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The effectiveness of group counseling with reality approach and questioning technique to improve self-regulated learning and academic resilience in high school students

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Article Info	Abstract
Keywords: Group counseling, reality approach, questioning technique, self-regulated learning, academic resilience.	The ability of self-regulated learning and academic resilience is very important for students to face various demands and pressures in the learning process. This study aims to examine the effectiveness of group counseling services with a reality approach and questioning technique in improving self-regulated learning and academic resilience in high school students in Semarang City. This research uses a quantitative approach with a pretest-posttest control group design. The population consists of 160 students, and the sample was selected through purposive sampling, consisting of two groups: experimental and control, each with 7 students. The instruments used were the self-regulated learning scale and the academic resilience scale. Research data showed that the pretest score for self-regulated learning in the experimental group was 43.43 and in the control group was 45.00. After the intervention, the posttest score for the experimental group significantly increased to 81.14, while the control group only experienced a small increase to 48.43. In the aspect of academic resilience, the pretest score for the experimental group was 44.43 and for the control group was 45.00. After the intervention, the posttest score for the experimental group rose to 82.43, while the control group only reached 46.71. Wilcoxon statistical analysis showed a significant increase in the experimental group for self-regulated learning ($Z = -2.366$; $p < 0.05$) and academic resilience ($Z = -2.375$; $p < 0.05$), while the control group did not show a significant increase. Mann-Whitney test results confirmed no significant difference in pretest scores between the two groups, but there was a significant difference in posttest scores between the experimental and control groups for both variables. It can be concluded that group counseling with a reality approach and questioning technique is effective in improving students' ability to manage their learning process and academic resilience.

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Introduction

Adolescence is a stage of development that is full of dynamics, both physically, psychologically, and socially. One of the most apparent challenges faced by adolescents, especially high school students, is the high academic demands. In facing these challenges, the ability to manage the learning process independently becomes very important. This ability is known as self-regulated learning (SRL), which is an active and constructive process in which individuals set learning goals and then monitor, regulate, and control their cognition, motivation, and behavior (Zimmerman, 2002). Self-regulated learning is not only a determinant of academic success but also contributes to character development and the ability to withstand learning pressures. Students with high SRL are more likely to set clear learning goals, choose effective learning strategies, and reflectively evaluate their learning outcomes. This aligns with the opinion of Schunk and Zimmerman (2012), who state that SRL is an important indicator of independence and long-term academic success.

However, the reality is that not all students possess good SRL skills. Many students struggle with time management, lose motivation to learn, and lack adequate learning strategies. As a result, they are prone to academic stress and tend to give up when facing learning difficulties. This situation is exacerbated by the lack of support from the surrounding environment, including family, teachers, and peers. On the other hand, to endure various academic pressures and challenges, students also need to have academic resilience. Academic resilience is the capacity to persist and bounce back after experiencing failure or pressure in a learning context (Henderson & Milstein, 2003). Resilient students do not easily give up when facing failure or poor grades; instead, they use these experiences as motivation to improve themselves.

The relationship between self-regulated learning and academic resilience has been demonstrated through various studies. Research conducted by Masrifah et al. (2022) shows a positive and significant influence of SRL on the academic resilience of high school students, with a contribution of 16.7%. The study also revealed that students who can manage their time, set learning goals, and monitor their understanding independently tend to be more resilient in facing academic challenges. Similar results were found by Saufi, Budiono, and Mutakin (2022), who stated that SRL plays an important role in building learning resilience, especially among students in the post-pandemic era who face various learning limitations.

However, despite the numerous studies on the relationship between SRL and academic resilience, there are still few studies that develop intervention models to enhance both aspects simultaneously through guidance and counseling services. In this context, school counseling plays a strategic role in helping students develop learning skills and self-resilience. Group counseling using reality therapy and questioning techniques becomes a potential alternative intervention. Group counseling is a guidance process conducted in a small group setting, where participants share experiences, feelings, and support each other in solving their problems (Mappiare, 2016). In a group, students can learn from others' experiences, develop a sense of social responsibility, and gain emotional support that strengthens their learning resilience.

