

The Effectiveness of Reality Group Counseling to Improve Self-Control

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Abstract

Self-control is important for students due to its impact on the learning process, self-control, and academic goals pursuit. This study aimed to determine the self-control level of SMA Teuku Umar students in Semarang. It used an experimental method with the design of randomized pretest-posttest control group and involved 14 students with low self-control level. Based on the results of Wilcoxon Signed Rank and Mann-Whitney tests, the intervention of reality group counselling has been effective to improve students' self-control. Further implications and limitations are discussed in the discussion section.

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INTRODUCTION

Self-control is important for students since it affects the learning process and helps students to achieve academic goals. It is an individual's attempt to change the way he should think, feel, or behave (Muraven, et al., 1998).

Self-control refers to mental processes which enable people to put thoughts and emotions aside for enabling varied and adaptive behavior overtime (Inzlicht, et al., 2014). Self-control is an effort to achieve important goals by independently struggling, taking positive things and avoiding inconsiderable things. Papalia, et al., (2004) define self-control as an individual's ability to adapt his behavior to what is considered socially acceptable by society.

Self-control is defined as an ability to change one's responses. In addition, Averill focuses self-control on a set of regulatory abilities in choosing actions in accordance with what one believes (Averill in Ghufon & Risnawati, 2011). More specifically self-control is defined as the ability to set aside impulses and spontaneous responses that have become habits so far, to then adjust to the standards of other people or parties (Tangney et al., 2004).

A study conducted by Evi Aviyah and Muhammad Farid, (2014) shows that adolescents who have high self-control tend to avoid naughty acts and stick to his own business. Similarly, a study conducted by Megawati Silvia Putri et al., (2017) revealed that there is a negative and significant relationship between self-control and student's truancy, meaning that if self-control increases, truant behavior will decrease, or conversely. Accordingly, Citra & Ifdil (2018) found a relationship between self-control and student's achievement.

Regarding the above problem, guidance and counseling services can be an answer to it (Ifdil & Ilyas, 2017). An intervention that can be done by counselors to help meet the needs of many students is to carry out group counseling at school (Myrick, 2011). Group counseling is an effort to help individuals for a prevention and healing process that improves self-understanding and the environment, healthy self-development

and growth, future planning, and alleviation of problems in a group setting (Wibowo, 2019).

Group counseling with a reality approach seeks to fulfill basic needs with responsible behavior and does not disturb others (Wubbolding, 2017). The main purpose of using reality counseling in this study is to make individuals responsible for their choices and not to interfere with the rights of others (Cappuzi, 2016). The function of reality counseling is to help students accept reality and meet their needs so that they do not deny existing facts (Cappuzi, 2016). The reality approach views problems as realizations of ways of thinking and acting is focused on choice theory. This approach uses the WDEP mechanism as a step to emphasize effective behavior arises from internal motivation to fulfill basic needs and self-disclosure. intervention using the reality approach through group counseling with the aim of bringing students towards awareness of obligations and responsibilities as students and individuals in a social environment (Cahyani, Wibowo, & Sunawan, 2019). Sohelia Ebrahimi, et al., (2017) in their study revealed that reality group counseling is effective in changing behavior that leads to success in performance and ultimately increases responsibility and internal control.

Everyone has different goals and capacities to improve self-control, and these differences have implications for emotional, social, and behavioral adjustments, so special measurements are needed. Then the instrument used in this study was a scale developed by the researchers based on the concept of Averill (1973).

Therefore, this study aimed to determine the level of effectiveness of reality group counseling to improve the self-control of grade XI students at SMA Teuku Umar Semarang. It is expected to be an alternative for understanding the basic principles of the use of reality group counselling in solving students' self-control issues.

METHODS

The subjects involved in this study were those whose self-control was low in grade XI at

SMA Teuku Umar Semarang with an age range of 15-17 years. They were sampled using a purposive sampling technique.

In collecting the data, a self-control scale developed by researchers with a total of 32 item statements was used. Based on the concept of Averill (1973), there are 3 types of self-control abilities, including behavioral control (13 items), cognitive control (13 items) and decisional control (6 items). All these types are measured in 4 scaling options (1 = strongly disagree, 4 = strongly agree). The results of the instrument validity test showed 26 items were valid (item correlation range between 0.263-0.598) and the alpha reliability coefficient was 0.833.

This study used an experimental method with a pretest-posttest control group design carried out in three stages. First, the researchers measured the level of self-control to select members of the experimental and control groups who had a low level of self-control. The results of the selection found 14 students who met the requirements to take part in the reality group counseling intervention. The 14 students were then divided into 2 groups, namely the experimental group and the control group. The self-control data from the 14 students were then used as pre-test data.

