

The Effectiveness Of Narrative And Reality Approaches Group Counseling To Increase Self-Disclosure

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Abstract

Self-disclosure as a process of presenting oneself is realized in the activities of sharing feeling, thoughts, and information with others. It is important for adolescents to develop an effective relationship, problem solving skills, obtain the meaning of a relationship, and have mental healthiness. Thus, the present study strived for identifying the effects of narrative approach group counseling and reality approach group counseling interventions to increase students' self-disclosure. Here, 12 students were divided into two experimental groups. The groups were investigated using a comparison group pretest and multiple posttest design. Meanwhile, their data were collected using self-disclosure scale with 60 statement items. Based on mixed ANOVA test, both group counseling services have been effective to increase students' self-disclosure. Further, the findings, implications, and limitations of this study are discussed in the discussion section.

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INTRODUCTION

Self-disclosure plays an integral part in the development of a relationship to help a person communicate with others and increase his confidence in it (Liu Z, et al., 2016). It is important to master this ability since self-disclosure enables individuals to disclose information consciously, feeling, thoughts, and behavior which were previously unknown by others.

Nasyar (2020) states students' self-disclosure in manifesting problems can help them pass every stage of individual development with no doubt by disclosing problems they are experiencing. Wrightsman (in Gusmawati, 2016) argues that self-disclosure is a process of presenting oneself realized in an act of sharing feeling and information to others.

A systematic and theoretical study on self-disclosure is credited to Sidney Jourard (1971), a humanistic psychologist and practical psychotherapist, who states self-disclosure has facilitative effects on therapeutic values in a counselor and counsees relationship regarding self-discovery or self-knowledge through expressing sincere thoughts and feelings to others.

Without good self-disclosure, individuals' acceptance in the social environment will be bad and in turn affect their personal development (Hidayat, 2018). Paine, et al (in Amelisa, 2018) mention that self-disclosure is not only for counsees, but also therapists and counselors in order to provide maximum results in therapeutic processes. Vijayakumar (2020) argues self-disclosure can help release feelings of guilt and anxiety.

Of the previous explanation, there needed an intervention to increase students' self-disclosure. A previous study on students' self-disclosure through the distribution of self-disclosure scale to 120 tenth graders of MIPA and IPS concludes that 42.5% students have low self-disclosure, 51.6% students have medium self-disclosure, and 5.9% students have high self-disclosure. From these data it can be concluded

that almost half of these students are in low self-disclosure.

Self-disclosure becomes an interesting topic and invites researchers to develop and every aspect of life. Ruppel (2016) argues self-disclosure is more needed in a face-to-face relationship than computer-mediated communication (CMC). Another view confirms that students' interest in a e-counseling service has a significant relationship with self-disclosure variable (Yuhanita, 2019). E-counseling enables students to feel more comfortable to self-disclose because in this service students do not directly meet with the counselor. Besides, this intervention makes students not hesitate to disclose personal information and able to reveal problems they are experiencing.

Prabawa (2018) researched the development of a therapeutic reality cybercounseling website to increase self-disclosure. This study produced a website and manuals of reality cybercounseling. Amalia (2017) who used a SFBC (Solution Focused Brief Therapy) approach in counseling on 14 students in SMA N 12 Pekanbaru found it effective to increase self-esteem and self-disclosure of students. Similarly, the use of sociodrama with group guidance services on 14 students of SMA N 12 Banjarmasin was noticed to be able to increase students' self-disclosure (Arinanda, 2019).

In an effort to increase self-disclosure, a group counseling service with narrative and reality approaches were implemented as interventions in this study. A narrative approach group counseling was given to help group members find new meanings and possibilities in their lives (Winslade & Monk, 1999).

A narrative approach in group counseling is closely related to a self-disclosure concept, namely closeness and personal information disclosure as individual needs to obtain solutions. This indicator is associated with the focus of a narrative approach on exploring individuals' problems through narration. By implementing this approach in group counseling, students are expected to understand stories that shape the lives of group

members and have abilities to counter and expand those stories. Thus, there will be a new reality in each individual's life story, exploration of personal meaning, and discovery of life goals (Maree, J. G, 2010).

Reality approach group counseling pursues the fulfillment of basic needs with responsible behavior and not disrupting others (Wubbolding, 2017). Individuals' behavior is motivated by five basic needs (power and achievement, freedom, fun, survival, love and belonging). When one of those needs is missing or not fulfilled responsibly, individuals will be likely to experience problems. Meanwhile, self-disclosure refers to one of human's basic needs, namely closeness to people around.

