

EFFECTIVENESS OF REALITY COUNSELING IN BUILDING DISCIPLINE OF STUDENTS IN SMP NEGERI 32 SURABAYA

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Abstract

Discipline is an important part of education in the context of formal, non-formal, and informal. Discipline can be seen as a positive and constructive power which is capable of providing any equipment to form consistency, predictability, enjoyment, and suitable environment of learning. Discipline is not the obedience of the rule which is forced from outside, but it is such a self-reliance which is based on desire to make a direction in life. The weakness of students' self-reliance will impact to the wrong manner, which is called the problem of discipline, where students break the rules: playing truant, being late for school, making noise, gossiping, and cheating. Counseling as an integral part of education is responsible for handling students' discipline at school through un-punishment ways. According to William Glasser, counseling can be proposed as a model for counselors to improve students' discipline in un-punishment way. This model is hoped to provide counselors with practicality to help students to control their better life to have real manner, and to be responsible. The quantitative with experiment design aimed to search the effectiveness of reality counseling in improving students' manner at school, which was indicated by the increase of self-reliance and the decrease of students' indiscipline. Operationally the development model of reality therapy comprises procedure of real group counseling with WDEP model, which covers 6 steps: participation, wants exploration, direction and doing, evaluation, planning, and termination. The study found some improvement on the aspects of self-reliance and the decrease of duration of students' indiscipline which was guessed as the impact of the treatment. In other words, the treatment given to the subject which was designed in the form of real counseling was effective to build students' discipline at school.

Keyword: reality counseling, discipline

Introduction

Discipline is an important part of education, both in formal, non-formal and informal education context. Deborah (2006), revealed that discipline should be seen as a positive and constructive force, which enables it to materialize various tools to form consistency, predictability, security, and the right environment for learning and education. Pay attention various opinions about discipline, it can be concluded that discipline is essentially not only compliance with the norm which is imposed from the outside, but the ability to control oneself (self control) which is based on the desire to create order and order in life (Edwards, 1993, 1994, Durkheim, 1990).

Self-control is the ability of individuals to resist encouragement or the desire to behave negatively that is not appropriate with rules, social norms, and ignoring responsibility. Self-control is the basis for personal integration which is one of the important qualities of people who can regulate impulses, thoughts, habits, emotions, and behavior relating to the principles imposed on yourself or demands imposed by society (Goodwin 1986, Rachlin 1995).

Individuals who are weak in self-control tend to act negative behavior or showing symptoms of deviant behavior, which referred to as a form of disciplinary violation (Berk 1993, Gilliom 2002) discipline violations or undisciplined behavior is defined as failure students in complying with the rules at school. In other words, undisciplined behavior is essentially the behavior of students who violate or not in accordance with the applicable rules / norms. Breaking behavior this symptoms in the form of: (a) truant, (b) late entering class, (c) not wearing uniforms, (d) leaving class during class hours and do not return, (e) not pay attention to learning activities teaching, (f) making fake licenses, (h) smoking, (i) not working assignment, (j) making a noise in class, (k) disturbing friends, chatting outside of the task / lesson, (l) playing HP when the teacher is explaining the material lesson (Clark 1990, Mansyur 2001, Taylor 1987 & Gorton 1986). The fact that there are various disciplinary problems that afflict students at above, indicates that the level of self-control of students belongs to low, and this needs to

be addressed immediately. Every educator includes counselors, have joint responsibility for working on strategies effective way to overcome the problem of student discipline in school, without having to ignoring the psychological aspects (cfr. Article 1 (6), UU No. 20/2003, concerning National Education System).

In this perspective, intervention strategies are proposed to help addressing the problem of student discipline in school is the Counseling Approach Reality Group by William Glasser (Corey, 2005). Therapy with this approach is expected to be an effective model to help individuals control their lives for the better. Reality counseling views counseling as a rational process. In the process, the counselor is required to be able to create a warm, understanding atmosphere, and the most important thing is fostering the understanding of the counselee, that he must be able to be responsible answer to himself and keep away from that behavior unhealthy, that is behavior that tends to ignore the 3R principle, that is Right, Responsibility, and Reality (Hansen, 1980). Therefore, the researcher has decided to assess the effectiveness of reality counseling in increasing the student's discipline in the present research.

Related to these problems, prospective BK teachers as teachers and models to develop the potential of students in the education process, have a strategic position to overcome the problems experienced by students. According to (Glasser, 2000) teaching responsibility is a core concept of reality therapy. Reality counseling also has a basic concept that basically every individual is motivated to fulfill his needs and desires, where needs are universal to all individuals, while desires are unique to each individual. The purpose of reality counseling is individuals who understand the real world (Sulistiyowati, W., & Warsito, H, 2010). Reality counseling is a therapy that is direct to counsees, practical and relatively simple.

