The Effectiveness of Reality Group Counseling with Confrontation and Being-Positive Techniques to Improve Students' Self-Control

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Article Info

Abstract

Self-control is an ability to control impulsive behavior, stimulus, decision making process, and anticipate any phenomena. This study aimed to examine the effectiveness of reality group counseling with confrontation and being-positive techniques on the improvement of students' self-control. It used pretest and multiple posttest design. Further, purposive sampling technique was employed to select 21 experimental subjects to be placed in three groups randomly so that each consisted of seven students. The students' data were collected using self-control scale. Based on mixed ANOVA test, the reality group counseling with confrontation and being-positive techniques gained ($F_{(1,18)} = 8.255$, $p < 0.01$). Moreover, the researchers found an interaction effect between time and group on students' self-control, namely ($F_{(2.13, 19.19)} = 8.156$, $p < 0.05$). Thus, this study reveals that the combination of confrontation and being-positive techniques results an interesting implication and is suggested to be applied in the service of reality group counseling.

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INTRODUCTION

Self-control can be defined as an ability to control impulsive behavior, stimulus, decision making process, and anticipate any phenomena. Higgins (2007) explains that people who have low self-control tend to ignore the long-term effect of their own or others' decisions.

Ghufron and Rini (2014) state that someone who has good self-control over himself can lead, predict, and estimate actions he performs. As one of personality components, it is obvious that self-control may vary from one individual to another. There are individuals whose self-control is high, while others' is low. Those who have high self-control are able to change events and be the main agent to lead and manage the main behavior to bring positive consequences.

Self-control is related to the way a person makes use of his life choices. In deciding what to choose, individuals sometimes think negatively due to the negative condition or it is individuals themselves who think negatively so that the condition turns into negative. The above explanation is in line with assumptions of reality counseling that individuals are responsible for behavior they have performed and occupy what they have done, felt, and thought. It explains the function of reality counseling that it helps students accept the reality and fulfil their needs so that they do not have the tendency to deny the existing reality (Cappuzi & Stauffer, 2016).

According to Corey (2015) reality therapy is a part of choice theory since it teaches the same thing. The focus of this therapy is on teaching clients to make effective decisions. This fact is supported by some previous studies which revealed that reality counseling can be used to deal with problems, such as self-control, emotional intelligence, study responsibility, self-esteem, and so on (Cahyani, 2020; Bariyyah, 2018; Wahyuningtyas, 2020).

Confrontation and being-positive are techniques that are considered effective to be applied in reality group counseling to improve students' self-control. It is because one of significant ways to perform self-control is to make several choices in life, responsible for behaviors that have been chosen and take control of what is done, felt and thought. Yonfer (1999) states that confrontation technique in reality counseling is a direct technique in which counselor challenges clients to cope with themselves realistically. This technique also emphasizes planning and commitment of difficult behavior plans, in this case confrontation technique emphasizes the responsibility of students. Sharf (2012) mentions that in reality therapy, the use of confrontation technique helps clients make plans and commit to behavior plans that are difficult to change.

Munandar (2019) in his study found that reality group counseling is effective to improve low self-control and self-perception. In addition, Irawan, Kadek & Ketut (2014) also confirm that reality group counseling with confrontation technique is able to improve students' self-academic concepts viewed from the significant increase in students' academic achievement.

Reality counseling conceptually has special strategies to deal with individuals who experience addiction. These strategies are focused on changing negative addiction to be positive. Generally, these strategies are called being-positive strategy (Sharf, 2012). The effectiveness of this strategy has been proved by Ariffudin's study (2018) that reality group counseling with being-positive technique is effective to improve students' problem solving skill in dealing with internet abuse. This was done by changing students' negative addiction to positive one.

Based on the aforementioned description, this study is expected to give contribution to the examination of the effectiveness of reality group counseling with confrontation and being-positive techniques to improve students' self-control. For more, this study differs from the previous studies in terms of the use of the combination of confrontation and being-positive techniques in the implementation of reality group counseling. By doing so, the findings are hoped to give novelty in the field of counseling intervention.

