

Reality Group Counseling with Confrontation and Being-Positive Techniques to Reduce Students' Toxic Online Disinhibition

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Abstract

Most of toxic online disinhibition perpetrators see their behavior as a means of fulfilling basic needs related to fun and freedom. However, it is a negative thing since it contradicts the principles of right, responsibility, and reality. Regarding these issues, the present study strived for examining the effectiveness of reality group counseling with confrontation and being-positive techniques to reduce toxic online disinhibition behavior. It involved 18 students chosen using a purposive sampling technique and grouped into three randomly in which each consisted of six students. Their data were collected using a toxic online disinhibition scale. Based on the results of mixed ANOVA statistical test, there laid the effect of time towards the reduction of toxic online disinhibition, namely ($F(1.10, 16.558) = 317.66, p < 0.01$). The group effect on the reduction of online toxic disinhibition was also significant ($F(2, 15) = 3.96, p < 0.05$). In terms of time interaction, the effect result was ($F(2.21, 16.558) = 21.48, p < 0.01$). Thus, the findings of this study have confirmed that the group with the mixed techniques gained the highest effectiveness among the other groups. Finally, the study also serves interesting implications and suggestions to consider in the practice of reality group counseling.

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INTRODUCTION

Toxic online disinhibition effect is a form of psychological failure or the loss of individual behavioral control realized in the attitudes and characteristics due to the modern era advancement. Disinhibition itself is claimed as an impassioned behavior or communication that implies hostility which includes disrespectful behavior and personal expression of negative feelings towards others using computer networks (Satriawan et al., 2016; Antoniadou et al., 2019).

Disinhibition has two dimensions, namely benign online disinhibition which covers disclosure, kindness, and generosity and toxic online disinhibition which shows negative and destructive online behavior, such as saying cursed words, hate speech, and threats, for example insulting or ridiculing others via the Internet due to lack of impact and/or perceived anonymity (Suler 2004; Aoyama et al., 2011; Monjezi et al., 2016).

Toxic online disinhibition is strongly related to efforts done by individuals to fulfill their basic needs. The internet is actually accessed by the individuals to fulfill their basic needs, especially fun, freedom, and avoid sadness, anxiety, or fear (negative emotions) from sorrow they feel (Yildiz, 2017).

Individuals who show toxic online disinhibition usually perform less effective efforts to fulfill their needs and failed identity. These ways often bring unhealthy relationship with others (Mulawarman, et al., 2020).

Toxic online disinhibition belongs to a destructive behavior that gives negative effects, such as decreased academic scores, moral degradation, decreased empathy and tolerance, emergence of antisocial attitudes among adolescents (Sa'adah, Wibowo, & Sunawan, 2021). In addition, online toxic behavior is very susceptible to triggering disputes, the lack of control from internet network managers and the immaturity of internet users can create friction between users (Jazilah & Kamsih, 2017; Alcianno, 2015).

Reality counseling is present to help individuals learn ways to get better in fulfilling

their needs, including achievement, inner power and control, freedom and independence, and fun. This approach also helps clients make more effective choices and be responsible for their wishes and needs (Corey, 2017; Cappuzi & Stauffer, 2016; Mulawarman, Sunawan, & Amin, 2017).

Confrontation and being-positive are two techniques in reality counseling that empirically have been confirmed to reduce negative behavior. Both of them are able to bring positive changes in emotion, thoughts, and behavior. Confrontation is oriented towards cognitive and behavioral changes. Meanwhile, being-positive is effective to change negative behavior by individuals to be positive and fun. All of them conceptually focus on self-control by creating some choices in life, being responsible for behavior, and developing effective ways of fulfilling basic needs (Jusoh and Hussain, 2015).

According to Haryanti (2020) in her study found that confrontation and being-positive techniques have been effective to improve students' self-control indicated by the increase the graph data in each group. Besides, all experimental groups scores increased significantly in the posttest. What is more interesting, this study combined two reality approach techniques, namely confrontation and being-positive techniques which is said better than the use of one technique. It is in line with a study by Bistri, et al., (2018) that the combination of some techniques in group counseling contributes to more effective results. Hence, the present study reinforce the researchers' ideas to reexamine those two reality approach techniques on difference dependent variables.

Regarding the above description, the present study is expected to give new contributions to examine the effectiveness of reality group counseling, particularly with the use of confrontation and being-positive techniques to reduce toxic online disinhibition behavior by students.

METHODS

There were 18 students included as the subjects of this study sampled using a purposive sampling technique by considering inclusion criteria (students who had high toxic online disinhibition and happened to involve in a cyberbullying case at school). All of students were assigned into three groups using a random assignment technique, so there were six in each group.

