

Reality Group Counseling to Increase Students' Learning Responsibility: Effective or Not?

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Abstrak. Rendahnya tingkat tanggung jawab belajar yang terjadi pada siswa perlu untuk segera diberikan intervensi layanan. Riset ini bertujuan untuk menguji efektivitas intervensi layanan konseling kelompok realita untuk meningkatkan tanggung jawab belajar siswa. Metode yang digunakan yaitu *pre-eksperimen one group pretest-post test design*. Pengumpulan data menggunakan skala tanggung jawab belajar yang diadaptasi dari Aisyah, dkk. (2014) dan elaborasi Deni & Ismaniar (2022). Terdapat 41 item lulus uji validitas dan reliabilitas dan dibagi menjadi dua jenis, A dan B, masing-masing terdiri dari 26 item. Semua item memiliki nilai validitas $> 0,3$ dan nilai reliabilitas 0,93. Partisipan dari penelitian ini adalah 11 siswa yang diambil menggunakan teknik *purposive Sampling*. Uji hipotesis pada riset ini menggunakan uji *paired samples t-test*. Berdasarkan hasil uji hipotesis diperoleh $p = ,013$ ($p < 0,05$), maknanya layanan konseling kelompok realita efektif untuk meningkatkan tanggung jawab belajar siswa. Keterbatasan penelitian ini yaitu jumlah partisipan yang terbatas sehingga dalam menggeneralisasi hasil penelitian perlu kehati-hatian, dan dengan dimasukkan unsur-unsur berbasis islam dalam konseling kelompok realita berpotensi membatasi generalisasi hasil penelitian ini di semua agama. Peneliti selanjutnya disarankan untuk menggunakan populasi dengan cakupan yang lebih banyak, termasuk siswa yang berlatar belakang agama yang beragam dan mengeksplorasi konseling kelompok realita tanpa unsur islam untuk mengetahui dampaknya terhadap tanggung jawab belajar siswa dari berbagai latar belakang agama.

Abstract. The low level of learning responsibility that occurs in students needs to be given immediate service intervention. This research aims to test the effectiveness of reality group counseling service intervention to increase students' learning responsibility. The method used is a pre-experiment group pretest-post-test design. Data collection used a learning responsibility scale adapted from Aisyah, et al. (2014) and the elaboration of Deni & Ismaniar (2022). 41 items passed the validity and reliability tests and were divided into two types, A and B, each consisting of 26 items. All items had a validity value > 0.3 and a reliability value of 0.93. The participants in this research were 11 students who were taken using purposive sampling techniques. Hypothesis testing in this research uses paired samples t-test. Based on the results of hypothesis testing, $p = ,013$ ($p < 0.05$) was obtained, meaning that reality group counseling services are effective for increasing students' learning responsibilities. The limitations of this study are the limited number of participants so that in generalizing the results of the study, caution needed, and the inclusion of Islamic-based elements in reality group counseling has the potential to limit the generalization of the results of this study in all religions. Future researchers are advised to use a larger population, including students with diverse religious backgrounds, and explore reality group counseling without Islamic elements to determine its impact on the learning responsibility of students from various religious backgrounds.

Key word: "Group counseling; reality counseling; academic responsibility"

INTRODUCTION

Based on the results of the research, the phenomenon of low levels of student learning responsibility is still common in Indonesia. The results of research conducted by Isnugrahani & Pratiwi (2020) at SMP Negeri 29 Gresik found students who have low learning responsibilities such as dishonestly doing assignments given by teachers and students not utilizing study time properly and well. The results of Asmara's research (2021) at SMP Negeri 3 Suruh, Semarang Regency, found that some students in class IX C had low learning responsibilities. The pretest results showed that 25.0% of students had a low level of learning responsibility. Based on interviews with Sapitri, et al. (2021) with subject teachers and counseling teachers at SMP Negeri 25 Banjarmasin, it is still found that students have a low level of learning responsibility, such as not being on time in doing assignments, not being excited when given assignments, and not doing assignments, and skipping class.

