

The Effectiveness of Reality Group Counseling Confrontation and Storytelling Techniques to Increase Self-Acceptance

Jean Rala Bangkit ✉, Mulawarman Mulawarman, Awalya Awalya

Universitas Negeri Semarang, Indonesia

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Abstract

Low self-acceptance can cause students to be less optimum in developing their potential and adaptation. This research aimed at examining the effectiveness of reality group counseling with confrontation and storytelling techniques to increase the self-acceptance of students at SMK Negeri 11 Semarang. It used a pretest-posttest control group design and involved 24 tenth grade students selected using a purposive sampling technique. Those students were grouped into 3 and given a confrontation technique for 5 sessions, storytelling for 5 sessions, and no treatment for the control group. Findings indicated that both confrontation and storytelling techniques were effective to increase self-acceptance. In detail, the group counseling with a confrontation technique gave better results. Finally, implications and suggestions are provided to support the implementation of reality group counseling.

✉ Correspondence address:
Gedung A Kampus Pascasarjana Unnes
Jl. Kelud Utara III Semarang 50237
E-mail: jeanrala12@gmail.com

INTRODUCTION

Every adolescent has different self-acceptance. When someone has low acceptance and lacks of skills, he will tend to get disappointed about his past and feel disrespectful by surrounding environments, fear of missing out, less optimum in developing potential and adaptation, and irresponsible for what he is doing (Ilma & Muslimin, 2020).

As technology advances, millennial generation acceptance of themselves vary. It is known there is 41% of 60 students have low self-acceptance at SMA Taruna Bakti (Yahya, 2019). This condition got worse that in 2020 the number of vocational high school students who had low meaning in life was 72% of 179 students (Simanjuntak, 2020). Meanwhile, low self-acceptance will cause a student compare himself with others in terms of academic achievement, physical look, and general satisfaction (Kam & Prihardi, 2021). Low acceptance on students is significant to solve because it can cause them to have low potential.

Bingol & Batik (2018) show that unconditional self-acceptance is very necessary for individual psychological well-being so that students will have good psychological well-being for thought patterns and regarding their survival.

Low self-acceptance was also found in one school in the city of Semarang by distributing an instrument of self-acceptance scale in 5 classes with 173 students as respondents. With a percentage of 52.60%, 66 students were identified as experiencing a low level of self-acceptance, 59 (33.52%) categorized in medium, and 50 (13.88%) students were identified good or high category. Therefore, it can be concluded that students at SMK N 11 Semarang experienced low self-acceptance.

Based on the explanation above, the researchers were motivated to test confrontation and storytelling techniques through group counseling to increase self-acceptance, especially in students at SMK Negeri 11 Semarang

Hurlock (2004) states some symptoms of low self-acceptance, namely (1) a feeling of difficulty accepting oneself, (2) not respecting

oneself, (3) feeling unqualified, (4) often feeling that other people stay away from and insult himself, (5) do not believe in his own feelings and attitudes. Thus, a high sense of self-acceptance is considered a mental characteristic and believed to affect personal well-being.

Reality counseling and self-acceptance are related to increasing self-acceptance, reality counseling is used to change a negative self-concept into a positive self-concept, by changing behavior that is more responsible, planning and carrying out these actions, reality counseling focuses on human behavior to be displayed to someone who is shown for other individuals (Mulawarman et al., 2020).

There were two techniques used in the reality group counseling in this research, namely confrontation technique and storytelling technique. Confrontation technique helps counselees make plans and commitment of changing behavior hard to change (Sharf, 2012). Meanwhile, a reason to do a group counseling service in a group format was that (Asro, 2020) mentions group counseling is effective to deal with bullying behavior. The next technique was storytelling. This technique is expected to build a modern and intellectual mindset, self-evaluating, and self-directing (Burnett, 2015). (Davis et al., 2020) in their research explains that a storytelling technique can increase individual behavior more positively, so he can reduce feelings of depression and stress in social sphere to finally increase self-acceptance. This research aimed to test the effectiveness of reality group counseling with confrontation techniques and storytelling techniques in increasing self-acceptance.

