development of e-modules, namely adding learning objectives points and including examples of case descriptions in reality therapy.

#### 4) *Implementation Stage*

During the implementation process, the researcher tested the e-module product with guidance and counseling teachers. The initial field trial was conducted on a small scale by involving 3 guidance and counseling teachers. The results of the small group trial are as follows: (Table 4).

Based on the table above, it is known that the assessment of the ease of use aspect in the small group trial obtained an average score of 4.58, the clarity aspect obtained an average score of 4.38 and the attractiveness aspect obtained an average score of 4.42. The total average score of the e-module assessment at the small group trial stage by the

**Table 4.** Small group trial results

<b>Respondent</b>	<b>Easiness</b>	<b>Clarity</b>	<b>Attractiveness</b>	<b>Total Score</b>
1	5,00	5,00	5,00	5,00
2	4,75	4,67	5,00	4,81
3	4,25	3,83	3,67	3,92
4	4,30	4,00	4,00	4,10
<b>Total</b>	<b>18,30</b>	<b>17,50</b>	<b>17,67</b>	<b>17,82</b>
<b>Average</b>	<b>4,58</b>	<b>4,38</b>	<b>4,42</b>	<b>4,46</b>
<b>Category</b>	<b>Very Feasible</b>	<b>Very Feasible</b>	<b>Very Feasible</b>	<b>Very Feasible</b>

**Table 5.** Large group trial results

<b>Respondent</b>	<b>Easiness</b>	<b>Clarity</b>	<b>Attractiveness</b>	<b>Total Score</b>
1	4,1	4,0	4,3	4,15
2	4,0	4,0	4,0	4,00
3	4,0	3,8	4,0	3,94
4	3,9	3,8	4,0	3,90
5	3,8	3,3	3,3	3,47
6	3,1	4,0	3,0	3,38
7	3,5	3,5	4,0	3,67
8	4,4	4,5	4,7	4,51
9	4,6	4,7	4,0	4,43
10	3,9	4,0	4,0	3,96
11	4,0	4,0	4,0	4,00
12	4,3	4,0	4,0	4,08
13	4,1	4,0	4,3	4,15
14	5,0	4,0	4,0	4,33
15	4,9	4,3	4,0	4,40
<b>Score</b>	<b>61,5</b>	<b>60,0</b>	<b>59,7</b>	<b>60,4</b>
<b>Average</b>	<b>4,10</b>	<b>4,00</b>	<b>3,98</b>	<b>4,03</b>
<b>Category</b>	<b>Feasible</b>	<b>Feasible</b>	<b>Feasible</b>	<b>Feasible</b>

guidance and counseling teacher was 4.46. The score is included in the "very feasible" category, so it can be concluded that the reality therapy e-module is very feasible for use by guidance and counseling teachers.

Then, a large group trial was conducted involving 15 guidance and counseling teachers. The results of the large-group trial are as follows: (Table 5).

Based on the results of large group trials, it is known that the assessment of the ease of use aspect obtained an average score of 4.10, the clarity aspect obtained an average score of 4.00 and the attractiveness aspect obtained an average score of 3.98. The total average score of the e-module assessment at the large group trial stage by guidance and counseling teachers was 4.03. The score is included in the "feasible" category so that the reality therapy e-module is feasible for use by guidance and counseling teachers.

##### 5) *Evaluation Stage*

The evaluation stage aims to correct the deficiencies in the reality therapy e-module. Criticisms and suggestions were given by media experts, material experts, and respondents in the activity and used as the basis for revision in the evaluation stage. Revisions or improvements are made to improve the feasibility and quality of developing a reality therapy e-module before it is widely implemented.

##### B) *Effectiveness Test Results*

**Table 6.** The result of the n-gain score

<b>Respondent</b>	<b>Pretest</b>	<b>Posttest</b>	<b>Posttest-Pretest</b>	<b>N-Gain</b>	<b>%NGain</b>
1	50	75	25	0,5	50%
2	60	85	25	0,63	63%
3	40	65	25	0,42	42%
4	50	80	30	0,60	60%
5	75	100	25	1	100%
6	35	65	30	0,46	46%
7	60	85	25	0,63	63%
8	55	85	30	0,67	67%
9	65	95	30	0,86	86%
10	45	90	45	0,82	82%
11	50	80	30	0,60	60%
12	55	75	20	0,44	44%
13	50	80	30	0,60	60%
14	55	75	20	0,44	44%
15	40	60	20	0,33	33%
<b>Mean</b>	<b>52,3</b>	<b>79,7</b>	<b>27,3</b>	<b>0,6</b>	<b>60%</b>

Researchers tested the effectiveness of the e-module by comparing the results of pre-test and post-test scores on 15 guidance and counseling teachers who had used and studied reality therapy e-modules. The analysis was used to determine the effectiveness of the e-module in increasing the understanding of reality therapy for guidance and counseling teachers conducted with the Wilcoxon signed-rank test. The results of the effectiveness test obtained a p-value of  $0.00 < 0.05$ , which means that the reality therapy e-module is effective in increasing the understanding of reality therapy for guidance and counseling teachers (Table 6).

The N-Gain score for guidance and counseling teachers was 0.60, which means that the level of effectiveness of e-module products to improve understanding of reality therapy for guidance and counseling teachers is in moderate criteria.

## 4 Conclusion

The reality therapy e-module has been validated by experts and tested on guidance and counseling teachers. The results of the validation and trial have met the eligibility criteria, so it can be concluded that e-module reality therapy can be used as an independent learning medium by guidance and counseling teachers to study material related to reality therapy. Based on the effectiveness test, it was found that the developed e-module significantly improved guidance and counseling teachers' understanding of reality therapy. Increasing the understanding of guidance and counseling teachers on reality therapy through this e-module is expected to support an increase in professional counseling services within the school scope.

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