Implications of Realita Group Counseling for

by Beny Dwi Pratama

GUIDENA

Research Article

Implications of Realita Group Counseling for Improving Student Procial Behavior

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Abstract

This study aims to improve the prosocial behavior of prospective Counselors or Guidance and Counseling Students at PGRI Madiun University (UNIPMA). Prosocial behavior is an important component that must be embedded in the counselor. However, based on the results of preliminary studies, the facts in the field show that the prosocial behavior of UNIPMA students is still relatively low, marked as much as 65% of the total active Guidance and Counseling Study Program Students the level of prosocial behavior is still low. Responding to this problem, there need to be concrete steps to overcome it. One of the strategies that researchers try to offer is to provide reality group counseling to improve student prosocial behavior. This research uses a quantitative approach, with quasi pre-test and post-test design experiments. The results of hypothesis testing found that reality group counseling was declared effective in improving student prosocial behavior. The results of this study have only been tested in a limited sample, so care needs to be taken in generalizing to a wider population.

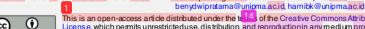Keywords: reality group counseling; prosocial behavior; student

Abstrak

Penelitian ini bertujuan untuk meningkatkan perilaku prososial calon Konselor atau Mahasiswa Bimbingan dan Konseling di Universitas PGRI Madiun (UNIPMA). Perilaku prososial merupakan komponen penting yang harus tertanam dalam diri konselor. Namun fakta di lapangan, berdasarkan hasil studi pendahuluan menunjukkan bahwa perilaku prososial mahasiswa UNIPMA masih tergolong rendah, ditandai sebanyak 65% dari total mahasiswa Program Studi Bimbingan dan Konseling aktif, tingkat prososial perilakunya masih rendah. Menyikapi permasalahan tersebut, perlu ada langkah konkrit untuk mengatasinya. Salah satu strategi yang coba peneliti tawarkan adalah dengan memberikan konseling kelompok realitas dalam upaya meningkatkan perilaku prososial siswa. Penelitian ini menggunakan pendekatan kuantitatif, dengan desain eksperimen quasi pre-test dan post-test. Dari hasil pengujian hipotesis diketahui bahwa konseling kelompok realitas dinyatakan efektif dalam meningkatkan perilaku prososial siswa. Hasil penelitian ini hanya diuji dalam sampel terbatas, sehingga perlu dilakukan generalisasi ke populasi yang lebih luas.

Kata kunci: konseling kelompok realitas; perilaku prososial; siswa

Introduction

Problems that are currently fluctuating among Indonesian teenagers in addition to the psychological conflicts experienced by students, it cannot be denied that they also occur due to the still weak character possessed by Indonesian youth. This is also strengthened by the issuance of Presidential Regulation Number 87 of 2017 Article 3 related to Strengthening Character Education. "PPK is implemented by applying Pancasila values in character education, especially covering religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love peace, love to read, care about the environment, care about social, and responsible".

Referring to Presidential Regulation Number 87 of 2017 Article 3 related to Strengthening Character Education, one of the important characters to develop is social care character. Social cognition is the ability to be able to understand others, and this ability has begun to develop in adolescence. These abilities include: being able to understand other individuals as unique individuals. In adolescence the attitude of conformity also begins to develop, or is often defined as a tendency to follow other people or peers. From this phenomenon, of course it will affect the development of adolescents, if the environment can provide a good example, then the individual will be a good person, and vice versa.

The majority of adolescents only care about the group, even many who only care about themselves. Though it is clear, that each individual is born in addition to being an individual creature also becomes a social creature. So it's only natural that we all have to care about the others. This caring behavior towards others is often referred to as prosocial. Baron & Byrne (2005) said if prosocial behavior is behavior that can benefit the recipient but does not provide clear benefits for himself or the aid provider. Brigham also emphasized that prosocial behavior aimed at supporting the welfare of others, from this opinion, generosity, friendship, cooperation, helping, saving, and sacrifice are forms of prosocial behavior (Hudaniah & Dayakisni, 2009). While the dimensions of prosocial behavior according to Baron & Byrne (2005) consist of: there is an intention to provide assistance, the existence of volunteerism, have a human spirit, and are willing to sacrifice.

The phenomenon at the University of PGRI Madiun especially in BK Students. The findings from the preliminary study showed that the prosocial behavior of UNIPMA's BK students was still low, which was 65% of active students. For this reason, there needs to be intervention from practitioners to help deal with these problems. Prosocial problems can be reduced if there is a congressional step by the education personnel. Some research results have even provided interventions, such as: Application of storytelling methods to improve prosocial behavior of children aged 4-5 years (Anggraini, 2014). Sutanti (2015) improved prosocial behavior by using art therapy groups in group B students at Harapan Gandok Sleman Kindergarten. Khotim & Setiawati (2015) Application of Sociodrama Technique Guidance Group to Improve Prosocial Behavior of Vocational Students. And Haeruddin (2016) research results the application of cinematherapy approach is proven to be able to improve students' prosocial behavior at Bosowa International School Makassar. Some of these studies provide the initial basis for researchers in formulating research designs to improve students' prosocial behavior.