A reality approach views that problem is the realization of ways of thinking and acting and is focused on choice theory. This approach uses WDEP mechanisms as steps to emphasize effective behavior arisen from internal motivation to fulfill basic needs and self-disclosure.

Group counseling orients towards individual development and efforts to find strengths sourced from an individual himself by utilizing group dynamics (Wibowo in Mulawarman, 2020). With regard to the previous studies, the present study attempted to increase students' self-disclosure using narrative and reality approaches group counseling.

METHODS

Purposive sampling technique was used to select 12 subjects of the study with the category of low self-disclosure among 120 students. In addition, random assignment was conducted to place 6 students in narrative group counseling and 6 students in reality group counseling.

This study used self-disclosure scale invented by Sidney Jourard and developed by Carlo Magno (2009). The indicators of this

instrument are belief, interpersonal, personal matters, intimate feelings, and interests. It has been through adaptations process, covering back translation, validity test which resulted Corrected Item-Total Correlation > 0.5 and reliability test which scored Alpha Cronbach of 0.974.

In terms of design, this study used comparison group pretest and multiple posttest design to compare the effectiveness of both groups. Meanwhile, this study took place in SMA Karangturi, Semarang City.

In conducting this experimental study, several steps were done, including conducting pretest using self-disclosure scale, providing interventions in form of narrative and reality counseling services, conducting posttest to see changes in self-disclosure, performing follow-up to examine the consistency of self-disclosure increase within 2 weeks after posttest.

The intervention of narrative and reality group counseling was given 5 times with 60-90 minutes time allotment for each session. It covered (a) opening, (b) transition, (c) activity, and (d) closing. In narrative group counseling, the stages were based on the characteristics of a narrative approach, namely building rapport and combination with group, collecting stories, speculating about the future and seeking for support for new fresh stories. Meanwhile, the reality group counseling was run based on WDEP stages (want, direction/doing, evaluation, planning) as the characteristics of a therapeutic reality approach.

Narrative group counseling intervention was chosen because it focuses on stories as the basis of counseling implementation. On the other hand, reality group counseling was chosen because individual behavior is done to meet one or more basic needs, such as surrounding people involvement (love and belonging). Further stages of both counseling can be seen in the following table 1:

Table 1. Treatment of Group Counseling with narrative and reality approaches

Narrative session	Specifications	Reality session	Specifications
1	a. Building rapport and grouping b. Developing stories c. Determining goals	1	a. Grouping b. Collaborating with group c. Exploring problems
2	a. Collaborating with group b. Collecting problems, deconstruction c. Problem externalization and labeling	2	a. Framework 'want' b. Identification 'basic need' c. Conflict identification of basic need and real world.
3	a. Story proof b. new stories support c. New and fresh stories	3	a. Framework 'doing and direction' b. Total behaviour 'success and failure' identification c. Problem solving stimulation
4	a. Telling new alternatives b. Group member support c. The future speculation	4	a. Framework 'evaluation' b. new behavior identification c. Strategies to achieve new behavior
5	a. Group member appreciation b. Change of belief/new mindset c. Final assesment	5	a. framework 'planning' b. Creating new plan for new behavior c. Evaluating group members plans d. Final assesment

RESULTS AND DISCUSSION

Based on the data obtained from pretest (T1), all 12 students had low self-disclosure scores. In details, the narrative group had the mean of 95.5 (SD=9.64), while the reality group had the mean of 91.66 (SD=20.86).

After the pretest, the researchers gave the interventions of two kinds group counseling, namely narrative group counseling and reality group counseling. Once those were done, the results of posttest (T2) indicated that all subjects obtained medium self-disclosure, including the mean of narrative group was 178.9 (SD=27.7) and reality group was 188.2 (SD=40.15). To see

the consistency of the interventions, follow-up was carried out after two weeks of posttest. Based on the results of follow-up (T3), both groups remained in the same condition, namely narrative group was at medium level with the mean of 184.5 (SD=29.7) and reality group was at medium level with the mean of 194.7 (SD=38.27).

Regarding the above outcomes, both types of counseling provided effectiveness toward the increase in students' self-disclosure with the significance score of narrative group of ($F(1.012, 5.062) = 57.97, p < 0.01$) and the reality group of ($F(1.005, 5.026) = 20.39, p < 0.01$).