The reality approach, as developed by William Glasser (1965), emphasizes the importance of individual responsibility in making the right choices for their lives. Glasser highlights three main principles: Right, Responsibility, and Reality. In the context of learning, students are encouraged to realize that they have control over their behavior, are responsible for their choices, and must confront the reality of the outcomes of those choices. The questioning technique, or questioning strategy, is used in reality counseling to help clients become aware of their behavioral choices and encourage voluntary change. Through reflective questions, students are directed to rethink their actions, the goals they want to achieve, and the consequences of those actions. This technique is very effective in fostering self-awareness, responsible decision-making, and commitment to behavioral change.

Schneiders (1964) states that self-adjustment is an important part of individual development, characterized by the ability to control behavior to achieve goals. This is in line with Bandura's (1986) view that humans have the capacity to self-regulate and control their environment through the process of self-regulation. Therefore, the development of SRL and academic resilience can be seen as part of the adaptive self-adjustment process of students. Initial observations conducted at SMA Teuku Umar indicate that most students in grade X for the 2024/2025 academic year are experiencing difficulties in managing their study time, maintaining concentration, and lack effective learning strategies. Based on a pre-research questionnaire, it was found that students also exhibit anxiety when facing exams, feel insecure, and struggle to recover from academic failures. This condition highlights an urgent need for guidance and counseling interventions that can strengthen self-regulated learning (SRL) while also enhancing students' academic resilience.

Previous research by Sakti, Wagimin, and Purwaningrum (2020) showed that reality group counseling is effective in increasing students' motivation to learn in adaptive subjects. However, this study did not comprehensively examine the aspects of SRL and academic resilience. Meanwhile, a study by Habsy, Pratiwi, and Wulandari (2024) recommends exploring other techniques within the reality approach, particularly beyond reframing techniques, to enhance academic awareness. Based on this background, it is important to conduct research on the effectiveness of reality approach group counseling using questioning techniques in improving self-regulated learning and academic resilience among students. This research is expected to provide theoretical and practical contributions to the development of guidance and counseling services in schools, as well as serve as a reference for school counselors in designing services based on the actual needs of students.

Method

The research was conducted at SMA Teuku Umar, Semarang City, in the first semester of the 2024/2025 academic year. The population in this study consisted of all 10th-grade students, totaling 160 individuals.

Sampling was carried out using purposive sampling based on pretest results. A total of 14 students with the lowest scores on the self-regulated learning (SRL) and academic resilience variables were selected as samples and divided into two groups: the experimental group and the control group, each consisting of 7 students.

The instruments used were the self-regulated learning scale (31 items, Likert scale 1–4) and the academic resilience scale (30 items, Likert scale 1–5), which are adaptations of the Academic Resilience Scale-30 (ARS-30; Martin and Marsh 2006). Validity was tested using Pearson product-moment correlation ($r_{\text{tabel}} > 0.220$), and all items were declared valid. Reliability was tested using Alpha Cronbach, resulting in $\alpha = 0.937$ (SRL) and $\alpha = 0.943$ (academic resilience).

This study employed a quantitative method with a pretest-posttest control group design. The research began with a pretest for the entire population to measure the initial levels of SRL and academic resilience. Based on the results, 14 students with the lowest scores were selected as samples. The experimental group received intervention through reality approach group counseling using questioning techniques for 5 sessions, each lasting approximately 40 minutes, led by a counselor. The questioning technique was used to help students reflectively evaluate their learning behaviors and responsibilities. The control group did not receive any intervention. After all sessions were completed, a posttest was conducted for both groups using the same instruments to measure score changes. Data were analyzed using non-parametric statistical tests, Wilcoxon test, and Mann-Whitney test. The intervention was deemed successful if there was a significant increase ($p < 0.05$) in the experimental group, while the control group showed no significant changes.

