

Reality Group Counseling to Increase Emotional Intelligence and Happiness

Anugrah Intan Cahyani^{1✉}, Mungin Eddy Wibowo² & Sunawan²

¹ Universitas Sriwijaya, Palembang, Sumatera Selatan, Indonesia

² Universitas Negeri Semarang, Indonesia

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Abstract

This research was design to examine and analyze the effectiveness of reality group counseling to increase emotional intelligence and happiness of students. This study used a pre-test – post-test control group design. The purposive sampling technique was used to select 14 students as experimental subjects placed randomly into two groups so that each group consisted of seven students. The MANOVA test results showed that reality group counseling is effective in increasing emotional intelligence ($F_{(3,10)} = 106.453$; $\eta p^2 = 0.939$; $p < 0.01$) and happiness ($F_{(3,10)} = 261.248$; $\eta p^2 = 0.969$; $p < 0.01$). Furthermore, the Paired Sample t-test results showed that in the experimental group there was an increase in emotional intelligence ($t = t_{(3,10)} = 16.051$; $p < 0.01$) and happiness $t_{(3,10)} = 29.289$, $p < 0.01$) The control group showed no significant increase in the level of emotional intelligence ($t_{(3,10)} = 2.750$, $p > 0.05$) and happiness $t_{(3,10)} = 2.066$, $p > 0.05$). The findings of this study conveyed that the reality group counseling is effective in increasing emotional intelligence and happiness.

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✉ Correspondence address:

Srijaya Negara Bukit Besar, Bukit Lama, Ilir Bar. I,

Palembang, Sumatera Selatan, 30128

E-mail: anugrahicahyani.10@gmail.com

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INTRODUCTION

Seligman (2005) explains that happiness which is a view or assessment of self and life that contains positive emotions, such as comfort and excitement about life and the activities it undergoes. Lyubomirsky, King, and Diener (2005) also explained the meaning of happiness, he viewed happiness as a subjective judgment in evaluating himself as a person who is happy or not, based on subjective criteria possessed by an individual.

Happiness is also defined as perception, a personal view of positive and negative experiences in the form of emotional responses, as well as cognitive evaluation of satisfaction in life (Diener, Lucas, and Oishi, 2002). Happiness is very difficult to define because each has its meaning about happiness (Snyder, Pedrotti, and Lopez, 2007)

Everyone is certainly has a variety of processes and objectives so that they can provide different experiences and meanings. However, one of the goals is to achieve happiness in his life. Puspitorini (2012) explains that the highest life goals desired by individuals are to become rich and happy. The wealth that is owned makes individuals feel they have everything they want. Through the fulfillment of needs, satisfaction in the form of expected happiness is achieved. The happiness that the individual feels brings out peace and satisfaction in life. The higher the expectations and needs of individuals, and the more that can be achieved, the happier individuals.

As time went on, individual needs grew, it affects happiness which is obtained from the satisfaction of fulfilling the needs themselves. The needs of each are different on every stage of the development. In this case, happiness is also very important when talking about the psychological condition of adolescents and their relationships with others in everyday life, especially in the school environment. This becomes very important because school is one place where students can communicate and interact with other people by showing all the emotions that exist in themselves, one of them is happiness.

Happiness is an aspect that also becomes one of the important factors that can affect the learning process of students in school. Student's happiness in the learning environment should get attention, especially for students who have a low level of happiness for effective teaching and learning activities to take place.

Emotional intelligence is something that should be owned by every individual because that is someone's emotional control that is shown both for themselves and in their social life. Emotional intelligence is the ability to recognize our feelings and other people's feelings, the ability to motivate ourselves and the ability to manage emotions well in themselves and relationships with others (Goleman, 2003). Emotional intelligence is not the only function to control oneself, but more than that, it reflects in the management of ideas, concepts, works, or products so that it attracts many people (Suharsono, 2004).

Salovey and Mayer (Stough, Saklofske, and Parker, 2009) also suggest that in addition to motivation, perception, and cognition, emotions are seen as one of the basic functions of the human soul. Since the relatively recent emergence of Emotional Intelligence (EI) development in 1990, its construction continues to attract the attention of a broad audience of scientists and practitioners. Goleman (Zeidner, Matthews, and Roberts, 2009) argues that the quality listed is emotional competence. Thus, they can be defined as learning abilities based on emotional intelligence that produce extraordinary performance at work or in other realms of life.

