The Effectiveness of Reality Counseling to Improve Low Self-Concept of Students Age 13-15 of SMP Negeri 3 Banyuwangi

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Abstract

Self-concept is a very determining factor in interpersonal communication. This research aims to determine the effectiveness of reality counseling to improve the low self-concept of class VIII students at SMP Negeri 3 Banyuwangi. This study used a quasi-experimental research design, with the Purposive Sampling Area method to determine the research area. Determining the number of respondents, researchers used purposive sampling with a total of 6 students. This study uses the rating scale method (rating scale), interviews and documentation. Based on data analysis using the Wilcoxon test formula, the number is -2.201 with a significant level of <0.05, namely 0.028, thus there is an increase in the self-concept of class VIII students of SMPN 3 Banyuwangi. This shows that reality counseling is effective for improving the self-concept of class VIII students of SMP Negeri 3 Banyuwangi

Keywords: reality counseling, self-concept

INTRODUCTION

Guidance and counseling are not only needed by students in the school environment, but the community outside the school also needs guidance and counseling services. However, in reality not many people know about and utilize guidance and counseling services.

In guidance and counseling there are several services provided by counselors or counseling teachers to students as a form of service to help overcome problems faced by students. One form of service in Guidance and Counseling is individual counseling services, where individual counseling is one of the Guidance and Counseling programs that aims to solve individual problems through certain steps or techniques. Through this individual counseling service, students are expected to be able to find a way out or alternative solutions to the problems they face both in personal, social, study, and career.

Salahudin (2010) guidance and counseling is needed because it is based on the

fact that humans are not the same as one another, both in their characteristics and in their abilities, some humans are able to overcome problems without the help of others, but not a few humans are unable to do so. solve the problem without the help of others. In addition, another opinion expressed by Aqib (2012) regarding guidance services in schools is more primarily given to students, because students are the center of attention in the process of life at school.

One of the individual counseling services can influence the improvement of students' self-concept. According to Burn (Gufron, 2016) defines self-concept as an impression of oneself as a whole which includes one's opinion of oneself, opinions about self-image in the eyes of others, and opinions about things that have been achieved. One of the factors that influence the growth and development of children so as to achieve optimal development, one of which is the understanding of self-concept. It is a fact that many school students have problems understanding self-concept. This is reinforced by how easily students are influenced by the environment around them because they do not have an understanding of who they really are and what their real duties are as a teenager, this is what makes them often feel burdened and unpleasant feelings within themselves.

providing individual counseling services using a reality approach is considered appropriate because reality therapy outlines principles and procedures designed to help people achieve a "success identity" that can be applied to individual counseling services provided by counselors to counselees or students who has problems related to self-concept, as there is research that discusses effective reality counseling in dealing with students' self-concept entitled "Reality Counseling Approach in Changing Negative Self-Concept of Broken Home Students (Setyaningsih, 2011)

The reality approach focuses on the nature of humans who basically choose their own behavior so that individuals are responsible, not only for what they do but also for what they think. Reality counseling focuses on the responsibility borne by the counselee so that the counselee behaves in accordance with the reality or reality faced. Deviations in the counselee's behavior are seen as a result of a lack of awareness of personal responsibility, not as an indication/symptom of a disorder in mental health. According to Glasser (Winkel, 2007), "mentally healthy is showing a sense of responsibility in all behavior, individuals are not allowed to act as he pleases, he must show the right behavior and avoid wrong behavior (right and wrong behavior)".

Corey (2007) the general goal of reality counseling is to help someone achieve autonomy. Basically, autonomy is the maturity necessary for a person's ability to replace environmental support with internal support. This maturity implies that people are able to take responsibility for who they are and what they want to become and develop responsible and realistic plans for achieving their goals.

The low self-concept faced by students is expected to be overcome through reality counseling by carrying out detailed, mature and systematically arranged planning, as well as adequate preparation (both physically, mentally/emotionally) and appreciation of their strengths and abilities. The counselee is assisted in formulating what behavior he will do. Thus, counseling can express hopes and desires, can be treated responsibly, which in turn can change bad perceptions about himself which are useless and more optimistic in looking at the future.