Result and Discussion

At the pretest stage, all students in both the experimental and control groups were categorized as low in self-regulated learning and academic resilience. However, after participating in the group counseling sessions using the reality approach with questioning techniques, 7 students in the experimental group showed significant score improvements in both variables. In contrast, the 7 students in the control group who did not receive treatment did not show any improvement.

The data in Table 1 shows the results of the pretest and posttest for the research subjects. The mean self-regulated learning score during the pretest for the experimental group was 43.43 (SD = 3.78) and for the control group was 45.00 (SD = 3.87). After the intervention, the mean posttest score for the experimental group was 81.14 (SD = 2.53) and for the control group was 48.43 (SD = 2.57). Furthermore, the mean pretest score for academic resilience in the experimental group was 44.43 (SD = 3.31) and for the control group was 45.00 (SD = 2.94). After the intervention, the mean posttest score for the experimental group was 82.43 (SD = 1.59) and for the control group was 46.71 (SD = 2.29).

Table 1. Pretest and posttest scores of self-regulated learning and academic resilience

Variables	Group	Pretest			Posttest		
		M	SD	Grade	M	SD	Grade
Self-regulated learning	EG	43,43	3,78	CG	81,14	2,53	AR
	CG	45	3,87	CG	48,43	2,57	CG
Academic resilience	EG	44,43	3,31	CG	82,43	1,59	AR
	CG	45	2,94	Cg	46,71	2,29	CG

As presented in Table 2, the results of the Wilcoxon test analysis showed that there was an increase in self-regulated learning scores in the experimental group between the pretest ($M = 43.43$, $SD = 3.78$) compared to the posttest ($M = 81.14$, $SD = 2.53$; $Z = -2.366$, $p < 0.05$). However, in the control group, there was no increase in self-regulated learning between the pretest ($M = 45.00$, $SD = 3.87$) and posttest ($M = 48.43$, $SD = 2.57$; $Z = -1.527$, $p > 0.05$).

The Mann-Whitney test results showed that there was no significant difference between the control group and the experimental group at the pretest ($Z = -0.900$, $p > 0.05$), but a significant difference was found at the posttest ($Z = -3.173$, $p < 0.01$). This indicates that there was a significant increase in self-regulated learning in the experimental group after participating in group counseling services using reality therapy with questioning techniques, compared to the control group that did not receive the treatment.

The Wilcoxon test results also showed that there was an increase in academic resilience scores in the experimental group between the pretest ($M = 44.43$, $SD = 3.31$) compared to the posttest ($M = 82.43$, $SD = 2.94$; $Z = -2.375$, $p < 0.05$). However, in the control group, there was no increase in academic resilience between the pretest ($M = 45.00$, $SD = 2.94$) and posttest ($M = 46.71$, $SD = 2.29$; $Z = -1.054$, $p > 0.05$).

The Mann-Whitney test results showed that there was no significant difference between the experimental group and the control group at the pretest ($Z = -0.064$, $p > 0.05$), but a significant difference was found at the posttest ($Z = -3.141$, $p < 0.01$). This indicates that there was a significant increase in academic resilience in the experimental group after participating in group counseling services using reality therapy with questioning techniques, compared to the control group that did not receive the treatment.

Table 2. Results of wilcoxon and mann-whitney tests for SRL and AR

Variable	Comparison	Z	P
Self-regulated learning	EG: pretest vs posttest	-2.366	<0.05
	CG: pretest vs posttest	-1.527	>0.05
	Pre: EG vs CG	-.900	>0.05
	Post: EG vs CG	-3.173	<0.01
Academic resilience	EG: pretest vs posttest	-2.375	<0.05
	CG: pretest vs posttest	-1.054	>0.05
	Pre: EG vs CG	-.064	>0.05
	Post: EG vs CG	-3.141	<0.01

The research shows that group counseling with a reality approach and questioning techniques is effective in improving self-regulated learning (SRL) and academic resilience of high school students. The experimental group experienced significant improvements in both variables after the treatment, while the control group did not show any meaningful changes. This indicates that structured and systematic interventions are necessary to develop students' self-learning abilities and academic resilience.