METHODS

The current study applied pretest and multiple posttest design by involving 81 students.

Of 81 students, 21 students with low self-control were chosen using purposive sampling as the experimental subjects. Then, the researchers grouped those students into three groups using random assignment so that each group had seven students.

Self-control scale was used to collect the data. It was developed based on self-control aspects designed by Ghufron and Rini (2014). This scale consists of 45 statement items. After being tested, this scale obtained 37 valid items with (rxy=0.31-0.64), 8 invalid items with (rxy=0.05-0.21), and alpha coefficient of 0.89.

In conducting this study, the researchers performed four steps. First, the provision of pretest to measure students' self-control prior to the intervention. Second, the provision of intervention to the experimental group using confrontation technique as many as four meetings with 90 minutes for each meeting. Similarly, this applied to being-positive technique and the combination of confrontation and being-positive techniques treatment. Third, after the intervention, the researchers gave posttest to all experimental groups. It was aimed at finding differences in the results of intervention. Fourth, after two weeks of posttest, the subjects were given follow-up to determine the extent to which they maintained their self-control changes.

RESULTS AND DISCUSSION

According to the data description, the mean and standard deviation of self-control in the experimental group with the techniques combination experienced a mean increase from pretest (M = 83.57; SD = 1.99) to posttest (M = 137.00; SD = 3.27) and follow-up (M = 138.29; SD = 3.15). These results indicated that the techniques combination gained higher results compared to other experimental groups, such as confrontation technique group which obtained an increase from pretest (M = 83.86; SD = 5.58) to posttest (M = 132.43; SD = 3.82.) and follow-up (M = 133.71; SD = 3.50) and the increase in being-positive experimental group from pretest (M = 83.71; SD = 3.95) to posttest (M = 127.71; SD = 3.20) and follow-up (M = 128.43 ; SD = 2.99). For more information, see table 1 below: (M=132.43; SD=3.82) dan follow up (M=133.71; SD=3.50) dan pada kelompok eksperimen teknik being-positive dari pretest (M=83.71; SD=3.95) ke posttest (M=127.71; SD=3.20) dan follow up (M=128.43; SD=2.99). Untuk lebih lanjut dapat dilihat di table 1 dibawah ini:

Table 1. Data Description

Aspects		T1	T2	T3
Confrontation	M	83.86	132.43	133.71
	SD	5.58	3.82	3.50
Being-positive	M	83.71	127.71	128.43
	SD	3.95	3.20	2.99
Combination	M	83.57	137.00	138.29
	SD	1.99	3.27	3.15

Notes: T1 (Pretest), T2 (Posttest), T3 (Follow-up)

Mixed ANOVA analysis showed an effect of time on the improvement of students' self-control, namely (F (1.06, 19.19) = 2504.3, p <0.01). Furthermore, there was a group effect on the improvement of students' self-control significantly (F (1.18) = 8.26, p <0.05). This can be seen in table 2. Other results similarly showed an interaction effect of time on group on the improvement of students' self-control, namely (F (2,13, 1,19) = 8.16, p <0.05). Those data are presented in table 2.

Table 2. Mixed ANOVA Analysis Results

Effects	F	df		p
Time	2504.3	1.07	, 19.19	<0.01
Group	8.26	1.18		<0.05
Time*Group	8.16	2.13	, 19.19	<0.05

Generally, the comparison results of the effect of time on students' self-control from (T1-T2), (T1-T3), (T2-T3) showed an increase. In other words, there was improvement of students'

self-control in every measurement phase. In details, the data are displayed in table 3.