The instrument used in this study was TODS (Toxic Online Disinhibition Scale) developed by the researchers using Suler's online disinhibition effect indicators. Prior to the trial, there were 38 items. After the trial, there found 2 invalid statement items, namely anti-images correlations indicator which obtained score less than ($p < 0.5$) in item DI5 (354a) and MS4 (399a). Finally, there were 36 statement items valid with the reliability coefficient score of 0.84.

This study used a randomized pretest multiple posttest comparison group design conducted in four stages. First, the initial condition of students' toxic online disinhibition was analyzed before being given the treatment. Second, the treatments of reality group counseling with confrontation technique, being-positive technique, and the combination of both

techniques were given. The form of treatment or manipulation of variables in this study was determined based on the factors that caused the occurrence of the problem on the basis of previous studies. The treatment process was carried out in 5 sessions. Each session lasted 45 minutes. In the third stage, the researchers began to carry out the second measurement, namely the posttest to determine the results of the treatment. Fourth, after a time interval of two weeks, the researchers did a follow-up activity to the study subjects to determine whether the effects of the intervention could persist regardless of time, and whether the study subjects were consistently able to maintain decreased toxic online disinhibition behavior in themselves.

RESULTS AND DISCUSSION

Based on the data description presented in table 1, the experimental group C (mixed techniques) gained the best results, namely from ($M = 161.33$; $SD = 2.80$) in pretest to posttest ($M = 149.50$; $SD = 3.14$), and follow-up ($M = 149.83$; $SD = 3.54$).

Table 1. Data Description

Time	Group	Mean	SD
T1	Confrontation	161.33	2.80
	being_positive	161.33	3.20
	Mixed	161.17	3.06
T2	Confrontation	156.67	2.94
	being_positive	153.83	3.31
	Mixed	149.50	3.14
T3	Confrontation	157.00	2.82
	being_positive	154.00	3.16
	Mixed	149.83	3.54

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

The above results have affirmed that the experimental group which was treated using mixed techniques gained the best results in reducing toxic online disinhibition. In details, the reduction in group A (confrontation technique) was

($M = 161.33$, $SD = 2.80$) in pretest to posttest ($M = 156.67$; $SD = 2.94$), and follow-up ($M = 157.00$; $SD = 2.82$), while the decrease in experimental group C (being-positive) was ($M = 161.33$; $SD = 3.20$) in pretest to posttest ($M =$

153.83; SD= 3.31), and follow-up (M= 154.00; SD= 3.16).

Table. 2 ANOVA Test Results

Effects	F	df		p
Time	317.66	1.10	16.558	<0.01
Group	3.96	2	15	<0.05
Time*Group	21.48	2.21	16.558	<0.01

The results of ANOVA test (table 2) confirmed the effect of time on the reduction of toxic online disinhibition behavior, namely (F (1.10, 16.558)=317.66, p<0.01). In addition, the reduction happened gradually indicating the

effect of time as showed in the aspects of T1 to T2 and T1 to T3 and remained stable from T2 to T3 marked by the no significant level difference at students' toxic online disinhibition. In details, the comparion is presented in table 3.

Table 3. Pairwise Comparison Results (time)

TIME	Confrontation		Being-positive		Mixed techniques		
	MD	P	MD	P	MD	P	
T1-T2	4.66	<0.01	7.50	<0.01	11.66	<0.01	
T1-T3	4.33	<0.01	7.50	<0.01	11.33	<0.01	
T2-T3	0.33	>0.01	0.16	>0.01	0.33	>0.01	

The results of the ANOVA test also showed a significant group effect on reducing

students' toxic online disinhibition (F(2, 15) = 3.96, p<0.05).

Table. 4 Pairwise Comparison Results (Group)

Group	MD	
C-BP	1.94	>0.05
C-MT	4.83	<0.05
BP-MT	2.89	>0.05

Notes: C (Confrontation), BP (Being-positive), MT (Mixed Techniques)

The results of pairwise comparison group (table. 4) showed the effectiveness differences of each group in reducing toxic online disinhibition. Further, there found no significant difference in the confrontation and being-positive groups, as well as being-positive and mixed techniques groups. What was significant occurred in the confrontation and mixed techniques, in which the mixed techniques group achieved higher outcomes.