The results of the improvement in SRL among students align with Zimmerman's theory (2008), which states that SRL is influenced by personal, behavioral, and environmental factors. In the context of this research, reinforcement was carried out on personal factors such as metacognition, goal setting, and affective regulation. Students who initially showed signs of procrastination and low motivation demonstrated progress in planning, monitoring, and evaluating their learning strategies after the intervention.

The reality-based approach applied refers to the 3R principles (Right, Reality, Responsibility) according to Mulawarman et al. (2020). This principle is used to help students recognize the realities they face, take responsibility for their choices, and act according to realistic academic needs. In practice, the questioning technique becomes the core of the intervention that encourages students to think reflectively, evaluate strategies, and make more responsible decisions regarding the learning process.

The results of this study are supported by research from Martin et al. (2022), which shows the effectiveness of the questioning technique in enhancing students' reflective and critical thinking skills regarding learning strategies. Similarly, findings from Revishvili and Tsereteli (2024) reinforce that SRL is influenced by goal orientation, self-efficacy, and perseverance factors, which in this study were successfully developed through a reflective and structured counseling process.

Furthermore, the increase in students' academic resilience was also significantly identified. Before the treatment, students showed a tendency to give up when facing academic difficulties and had high anxiety regarding school tasks. However, after participating in group counseling, students were better able to manage academic pressure, make decisions, and demonstrate perseverance. This aligns with the theory of Martin and Marsh (2006), which emphasizes the importance of self-efficacy, self-control, and persistence in building academic resilience.

The questioning technique also strengthens this dimension, as it encourages students to explore the meaning of their learning experiences and design solutions to the obstacles they face. The study by Febrianto and Ambarini (2019) supports this finding, where the reality-based approach proved effective in reducing anxiety, an important aspect of academic resilience.

Furthermore, this research is also in line with the findings of Anggraini (2022) and Prawitasari & Antika (2022), which emphasize the importance of self-efficacy and self-adjustment in shaping academic resilience. The questioning technique plays a role in building students' self-efficacy and encouraging the formation of adaptive strategies that help them persevere in facing academic challenges.

Overall, the group counseling approach used in this study successfully provided a reflective and supportive space, where students not only gained new insights about themselves but also received social support from peers in the group. Wibowo (2019) mentions that group dynamics in counseling can strengthen self-exploration and the development of adaptive strategies for students.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that group counseling with a reality approach using questioning techniques has proven effective in enhancing self-regulated learning (SRL) and academic resilience among high school students. This effectiveness is indicated by a significant increase in SRL scores and academic resilience in the experimental group after the intervention, while the control group that did not receive treatment showed no significant changes. This fact indicates that without structured and directed counseling, students' ability to manage their learning processes and their resilience in facing academic pressures tends not to develop optimally. This conclusion is based on empirical facts from statistical analysis results that show significant differences between the experimental and control groups, both in aspects of self-regulated learning and resilience in facing academic pressures.

Therefore, group counseling with a reality approach using questioning techniques is recommended as an alternative intervention in the personal-academic development of students, particularly to support learning independence and resilience in facing educational challenges. As a practical implication, guidance and counseling teachers are expected to integrate this approach into counseling service programs to help students develop more directed learning strategies and resilient attitudes towards academic pressures. In addition, the results of this study can also serve as a basis for further research in developing counseling models that are relevant to the needs of students in an increasingly complex educational era. Furthermore, this approach has the potential to be applied at various educational levels and in different learning contexts, as long as it is adjusted to the developmental characteristics of the learners and the academic challenges they face in their respective school environments.

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