

# Reality Group Counseling to Reduce Disturbing Behavior for Youth Problem with Destructive Behavior Classroom

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*Abstract:* Participants in this case were IPS 11 grade high school students totaling 4 people with a range of 17-18 years old, with Destructive Behavior classroom. The assessment method used was interviews, observation and CFIT tests. From the results of assessments that have been carried out with the results of the average intelligence, which underlies that the decline in academic potential is not due to intellectual capacity, but from the disruptive behavior caused by the four participants. The research given was reality group counseling which was conducted for 5 sessions. Research results obtained were the occurrence of behavioral changes that became good, did not violate school rules and were more mixed in the classroom. Follow-up is done a month after the study ends. Results from behavioral research that still persist in all four participants.

*Keyword :*Reality group counseling, disruptive behavior classroom

## Introduction

*Disruptive classroom behavior* or disturbing behavior in class according to Bidell& Deacon (2010) is a visible behavior that occurs in the classroom that disturbs the teacher and or other students, for example, refusing to participate or cooperate in activities in class, ignoring the rights of others, not paying attention to lessons, making noise and leaving the seat without permission. This is supported by the opinion of Kaplan, Gheen, and Migley (2002) which describes *disruptive classroom behavior* or disturbing behavior in class includes talking outside of turn, teasing, being rude to others, and leave the seat without permission from the teacher who teaches.

Definition and indicator of *disruptive classroom behavior* is explained in more detail by Romi (2004) explaining that disturbing behavior shown by adolescents (including in it the junior high school, high school students, and the same level as MAN and SMK) include eating in class, drinking in class, cheating and repeating, not doing homework (PR), leaving the seat without permission, forgetting to bring homework (PR), appearing disinterested in class, smoking in class, truant, arguing with teachers, faking parents' signatures, not paying attention to lessons, throwing things, and exchanging notes.

This is evidenced by the results of research conducted by Maddeh, Bennour & Souissi (2015) about *Study of Student 'Disruptive Behavior in High School Education in Physical Education Class*, it was found that many disturbing behaviors were carried out by students during learning in sports classes conducted by apprentice teachers. As a result, of the 650 first year high school students consisting of 360 boys (55.3%) and 290 girls (44.7%) were found as many 56.3% of teens do disturbing behavior in the classroom. Such behavior includes fighting, playing, *bullying*, making noise, breaking the rules deliberately, stopping practice,

criticize, be rude, reject orders, commit to dangerous behavior, and are not being calm during the lesson.

Disruptive behaviors in the class like the example above, if not handled well, it will have a negative impact, as found in one private school research, based on the results of assessments that have been conducted, it was found that there were several students who have done disturbing behavior in class. There are approximately 8 students otherwise included in the category of offending behaviors in class, making class *group* specifically for certain members, being disrespectful towards the teacher, not behaving disciplined, making noise in class, even teasing or being nosy towards female friends and not paying attention to the teacher in class. At the school, especially the homeroom teacher in class XI IPS was unable to deal with the disturbing behavior of his students, especially male students. The teachers at the school always label them as "Naughty/stubborn children" so that the students understand that no matter what they did they would be neglected, even though things were good or right, they were always considered wrong by the teachers. This matter made the disturbing behavior in class XI IPS to continue and there was no solution to control these students.

Glasser argues that all humans have basic needs, one of which is basic psychological needs, where these needs can be met, namely the need to be loved and to love and the need for respect from people around (Gabriel, Mathew, 2011). In this case, participants felt that they were under appreciated by their environment by being labeled as a bad student or trouble makers. This is what makes a picture of identity or *the identity image* he/she built on the basis of fulfilling their psychological needs. Their inability to satisfy their needs, due to loss of touch with objective reality, they cannot see things in accordance with their reality, they cannot deal with the situation on the basis of truth, responsibility and reality.

Then those unfulfilled needs are the ones which lead participants to find other ways with withdrawal and delinquency behavior (Latipun,2011). Individuals who build the identity of failure in them, make themselves irresponsible by rejecting social reality, morality in the environment. In this case participants reject and ignore reality by opposing and destructive behavior. In this case the formation of responsibility answer in the participant is one form of treatment that is given by using group counseling with a reality approach by growing the need for a successful identity, which aims to achieve the understanding of real world in the participants and meet their needs in the *framework*. Using this group for counseling is a way of comparing the reality world of participants with other participants.