Table 2. The Results of the Effectiveness Tests of the Group Counseling with Narrative and Reality Approaches

*P= < 0.01

Groups	T1		T2		T3		F (within group)	F (within for each grup)
	M	SD	M	SD	M	SD		
Group A	95.5	9.64	178.9	27.7	184.5	29.7	56.19*	57.97*
Group B	91.66	20.86	188.2	40.15	194.7	38.27		20.39*
Between subject	0.17							
Time*Grup	0.29							

Notes: T1= *Pretest*, T2= *Posttest*, T3= *Follow-Up*, group A= Narrative group counseling, group B= Reality group counseling

The increase of self-disclosure was proved by changes in the pretest to posttest and follow-up scores in two groups. In the narrative group counseling, the increase from pretest (T1) to posttest (T2) was significant (MD = -83.83, p < 0.01). Similarly, the change from pretest (T1) to follow-up (T3) showed a very significant result (MD= -89, p < 0.01). Meanwhile, the change in the increase from posttest (T2) to follow-up (T3) showed significant results (MD= -5.17, p < 0.01).

A like the narrative group, changes in the reality group counseling could be seen from the significant increase in pretest (T1) to posttest (T2), namely (MD = -96.5, p < 0.01), pretest (T1) to follow-up. -up (T3) (MD= -103 p <

0.01), and posttest (T2) to follow-up (T3) (MD= -6.5 p < 0.01).

The comparison between both treatments presented in between subject data indicated to difference (F (1.01, 10.08) = 0.17, p > 0.05). This finding also showed that there was no interaction effect between groups and measurement time on increasing self-disclosure (F (1.01, 10.08) = 0.29, p > 0.05).

Furthermore, it was understandable that the increase of self-disclosure in both group oriented towards the same pattern, namely both types of counseling showed significant effectiveness in increasing the students' self-disclosure.

Table 3. The Interaction of narrative and reality group counseling

Grups	time		MD	SE	p	
Narrative group counseling	T1	vs	T2	-83.83	11.07	<0.01
	T1	vs	T3	-89	11.61	<0.01
	T2	vs	T3	-5.17	1.18	<0.05
Reality group counseling	T1	vs	T2	-96.5	22.39	<0.01
	T1	vs	T3	-103	21.8	<0.01
	T2	vs	T3	-6.5	1.43	<0.05

Notes: *P < 0.01, *P < 0.05

Discussion

The narrative and reality group counseling attempted to awaken the group members self-disclosure. Based on the findings, both interventions worked well in terms of the measurement effects comparison. It is in line with a study which reveals that a group counseling service enables group members to participate in the conversation of a sensitive and deep problem topics (Logren, 2019). This study made use of this service to explain a social phenomenon and decision making that are inseparable from self-disclosure.

To do self-disclosure, there needs reliable and conducive media to share experiences and personal problems. Here, the individuals were facilitated by the group counseling to guide the new ideas of group members. It is in association with a study by (Haskins, 2016) that school counselors can implement group counseling with narrative approach for both individual and group settings by utilizing topics such as academic achievement and mental health of students.

Narrative approach can advocate students' changes by inventing new meanings and stories to inspire other students. (Ricks, et al, 2014) also state that a narrative approach can help students tell and reframe their stories. In addition, this approach is applicable for various backgrounds and problems.

The findings of this study are relevant to a study by (Haadi, 2019) which has proved reality group counseling effective to help students be more responsible for increasing their interpersonal skills in a group setting. Moreover, in (Rahmawati, 2018) study, reality group counseling is effective to increase the interpersonal skills and achievement motivation of students with problematic internet use.

A reality group counseling service is aimed at making students realize that their behavior is not yet effective. It also functions to increase interpersonal skills through group dynamics that enables individuals to believe and share happiness as well as problems with others.

Some limitations were found in this study. First, it only focused on grade ten.

Second, it did not analyze the level of self-disclosure based on gender and age of the subjects. Third, this study involved limited subjects and had no control group as a comparison. Fourth, the follow-up in this study was limited to the use of repeated posttest. Fifth, in sampling, randomization could not guarantee the equal composition of both groups.

CONCLUSION

By referring to the findings, it can be concluded that the narrative and reality group counseling contributes effective results towards students' self-disclosure. Then, the future researchers who are interested in conducting studies with similar topic can expand the subjects of the study, analyze self-disclosure differences based on gender and age, and provide comparison groups.

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