Reality therapy is a system that is focused on one's behavior (Wulandari, T. A, 2014). Reality therapy is a system that is focused on current behavior. In the reality of individual responsibility to choose to think, desire and behave (Merdiakawati, P., & Clairine, C. (2008). Terapirealitas can be marked as active therapy (Masrohan, A., & Pratiwi, T. I, 2014). Terapy reality helps counsees to be able to deal with all the relativities that occur in the future with full optimism. According to (Glasser, 2000) the achievement of successful identities is tied to the concept of 3R, namely the state in which individuals can accept the conditions they face, achieved by showing total behavioral (total behavior), namely doing something (doing), thinking (thinking), feeling (feeling), and showing a physiological response (responsibility), according to reality (reality), and right (right). Researchers believe that by using reality counseling it is expected that student learning responsibilities can be improved (Masrohan & Pratiwi, 2014). Just as we know, counseling services have the view that every human being has a psychological need that is constantly (constantly) present throughout his life span and must be fulfilled. One of the goals of counseling is to help counsees achieve a successful identity (responsible behavior. Therefore, to increase student learning responsibilities both at school and outside the school, this reality counseling service is very appropriate (Masrohan, A., & Pratiwi, T. I, 2014). Based on the description above, the researcher intends to increase the responsibility of student learning using reality counseling.

Research Methods

This research is a quantitative form of research with design experimental research. Experimental research is a systematic and rigorous research in controlling conditions. The research design used is pre-experimental type with the "one group pretest post est design" model (Tuckman, 1999). The subjects of this study were class VII students of SMP Negeri 32 Surabaya, Academic Year 2018/2019, totaling 8 students who had undisciplined behavior. This study uses two types of instruments.

First: ingredients treatment (material stimulus), arranged in the form of Counseling Implementation Guidelines for Reality for counselors by referring to the development of WDEP (want, doing, evaluating and planning) models which cover six stages, namely a) the engagement stage, b) the exploration needs (wants) stage, c) direction and action stage, d) evaluation, e) planning, and f) stages of termination. Each stage includes aspects of the objectives and steps for the implementation of counseling.

Second: data collection instruments, arranged in two forms: (1) Scale of Self Control, developed based on 3 aspects of self-control including: aspects of behavioral control, cognitive control, and decision control (Gilliom 2002). Before use, first piloted to 40 students, to find out the validity and reliability. To find validity using correlation calculations product moment and to measure the reliability of the coefficient formula instrument alpha Cronbach, with the help of the SPSS program computer software for window 11. From the test results obtained the following data: number 52 items, four items are declared invalid / invalid, so there are 48 items declared valid with n count value greater or equal to r-table amounting to 0.279, and the reliability value is 0.761. Of the 48 items, each of which consists of 16 aspects of behavioral control, 15 aspect items cognitive control and 17 aspects of decision control aspects; (2) behavioral observation direct selling, and (3) checklist. Spence & Lu? Ig (in Edwards, 1994) argue that direct observation of behavior is one a method that is considered reliable to get information about behavior This direct behavioral observation tool produced 3 formats of behavioral observation tools, namely: (1) format 01: to record aspects of the number (frequency) of disciplinary problem behaviors that occur in the form of orderliness, in the form of truant (PM01), late enter class (PM02), and the violation does not

wear the complete school attribute (PM03), (2) format 02: to record aspects of the duration / duration of disciplinary problem behavior, which is symptomatic in the form of disciplinary behavior, in the form of class noise (PM04), and chatting in class during lessons (PM05) and (3) 03 format: Arranged in the form of Check- List.

The measurement of the research subjects (8 students) was carried out before (pretest) and after treatment (posttest) using the same measuring instrument, namely the scale of self-control and the means of direct observation of behavior. The analytical technique used to test self-control scale is Wilcoxon's different non-parametric test statistics (The Wilcoxon Signed-ranks test) using the SPSS.11 for Windows program (Sugiyono, 2006).

In addition to non-parametric statistical analysis, descriptive analysis was also used to describe the profile of subiek self-control before and after treatment. To describe the classification of subiek self-control aspects into low, medium and high categories, it is used with calculation of percentage score by adding up the scores obtained and divided by the number of items, multiplied by 100%. Analysis data for direct behavior observation is done by recording the number and duration of disciplinary violations that appear in each certain observation periods (1 week period) look for differences in results, describe, and draw conclusions. Individual behavior that is used as a research sub-topic.