Second, the experimental group was given a reality group counseling intervention to improve self-control. The group counseling intervention process was carried out in 6 meeting sessions with a time of 2x45 minutes in each session. The first session was allocated to built close relationships between group leaders and group members. The second session was set to express the desires (want) and basic needs (basic

need) of group members. The third session provided an understanding of total behavior and opened the understanding of group members that current behaviors were not effective enough to fulfill wants and needs. The fourth session evaluated the ineffective behaviors and stimulated group members to make changes in behavior and created constructive behavior plans. The fifth session evaluated and strengthened group members so that they were committed and responsible for the activities they have chosen. The sixth session revealed the feelings and thoughts of group members during the implementation of group counseling. Each session covered these 4 stages, namely want analysis stage, direction analysis, evaluation analysis and planning analysis. Third, the researchers gave a post-test to all group members to measure the level of self-control in students.

The effectiveness of the reality group counseling to improve self-control in the subjects of this study was tested using the Wilcoxon Signed Rank Test technique, followed by a group comparison test with the Mann-Whitney technique.

RESULTS AND DISCUSSION

The results of the pretest on 14 students showed that the tendency for self-control in the experimental group was in the low category ($M=57.4$, $SD=3.15$), while the control group was ($M=54.5$, $SD=4.64$) the same. After being given the treatment, the mean of the posttest score for the experimental group was ($M= 89.4$, $SD=1.71$) in the high category, while the control group was ($M=56.4$, $SD=3.91$) in the low category.

Table 1. The Effectiveness of the Reality Group Counseling to Improve Students' Self-control

Variable	Group	Pretest		Posttest		Z ₁
		M	SD	M	SD	
Self-control	K.E	57.4	3.15	89.4	1.71	-2.388
	K.K	56.4	3.91	57.4	3.15	-2.047
	Z ²	-1.035		-3.137		

Notes: K.E: experimental group, K.K: control group, Z₁: Wilcoxon test scores, Z₂: Mann-Whitney test scores.

The results of the Wilcoxon data analysis showed that the intervention of reality group counseling was effective in improving self-control ($Z = -2.388$, $p < 0.05$), but the results in the control group showed no significance ($Z = -2.047$, $p < 0.05$). Surprisingly, the results of the Mann-Whitney test confirmed that there was no difference in the level of self-control at the pretest ($Z = -1.035$, $p < 0.05$). However, at the time of the posttest, the reality group counseling obtained a higher (significant) level than the control group ($Z = -3.137$, $p < 0.05$)

These results have confirmed that the reality group counseling was effective in improving self-control. In addition, the results of the study also showed that the experimental group who got the reality group counseling experienced improvement in self-control. Meanwhile, in the untreated control group experienced no significant improvement in self-control and self-efficacy.

The above findings are similar to that of Hidayah (2017) who found that reality counseling can improve self-control. In line with this, Qamaria (2017) found that reality group counseling is effective in improving self-control in students' truancy behavior. However, in this study the researchers did not only discuss truancy behavior, but only self-control in general.

Reality group counseling in its application aims to help clients take responsibility for their actions, find better ways to meet their needs, and change inappropriate or destructive ways of behaving (Mulawarman, et al., 2020). In reality, counseling also sees that humans are born with five basic needs (power and achievement, love and belonging, freedom, fun, survival) and they will experience problems when these needs are

not met or are fulfilled but are irresponsible (Capuzzi & Stauffer, 2016).

Self-control is often associated with positive outcomes in life and better well-being as well as knowledge showing individuals who have high self-control traits will gain more prominent happiness and life satisfaction than individuals who have low self-control traits (Cheung, et al. all., 2014).

Individuals with good self-control will have an impact on the formation of individual successful identities. The tendency of an individual's identity to succeed or fail in meeting needs can be seen from three criteria (3R), namely responsibility, right, reality (Wulbbolding, 2017).

Based on the findings of this study, the implication for counselors is to improve self-control by providing reality group counseling services. With this effort students can learn how to be responsible for the choices they have made. The results of this study also have implications for further studies as a reference related to the effectiveness of reality group counseling to improve self-control in students. The reality approach emphasizes the ability of individuals to be responsible for their own choices and to be able to plan new constructive behavior changes.

CONCLUSION

This study was conducted to test the effectiveness of the reality group counseling to improve self-control of grade XI students at SMA Teuku Umar Semarang. The results of this study have proved that the reality group counseling is effective in increasing the self-control of grade XI students at SMA Teuku Umar Semarang.

Counselors or guidance and counseling teachers at schools can apply this group counseling intervention to overcome problems related to low self-control. In addition, further researchers can analyze the level of self-control through gender analysis between male and female students. Several follow-up designs can be made to monitor the effect of the treatment over a certain period of time.

efek dari perlakuan dalam jangka waktu tertentu.

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