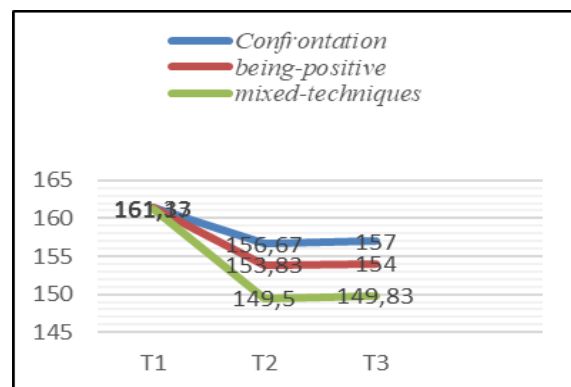


Figure 1. Lines Showing the Reduction of Disinhibition Online Toxic Behavior in Group

In terms of time interaction, the obtained the value of ($F(2.21, 16.558) = 21.48, p < 0.01$) in the reduction of toxic online disinhibition. This value has confirmed that the reality approach group counseling with confrontation and being-positive techniques was effective to reduce students' toxic online disinhibition behavior based on the patterns illustrated in the graph. Besides, all experimental group scores significantly decreased after receiving the intervention, although the results were not quite satisfying in the follow-up session. However, this finding indicated stable and good changes. Moreover, the best reduction was experienced by the mixed techniques group, so using the combination techniques was considered better than either confrontation or being-positive separately.

The above explanation reaffirms that the reality approach counseling in general can reduce and cope with problems related to individuals' destructive and antisocial issues, particularly the ones related to the internet and social media. It is in line with what is stated by Mulawarman, et al., (2020) that one of the important issues in the study of reality counseling mainly related to students in schools is PIU (problematic internet use), including toxic online disinhibition realized in the antisocial behavior within the scope of internet or social media use.

With regard to the techniques used in this study, those two have been predicted to provide good results in reducing toxic online disinhibition in students because the previous studies have stated so. Munandar (2019) has confirmed that the reality counseling with a confrontation technique can improve the low self-control and self-perceptions of students with a problematic internet use. Ariffudin (2018) through his study proves that reality group counseling with a being-positive technique is effective in improving students' problem-solving abilities in dealing with internet abuse. These two findings are sufficient to provide an overview for researchers that both confrontation and being-positive techniques will prove effective in reducing toxic online disinhibition

behavior in students. Meanwhile, the idea to combine these two techniques was strengthened by the findings of Haryanti (2020) who used reality group counseling with the mixed techniques to improve the students' self-control at SMA Kesatrian 2 Semarang found it better than using one technique only.

In this study, all techniques, including confrontation, being-positive, and mixed techniques have been able to reduce toxic online disinhibition although there found some differences in each.

The most significant effectiveness difference was found in the confrontation and mixed techniques, in which the mixed techniques provided more effective results. It was because the counseling with mixed techniques not only equipped students with complete practices of confrontation to build awareness of their tasks and responsibility, but also guides to modify their bad habits to be more positive. The use of mixed techniques resulted in stronger materials for the group members to simultaneously train and create good behavior in fulfilling needs. Also, students got some spaces to share information and experiences intensively, as well as suggestions. The benefits of using the mixed techniques are stated in several studies, such as by Bisri, et al., (2018), namely the use of mixed techniques in group counseling contributes to more effective results. Then, Khusumawati and Christina (2014) argue that giving treatment with a combination of relaxation and self-instruction techniques is proved to be more effective in reducing student's boredom in learning.

In this study, the confrontation technique gained the lowest score in reducing toxic online disinhibition. Its sensitivity somehow became the limitation of this study because this technique was seemingly complicated to apply. If done carelessly, it can backfire for the counselor. If a counselor mismatches this technique, students may get misled, insulted, and blamed. It is in line with a statement by Lankford in Alan S. Bakes (2012) that students are sometimes hard to understand the need for an effective confrontation because

things related to the experience of being criticized can evoke negative emotions. Therefore, the counselor's internal factors, more or less, can also affect the effectiveness of using this technique.

An implication derived from the findings of study is in terms of enriching the alternatives for dealing with toxic online disinhibition, cyberbullying, hate speech, and other destructive behavior caused by internet anonymity among school students. Toxic online disinhibition is a crucial problem that urges to solve to avoid moral degradation. It apparently becomes an urgency for countries around the globe whose prevention is still complex (Lashkarashvili & Magda, 2022). However, these findings provide a glimmer of a way out to deal with these problems. The cooperation of education practitioners, parents, and other related parties is certainly still needed to support the implementation of these findings.

The findings in this study have an element of novelty. Toxic online disinhibition is an issue rarely raised in domestic studies, so is guidance and counseling. Thus, these findings are expected to provide novelty in the field of guidance and counseling science and other sciences that are related to this study.

CONCLUSION

According to the findings, the reality group counseling with confrontation and being-positive techniques is effective to reduce toxic online disinhibition behavior of students at SMA Negeri 1 Sampit. Therefore, using this intervention is suggested to reduce toxic online disinhibition or other destructive behavior.

Future researchers are suggested to expand subjects of the study and develop studies related to the use of confrontation and being-positive techniques. Since the implementation of mixed techniques resulted better achievement than one technique only, the next researchers are recommended to implement this mixed techniques on different cases.

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