

Reality counseling application to improve students learning motivation

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Abstract

Motivation is a response to an action, motivation will be stimulated by the goals to be achieved. Motivation to learn is the need to develop self-ability optimally, in order to be able to do better, excel and be creative. Many approaches can be used to increase learning motivation, one of which is the reality approach. The reality approach aims to help individuals become rational and mentally strong. This study aims to explain how the application of counseling with a realistic approach to increase student motivation. This research is a literature review research where this research examines several previous studies. The method used in writing this article is systematic literature review, namely a literature search from national and international article sources was carried out using Publish Or Perish (Google Scholar, crosser and sematic sholar) and VOSviewer as bibliometric analysis. Literature reviewers used the PRISMA method. The articles reviewed in this study are the latest 1789 articles from 2015 to 2022, and the results are divided into 10 articles. The results of this study are that the application of reality counseling is very effective in increasing student learning motivation and it can be recommended that the reality counseling approach can increase student learning motivation.

Keywords: Reality counseling, learning motivation, prism method

How to Cite: Sudiarsana, I. K., Suranata, K., & Suarni, N. K. (2021). Reality counseling application to improve students learning motivation. *COUNS-EDU: The International Journal of Counseling and Education*, 6(4), 135–144. <https://doi.org/10.23916/0020210638740>



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Introduction

Reality counseling is an approach that assumes that there is a psychological need throughout one's life, the need for self-identity, namely the need to feel unique, separate and different from other people. (Nurcahya, 2021). According to Glasser, the achievement of a successful identity is tied to the 3R concept, namely circumstances where individuals can accept the conditions they face, achieved by showing total behavior (total behavior), namely doing something (doing), thinking (thinking), feeling (feeling), and showing a physiological response (physiology) in a responsible (responsibility), according to reality (reality), and true (right) (Fitri, 2021).

A very distinctive feature of this counseling approach is that it is not fixated on past events, but rather encourages the counselee to face reality. This approach places more emphasis on changing behavior that is more responsible by planning and carrying out these actions. Therefore, the reality approach was chosen as an approach to solving the problem of violence with the aim of bringing counselees to be responsible for what happened and what they want to do in the present by not focusing on the past. (Sucianti, 2020).

Reality counseling is an approach based on the assumption that there is a psychological need throughout life, the need for self-identity, namely the need to feel unique, separate and different from other people. (Nurchaya, 2021)

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The essence of reality therapy is that everyone must take responsibility for the actions they take (Corey, 2013). Basically, this method uses a technique that looks at the action to generate individual choices to make choices about various events, rather than letting others control themselves, because individuals must control themselves.

The purpose of this reality counseling is to help individuals achieve an identity of success, individuals who know the identity of their needs will know what steps they will take in the future with all the consequences. Individuals are expected to return to the reality of life, so they can understand and be able to face reality. According to Corey, (2009: 269) the general purpose of the reality approach is to help someone achieve autonomy. Autonomy is the maturity required for a person to replace environmental support with internal support. This maturity implies that people are able to take responsibility for who they are and want to become and develop responsible and realistic plans for achieving their goals.

Hamalik (2011) motivation determines the level of success or failure of student learning actions. Learning without motivation would be very difficult to succeed. Someone who does not be motivated in learning will not be able to carry out learning activities, because learning is not a necessity. Meanwhile, according to Uno (2007: 23) learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or elements that support. These changes in behavior have a role.

According to Frederick (Rosida & Hidayat, 2017) Motivation to learn is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals. But according to Clayton Aldelfer, learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible learning outcomes. Thus it can be understood that a student who has low learning motivation needs to get guidance and counseling in solving the problem.

Several studies have reported the effectiveness of reality counseling in increasing learning motivation. The results of the 2019 study by Khabib, FL by conducting observational interventions, interviews and subject questionnaires show good changes. So it can be concluded that group counseling using a reality approach can increase student learning motivation. (Khabib, 2019). This is in line with the research results of Rosida, UA, & Hidayat, RR (2017) who revealed that WDEP reality consultations (request, do, evaluate, plan) can effectively increase achievement motivation for junior high school students (student learning at SMP Negeri 1 Ngemplak Boyolali class VIII), the explanation also shows that the increase in student achievement motivation. Learners can learn significantly. (Rosida & Hidayat, 2017).