Theoretical Framework

Reality therapy is a system focused on present behavior. The therapist serves as a teacher and model and confronts the client in ways that will help the client face reality and meet basic needs without harming himself or others. At the heart of reality therapy is the acceptance of personal responsibility equated with mental health. According to reality therapy, it is useful to think of identity in terms of "success identity" versus "failure identity".

Glesser says "reality therapy focuses on the present and tries to make the client understand that at its core all actions are choices to meet basic needs." Accepting this responsibility can help the counselee reach maturity by relying on internal support. (Gibson, 2011)

the basis of reality therapy is to assist clients in meeting their basic psychological needs, which include "the need to love and be loved and the need to feel that we are useful both for ourselves and for others", it can be concluded that reality counseling is an approach or counseling techniques that focus on the present to meet their basic psychological needs and the need for self-identity (Corey, 2007)

In reality therapy, humans can determine and choose their own behavior. This means that each individual must be responsible and willing to accept the consequences of his behavior. Latipun said that the dynamics of human personality is determined by basic needs, namely physiological and psychological needs. Physiological needs are the fulfillment of physical needs such as eating, drinking, and sex. (Lubis, 2011) While psychological needs are aimed at fulfilling individual psychological satisfaction. Psychological needs consist of: the need to be loved and loved and the need for appreciation. These two needs when combined will form a very important need, namely the need for identity. The need for identity is a need to feel unique and separate from others. Each individual always tries to show his identity.

Reality therapy divides identity into two opposite parts, namely: (1) success identity; and (2) identity failure. In this case, a child who succeeds in fulfilling his psychological needs will develop a successful identity within himself, conversely if a child fails to meet his psychological needs, then the child will develop a failure identity within himself.

Individuals who experience emotional disorders or mental illness are those who reject the realities of the world such as norms, laws and society. There are two forms of rejection that individuals often do, namely 1) the individual changes the real world in his mind so that he feels suitable and appropriate 2) ignoring reality by simply opposing or rejecting existing laws. (Latipun, 2011)

The purpose of reality counseling according to (Latipun, 2011) is to help individuals achieve autonomy. Autonomy is the emotional maturity needed by individuals to replace exte

Self-concept with symptoms of looking-glass self (mirror self) where a person's self-concept is influenced by what the individual believes is as if putting a mirror in front of us. we imagine how it will appear to others, we glimpse ourselves as in a mirror. Second, we imagine how other people judge our appearance. Third, we experience feelings of pride and disappointment." (Burns, 1993; Rakhmat, 2007)

From several definitions put forward by experts, it can be concluded that self-concept is an individual's understanding of his own characteristics related to physical characteristics, how to dress related to hair and makeup, health and physical condition,

ownership of objects owned, relationships family, sports, games, hobbies, school and school work, intellectual status, special talents and special abilities or special interests, personality traits, social attitudes and relationships, religious ideas, religious interests, beliefs and independence.

According to Burns (1993) "there are three very important sources of self-concept formation, namely (1) body image-evaluation of the physical self as an object that is clearly different, (2) language-the ability to conceptualize and verbalize self and others, (3) feedback from other respected people

Many factors can affect self-concept. According to Rakhmat (2007) mentions "other people and reference groups as factors that influence self-concept. We know ourselves by knowing others first. Sullivan explained that "if we are accepted by others, respected, and liked because of our circumstances, we will tend to respect and accept ourselves". Conversely, if other people always underestimate an individual, blame and reject the individual, then the individual will tend not to like himself. (Rachmat, 2007)

The reference group (reference group) means that in social interaction, individuals must be members of various groups such as: neighborhood associations, community associations, community associations, or various other ties. Each group usually has certain norms. There are groups that emotionally bind individuals. This is called a reference group (reference group). Seeing this group, people direct their behavior and adapt themselves to the characteristics of the group. there are four factors that influence the formation of self-concept, namely: self-appraisal, reactions and responses from others, the role you play, and the reference group (Rakhmat, 2007)