Research Results and Discussion

1. Exposure to Counseling Implementation Data

In parallel exposure to data from the implementation of greality counseling, presented as follows:

a). Stage of involvement

This stage is the stage of self-involvement or the process of entering yourself into group life. Also is the stage where one with others is expected to be able to build a close relationship, work same and growing solidarity with one another. Activity reality group counseling at this stage begins with the game "Stringing pictures". During the process the counselees are seen happy, showing involvement, good cooperation and the more intimate relationship between them.

b). Needs Exploration Stage (wants)

The counselor initiated this process by inviting the counselee to listen reading material entitled: "A Sense of Sickness: Control yourself "(processed from: Personal Mind of ASEP). Next with assisted by questions, the counselor invited the counselee to discuss the reading material, the aim is that the counselee can catch the message and the new meaning of the material. The discussion process runs dynamically.

The counselor ends the discussion session on reading material, then invites and encourage counselees to focus more on the stage digging needs (wants). This activity begins with sharing a "wants" question sheet to help direct the counselee in explore his needs.

From counselee's statements during the counseling process, it can be concluded that counselees (a) have desires that they want to fight for, such as wanting to be successful in learning, success in work, being a good person and discipline, (b) to achieve what they want That, the counselee tried to avoid the behavior of deviating / violating the school rules, such as truant, late in class, chatting / noisy in class, not wearing school attributes in full, ignoring the teacher when explaining the subject matter in class. It is all understood as a form of behavior that keeps away from success.

c) Direction and Action Stage (Direction & Doing)

The counselor begins by inviting the counselee to share the reflection questions that have been submitted at the previous meeting. In general, the results of the participants' reflection can be formulated as follows: (a) each participant begins to realize that his behavior is greetings this, can inhibit oneself and harm others, (b) each participant is committed to changing attitudes and behavior that violates the rules, invites counselees to focus more on behaviors that violate the rules that have been done beginning with distributing sheets of "doing" questions to help counselees to focus on desired behavioral changes.

d). Evaluation Stage

At this stage the counselor encourages, directs and invites counselee to: (1) evaluate his behavior, (2) assess the quality of his behavior and the consequences of his behavior that violate / deviate, (3) to express honestly and openly the results of the assessment of the quality of behavior or the consequences of violating / deviating behavior. From counselee statements during the counseling process it can be concluded that (1) deviant behavior has been done, does not help the counselee succeed / achieve what is desired, (2) the deviant behavior can harm and harm other people, especially parents and teachers, and friends, (3)counselees realize that what they have done so far is really behavior that violates the rules, (4) the counselee intends to improve / change his behavior.

e). Planning Stage

This stage begins by distributing planning questions and read back to help counselees reach understanding questions that you want to do. The discussion process runs dynamically, happens interactions that support / strengthen each other.

Each showed more involvement and dared to be open convey what he has written in the form of behavior planning concrete / realistic what the counselee wants to do. Further counselor invite participants to focus on what

concrete behaviors will be done now. As a form of sincerity changing his behavior, the counselor asks the counselee to write it on the sheet "Contract Written", as taught.

e) Termination Phase

The termination stage is the final stage of the whole counseling process. The counselor asks reflection questions related to self commitment to concrete behavioral planning that has been made in written contract form one week ago. From statements counselee during the counseling process, can be summarized as follows: (a) counselees in general have made their commitments according to what which is formulated in a written contract, though through a process of struggle personal that is not light, (b) some things that can support it, that is, there is a strong intention to change and want to succeed / succeed, (c) support from the school in the form of verbal expressions/nonverbal from teachers and school counselors. Support like this makes counselees feel accepted, addressed, affirmed and valued as individuals, even though they often violate the rules.

Complete measurement results before and after treatment reality counseling is described as follows:

1. Data on the Giving of Pretest and Post-test Aspects of Self-Control (Based on Percentage Calculation)

a. Behavioral Control Aspects

The results of the acquisition of pretest and posttest I & II scores on aspects of behavioral control, obtained an average score before participating in counseling was 51.82% in the low category, after attending counseling the average score was 75.52% in the medium category, or has increased by 23.70% (Posttest I). In posttest II, the average score was 76.56%, still classified as moderate, or

b. Aspects of Cognitive Control

The results of the acquisition of pretest and posttest I & II scores for aspects of cognitive control, obtained an average score before participating in counseling was 49.48% in the low category, after attending counseling the average score was 77.08%, in the medium category, or after experienced an increase of 27.60% (Posttest I). In post test II, the average score was 77.34%, still classified as moderate or increased by 27.86%.