The phenomenon that we all know after the Covid-19 pandemic is the decline in student learning motivation because learning is considered an important act, going to school to study is not an obligation and responsibility as a student. So based on this phenomenon, this literature review was carried out with the aim of identifying the application of reality counseling to increase student motivation by analyzing existing research. The purpose of this literature review study is to get results from the application of reality counseling to increase student motivation. To achieve the objectives of this study using the PRISMA method with a systematic literature review process carried out in three stages, namely searching and retrieving articles, filtering and sorting.

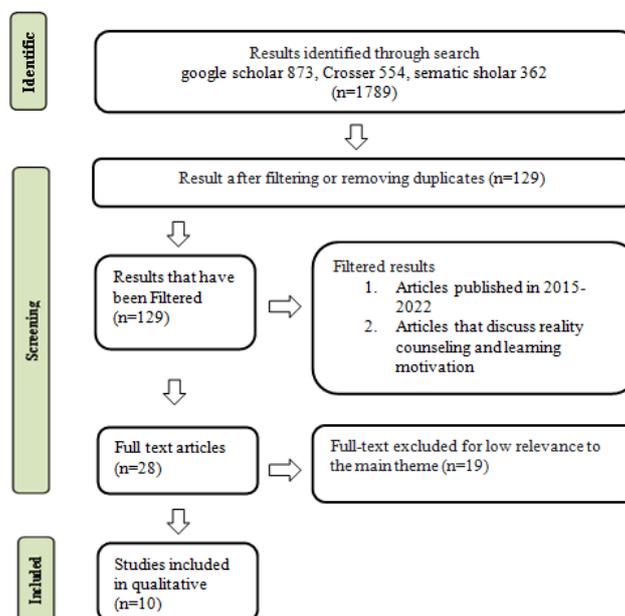


Figure < Flow Chart of Literature Search and Selection Process>

Results and Discussions

Reality Counseling

Reality counseling is counseling based on the theory of William Glasser which rests on the principle that all motivation and behavior are in order to satisfy one or more human needs. According to Glasser in Gibson and Mitchell, reality counseling focuses on the present and makes the counselee understand that in essence all actions are choices to meet basic needs. In line with this opinion, Corey said that a person's past is fixed and cannot be changed, and what can be changed is the present and the future (Failasufah, 2016). Thus it can be concluded that reality group counseling is counseling that focuses on current and future behavior.

Relative reality group counseling is used in individual, group, and marriage counseling, family, social work, education. Reality group counseling also has direct implications for school situations. Glasser first paid attention to learning and behavior problems. Thus it can be concluded that reality counseling is very appropriate for helping students who are experiencing problems, especially learning problems by providing interventions to the counselee how he can think about the present and the future by ignoring his past.

Reality counseling can be carried out using procedures that can lead to changes which are summarized as the WDEP system, namely (a) Wants (desires), assessing the counselee's needs and desires from the therapy process or counseling process, (b) Doing and direction (doing and directing), the counselor helps the counselee in determining behavior which includes actions, thoughts, feelings and physiology, (c) Evaluation (evaluation), the counselor helps the counselee to evaluate his behaviors in achieving his desires, (d) Planning (plan), the counselor helps the counselee to make plans more effective action.

In the process of implementing the use of reality therapy for consultation there are several characteristics of the implementation process, namely not being fixated on past and previous events. However, the person consulted focuses on his current life. This is to encourage the counselor to focus on solving the problems he is facing now so that he is not affected by past events that hinder his current development. This kind of consultation process is easy to plan and take action to emphasize more responsible behavior changes. The realistic therapy stage is a consulting process in a real-world approach

guided by two main elements, namely being a guideline to encourage counselors to change. Thompson et al. Suggests eight stages of reality approach counseling: 1) the counselor shows interaction with the counselee (a friend), 2) pays attention to current behavior, 3) explores the counselee's habits, and 4) Students assess or evaluate themselves; 5) designing responsible actions; 6) create commitment; 7) did not accept the defendant's apology or excuse; 8) further treatment. The practice of reality therapy is a therapy that consists of two core parts: (1) Counseling environment and (2) Special procedures that lead to behavior change. These two elements are the "consulting cycle. This cycle describes the entire process of transforming reality therapy theory into practice. 5) designing responsible actions; 6) create commitment; 7) did not accept the defendant's apology or excuse; 8) further treatment. Reality therapy practice is a therapy that consists of two core parts: (1) Counseling environment and (2) Special procedures that lead to behavior change. These two elements are the "consulting cycle. This cycle describes the entire process of transforming reality therapy theory into practice. 5) designing responsible actions; 6) create commitment; 7) did not accept the defendant's apology or excuse; 8) further treatment. The practice of reality therapy is a therapy that consists of two core parts: (1) Counseling environment and (2) Special procedures that lead to behavior change. These two elements are the "consulting cycle. This cycle describes the entire process of transforming reality therapy theory into practice.