Table 3. Pairwise Comparison Results

Waktu	MD	SE	P
Confrontation Experimental Group			
T1-T2	-48.67	0.994	<0.01
T1-T3	-49.76	0.951	<0.01
T2-T3	-1.09	0.043	<0.01
Being-positive Experimental Group			
T1-T2	48.67	0.994	<0.01
T1-T3	-47.57	0.786	<0.01
T2-T3	-1.10	0.208	<0.01
Combination Technique Experimental Group			
T1-T2	-48.66	0.743	<0.01
T1-T3	49.76	0.951	<0.01
T2-T3	1.10	0.208	<0.01

Notes: T1 (Pretest), T2 (Posttest), T3 (Follow-up)

Regarding the previous explanation, the techniques combination group obtained the best improvement based on its posttest score compared to other groups. This is proved by the following figure.
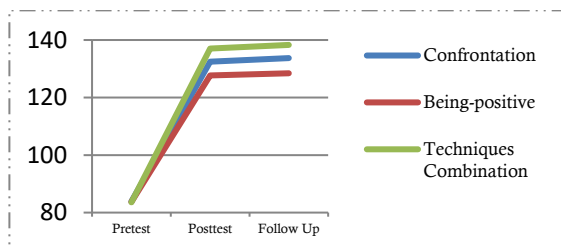

Figure 1. Self-control Graph

Based on figure 1, the findings of this study confirmed that the reality group counseling with confrontation and being-positive techniques was effective to improve students' self-control seen from the increase in the graph in each group. Moreover, all experimental groups scores increased significantly in posttest. However, the increase was not too significant in follow-up phase. This attested that all students' self-control in experimental groups improved. In details, the highest increase in score was achieved by the combination group. Therefore, the techniques combination was more effective than confrontation and being-positive techniques when applied separately.

The above explanation validated that the effectiveness of the techniques was in line with the implementation of reality counseling, namely to enable individuals' responsibility for their own choices (Capuzzi &Stauffer, 2016). Additionally, confrontation technique could be used to deepen the understanding about the clients, direct clients to deal with particular works, or even focus on the collaboration to overcome problems in relation to counselor's theoretical orientation (Strong & Zeman, 2010).

Seligment (2004) says confrontation technique enables to improve insight and awareness. Accordingly, the use of this technique in reality counseling can facilitate clients to have awareness and responsibility for any decision they may make. Confrontation can also lead to positive changes in emotion, thoughts, and behavior. That is why the theory says that confrontation is oriented towards changes in cognition and behavior. It would emphasize behavior within individuals themselves. This matter matches to the aspects of self-control discussed in this study, namely the aspects of behavior control, cognitive control and decision control. On the one hand, the second technique, being-positive is effective to change students' negative addiction behavior into the positive one (Ariffudin, 2018). It is based on an assumption telling that one's negative addiction behavior can be turned into the positive through some requirements (Fall, Holden, & Marquis, 2017; Sharf, 2012).

Furthermore, the current study findings became more effective by combining two reality techniques, namely confrontation and being-positive. The combination of those techniques was considered more effective compared to the use of only one technique. This is in line with what Bisri, Edy, & Japar (2018) found that the use of techniques combination in group counseling contributes to more effective results. Similarly, this study found that the students who achieved the techniques combination during the counseling obtained self-efficacy improvement compared to those who were treated using one technique only. Again, these findings are supported by

Khusumawati and Christina (2014) that the provision of treatment using the combination of relaxation and self-instruction techniques is proved more effective to reduce students' boredom in learning.

The findings of this study contribute some implications for guidance and counseling teachers, namely students' self-control can be improved using confrontation and being-positive techniques in reality group counseling. Besides, the use of techniques combination is suggested in its practice. Also, the teachers should cooperate with related stakeholders (school staffs and parents) to improve students' self-control so that the service of guidance and counseling can be more optimum.

CONCLUSION

Based on the findings of this study, the reality group counseling with confrontation and being-positive techniques is effective to improve the self-control of SMA Kesatrian 2 Semarang students. Thus, counselors are suggested to use reality group counseling with confrontation and being-positive techniques to improve students' self-control. Meanwhile, the future researchers can expand the subject of study and consider gender as one of research variables because this study found different results between male and female students.

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