

## The Effectiveness of Reality Group Counseling to Improve Students' Self-Efficacy

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### Abstract

Not all students have sufficient self-efficacy to master and finish school tasks. Thus, the present study strived for examining the effectiveness of reality group counseling to improve self-efficacy by performing an experiment involving seven students in this counseling for five sessions. Here, pretest-posttest design was applied, while self-efficacy data were analyzed using Wilcoxon. The results have proved that there was an increase in self-efficacy after the students were given reality group counseling. Hence, counselors are suggested to implement this kind of counseling to improve students' self-efficacy.

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## INTRODUCTION

A study done by Billings and Macvarish (2010) state self-efficacy is influenced by several factors such as past performance, observations of others' success and failure, and strong emotion. High self-efficacy is related to stress process management, better adaptation, and forming high self-esteem. Agesti, et al. (2019).

Jin-Liang-Wang (2015) investigated 353 Chinese students and found that the users of social sites (SSN) depend on self-efficacy. Self-efficacy supports the completion of schoolworks. Handayani, et al. (2021). Oppositely, when students have low self-efficacy, they will tend to give up since they hesitate about their ability. Rosmiyati, et al. (2017).

The above results are in line with Solan J (2019), namely high self-efficacy can make students struggle better and manage emotional reactions. It is required because belief must be in their hearts in order to achieve dreams. Again, a study by Putwain, Sander and Larkin (in Sunawan, et al., (2017) mention self-efficacy encourages positive and negative predictions towards participants displeasure in learning. Self-efficacy is more likely to focus on self-assessment, or whether one can do better or not, do right or wrong things, be able or not able to do what is required (Bisri, Purwanto, and Japar, 2018).

According to Berte DZ, et al., (2019) self-efficacy can determine how tough one's effort is to face challenges and difficulties so as to not get stress from environmental demands. Therefore, based on Bozzato P, et al., (2020) a sense of self-efficacy as a personal disposition does not act without the influence of the environment. This is in line with a study conducted by Wombachera K et al, (2019) which states that the presence of other people's judgments can provide motivation to have confidence in being successful. In fact, it is different from the conditions at school. Clark M, Bussey K, (2020). In this case, self-efficacy is very important to motivate oneself to be successful and successful, but it also has a positive belief in oneself.

An investigation conducted by Wombachera K, et al., (2019) concludes others'

views can motivate individuals to succeed. Similarly, Charzynska E, et al. (2021) say one with high level of self-efficacy will have strong motivation, persistence, and be able to plan the future with no stress. This idea is also in line with what is stated in Farahmita's study (2018) that reality group counseling can improve adolescents' self-efficacy in terms of leadership in Buol Tribe, Central Sulawesi. Here, students were trained to think how to have ability and belief to overcome any shortcomings and be successful.

Chen's T study (2019) defines self-efficacy as principles in game play (literacy studies) with several theories aimed at game safety by including self-efficacy in order to create security in playing games. In contrast to Chen T, Wombachera K et al, (2018) conducted a study using an online survey method for child and adolescent psychiatrists  $n = 170$ . The results show that past experiences affect self-efficacy with apprehension as a mediator of the relationship. It is similar to a study by Jon-Chao-Hong et al, (2015) which examined 278 elementary school students in grades five to six who were collected by analysis and modeling of structural equations. The results of this study indicate that competitive anxiety reduces the level of gameplay, self-efficacy is negatively related to competitive anxiety, low competitiveness anxiety facilitates interest in gameplay.

Mulawarman, et al. (2020) define that reality approach conclude that human is basically controlled by one goal, namely, to create the quality world. The quality world as stated by Glasser (in Flanagan & Flanagan, 2004) covers three things, namely people, experience, and system of belief. By referring to this theory, students only have one goal, namely becoming qualified. Here, high self-efficacy is heavily needed.

Efficacy is a significant thing to own by every single person because it affects his action and decision. In the same way, students with high self-efficacy will have self-confidence and ability to do anything. It is supported by Bohecker L & Horn (2016) that self-efficacy plays a role as one's view to manage task performance. then,

according to Sun-Yi Yang (2020) self-efficacy is individuals' desire to determine actions, such as positive reinforcement. Based on Sadewi and Sugiharto (2012) there are four sources of self-efficacy, including (a) experience of success, the greater a person experiences success, the higher his self-efficacy (b) others' experiences resulting from social models (c) social persuasion, for example support social (d) physiological and emotional conditions that affect self-efficacy.

Efficacy is an important thing that must be owned by everyone because it affects a person's actions and decisions. Students who have high self-efficacy have the confidence and ability to do any task. This study intended to examine the effectiveness of reality counseling to improve students' self-efficacy and analyzed the way reality counseling could improve self-efficacy. The effectiveness was captured based on a situation marked by an increase in self-efficacy scores in the experimental group.

## METHODS

There were seven subjects chosen from 36 students who had low self-efficacy. The selection process was done online due to long distant learning policy during the pandemic. This experiment study used single-group pretest-posttest design (pre-post treatment). Purwanto, E (2016).

In collecting the self-efficacy data, the researchers used their own instrument which has 30 items with four choices (4= Very Appropriate, 3 = Appropriate, 2 = Not Appropriate, 1 = Very Not Appropriate). The results of the reliability test by Cronbach Alpha's technique showed 0.87.

The reality group counseling intervention to improve self-efficacy was carried out after the pretest was held. The 7 students selected students were grouped and given five meeting counseling sessions. The first stage of this research intervention was that the students of class XI IPS were given a pretest via google form. In the implementation of reality group counseling, students were asked to express their desires (want), students do what they want (doing), evaluate what they are doing (evaluation), and

plan (planning) for the follow-up carried out. The intervention was carried out in 5 meeting sessions, where each session lasted 45 minutes. The last, the students filled out self-efficacy questionnaire.

## RESULTS AND DISCUSSION

Based on table 1, the pretest score of self-efficacies was 94.0, while in the posttest the score increased to 115.2. In terms of Wilcoxon test, it was found an effect of the implementation of reality group counseling to the improvement of self-efficacy, namely  $z = -2.37$ ,  $p < 0.01$ .

**Table 1.** The Results of Pretest and Posttest of the Experimental Group which Received Reality Group Counseling.

	Pretest	Posttest	Z	P
M	94.0	115.2	-2.37	0.01
SD	9.3	3.86		

The results in the above table are in accordance with what is stated by Muzamil, et al. (2019) that group counseling not only aims to solve problems, but also change students' attitudes in self-efficacy. A study by Ebrahimi S, et al. (2017) gave reality group counseling treatment for seven sessions. What differs from the present study is the present study did not use control group due to limitations of the pandemic COVID-19.

Another difference in the present study and previous studies is the present study examined self-efficacy in general, or the one that happens in the present condition and future of students.

During the treatment, the researchers gave short term and long-term tasks. For example, the student's desire is certainly related to the school and the future as a dream, so in this case an example of a current desire is to get good grades / be able to complete school assignments, while the long term is an example of ideals. The task was conveyed and responded by other group friends how to achieve it.

## CONCLUSION

Based on the analysis of the data collected from Senior High School students regarding the effectiveness of reality group counseling to improve self-efficacy, it can be concluded that the treatment is effective seen from the increase in the self-efficacy scores after the implementation of the reality counseling.

Since some students experienced low self-efficacy, school counselors or guidance and counseling teachers can apply a therapeutic reality approach.

This study did not use a control group and has the potential to have weaknesses in internal validity. Therefore, further research can be suggested to involve a control group as a comparison, to further explore the effectiveness of reality counseling.

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