Responsibility is an attitude or behavior of fulfilling obligations that must be discharged to oneself, the environment, society, and God (Endriani et al., 2022). Aisyah et al. (2014) revealed that responsibility consists of four indicators, namely commitment, discipline, sportsmanship, and obedience. Individuals with responsible characteristics will be independent and disciplined (Deni & Ismaniar, 2022). Based on this description, responsibility is an attitude of self-awareness to fulfill the duties that should be performed. The characteristics of individuals with responsibility include discipline, commitment, sportsmanship, obedience to rules, and independence.

One form of student responsibility is learning. Learning is the responsibility of students, especially when they are at school. Learning responsibility is the student's awareness of their duty to carry out learning tasks, reflected in behavior and willingness to accept consequences willingly (Aisyah et al., 2014). Based on this description, learning responsibility is the student's awareness of their learning tasks and obligations, reflected in behavior, and a willingness to bear the consequences of what has been done willingly.

Learning responsibility must be instilled in students because it is one of the determinants of student success in learning and achieving achievements. Prayogo and Prasetiawan (2022) stated that students with high learning responsibility will quickly

achieve commendable achievements. Students who have a sense of learning responsibility consciously complete tasks regularly, know the reasons for their learning, do not blame others for their learning, can determine their learning activities, work on tasks independently, make decisions different from others, persevere in learning, respect, and honor school rules, concentrate on learning, and will achieve commendable achievements (Rustam & Kamaruzzaman, 2016).

The interview results were reinforced by the results of the pretest given to all 115 students of SMP Muhammadiyah Salatiga. The pre-test results showed that in class VII there were 8 students with low levels of learning responsibility, 7 students in class VIII, and 7 students in class IX, or 19.11% of students with low levels of learning responsibility.

The phenomenon of the low responsibility of students in learning needs to be addressed promptly and given intervention. Counselors play an essential role in providing intervention services to counselees. One service that can be provided is group counseling. Group counseling is more appropriate as an intervention service to help improve the learning responsibility of counselees because the average age in this study is teenagers. Teenagers are often more ready to talk to other teenagers (Rasimin & Hamdi, 2018). Teenagers are closer to their friends because their friends are considered capable of understanding themselves better and adolescents will have a tendency to open up to their friends about the problems they are experiencing (Setiawan, 2019). Based on this description, it can be concluded that group counseling services are more appropriate to be used to help students in increasing students' learning responsibilities, with a group counseling setting can make students more open to their problems, because in this study many counselees are still teenagers.

Group counseling is assistance in a group setting that utilizes group dynamics to help group members overcome their problems (Putri, 2019). Group counseling needs to be elaborated with counseling approaches to achieve optimal results. The counseling approach that can be used is the reality approach.

William Glasser is a pioneer of the reality approach. The core concept of the reality approach is to teach responsibility (Corey, 2013). One of the goals of the reality approach

is to help counselees behave responsibly and help individuals achieve a successful identity (Bariyyah, et al., 2018). Individuals will have a successful identity if they fulfill their basic needs in line with the 3Rs, namely responsibility (responsibility), reality (reality), and norms (right). Individuals will have a failed identity if meeting their needs is not aligned with the 3Rs (Mulawarman, et al., 2020).

Researchers have previously used the reality approach to address the same problems. Sa'diyah (2021) stated that the reality approach can improve learning responsibility. Sapitri (2021) stated that reality counseling with group counseling services effectively improves student learning responsibility. Prayogo and Prasetiawan (2022) stated that the reality approach effectively improves student learning responsibility. In addition, Bariyyah et al. (2018) research stated that the reality approach effectively improves student learning responsibility.