Looking at research that has been done, shows that there are still some weaknesses that need to be fixed. From this case the researchers saw that reality group counseling services can foster prosocial behavior. Reality group counseling facilitates an environment that is synonymous with

warmth and attention that can make the counselee feel valued and safe, this is an asset to motivate the counselee to explore new behaviors better (Gibson & Mitchell, 2011).

Some studies that have shown the effectiveness of reality counseling include Rahman (2015) his research results show that the metaphorical techniques integrated in reality counseling can increase student self-esteem. Next research Winarni (2017) show reality counseling in increasing student self-acceptance. Next Mariah, Neviyarni, & Jamna (2016) explicitly conveyed that reality group counseling is able to develop student self-adjustment. Setiawan (2016) also showed the results of his research that reality counseling can overcome truant behavior.

Strategies that can be carried out by counselors in growing prosocial behavior through group counseling services using a reality approach. Through reality therapy counseling procedures with stages: Won, Do, Evaluation, and Plan. This stage, makes it easy for students to do self-reflection to find out what their mistakes are and help students become personally responsible. According to the concept of prosocial behavior can be formed when individuals have social responsibilities (Myers, 2012).

Method

This study aims to improve the prosocial behavior of UNIPMA Students through Reality group counseling services. This research uses quasi experimental design method. This research design uses One Group Pretest-Posttest Design. This design was chosen on the grounds of seeing the accuracy of treatment, by looking at the difference between before getting an intervention and after getting an intervention (Sugiyono, 2016).

The form of experiments carried out is by providing Reality group counseling services. This treatment is given 4 times. The procedures for providing treatment in research are as follows: first, conduct a pre-test using a psychological scale precisely the scale of prosocial behavior to students to find out the level of their prosocial behavior; second, the implementation of interventions with a reality approach of 4 times; The third stage, conducting a post-test by conducting an assessment of students to find out whether there are changes in students' prosocial behavior after receiving treatment.

In accordance with the characteristics and objectives of the study, in collecting data researchers used the Prosocial Behavior Scale instrument. The scale in this study uses a Likert scale, this scale is used to measure the attitudes, statements and thoughts of a person related to social events (Sugiyono, 2016). The instrument developed in this study consisted of three dimensions of prosocial behavior, including 1. Behavior that is not based on seeking profit, 2. Behavior that is born by itself, 3. Behavior that can benefit others (Staub, 1979). In this study, it has been tested for validity and reliability. The validity test results indicate if there are 4 items of invalid statements, so the researchers decided to abort the 4 items, the total number of items from 30 items to 26 items. For the reliability test results from the results of Alpha Cronbach's analysis showed a score of 0.960 which means the item was declared reliable.

To find out the effectiveness of reality group counseling services, a data analysis is performed. Analysis the data used as a reference to see an increase in student prosocial behavior between before giving treatment (pre-test) and after giving treatment (post-test) used the Wilcoxon Signed Ranks Test. This analysis is carried out based on consideration of research designs that use quasi-experimental design models.

Result and Discussion

Measurement results from this study indicate if there is an increase between pre-test and post-test results after being treated using reality group counseling services. Complete results can be seen in table 1.

Table 1. Pre-test and post-test measurement results

No resp	Pre-test			Post-test		
	Mean	Sd	Sum	Mean	Sd	Sum
1	2,31	0,471	60	3,50	0,510	91
2	2,31	0,549	60	3,39	0,500	88
3	2,35	0,630	61	3,46	0,510	90
4	2,35	0,485	61	3,46	0,510	90
5	2,31	0,471	60	3,62	0,496	94
6	2,46	0,508	64	3,58	0,504	93
7	2,39	0,496	62	3,65	0,485	95

Table 1. shows the mean at the pre-test was 61.14 and the mean at the post-test 91.57, if seen from this result there was a difference of 30.4 after being treated using reality group counseling. These results are strengthened by the results of testing using the wilcoxon signed ranks test which shows a z value of -2,384 and a p-value of 0.017, both of these values indicate if the analysis results are less than the research limit of 0.05 which means there is a significant difference between before carried out treatment and after being given treatment. To explain the effectiveness of reality counseling in improving prosocial behavior of prospective counselors will be discussed further as follows.

Prosocial behavior is behavior that can benefit the recipient, but it is not clear the benefits obtained by the culprit (Staub, 1979). Other opinions from Hudaniah & Dayakisni (2009) argue that prosocial behavior is a form of behavior that can provide positive impact for the recipient, but there is no clear advantage for the culprit. In this book also emphasized that prosocial behavior aims to help improve the well being of the recipient or others (Hudaniah & Dayakisni, 2009). There are at least three indicators that describe prosocial behavior, including: 1. Behavior that does not demand benefits for himself, 2. Behavior that is born naturally, 3. Behavior that benefits others (Staub, 1979).

