The Effectiveness of Group Counseling Services with Reality Approach in Improving Broken-Home Students' Resilience

Abstract: This study aims to see whether or not the reality approach group counseling service is effective in improving the self-resilience of broken home students at SMK Kosgoro 2 Payakumbuh. This study used a true experimental design, namely the pretest-posttest control group design in which the population was 60 people and the research sample was 22 people. The data collection tool used was a questionnaire. The data analysis technique used is non-parametric statistics with the Wilcoxon Signed Rank test. The results of the study were related to the reality approach group counseling in improving the self-resilience of broken home students, so the statistical test results from the Wilcoxon Signed Ranks test showed that $W_{count} \geq W_{table}$ ($66 \geq 11$) with $Z = -2.93$ and from the statistical results the asymptotic sig value (2-tailed) is 0.003. Because for the 2-way test of 0.05, sig $0.003 \leq 0.05$ with $Z = -2.93$. These data indicate that the reality approach group counseling approach is effective in improving the self-resilience of broken home student.

Abstrak: Penelitian ini bertujuan untuk melihat efektif tidaknya layanan konseling kelompok pendekatan realita dalam meningkatkan ketahanan diri siswa Broken Home di SMK Kosgoro 2 Payakumbuh. Penelitian ini menggunakan desain true eksperimen yaitu pretest-posttest control group design yang populasiya berjumlah 60 orang dan sampel penelitiannya berjumlah 22 orang. Alat pengumpulan data yang digunakan adalah kuesioner. Teknik analisis data yang digunakan adalah statistik non parametrik dengan uji Wilcoxon Signed Rank. Hasil penelitian terkait dengan konseling kelompok pendekatan realita dalam meningkatkan ketahanan diri siswa Broken Home, sehingga hasil uji statistik dari uji Wilcoxon Signed Ranks menunjukkan $W_{hitung} \geq W_{table}$ ($66 \geq 11$) dengan $Z = -2.93$ dan dari hasil statistik nilai sig asimtotik (2-tailed) sebesar 0.003. Karena untuk uji 2 arah sebesar 0.05, sig $0.003 \leq 0.05$ dengan $Z = -2.93$. Data tersebut menunjukkan bahwa pendekatan konseling kelompok pendekatan realitas efektif dalam meningkatkan ketahanan diri siswa Broken Home.

Keywords: Self-resilience; Reality Therapy; Group Counseling Services.
INTRODUCTION

Adolescence is a period of rapid biological, cognitive, and socio-emotional changes and developments (Ashari & Anwar, 2022; Fitri et al., 2018; Mulyanti & Bayan, 2022; Nuha & Munawarah, 2022; Yana & Asmendri, 2021). This period is also a period of transition between childhood and adulthood which is marked by turmoil where there are many problems, challenges, conflicts, and problems in finding one's identity and place in society (Aini & Fitri, 2021; Eliwatis et al., 2022; Lie et al., 2019). Moreover, teenagers who are victims of broken homes usually experience disturbances in emotional development, social life and personality. Adolescents who experience broken homes mostly behave badly, are aggressive in interactions, and become moody (Paramitha et al., 2019), have poor adjustment (Mataputun & Saud, 2020), are under stressful conditions (Hidayati & Warmansyah, 2021; Ifdil et al., 2020; Rosdiani & Warmansyah, 2021). Someone who experiences a broken home will become lazy to study, likes to rebel and even behaves that can damage and harm himself or others. However, some teenagers from broken home families are able to control themselves, but some are not able to control themselves. Adolescents who are able to control themselves are caused by a power within them which is called resilience (Skudiene et al., 2011). The ability of resilience is one that makes the teenager to control his attitude and behavior (Muliana & Warmansyah, 2022; Priyanti & Warmansyah, 2021; Topno, 2021).

According to Tugade & Frederickson (Revich & Chatte, 2002) everyone needs resilience skills, namely an ability to face life’s difficulties and continue life after being overwritten by misfortune or after experiencing heavy pressure. The words of the Prophet Muhammad S.A.W "a strong believer is better and more beloved to Allah than a weak believer" (Hamid, 2013).

We remember that life is full of obstacles and trials. According to Gortberg, et al (Desmita, 2006a) that resilience is the ability possessed by a person, group or community that allows it to face, prevent, minimize and even eliminate the adverse effects of unpleasant conditions, or even turning miserable living conditions into something natural to overcome. Meanwhile, according to Reivich and Satte (Revich & Chatte, 2002) that resilience consists of several aspects, namely emotional regulation, impulse control, optimism, causal analysis, empathy, self-confidence and reading out.