METHODS

In this research, the subjects were selected using a purposive sampling technique. It resulted 24 of the total 173 students of tenth grade at SMK Negeri 11 Semarang. They were grouped into three with 8 students in each, including group A with the treatment of reality group counseling with a confrontation technique, group B with the treatment of reality group counseling with a

storytelling technique, and group C as the control group which got no treatment special.

Students' self-acceptance data were collected using a self-acceptance scale developed by the researchers based on a theory by (Chamberlain & Haaga, 2001). This scale has 4 indicators, namely (1) feeling valuable in the face of failure or disapproval (10 items), (2) the tendency to evaluate oneself, especially in relation to others (10 items), (3) the importance of success and competence in evaluating oneself and others (10 items), and (4) openness to criticism or failure (10 items). Each item on this scale has four

alternative answers (1 = strongly disagree – 4 = strongly agree).

Based on the results of the instrument validity test, 27 items were declared valid and had that Cronbach's alpha coefficient of 0.867.

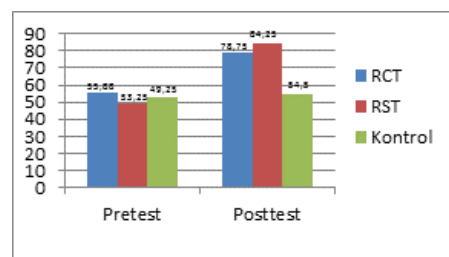
A design of pretest-posttest control group was implemented in the previously mentioned 3 groups A, B, & C. This experiment was carried out in 5 stages, covering subject selection, implementation of intervention, data collection, focus on technical implementation, planning and evaluation. The treatments given to the groups are described in table 1.

Table 1. Interventions Implementation

Session	Group A	Group B	Group C
Pre	The provision of reality group counseling with a confrontation technique for 2x45 minutes.	The provision of reality group counseling with a storytelling technique for 2x45 minutes.	No treatment
1	Assessment and diagnosis	Assessment and diagnosis	
2	Finding the root of the problem	Finding the root of the problem	
3	Confrontation technique implementation	Storytelling technique implementation	
4	Focusing the therapy and intervention on maladaptive behavior	Focusing the therapy and intervention on maladaptive behavior	
5	Making plans and evaluation	Making plans and evaluation	

RESULTS AND DISCUSSION

Based on the pretest all group means were categorized low, namely group A was (SD = 55.88), group B was (SD = 49.25), and control group was (SD = 53.25). After the treatment, the posttest scores of group A was (SD = 78.75), group B was (SD = 84.25) and control group was (SD = 54.50). These results are visualized in the following graph.



Graph 1. The Graph of Self-Acceptance Level

Figure 1 shows that the pretest scores of the three groups were lower than the posttest scores. It was good a good representation of the data distribution. In details, each subject showed a

change following the implementation of the reality approach with confrontation and storytelling techniques.

Table 2. Data Analysis Results
Wilcoxon and Kruskal Wallis

Group	Pretest		Posttest			Z ₁
	M	SD	M	SD	N	
RCT	55.88	11.85	78.75	9.558	47.0%	-2.384*
RST	49.25	8.276	84.25	3.882	67.3%	-2.521*
Control	53.25	12.10	54.50	11.99	0.65%	-0.159**
Z ₂	*3.165		*14.202			

Notes: Z₁ = *Wilcoxon*, Z₂ = *Kruskal Wallis*
* < 0.05 **<0.01

Based on table 2 both the confrontation and storytelling techniques seemed effective for increasing low self-acceptance with the values of (Z = -2.384, p <0.05) and (Z = -2.521, p <0.05) respectively, but the control group did not experience significant changes due to no treatment (Z = -0.159, p>0.05). Then, in terms of the Crucial Wallis test, there found different levels of effectiveness of reality group counseling services with confrontation technique and storytelling technique where scores obtained were (Z2 = 3.165, p <0.05) in the pretest and (Z2 = 14,202, p <0.05) in the posttest. This finding proves that there were differences in the level of effectiveness of the three groups. Moreover, a man whitney u test was carried out to compare the level of effectiveness of the three groups. The results are presented in table 3.

control group had greater gap than that of the storytelling and control groups (Z = -3.366, p < 0.05). Whereas, the difference in the confrontation group and the storytelling group was (Z = -2.923, p < 0.05). Based on the comparison of the effectiveness of using Mann-Whitney, it can be concluded that the confrontation technique was more effective for increasing self-acceptance.