Research methods

In this study, using the type of experimental research. According to Sugiyono (2016) "the experimental method is a quantitative research method used to determine the effect of the independent variable (treatment/treatment) on the dependent variable (outcome) under controlled conditions, the researcher deliberately wanted to improve students' self-concept through reality counseling. Quasi Experimental Design research using the one group pre-test and post test design method. This design is not yet a serious experiment because there are still external variables that influence the formation of the dependent variable (Sugiyono 2016)

Subjects were subjected to two measurements. The first measurement was carried out to measure self-concept before being given treatment (pre-test). The second measurement is to measure the level of students' self-concept after being given treatment (post-test). giving treatment or treatment is to overcome low self-concept in class VIII students of SMP Negeri 3 Banyuwangi. The treatment is in the form of reality counseling. Counseling is carried out at least 5 meetings with a counseling duration of approximately 60 minutes.

In the counseling approach stage used is reality counseling. Reality counseling has four stages of change, namely:
1. Exploration stage of desires, needs and perceptions (want and needs).
2. Exploration stage of direction and action (direction and doing).
3. Self-evaluation stage.
4. Stage of planning and action (planning)

The location of the research determined by the researcher was SMP Negeri 3 Banyuwangi as the research area and class VIII students as research subjects, aged

between 13-15 years.

Research result

The steps taken prior to the implementation of the research were to test the validity of the instrument on the questionnaire that would be used as a research questionnaire. The planned questionnaire instrument will be used as many as 99 statement items in the self-concept questionnaire. The way to score the test is to use a Likert scale with a score range of 1,2,3,4,5 and then the data is entered in the table for analysis of the empirical validity test with the help of the SPSS V.17 For Windows application.

From the output it is known that the correlation value between each item and the total score of the item. Correlation value compared to rtable. Decision-making data is said to be valid after obtaining rcount prices consulted with rtable prices. If rcount > rtable then the instrument can be said to be valid. Conversely, if rcount < rtable then the instrument is said to be invalid.

With a significance level of 0.05 and the number of N = 32-2 = 30 (Siregar, 2017: 77), the price is stable = 0.361 (Sugiono, 2015: 696). From the data above it can be seen that for all price statement items rcount > rtable, then all of the statement items above are declared valid. From the results of the analysis for the validity test, it was obtained that 59 item statement items were dropped. the questionnaire instrument in this study used 40 statement items. The instrument was declared reliable if the instrument had consistency, both internally and externally. then tested for reliability using the SPSS v.17 for Windows application.

Table. 1 Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.839	99

Data Source: Processed Results of SPSS

the instrument can be said to be reliable if the Cronbach alpha value is > 0.60. From these data it can be seen that the alphacronbach value is 0.839 > 0.60. So it can be concluded that the instruments used in this study are reliable.

The final stage in a study is hypothesis testing which is done statistically. The research method used by researchers is the Pre-Experiment with the One Group Pretest Posttest Design research design. The following are the results of hypothesis testing using the Wilcoxon test with the SPSS v.17 for Windows application.

Table 2 Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sebelum treatment	.343	6	.026	.737	6	.015
Sesudah treatment	.160	6	.200[*]	.958	6	.801

Data Source: SPSS Analysis Results

In this study the normality test was carried out using the Kolmogrov-Smirnov Test because the sample used in this study was less than 20, namely 6 respondents, so the researchers used the normality test. From these results research data is considered normal if Sig.> 0.05 and research data is considered abnormal if sig <0.05. It can be seen in the table above that the Sig value in the column before treatment is 0.026. So that Sig <0.05, the research data is declared to be not normally distributed.