A person's self-resilience depends on that person's ability to deal with what happens to him (Azzahra et al., 2021; Desmita, 2009). According to Gortberg in (Desmita, 2006b) that there are three factors that are a source of resilience, namely as follows: 1) I have (I have) is a source of resilience related to the meaning of adolescents for the amount of support given by the social environment for him; 2) I am (I am) is a source of resilience related to personal strength possessed by adolescents which consists of feelings, attitudes, and personal beliefs; 3) I can (I can) is a source of resilience related to anything that can be done by teenagers in terms of interpersonal social skills.

Adolescents have low self-resilience due to their inability to accept the reality of their family conditions such as separated parents, living with stepparents, or parents who are always fighting and in the end students prefer to escape with negative things such as skipping school, drinking, taking drugs and so on. These negative things they do as a form of appeasement and escape from the problems that happen to them. They feel they cannot get attention from the family environment, and feel unable to deal with pressure from the existing environment. Adolescents with low resilience tend to perceive problems as a heavy burden in their lives. Problems that are seen as a burden will make him feel more threatened.
and quickly frustrated. They take actions that they think can solve the problem even though it is detrimental to themselves.

To overcome this, it is necessary to pay attention from the school, especially counselors at school because with the attention and guidance of school counselors to overcome the problems experienced by students so that students have self-resilience in dealing with problems that occur, especially in the family. There are many alternative things that can be used to increase self-resilience, so the researchers took one of the alternative approaches used to increase self-resilience, namely by using the reality therapy approach. Researchers used the reality therapy approach, namely to test the theory of whether reality therapy theory had an effect on increasing students' self-resilience, besides that the reason researchers used the reality therapy approach was because reality therapy focused on the concept of reality and choices in life.

Glasser in Nelson (2011) suggests that reality counseling is based on choice theory, the most basic concept of which is "we can control only our own behavior" (we can only control our own behavior). Furthermore, according to Corey (2012) that humans are not born with a blank slate that keeps waiting to be motivated externally by external coercion, but we are born with five genetic needs, namely the need for love and a sense of belonging (love and belonging), the need to have strength and achievement (power or achievement), freedom (freedom), fun (fun), and the need for survival (survival). Corey further explained that everything we do from birth to death is behavior according to choice.

Reality counseling in groups helps group members assess current behavior based on their acceptance of responsibility for total behavior. This activity does not accept any reasons from group members, such as not doing what has been planned and agreed upon. If group members don't follow through, then the group leader isn't asking pointless questions about why the plan failed. On the other hand, teaching group members to reassess their own condition according to the change plan, might make the identity of failure less and less. The group leader lets the study group members accept the consequences of their choices, but still helps out by using the WDEP procedure.

Reality counseling can be an option to solve client problems and overcome the demands of reality by making more effective choices. Individuals can improve their quality of life by thinking honestly to examine their wants, needs and perceptions. Group members will be challenged by the leader and other group members to evaluate their current behavior, formulate a change plan, commit to implementing the change plan, and follow through on their individual commitments. Latipun (Latipun, 2001) argues that reality group counseling is an approach based on the assumption that there is a psychological need throughout life.

Based on research conducted by (Septiani et al., 2021) on broken home youth resilience that the form of broken home youth resilience is controlling desires, being optimistic with ideals, having its own way of solving problems and having life goals and being able to take lessons from people's divorce events his parents.

The phenomenon seen in the field is that there are still many students in their teens who have low self-resilience. For example, students who have not been able to accept the reality of the condition of their parents separating, living with their stepparents, parents who always fight and in the end students prefer to run away with negative things such as truancy, drinking, taking drugs and so on. These negative things they do as a form of appeasement and escape from problems. They feel they can't get attention from their family, and they feel they can't face the pressure from their environment.
This phenomenon shows that not all students in their teens have high resilience abilities. Based on the results of a preliminary study conducted at SMK Kosgoro 2 Payakumbuh through interviews with counseling teachers in January 2019, it was found that there were several students who skipped school and took illegal drugs due to depression due to their broken home. Initially these students were only moody in class, became quiet, and often cried alone, some of these students even drank illegal drugs and ran away from home.

The purpose of this study was to obtain data, to know, and to test the effectiveness of the reality approach group counseling service in increasing the self-resilience of broken home students at SMK Kosgoro 2 Payakumbuh.

METHOD

The type of experiment used is true experiment. According to Sugiyono (2019) and Heppner et al. (2008) research is said to be a true experiment because researchers can control all external variables that can affect the course of the experiment. The true experiment model that the author uses is the pretest-posttest control group design. The place of this research is at SMK Kosgoro 2 Payakumbuh. The population in this study were students from broken home families, namely in class XI at SMK Kosgoro 2 Payakumbuh with a total of 60 students with a sample of 22 students.