Referring to the previous description, it can be concluded that student learning responsibility is students' awareness of their duties and obligations in the learning process. Responsibility plays an important role in the student learning process. Low learning responsibility in students so that it needs to be addressed immediately. Responsive services that can be provided are reality group counseling services. The reality approach focuses on responsibility and emphasizes that individuals fulfill their needs and desires in line with the 3Rs, namely responsibility, reality, and right to achieve a successful identity. Based on this description, this study aims to examine the effectiveness of reality group counseling in increasing students' learning responsibilities.

METHODE

The method used in this research is a quantitative approach. The research design employed is a pre-experimental one-group pretest-posttest design. In this research, only one experimental group is utilized, undergoing two measurements, broadly initiated with a pretest, followed by treatment, and concluding with a posttest. The population in this research comprises all students at SMP Muhammadiyah Salatiga, totaling 115 students. The sampling technique employed is purposive sampling, with 11 students

selected as samples from the population who exhibit a low level of learning responsibility. The sample collection utilizes a responsibility scale instrument.

The instrument was developed by adapting from Aisyah et al. (2014) and elaborating on Deni & Ismaniar (2022). Indicators used as learning responsibility scale instruments consisting of, learning discipline (including obeying school rules, obeying learning activities, obeying school assignments, obeying learning at home), learning independence (including self-learning initiatives, accepting consequences, being confident, being able to control themselves, being independent), and learning commitment (including being resilient, resilient, and not easily bored, setting goals realistically, enjoying learning and wanting to improve self quality, having the desire to succeed in learning).

The learning responsibility scale instrument totaled forty-one items that passed the validity and reliability tests and was divided into two types, A and B, each consisting of 26 items. All items had validity values ($> .3$) and a reliability value of .93. The data analysis for this research employs the Paired Samples Test, but normality, homogeneity, and linearity tests are conducted before hypothesis testing.

RESULT AND DISCUSSION

This study begins with giving a pretest to students. Based on the pretest results, a total of 11 students have a low level of learning responsibility. The pretest results can be seen in Table 1 and illustrated in Graph 1. Students who have a low level of learning responsibility are given a reality group counseling service treatment of 4 service sessions by referring to the stages of reality counseling, namely WDEP (Want, Doing & Direction, Evaluation, Planning).

In the first session (Want) the counselor explores the wishes of the counselee. Nurcahya (2021) reveals that exploring the wants and needs of the counselee can involve desires in all fields. In this session, the counselor recites the Al-Qur'an verses relevant to this session, namely Q.S. Gafir verse 60, and QS. Al-Baqarah verse 186 along with its meaning before starting to explore the wishes of the counselee. The counselee in this session was able to understand the meaning of Q.S. Gafir verse 60, and QS. Al-Baqarah verse 186 and able to mention the desires needed in learning.

In the second session (Doing & Direction) the counselor explores the behavior or efforts that the counselee has made. Past and current behaviors or efforts that can support the realization of the counselee's wishes can be explored (Nurcahya, 2021). In this session, the counselor recites the Qur'anic verse relevant to this session, namely QS. At-Taubah verse 105, and QS. An-Najm verses 39-41 and their meanings before starting to explore the behavior or efforts of the counselee. The counselee in this session was able to understand the meaning of QS. At-Taubah verse 105, and QS. An-Najm verses 39-41 and able to mention the efforts that have been made to fulfill their learning desires.

In the third session (Evaluation) the counselor and the counselee evaluate the behavior or efforts of the counselee in achieving the desire. In this session, the counselor recites the Al-Qur'an verse relevant to this session, namely QS. Al-Hasyr verse 18 and its meaning before evaluating the behavior or efforts of the counselee. Mulawarman (2020) reveals that evaluation aims to assess and determine constructive counselor behavior. In this session, the counselor clarifies, confronts, and invites the counselee to reflect on efforts or behavior in fulfilling his learning desires in line with the 3Rs (Reality, Responsibility, Right) or not. The counselee in this session was able to understand the meaning of QS. Al-Hasyr verse 18 and realize whether their behavior or efforts are in line with the 3Rs (Reality, Responsibility, Right) or not.