Because the data in this study is interval data with an abnormal distribution. Then test the nonparametric statistical alternative hypothesis using the Wilcoxon test using the SPSSv.17 application for Windows. The following results are obtained:

Table 3 Wilcoxon Test Results

		N	Mean Rank	Sum of Ranks
After Before	Negative Ranks Positive Ranks Ties Total	0^a 6^b 0^c 6	.00 3.50	.00 21.00

Statistik Uji

	After – before
Z Asymp. Sig. (2-tailed)	-2.201^a .028

Data Source: SPSS Analysis Results

Based on the calculation results of the Wilcoxon test using SPSS 17.00 for Windows software, a Z count of -2.201 is obtained with an asymptotic significance for the two-way test of 0.028. Because sig <0.05, it can be concluded that H0 is rejected and Ha is accepted. Which means that in this study there was an increase in the self-concept of Grade VIII A students at SMP Negeri 3 Banyuwangi after being given reality counseling.

The following presents the results of a comparison of the level of self-concept before and after providing individual reality counseling services with descriptive analysis. From the results of measurements carried out during the pre-test and post-test, it was found that the self-concept of class VIII A students at SMP Negeri 3 Banyuwangi could be improved through individual real-life counseling services. The increase in the self-concept of class VIII A students can be seen in the descriptive analysis of the percentages in table 4

Table 4. Comparison of Overall Pre-test and Post-test Results

No	Kode Responden	Pre test		Post test		Beda
		Persentase	Kategori	Persentase	Kategori	
1	S-1	38,5%	Low	67%	Middle	28,5%
2	S-2	32,5%	Low	45%	Low	12,5%
3	S-3	39%	Low	88%	High	49%
4	S-4	38,5%	Low	58,5%	Middle	20%

5	S-5	36,5%	Low	91,5%	high	55%
6	S-6	39%	Low	77%	high	38%
Rata-rata		37,3%	Low	71,2 %	middle	33,9%

Source: Research processed data

Graph 1 Pre-test and Post-test results
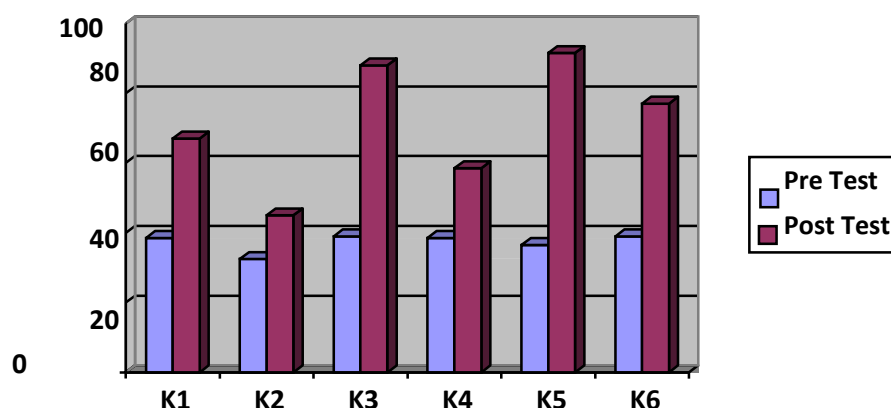
Source: Research processed data

Based on table 4 it appears that the self-concept of class VIII A students after participating in the individual reality counseling service has increased. The percentage increase ranged from 12.5% to 55%. As many as 3 students are in the high criteria, as many as 2 students are in the medium criteria and 1 child is in the low criteria. Based on table 4 it can be seen that of the 6 students experienced an increase in self-concept from low to medium and high.

From the calculation of the average percentage of students' self-concept before being given treatment is in the low category, and after being given reality counseling, the average level of self-acceptance becomes 71.2% which is in the medium category. The percentage between before and after being given counseling increased by an average of 33.9%. While S-5 is the counselee who experienced the most increase in self-acceptance from the results of the pre-test and post-test with a percentage difference of 55%, that is, from 36.5% to 91.5%. Meanwhile, the counselee who experienced the lowest percentage increase was Masters Degree with pre-test and post-test results of 12.5%, from 32.5% to 45%..