Sampling used is by using random selection technique. The data collection tool used is a questionnaire. The quasi-experimental design that the researchers used was the pretest-posttest-control group design. Sampling used is by using random selection technique. The data collection tool used is a questionnaire. The quasi-experimental design that the researchers used was the pretest-posttest-control group design.

A nonparametric statistical test, namely the Wilcoxon Signed Rank test, is used to test the effectiveness of the reality approach group counseling service to increase the self-resilience of broken home students.

RESULTS AND DISCUSSION

In the early stages the researcher distributed questionnaires related to students' self-resilience to the two groups, namely the experimental group and the control group. This aims to reveal the self-resilience of students.

Then based on the treatment that was carried out in 7 meetings that in each meeting, there was a change felt by group members. In the first treatment, many group members were stiff and many did not want to express their opinions. In the second treatment, group members have started to be eager to share with each other in solving problems that exist in group members. In the third treatment, group members shared their problems with each other and there were even students who became users and even became drug dealers as a way to express their disappointment with broken home parents.

After the meeting, the four group members shared and provided solutions to each other to create self-resilience in dealing with broken home conditions. So that in the results of the last treatment, group members who initially had problems in the family and made their self-esteem low, gradually began to understand family conditions and were able to make good choices in accepting family conditions.

Then the researcher conducted the Wilcoxon Signed Ranks test according to using SPSS Version 20 according to the following:

<table>
<thead>
<tr>
<th>Table 1</th>
</tr>
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<tbody>
<tr>
<td>Wilcoxon Signed Ranks</td>
</tr>
<tr>
<td>Ranks $O_1$ dan $O_2$</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>O4 - O2 Negative Ranks</td>
</tr>
</tbody>
</table>

TA’DIB, Volume 26 No 2, December 2023
Positive Ranks | 0b | .00 | .00
Ties | 0c
Total | 11

**Table 2**
**Statistical Test Results**

<table>
<thead>
<tr>
<th>O4 - O2</th>
<th>Z</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-2.936</td>
<td>.003</td>
</tr>
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</table>

The statistical test in table 1 and table 2 aims to determine the effectiveness of reality group counseling to increase the self-resilience of broken home students. Based on table 4.9, the statistical test from the Wilcoxon Signed Ranks test obtained Z, namely -2.936 and an asymptotic sig (2-tailed) value of 0.003. For a 2-way test of sig 0.003 ≤ 0.05, this indicates that H0 is rejected and Ha is accepted. Based on the results of data analysis, it showed that there were differences between the experimental group that received counseling services from the reality approach group for 7 meetings and the control group which was not given treatment. Then the results of the differences in the posttest control group and the posttest experimental group in this study are described in graphical form as follows:

**Fig. 1 Posttest Control Group**

**Fig. 2 Posttest Experimental group**

The results of this study are in line with previous research which states that reality therapy approach can be applied both individually and in groups. Such as the research that was carried out by mentioning individual counseling through a reality therapy approach for teenagers who are addicted to gadgets (Nafs & Nurjanah, 2022). Furthermore, research conducted by Hasiana (2020), states that reality therapy is used to treat adolescents who skip school. Group Counseling with Reality Therapy can reduce academic procrastination (Putri, 2019).

Furthermore, Nematzadeh & Sary's research (2014) states that reality therapy used in groups can increase happiness. Likewise with the results of Solichah's research (2020) which shows that reality therapy is able to give
the counselee new enthusiasm in achieving his goals by making future plans and being responsible for everything the counselee takes. The results of this counseling process indicate that the counseling that is carried out has effectiveness with the use of reality therapy.

CONCLUSION

Based on the research and analysis that has been done above, it can be concluded that the reality approach group counseling service can increase the self-resilience of broken home students at SMK Kosgoro 2 Payakumbuh. This is evidenced by the statistical test results from the Wilcoxon Signed Ranks test $W_{\text{count}} \geq W_{\text{table}} (66 \geq 11)$ with $Z = -2.93$ and from the statistical results the asymptotic sig (2-tailed) value is 0.003. Because for a 2-way test of 0.05, sig 0.003 < 0.05 with $Z = -2.93$, this indicates that $H_0$ is rejected and $H_a$ is accepted. Based on the results of data analysis, it showed that there were differences between the experimental group that received counseling services from the reality approach group and the control group that was not given treatment. Thus it can be interpreted that the reality approach group counseling service is effective in increasing the self-resilience of broken home students at SMK Kosgoro 2 Payakumbuh.

REFERENCES