The relationship between happiness and emotional intelligence has a very close relationship. Emotional intelligence in adolescence is very important. By having stable emotional intelligence, there is a great opportunity for students who are still in their teens to have a high level of happiness and stability as well. Some factors which affect a person's happiness is emotional intelligence, religiosity, social relations, work and income level Diener, and Ryan (in Patnani, 2012). In line with Furnham, and Christoforou (2007) who explain that the factors that influence the

happiness of marriage are emotional intelligence. This is reinforced by the results of previous studies that show that happiness is closely related to emotional intelligence.

To increase emotional intelligence and happiness in students one way that can be done is to apply counseling services using a particular approach. The approach used in this study is the realistic approach, with the aim to see how effective the approach is applied as an effort to improve emotional intelligence and happiness in students.

The choice of this realistic approach as an intervention that will be used in providing intervention to students is in the hope that students can be responsible for what is their choice in life. Because as is known, this reality approach has a 3R concept that is Reality, Responsibility, and Right (Glasser, 1998). Responsibility leads to responsibility, which includes individual abilities in respecting the rights of others. Reality is on individual willingness in accepting the consequences of his choice and reality which he was facing. Right leads to existing norms, whether the needs and choices are by the values that are and should be carried out. Therefore, the intervention uses a realistic approach through this group counseling expected to bring and give students awareness of the obligations and responsibilities as students and individuals who are in the social environment.

Some of the results of previous studies show the effectiveness of the application of reality group counseling to emotional intelligence and happiness. From some of the results of the existing research, it is stated that reality group counseling can effectively improve the emotional intelligence, and happiness of individuals. The direction of this research is focused in the context of relationships in everyday life, and this has implications as new findings in the implementation of reality group counseling on emotional intelligence and happiness.

METHODS

This type of research is quantitative research with experimental research design. This study uses the Pre-test – Post-test Control Group design (pre-post treatment). The subjects in this study were students of Vocational High School Ibuk Kartini Semarang in class XI who had characteristics of low emotional intelligence and happiness of 14 people. In this study, the subjects were five men and nine women with ages ranging from 15-17 years.

The scale used in this study was obtained by adapting the SEIS scale (Schutte Emotional Intelligence Scales) (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim, 1998) and The Orientation to Happiness Questionnaire (Peterson, Park, and Seligman, 2005). Before doing the deployment, instruments that were adopted through the stages of Back Translation first, namely by translating instruments from foreign languages into Indonesian, then re-translating into foreign languages and finally translating back into Indonesian. The Back Translation process is done using the help of a professional translator. The results of the translation of the instruments obtained discussed again with two expert validators so that the instrument can be obtained with a good, and appropriate Indonesian language structure, and can be used as a measurement tool to determine the students' initial conditions in aspects of emotional intelligence and happiness in students.

To measure the level of emotional intelligence of students, used SEIS adaptation instruments (Schutte Emotional Intelligence Scales) (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim, 1998) which consists of 33. which measures regulation/using emotions (a person's ability to regulate and control emotions in him), Optimism/Positivity (the ability of a person to be able to brush up on optimism and create and form positive thoughts) and Appraisal of Emotions (the ability to see and assess emotions that are being felt) The scale of the points used are (1) always, (2) often, (3) sometimes, (4) rarely, and (5) never.

The level of happiness of students was measured using the instrument adaptation instrument The Orientation to Happiness Questionnaire (Peterson, Park, and Seligman, 2005) with 18 items, which measures Pleasure (pleasure and perceived happiness), Engagement (feeling bound and related to others), Meaning Life (meaning/meaning in life) and Satisfaction (perceived satisfaction in life). The scale of the points used are (1) always, (2) often, (3) sometimes, (4) rarely and (5) never.

The research process begins by disseminating the scale of emotional intelligence and happiness to selected class XI students until obtained 14 research subjects. Then, 14 selected subjects were divided into two groups, that is seven people in the experimental group and 7 in the control group randomly or using random assignments.

Selection data of experimental subjects conducted at the beginning of the study were used as pre-test data to determine the initial conditions of the level of emotional intelligence and happiness of students and through these data, then given the treatment that has been prepared. There are differences in the treatment or treatment that will be given to the two groups. In the experimental group, the treatment to be given is in the form of reality group counseling, while in the control group or the placebo group were conventional discussions and meetings. The meeting was held seven times in each group. This experimental procedure can be explained in Figure 1.

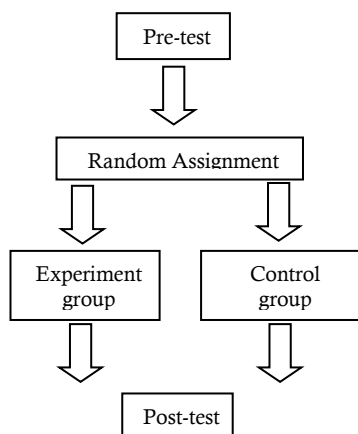


Figure 1. Experimental Procedure

The data analysis technique used in this research is using MANOVA (Multivariate Analysis of Variance), which is one of the statistical techniques that can be used to explore the relationship between the independent variable and the dependent variable. The analysis used in this study aims to provide a clear picture of the effectiveness of reality group counseling to improve emotional intelligence, and happiness in students.