In the fourth session (Planning) the counselor and the counselee develop a new plan according to the 3Rs (Reality, Responsibility, Right) for achieving their learning desires. In this session, the counselor also recited the Al-Qur'an verse relevant to this session, namely QS. Ar-Ra'd verse 11 and its meaning. Mulawarman, et al. (2020) revealed that the change plan is simple and achievable, the behavior can be measured, can be done immediately, done alone, controlled, committed to the plan that has been made, and carried out regularly. The counselor in this session was able to understand the meaning of QS. Ar-Ra'd verse 11 and was able to develop a new plan that is in line with the 3Rs and according to the SAMIC3 principle (simple, achievable, measurable, immediate, actively involved, independently controlled, committed, sustainable).

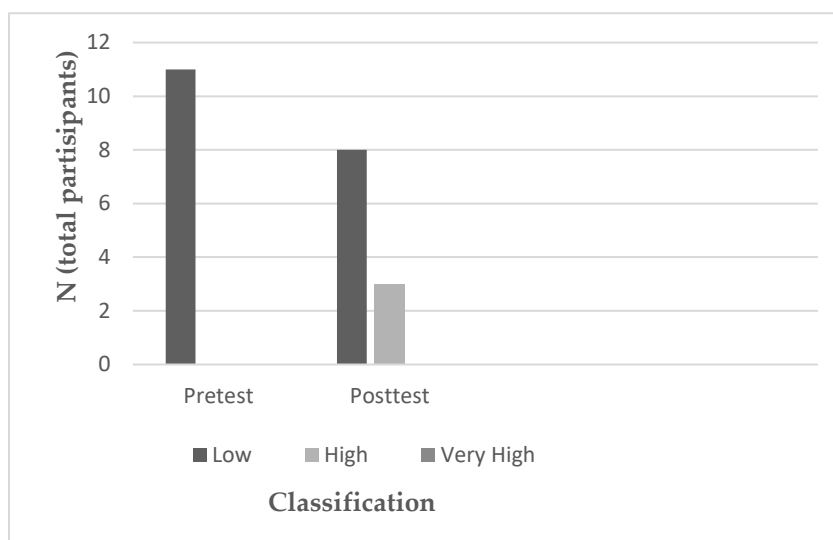
Students who have been given reality group counseling treatment are then given a posttest. Based on the posttest results, several students have experienced an

improvement in their level of learning responsibility. The posttest results can be seen in Table 1 and Graph 1.

Table 1. Pretest and Posttest Results

Participant	Class	Pretest Score	Posttest Score
<i>NAK</i>	VII A	59	66
<i>CNT</i>	VII B	60	59
<i>DPC</i>	VIII A	58	63
<i>LZ</i>	VIII A	59	57
<i>RM</i>	VIII B	52	59
<i>DZEP</i>	IX A	55	61
<i>AWB</i>	IX B	49	56
<i>APT</i>	IX B	58	54
<i>FS</i>	IX B	53	66
<i>RBW</i>	IX B	57	67
<i>ZH</i>	IX B	56	60

Note. Samples (N) = 11



Graph 1. Total Participants based on Classification in Pretest and Posttest

The varying levels of students' learning responsibility can be attributed to several factors. Hapsari et al. (2022) reveal that parental guidance significantly influences one's level of learning responsibility by 97.03%. Motivation and study guidance can also impact students' learning responsibility (Wahid et al., 2022). Surdi et al. (2022) assert that low levels of students' learning responsibility may stem from teachers, the environment, facilities, parents, and the students themselves. The diminished level of learning

responsibility can be caused by students' lack of awareness in fulfilling their rights and obligations, lack of confidence in their abilities, and the suboptimal role of guidance and counseling services (Sudani et al., 2013). In summary, factors contributing to the low level of students' learning responsibility can originate from within the students, such as low learning motivation, lack of self-confidence, and insufficient awareness of their rights and obligations. External factors like facilities and infrastructure, parents providing inadequate study guidance, and the suboptimal role of guidance and counseling services also play a role. The obtained data were subjected to classical assumption tests before conducting the paired samples test, including tests for normality, homogeneity, and linearity. The paired samples test yielded p-value of .013 ($p < .05$) indicates that reality group counseling services effectively enhance students' learning responsibility. The results of the paired samples test can be seen in Table 2.