This research attempted to determine the level of the self-acceptance of the students at SMK Negeri 11 Semarang, examine the effectiveness of confrontation and storytelling techniques in increasing self-acceptance through the implementation of reality group counseling, and decide the differences in the effectiveness level between both techniques.

Roman et al., (2020) explain that the phenomenon of a student comparing himself to the other is due to the low self-acceptance in the interaction on online social media. (Macinnes, 2006) states that less ideal self-acceptance behavior can interfere with human psychological health with various diagnoses of mental illness such as anxiety levels and psychological well-being.

Table 3. The Results
Mann Whitney U Test

Group	Z	P
CT-ST	-2.923	< 0.05
CT-K	-3.366	< 0.05
ST-K	-0.159	< 0.01

The results of Mann Whitney test in table 3 confirmed a bit differences in the results of effectiveness between the storytelling group and control group (Z = -0.159, p <0.01). However, comparison of the confrontation group and the

The findings in this research indicated that the reality group counseling treatment with the confrontation technique proved to be effective and increased the self-acceptance of students at SMK Negeri 11 Semarang. It is in line with a research by (Wahyuningtyas et al., 2021) that

reality group counseling with a confrontation technique is effective for increasing self-acceptance in high school students. Similarly, a research by (Putri & Kunci, 2018) concludes that reality group counseling is very helpful and effective in increasing low self-acceptance. Again, (Rosdiana, 2019) states that the level of self-confidence of students after being given a confrontation technique becomes high.

Other previous researches have found the same thing. According to a research conducted by (Haryanti et al., 2020) reality group counseling with a confrontation technique can increase self-acceptance and positive attitudes to be more effective. A confrontation technique is a technique that situates counselees to learn realistically during their pursuit of success, influences students' academics to create awareness, fosters positive thoughts and gives an understanding of self-acceptance in students' social environment (Vassileva, 2022).

The findings of this research have confirmed that the storytelling technique applied in the reality group counseling treatment has also been effective for increasing self-acceptance of students at SMK Negeri 11 Semarang. This is supported by a research (Bariyyah et al., 2018) which applied storytelling technique in reality counseling to increase self-acceptance and place more emphasis on personal strengths, help identify maladaptive behavior, empathy and self-awareness (Sawyer & Willis, 2011). Another similar research by (Mendoza et.al 2020) explains that reality group counseling and a storytelling technique are effective for increasing self-acceptance.

The results of the research showed that there were differences in the level of effectiveness between reality group counseling with confrontation and storytelling techniques. The reality group counseling with a confrontation technique was more effective in increasing self-acceptance of students at SMK Negeri 11 Semarang. Meanwhile, the results of the data analysis on the self-acceptance scale showed that the indicator with the highest percentage was feeling like being appreciated and the lowest was self-evaluation.

CONCLUSION

Based on the findings, it can be concluded that the reality group counseling with the confrontation and storytelling techniques is effective to increase self-acceptance of students at SMK Negeri 11 Semarang and there are differences in the level of effectiveness of the reality group counseling with the confrontation technique and storytelling technique, namely the reality group counseling with a confrontation technique is more effective for increasing self-acceptance.

This research has implications for related parties, including guidance and counseling teachers who pay attention to the skills of the initial treatment process to understand the concept of WDEP and identify group members based on this concept. Here, the teachers must also pay attention when applying a confrontation technique, namely when they find counseling discrepancies and conducting empathetic confrontations, evaluation must be done to each group member. For future researchers, it is recommended to conduct researches on increasing self-acceptance by conducting a gender analysis between male and female students, and orphanages for elderly parents.

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