RESULTS AND DISCUSSION

The description of the data in this study shows that the average level and standard deviation of emotional intelligence in the experimental group experienced an average increase from pre-test ($M = 68.00$; $SD = 2.160$) to post-test ($M = 122.43$; $SD = 11.178$) compared to pre-test ($M = 75.00$; $SD = 1.000$) and post-test ($M = 73.43$; $SD = 1.212$) in the control group. The average and standard deviation of happiness in the experimental group experienced an average increase from pre-test ($M = 38.43$; $SD = 2.225$) to post-test ($M = 71.29$; $SD = 1.704$) compared to pre-test ($M = 41.29$; $SD = 1.718$) and post-test ($M = 40.14$; $SD = 2.225$) in the control group. This is presented in Table 1.

Table 1 describes the results of the Manova test. The Manova test results were obtained from Tests of Between Subjects Effects which showed that reality group counseling in improving emotional intelligence $F_{(3,10)} = 106.453$; $p < 0.01$ and happiness $F_{(3,10)} = 261.248$; $p < 0.01$. The contribution of counseling to the realty group in increasing emotional intelligence was 93% ($\eta^2 = 0.939$) and happiness was 96% ($\eta^2 = 0.969$).

In addition Table 1 also shows in, that the Paired Sample t-test results in the experimental group showed an increase in emotional intelligence $t = t_{(3,10)} = 16.051$; $p < 0.01$, while in the control group $t_{(3,10)} = 2.750$, $p > 0.05$. This value explains that there was a significant change in the experimental group in the increase emotional intelligence and there were no significant changes in the control group. Furthermore, in increasing student happiness, the experimental group was obtained $t_{(3,10)} = 29.289$,

$p < 0.01$ and the control group $t_{(3,10)} = 2.066$, no significant changes occurred in the control group. $p > 0.05$. Likewise in increasing happiness in students, the values obtained indicate a significant change in the experimental group and

Table 1. The Test Result of Multivariate Analysis of Variance (Manova) dan Paired Sample t-test

Variable	Group	T ₁		T ₂		t
		M	SD	M	SD	
Emotional intelligence	Realita	68.00	2.160	122.43	11.178	16.051*
	Contro	75.00	1.000	73.43	1.212	2.750
	$F_{(3,10)}$			106.453*		
	η_p^2			0.939		
Happiness	Realita	38.43	2.225	71.29	1.704	29.289*
	Control	41.29	1.718	40.14	2.225	2.066
	$F_{(3,10)}$			261.248*		
	η_p^2			0.969		

Based on the findings, it can be explained that there is an increase in the results of the pre-test and post-test and the influence of group counseling on reality to improve emotional intelligence and happiness. The findings of this study also showed that the reality group counseling applicants applied to the experimental group changed significantly with the increase in emotional intelligence and happiness.

Whereas in the control group the application of conventional group counseling that functions as a placebo group does not show a significant change in efforts to improve emotional intelligence and happiness. The findings of this study show that the provision of reality group counseling can improve emotional intelligence and happiness. Research findings support these findings.

The research is conducted by Nematzadeh, and Sary (2014). This research aims to determine the effectiveness of group reality therapy in increasing teacher happiness. The findings of this study are to reveal that reality group counseling can provide significant positive changes. This study contributes to the findings that indicate the effectiveness of group counseling in increasing individual happiness.

Furthermore, the results of previous studies also provide evidence that group reality counseling can effectively increase happiness. Research conducted by Nematzadeh, and Sary (2014) shows that students experience a significant increase in happiness after being given treatment in the form of group counseling

services. So this study can be generalized as evidence that shows that the use of reality group counseling services can and can increase student happiness.

The giving of reality group counseling to students will be able to improve emotional intelligence and happiness of students by realizing and understanding the conditions that occur in them, understanding of needs (between needs that have been achieved, not yet achieved and expectations), realizing between reality and desires, giving and assess yourself and do realistic and achievable planning. These actions are used as a process for students to understand desires, needs, and reality.

Reality group counseling does not necessarily get the desired results without the stages and through certain procedures. The achievements of this research can be obtained by applying the concept of WDEP (Want, Doing, Evaluation and Planning). Wubbolding and Brickell, 2005 in Rosidi, Sutoyo, and Purwanto, 2018 explain that WDEP will work effectively if it creates collaboration between group leaders and group members who work together in setting goals and actions.