Table 2. Effectiveness of the intervention

	M	p
<i>Pret- Post</i>	-4.727	.013

Note. Hypothesis testing using paired samples test. M = Mean. $p < .05$.

The findings of this study reinforce the results of previous research by Bariyyah et al. (2018), Adibah & Priyambodo (2022), Purwanti et al. (2020), Widiyanti & Wiyono (2022), Sapitri (2021), and Milasari et al. (2023), demonstrating that reality group counseling is effective in enhancing students' learning responsibility. This research also demonstrates that reality group counseling is not only applicable to university students, as shown by Juita et al. (2021) but is also effective when applied to subjects such as children in orphanages (Sa'diyah, 2021) and Islamic boarding school students (Istirochah, 2021).

Moreover, it substantiates that, in addition to group guidance services using modeling techniques, as indicated by Lestari's research (2022), group counseling with shaping techniques, as found in Isnugrahani & Pratiwi's study (2020), group guidance using self-management techniques, as demonstrated by Asmara (2021) and Maisaputri et al. (2022), behavioral counseling services employing self-management techniques, as explored by Monica & Gani (2016), brief solution-focused group counseling, as in Silvi et al.'s study (2023), group guidance using projection techniques (Rustam & Kamaruzzaman, 2016), individual counseling using self-management techniques (Ulfa

et al., 2015), and existential-humanistic counseling with modeling techniques (Sudani et al., 2013), students' learning responsibility can also be enhanced through reality group counseling services. In summary, based on the results of the Paired Samples Test, reality group counseling effectively improves students' learning responsibility. Consistent with its core concept, reality counseling is an approach that teaches responsibility. Bariyyah et al. (2018) state that one of the goals of reality counseling is to assist counselees in achieving a successful identity and behavior that is responsible.

This research implies that reality group counseling can be a solution to improve student's learning responsibility, potentially enhancing the quality of education in schools. Schools can adopt this approach as a strategy to enhance education. Schools can develop reality group counseling programs and provide additional training to counselors to ensure effective implementation. Integrating the principles of learning responsibility into the curriculum and involving parents is also crucial. These implications stimulate further research and motivate schools to implement monitoring and evaluation systems to ensure the sustainability and effectiveness of this program, with the hope of making a positive contribution to the development of students' learning responsibility and improving their academic achievements.

The limitations of this research lie in the restricted number of participants and the confined population of students at SMP Muhammadiyah Salatiga, necessitating cautious generalization of the research findings. With a limited number of participants, the study results may only partially reflect the diversity that might exist among students with low levels of learning responsibility in other schools. Additionally, the research limitations are associated with incorporating Islamic elements in the reality group counseling approach, potentially restricting the generalization of these findings across all religions. Therefore, for future research, it is recommended to involve more participants and broaden the population scope, including students from schools with diverse religious backgrounds. Furthermore, subsequent research could explore a reality group counseling approach without Islamic elements to understand its impact on the learning responsibility of students from various religious backgrounds.

CONCLUSION

In this study, reality group counseling treatment to increase student learning responsibilities was carried out for 4 sessions by the WDEP stages (Want, Doing & Direction, Evaluation, Planning) and the counselor inserted Al-Qur'an verses in each session. Based on the paired samples test results, the p-value is 0.013 ($p < .05$), leading to the conclusion that the intervention of reality group counseling services is effective in helping students improve their learning responsibility. This aligns with the core concept of the reality approach that emphasizes responsibility and the 3R principles (responsibility, reality, right) in meeting needs and desires. Reality group counseling enables students to meet their learning needs and desires by the 3R principles. This study's weaknesses and strengths have yet to be identified, allowing future researchers to explore and identify them.

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