c. Decision Control Aspects

The results of the acquisition of pretest and posttest I & II scores for the control aspect the decision, obtained an average score before participating in counseling was 53.91% in the low category and after participating in counseling, the results of posttest I, the control aspect of the average score decision became 77.08% in the medium category, or increased by 23, 18% of the results of the pretest. In posttest II the average value was 77.34% from the pretest, still in the medium category, or an increase of 23.44%

2. Statistical Test Data Results

The results of the Wilcoxon statistical test calculation for control aspects self can be reported as follows:

a. Behavioral Control Aspects:

The results of the pretest-post-est I statistical test, the price of Z test = -2,555 with sig. 0.011. So Z count is outside the critical limit of H0 acceptance. In other words, $Z_h -2,555 < \text{critical value } Z-196$, thus H0 is rejected and H1 is accepted. While the results of the pretest-postal est II statistical test, the price of Z test = -2,552 with sig. 0.011. So Z count is outside the critical limit of acceptance H0. In other words, $Z_h -2,552 < \text{critical value } Z-196$, thus H0 rejected and H1 accepted. In conclusion, both the results of the pretest-post? Est I & II shows an increase in the average score on aspects of behavioral control to counselees significantly before and after treatment reality counseling.

b. Aspects of Cognitive Control:

Given the results of the pretest-postal est I statistical test, the price of Z test = -2,536 with sig. 0.011. So Z count is outside the critical limit of H0 acceptance. With in other words $Z_h -2,536 < \text{critical value } Z-196$, thus H0 is rejected and H1 be accepted. While the results of the pretest-post-est II statistical test, the price of Z test = -2.546 with sig. 0.011. So Z count is outside the critical limit of H0 acceptance. In other words, $Z_h -2,546 < \text{critical value } Z-196$, thus H0 is rejected and H1 is accepted. The conclusion, both on the results of the pretest-post? Est I & II showed an increase in the average score on aspects of cognitive control to counselees significantly before and after treatment reality counseling.

c. Decision Control Aspect

Given the results of the pretest-post-est I statistical test, the price of Z test = -2,565 sig. 0.010. So Z count is outside the critical limit of H0 acceptance. With in other words $Z_h -2,565 < \text{critical value } Z-196$, thus H0 is rejected and H1 be accepted. While the results of the pretest-postal est II statistical test, the price of Z test = -2,530 with sig. 0.011. So Z count is outside the critical limit of H0 acceptance. In other words, $Z_h -2,530 < \text{critical value } Z-196$, thus H0 is rejected and H1 is accepted.

The conclusion, both on the results of the pretest-post? Est I & II indicates an increase in the average score of control decision aspects to counselees significantly before and after treatment reality counseling. Based on statistical analysis of the three aspects of self-control in above, both post? es I and post? est II, illustrate the difference in scores average of the three aspects of self-control. Thus the formula common problem that reads: "What is the use of a counseling approach reality groups are effective in overcoming the problem of student

discipline in school? ", can be answered convincingly. In other words concluded that, the use of group reality counseling approaches is wrong one approach to counseling services, effective for use overcome the problem of student discipline in school.

3. Data on Direct Behavioral Observation

Recapitulation of data on the results of direct behavioral observation scores is presented as follows:

- a. Recording Results of Number / Frequency of Violating Behavior (PM01, PM02, PM03) Based on the format 01 model, found differences in the average number of behavioral scores violating the pretest observations (average of 9.5) with post? Est I (on average be 4) and posttest II (average decrease to 2.6) there is a difference in the reduction of observational violation behavior in posttest I and post test II.
- b. Recording Results Amount of Breaking Behavior Time (PM04 and PM05) Based on the 02 format model, there was a difference in the average (in minutes) duration of behavior violating pretest observations (= 198 minutes) with post? Est I (to 76 minutes) and posttest II (reduced to 71 minutes 5 seconds), there is a difference in the reduction in behavior of violating observations in posttest I and posttest II.

4. Results of Check List

The results of observations of 12 items in the checklist of aspects of violating behavior, the total number of scores obtained from observer I was 154 (80.21%) and observer II was 152 (79.12%). The cumulative average score of the two observers was 153 (79.69%), the difference in score was 1.04%. With this it can be concluded that the difference between the observer's second score does not show significant differences, so it can be used as empirical evidence to support the effectiveness of reality counseling to address the problem of student disciplinary behavior in school.

Conclusion and Recommendation

The data findings above, both on the main measuring instrument in the form of self-control scale and measuring instrument in the form of direct behavior observation, prove that there is a change in undisciplined attitude and behavior before and after the treatment of reality counseling. Thus it can be concluded that: "The use of effective reality counseling approaches to build student discipline in school, which is characterized by increasing aspects of self-control (ie aspects of behavioral control, cognitive control and decision control) and decreased undisciplined behavior in students at school after getting counseling treatment reality.

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