The achievement of objectives from giving treatment in the form of reality group counseling carried out by providing opportunities for students to have an understanding of basic needs by understanding the overall quality world, and basic needs, Identify the causes/sources of problems (Conflict Basic Needs and Real World), do, and show the desired direction (Doing, and

Direction) and make planning (planning), and make judgments (Jusoh, 2016). Based on the basic concept of the application of counseling reality, students can learn and understand that it can be used as a learning process in setting goals that they want to achieve in their lives.

Based on the description of the results of the research that has been achieved and from previous research, the giving of reality group counseling to students can provide an effect of increasing emotional intelligence and happiness. There are five very important needs for every human being, namely survival, love, and belonging, strength, freedom, and happiness (Glasser, 1998). He also explained that conflicts and problems that arise in individuals are often caused by imbalances and mismatches between desires (quality world) and what he gets in his life (perceived world real).

Through giving reality counseling, individuals can try to control life they face to meet existing needs and desires (Corey, 2012). Through this reality group, counseling counselors provide services to students to solve existing problems and can overcome the demands of reality that are being faced by making and determining choices that are more effective and can be achieved immediately.

The effectiveness of applying reality group counseling to increasing emotional intelligence can be explained through the concept of identity. Someone who has a high level of emotional intelligence tends to show adaptive behavior, characterized by the ability to understand various potentials in themselves concerning the advantages, and disadvantages that are possessed, able to understand, and control and control emotions in response to situations, have the ability to motivate themselves, have awareness social by growing empathy for others, and able to establish social relationships based on the ability to manage relationships and build networks with other people. In the reality counseling perspective, the ability and willingness of individuals to manage and control their emotions well is a form of realization of a successful identity (success identity) in meeting their basic needs.

The people who have a success identity will strive to fulfill their basic needs by considering the 3R principle, namely: (Reality, Right and Responsibility). Reality is related to the ability of an individual to accept a condition that is being faced. Right is a benchmark in weighing and assessing whether or not a behavior is seen from the rules and norms that apply in society. Responsibility is the ability and awareness that he is fully responsible for the consequences of the choice of his actions without harming and disturbing the rights of others. Individual awareness to apply the 3R principle is what encourages them to apply emotional intelligence in their lives.

On the other side, the increasing of happiness from the application of reality group counseling can be explained through the quality world concept. Someone with a high level of happiness has a view or judgment and positive emotions about everything that happens in his life. They are capable of looking positively and accept all the events that exist and see the right way to all situations and conditions that are being faced. They also assume that everything that is happening to them is interpreted as a process and effort to achieve a quality world in his life. In the perspective of counseling reality, when individuals try to fulfill their basic needs, it means they have the desire to lead to the achievement of world quality. However, when the fulfillment of needs or basic needs with the quality world is not synchronized or runs as it should, the individual will tend to show attitude and feeling uncomfortable and unhappy.

The people who have high levels of happiness generally have a life concern that leads to the quality world and strives to fulfill their basic needs by doing relevant things that lead to the quality world. They try to meet basic needs by considering several choices that are considered effective for achieving world quality by involving connecting or relationships and interactions with others. Connecting or effective relationships will be able to take place when the concept of 3R (Reality, Right, and Responsibility) goes well. The individual's ability to provide positive meaning to all events that occur in the process of

fulfilling the need to achieve quality world by paying attention to effective relationships with others will create and achieve happiness that is by the perspective and perspective subjective in his life.

From the results and achievements that have been obtained by the subject in this study, it can be used as evidence that when you want to increase your emotional intelligence and happiness in your daily life, you need appropriate and capable strategies and services in solving these problems. Through counseling services, a reality group that can improve emotional intelligence and happiness is expected to be able to help students overcome daily problems related to emotions and happiness.

CONCLUSION

Based on the results of the research that has been obtained, it can be concluded that reality group counseling is effective in increasing emotional intelligence and happiness. Reality group counseling also confirmed that the increase in emotional intelligence and happiness in the experimental group increased significantly compared to the control group that did not use reality group counseling.

Based on the findings of this study, it is recommended that counselors use reality group counseling to improve emotional intelligence and happiness. As for further research, it is recommended to apply this reality group counseling by selecting subjects who have gender diversity to know and obtain information about the effects of gender contained therein, and are advised to take measurements until follow-up because the use of this intervention is only measured through the results of the pre-test, and post-test only and can use research designs that look at the mediating effects of emotional intelligence and happiness to find out and enrich the research findings related to this reality group counseling.

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