The school is seeking assistance from one of the Health Centers which has a Psychologist. From the results of the assessment that has been done, one of the efforts to deal with these problems, namely by providing group reality counseling group programs to students of class XI IPS. Harrison (Kurnanto,2013) explained that group counseling is counseling consisting of 4-8 counselees who meet with 1-2 counselors. Whereas (Prayitno,1998) describes group counseling as a counseling service held in a group atmosphere, which allows students to obtain opportunity for discussion and resolution of problems experienced through the dynamics group.

Reality group counseling was given as an effort so that students of class XI IPS could express their views about the school, the problems they experienced in school and being able to form self-awareness as to which change caused their negative behavior. Group counseling curative, that is, as an effort to correct or reduce *disruptive behavior in classroom behavior*. Reality group counseling is chosen as a handling effort, according to Corey (2008) group reality counseling in the school environment will help the participant in becoming a responsible person who is expected to have an impact on his/her behavior change for the better and especially for reducing behavior *disruptive behavior classroom*. In addition, group counseling has been applied in various institutions, such as schools, hospitals, companies, and the wider community, to overcome behaviour problems and health problems (Latipun,2010).

### **Literature Review**

#### **Reality group counseling**

Group counseling services are counseling services held in a group setting. Group counseling services allow students to have opportunities for discussion and alleviation of problem experienced through group dynamics. Pauline Harrison explained that group counseling is counseling consisting of 4-8 counselees who meet with 1-2 counselors. Thus it can be conclude that group counseling service by utilizing group dynamic consisting of 4-8 student who mutually motivate each other to make changes by utilizing their own potential so

that they can develop optimally in accordance with developmental tasks.

Reality counseling is counseling based on the theory of William Glasser which rests on the principle that all motivation and behavior are in order to satisfy one or more human needs. According to Glasser (1998), reality counseling focuses on the present and makes counselees understand that in essence all action are choices to meet basic needs. Thus it can be concluded that group reality counseling is counseling that focused on current and future behavior outcome.

Group reality counseling is basically widely used in individual counseling, group and even educational counseling. Reality Group Counseling also has direct implications for school situations. Glasser puts the first priority on learning problems and behavior. Thus it can be concluded that reality counseling is very appropriate in helping students who are experiencing problems, especially problems of behavior by giving intervention to the counselee to be able to think and be responsible with his/her current condition and in the future.

### **Method**

The type of this research is an experimental study which is the research method used to find the influence of certain treatments under controlled conditions. Design of this experimental study uses Quasi Experimental Design – *The Nonequivalent Control Group Design*. Reality Group counseling that has been compiled into reality group counseling modules, tested or experimented in the implementation of guidance and counseling services in schools. This trial is applied to students with certain characteristics, which aims to determine the effect of treatment in the form of group reality counseling on disruptive behavior among school students.

Research subjects were individuals who participated in study, therefore the determination of the subject must be done before data collection. The 4 students comes from XI class in one of the high schools in Malang City.

#### **Research procedure**

Research conducted on participants is a group research aimed at raising participants' awareness about their responsibility of their duties as students in School X. Participants are helped to realize that their behavior makes people around them annoyed and influences them to make assumptions about the students. Also it helps participants to realize their obligations and responsibilities as a student. Research used in the form of group reality counseling, is done with hopes that, each participant can exchange ideas about what they feel and how to solve it. In addition, they can be mutually evaluated hunting behavior and making a good plan so that it does not cause conflicting behavior.

From the results of the client assessment conducting disruptive behavior in the class as a sign of rebellion, they are against the environment which does not respect them in many ways. They are oftentimes blamed and

labeled bad by the environment, and shunned by peers. Besides the background behind the family is that they cannot be more indifferent to their behavior. With counseling research reality group, which is expected to help with perceived and make them more responsible with the conditions of current and future reality.