Looking at the dimensions of prosocial behavior above, it is clearly seen that prosocial behavior is an important component that needs to be developed in indonesian youth. One strategy that can be used in its development can be through a therapy that is able to strengthen the sense of responsibility of adolescents. Lickona stated that if a moral education program based on moral norms could be applied to two main moral values, including: respect and responsibility (Lickona, 2015). This means clearly proving that the attitude of responsibility has a big contribution to the success of national education goals. The process of reaching responsible individuals is also the goal of reality therapy counseling.

However, it needs to be examined again in efforts to develop prosocial behavior so that maximum results. The exposure of the proactive behavior above shows that prosocial behavior can be born from a number of factors underlying it, such as: empathy response, sympathy, possibly an important source of prosocial motivation (Eisenberg, 2008). Furthermore psychological well-being (psychological well-being) has a close relationship with prosocial

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behavior (Setyawati m., 2015). Besides these two things, self esteem also affects people acting prosocially. Wilson & Petruska (1984) esteem-oriented people are more likely to initiate helpful behavior and are more strongly influenced by high-competent models. Hackel et al further stated that people often engage in more prosocial behavior towards members of their own groups, compared to other groups (Hackel, Zaki, & Van Bavel, 2017).

The above theoretical study forms the basis of the author's determination of reality group counseling to foster prosocial behavior. Reality therapy in the process is self-reflection, so that clients are aware of their mistakes, and are able to make decisions responsibly. This is based on the foundation of the practice of reality therapy, namely self-evaluation by the counselee (Wubbolding, 2012). This process of self-reflection is in line with reality therapy that has been carried out by glasser with the use of bibliotherapy techniques. Bibliotherapy is carried out by glassser with a book titled glasser *choice theory: a new psychology of personal fredom* (Jones, 2011).

Strategies that can be used in applying reality therapy include group counseling. Group counseling as a strategy in helping counselees to solve counselee problems through adjustment and exploration of personality in his life. Reality group counseling facilitates a very friendly and caring environment that can make the counselee feel valued and protected, which is used as capital to motivate the counselee to develop new behaviors more effectively (Gibson & Mitchell, 2011). Counselors can act as teachers when leading groups to adapt to more effective behaviors and in making better choices. The purpose of this counseling is none other than to guide counselees towards learning realistic and responsible behavior, helping them make decisions about plans for action or change, in this case making individuals more concerned with the surrounding social circumstances.

Furthermore, it supports the use of group counseling that has the values contained therein (Gibson & Mitchell, 2011): 1. Individuals can optimize their potential, through strengthening support groups, the need for development and adjustment, their anxiety and their problems, 2. Group counseling can provide counselees an opportunity to gain an in-depth understanding of their feelings and behavior, 3. This setting can also facilitate counseling get the chance to develop positive and natural relationships with other people. 4. Group counseling also provides an opportunity for counselors to learn responsibly for themselves and others.

The steps of reality therapy group counseling application in an effort to grow prosocial behavior in this study include. The first step is to do self-reflection to help individuals realize that they are part of the social environment. The second step certainly helps individuals to be more responsible or have social responsibility. Myers said if individuals already have social responsibility, the individual will surely act if there is an environment that needs it (Myers, 2012). The third step is to make individuals make plans to achieve the desired goals and realize these desires with full commitment and responsibility. From this voluntary group counseling process, it is hoped that individuals can have a concern with the surrounding environment (prosocial behavior) which can be reflected, in actions: 1. Behavior that does not have a clear profit effect for themselves 2. Behavior that is born naturally, 3. Perform useful actions for others.

The choice of reality approach in helping individuals grow prosocial behavior is certainly based on the results of previous studies and discussions. Kadafi & Ramli (2017) assume if reality group counseling is based on qs. Al muddassir can improve the character of students' academic responsibility. Widodo (2010) his research proves reality group counseling is able to overcome student discipline problems. Khumaerah (2015) his research also proves the effectiveness of

reality group counseling in fostering the independence of vocational student learning. The results of the study support if reality counseling is effective in helping individual problems. The results of this study also show that reality group counseling is effective in improving student prosocial behavior. Prosocial skills become one of the important things that must be possessed by a counselor as a provision to become a professional bk teacher. Prosocial behavior is also very much needed for counselors who help with special problems, such as the problems of students with disabilities (Pratama, Kadafi, & Suharni, 2018).

Conclusion

This study addresses the results if reality group counseling can improve student prosocial behavior. The concept of responsibility that grows in students can increase their social responsibility, so that their prosocial behavior can develop. It is expected that the results of this study can be made a consideration by practitioners of guidance and counseling, especially in growing student prosocial behavior.

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About the Authors

Asroful Kadafi completed his study in the master program of guidance and counseling in 2015. The current research concentration is the study of prosocial behavior.

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