Discussion

The description of self-concept in class VIII A students of SMPN 3 Banyuwangi before individual reality counseling shows that there are six children who have low self-concept. Based on data from the pre-test and post-test results regarding the self-concept of class VIII A students, the results of the pre-test showed that the level of student self-concept was in the low category. It can be seen through the overall pre-test average score of 40.8% which is included in the low category. To increase the self-confidence of class VIII A students of SMPN 3 Banyuwangi, the researchers provided treatment in the form of reality counseling services so that they could improve the self-concept of class VIII A students of SMPN 3 Banyuwangi. Based on this research, it shows that there is an increase in students' self-concept between before being given treatment and after being given treatment through reality counseling. This can be seen from the results of the post-test which showed an average increase with a percentage

of 71.2% which is included in the medium category..

The results of counseling on students who have low self-concept have not had a big influence on overall completion, but have been able to improve students' self-concept, especially for the 6 students who were sampled in this study. This is evident in the value of Sig. (2-tiled) < 0.05 which is 0.028. Based on these results it can be decided that H0 is rejected and Ha is accepted. So it can be concluded that there was an increase in the self-concept of Class VIII A students at SMP Negeri 3 Banyuwangi after receiving reality counseling services. Thus proving that reality counseling services are effective in improving the self-concept of class VIII A students of SMP Negeri 3 Banyuwangi.

From the several previous studies that the researchers mentioned, all of them had the same results, namely that there was an increase after the sample was given treatment, namely reality counseling services. Counseling is carried out according to the planned procedures. Even though there were several obstacles in the implementation of the treatment, overall the implementation of the treatment went well. The obstacle encountered during the implementation of the activity was determining the meeting time because the counselee had a lot of preoccupation with activities at school.

The Reality Counseling Approach in Changing the Negative Self-Concept of Broken Home Students" shows the influence of reality counseling in changing students' negative self-concept. Another study conducted by Heriyadi entitled "Increasing Self-Acceptance of Class VIII Students Through Reality Counseling at SMP Negeri 1 Bantarbolang, Pemalang Regency" shows the effect of reality counseling on increasing student self-acceptance. From these two studies it can be concluded that reality counseling is able to influence the variables to be tested

In another study conducted by Rizkiyani entitled "The Influence of Group Counseling on Adolescent Self-Concept at the Darul Hadlonah Orphanage in Semarang" showed that there was an effect of group counseling on adolescent self-concept. In addition, research conducted by Zamzuri with the title "The Influence of Group Guidance on the Self-Concept of Class VII B Students of MTs Roudlatul Tholibin Jekulo Kudus" shows the influence of group guidance on students' self-concept. From the two studies, it shows that self-concept can be influenced or changed by using group guidance services.

From the four previous studies that have been conducted, it has been proven that reality counseling is able to influence the variables to be tested and self-concept can be influenced by providing counseling services such as group guidance.
To help improve students' self-concept, one of which can be done by providing individual counseling services using reality techniques. Reality counseling is a counseling concept that emphasizes the counselee's responsibility in responding to his current situation, where an individual also needs an understanding of his own identity to be able to achieve learning achievements and identify himself as a successful and successful individual. In applying reality counseling to students who have low self-concept, they can use the WDEP strategy developed by Wubbolding

Conclusion

1. Based on the research that the researchers have done, the results of research on the Effectiveness of Reality Counseling to Improve the Low Self-Concept of Grade VIII Students, the researchers can conclude as follows:

2. This research is aimed at examining the effectiveness of reality counseling on improving the self-concept of class VIII A students of SMP Negeri 3 Banyuwangi after being given reality counseling services.
3. The theory used as the basis for determining indicators is Jersild's theory about the content of self-concept for variable Y as a reference for research indicators.
4. The research population is students of SMP Negeri 3 Banyuwangi. The sample size used was 6 students who were determined by purposive sampling.

From the results of the Wilcoxon test analysis using the SPSS v.17 application for windows. Obtain sig. (2-tailed) <0.05 ie 0.028. It can be concluded that H0 is rejected and Ha is accepted. So that there are differences in the self-concept of class VIII students of SMP Negeri 3 Banyuwangi before and after being given reality counseling services

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