The research used group counseling using reality techniques focusing on current behavior (Corey, 2009). Counseling reality sees behavior through an objective standard called reality that is practical with moral and social reality focus on the responsibility of the participants (*responsibility*), social norms and values that can be owned by individuals (*right*) and reality with the world where he can behave (Darminto, 2007). Reality group counseling with the WDEP technique of desire, need, participant's perception of the problem (*Want*), and direction (*direction*), evaluation and planthen (*evaluation and planning*) that teaches participants responsibility, understanding themselves and finding a way that is more effective in meeting needs, participants are helped to do something better in dealing with the tasks and challenges of life and can be responsible in their lives. The stages of counseling will use 5 sessions with 45 - 60 minutes / session.

In the first session the practitioner sets several rules and builds report cards with participants and looks for issues that have been from the opinion and views of the participants. The practitioner requests participant to tell their names and hobbies when getting a ball thrown by the practitioner and continues with the rule setting during the counseling process. After that the practitioner asks participants to share what are the problems that they feel, and what they want and expect. Before closing the first session the practitioner asks for his approval to take part in the counseling process for less or more than one month. The practitioner motivates participants to take part in the counseling session process next.

The second session is a referral session and the work in this session is to present role play and FGD. Practitioner invites participants to lead to four components of total behavior namely actions, thoughts, feelings and physiology, giving a deep level of understanding for participants, especially in the awareness of participants in changing their own behavior. A role play topretenda situation where they become a teacher is considered a burden and very rigid by them, in this case the practitioner makes them realise about the responsibility of a teacher and the diverse challenges they must go through to complete their work and therefore they must also perform their responsibilities as students. Using discussions with several cases and roles and the second case is the role of teachers and students in the class and analyze together, what are the obligations of a teacher and student.

Continuing the third session evaluates the behavior they do, what behavior makes the environment hostile for them, and what behavior is inappropriate by students to teachers during the teaching and learning process. In this process the practitioner invites participants to evaluate behavior and give an idea of how important their

behavior is in affect to the environment, the reciprocal processes carried out, and teach that we cannot choose external behavior and determine its behavior, but how internal or ourselves to behave and show behavior. This participant was denied by the participants internalize into his life.

In the next session the practitioner invited participants to discuss to make plans and next steps to be taken. Formulation of actions classified as SAMI2C3, is easy, simple, achievable, measurable, immediate, involves action, can be controlled, consistent and apply commitment. This initiative encourages participants in terms of commitment to change and discuss actions that want to be changed and become better than before. Continued with termination session where at the end of the process of counseling and motivating participants by entrusting what has been discussed and agreed together, become self who is better and responsible for the behavior carried out.

## Result

The Result of study was conducted on four participants for approximately 4 weeks, shows behavior changes that can be seen from previous behavior. Measurement of success seen from the progress made by participants. The results of the study that is done is illustrated in the results table of the Research.

**Table 1.** Research Results

	Before Intervention	After Intervention
I	Feeling that the <i>teacher does not believe in himself</i> and <i>T</i> considers himself a child naughty who don't have self potential.	Start wanting to change behavior to be more be good. and responsible with current obligations.
S	Labeled naughty by the school teacher, why change,	Start knowing the position of the teacher and obligations when teaching, and start wanting to try
Y	R because it will still be considered naughty by the school teacher. Blame teachers because teaching is less flexible and stiff, because there is no refraction watching movies.	to do good and be more personal well, by not violating the rules and start wanting to pay attention to the lesson when in the classroom.
L	Because it was known to be naughty person by the teacher in this school, no reason to be better one.other than that it feels that it has no potential and stupid in everything.	Want to pay more attention to the teacher inside class, hoping to go up this year, and change behavior to be better and not breaking the rules.
F	A It's hard to change, when the teacher has labeling F naughty person, often bored with class lessons.	Realize that the journey is still long and must be more responsible answer the current situation, with change behavior to achieve that goal he wanted.

Through the WDEP Technique, which begins with W (want) technique, all four participants are able to identify what their needs are and what they feel about their current situation. The main need that they require is the need for attention, love and appreciation from people around them. Of the four participants began realizing that the hope that people's attitudes can change and acceptance of themselves by the teacher school is a less realistic thing. Therefore, of the four participants feel that the condition of the school that still melts it and won't change though he has improved his behavior.

Participants began to realize that the behaviors they caused at this time were inappropriate, as well as less responsible for themselves now as students. The four participants began open and understanding the situation, the teacher's behavior towards him caused by his behavior and cannot control outside behavior or expect the environment that responds to him with good response. Some blame perceptions related to teacher learning are very difficult and boring. In addition, some participants felt that he began to recognize that current behavior, is a loss that is detrimental to itself and behaving less responsible for what he has done.

At the next stage, namely the D (direction and doing) technique, which is expected changes in attitudes, feelings and thoughts of each participant. After a long discussion process and role play in the condition of the teacher and his profession as well as the authority they have in the IST, SYR, SLT and ALF participants realize that responsibility of the teacher's answer is greater does not mean that teachers who teach are less friendly and very imposed on them, because they are not given time to play and watch videos before starting the lesson, but it's not the right time to use it as a refresher momentarily in class by watching. With this in mind the participants realized that the teacher's behavior is not always the same as what they want.

At the evaluation stage, participants realize and understand what behaviors make themselves often labeled as ugly and mischievous by the teacher and class guardian, the participants are participants begin to understand their potential and goals to be better and be able to prove that they are not like what their teacher said. Each participant discussed with each other related to good and bad behavior that has been done, and focused on improving it and become a more responsible person.

Followed by his *planning* (planning) stages of each participant. Every Participants has to choose a number of behaviors and all participants are committed to apply the behaviors that have been chosen and apply in daily life at the day. The actions or behaviors that they have been chosen can be carried out routinely by each participant to meet their needs.

## **Discussion**

The research given to all four participants relied heavily on the motivation they have. High motivation and the desire of each participant to become more

personally good and more responsible for making them respect themselves, is a process that makes this research run smoothly from the beginning to end. Not apart from the school, especially the BK teacher and Master of class who was very attentive with the way the research process makes all participants motivated and able to follow session from beginning to the end.

Giving Research with reality group counseling can help participants to achieving the target of change by being able to be more responsible with the world of reality they are currently living. This result is strengthened by the statements of several teachers including BK teacher, teacher of study and master of class who stated that they were more able to get along with other friends active in class discussions. Manners towards the teacher are like giving greetings and greet especially to BK teachers, where before they were more ignorant and didn't care now has seen a little change.

In rule with the initial objectives of the research, each participant was able to realize the integrity, their roles and responsibilities as students can be seen from their behavior changes who are more able to accept the current situation. This is in line with the theory underlying counseling the reality that psychological problems occur because individuals have no responsibility in meeting their needs and avoiding objective reality. Thus, inside this counseling all participants are directed to meet their basic needs with making choices and being responsible for those choices (Glasser, 2009).

During the group counseling process, the four participants began to realize and understand what they need most in the present. They understand that someone cannot control the behavior of others towards him, but how we respond to behavior and control our own behavior towards others. They understand that behavior they as a form of self-distrust to face the world of objective reality they so they tend to give up their responsibilities as students and blame the environment and behave delinquency with the formation of a failure image they make themselves out of failure in meeting their psychological needs. Need solved and valued by the environment is a very important need for each individual, with this is a way to build relationships with social environment (Gabriel et al, 2011).

In this study, group dynamics also play an important role to support self-evaluation becomes more realistic. Self-evaluation conducted in the group situation providing comfort, acceptance and support will manifest increased awareness self and leads to the development of better self-ability (Cameron, 2013). In-depth discussion of each participant is the optimal way in the process this reality group counseling. Participants began to open up to other participants, tell experiences, feelings and share the problems they feel and feel together share with one another. This reality group counseling process becomes a strong thing for assist participants in implementing their plans and commitments because engagement with other

participants becomes an incentive to stick to the commitments that have been made.

### **Conclusion**

Reality Group Counseling can increase awareness and sense of responsibility participants who are young men with disruptive behavior classroom in 11 IPS one of High School X in malang city. which as a whole feel less attention and appreciation from family and people around him. Changes that have occurred to each participant who were seen from changes in no violating behavior and assessment from school teacher which states that there is a change in attitude when teaching and learning in the classroom. in addition, the counseling teacher strengthened the participants compliance with the rules during the process of counseling and after the study is complete. shortcomings of this practice process in the assessment does not involve the role of parents as a complement to the diagnosis in this case.

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