Learning Motivation

Each individual has an internal condition that plays a role in his activities, the internal condition in question is motivation. The effect of motivation on students depends on how much motivation is able to arouse students to behave. Having great motivation needs to be instilled in students to do something work by focusing more on goals and more intensively on the learning process. Motivation in learning activities can be said to be the overall driving force within a person that gives rise to learning activities, which guarantees the continuity of learning activities and provides the desired direction and will have an impact on learning outcomes. The increasingly advanced world of education is of course balanced with the abilities possessed by students related to academic achievement at school.

The phenomenon that is now happening is that many students are lazy to study, especially after the Covid 19 pandemic, they think that going to school is not a necessity and an obligation for a student, but they do it because of coercion that is not in accordance with their wishes so that in the learning process these students cannot properly followed and the results obtained will not be maximal. Seeing this, it is necessary to be aware of the importance of learning motivation for students so that what they aspire to achieve can be achieved. Increased motivation requires an interest or an interest in participating in the learning process, the more students are interested in the lesson, the students will find out what students don't know.

According to Brophy, there are five factors that can affect student learning motivation, namely teacher expectations, direct instructions, appropriate feedback, reinforcement and rewards, and appropriate punishment. 21 As a supporter of the five factors above, Sardiman also stated that form and ways that can be used to foster motivation in learning activities are (a) giving points, this is because many students study with the main goal of achieving good grades/grades, (b) there is competition/competition, (c) ego-involvement , namely raising awareness for students to feel the importance of assignments and accepting them as challenges so they work hard by risking self-esteem, (d) giving tests, this is because students will study hard if they know there will be tests,(e) informing the results, this will encourage students to be more active in learning, especially if there is progress, (f) there is praise, if there are students who successfully complete the task well, this is a form of positive reinforcement, (g) there is punishment/punishment appropriate, punishment as reinforcement, (h) fostering a desire to learn, (i) fostering interest in learning, (j) formulating clear goals.

Providing motivation to students means that it will cause students to do something or want to do something. If there is motivation then learning outcomes will be the best. In addition, motivation can be used as a driving force for doing business and achieving. The existence of good learning motivation will give good results as well. In this way, through hard work, especially those based on motivation, individuals who learn will be able to achieve good results. The level of student motivation will later determine the level of academic achievement (Hakim et al., 2020)

The role of motivation in learning Motivation drives behavior, influences and changes behavior. Therefore, according to Tayibu, Khaerun Nisa'a. (2019) the function of motivation includes: encouraging behavior or action. Without motivation there will be no action like learning, motivation is guidance. It means directing action towards achieving desired goals, and motivation is the driving force. It acts as a car engine. The size of the motivation will determine whether the work is fast or slow.

The literature obtained was then selected to determine the relevant literature to answer the predetermined problem formulation. Based on these criteria, 10 articles were obtained which were then reviewed in the following Table 1.

Table 1 <10 Articles Were Obtained for Research>

No	Literary Identity	Research Design and Number of Samples	Psychological Problems/Symptoms	Counseling Techniques	Study Results
1	Sucianti, NW (2020). The Effect of Reality Approach Group Counseling Services on Student Learning Independence. <i>Syifaul Qulub: Journal of Islamic Guidance and Counseling</i> , 1(2), 53–60. https://doi.org/10.32505/syifaulqulub.v1i2.2464	sign test, N=8	Disciplined behavior of learning	Wants Direction Evaluation Plan (WDEP)	Being able to improve student learning discipline raised by the five subjects in this study is very significant
2	Istiqomah, D., & Habsy, BA (2019). The Effectiveness of Reality Counseling for Overcoming Anxiety Speaking Opinions to Middle School Students. <i>Indonesian Journal of Educational Counseling</i> , 3(1), 61–70. https://doi.org/10.30653/001.201931.48	one group pretest posttest design, N-1	anxiety level	Miracle question, exception question	Reality counseling is effective in dealing with anxiety in expressing the opinions of junior high school students
3	Kadafi, A., Pratama, BD, Suharni, S., & Mahmudi, I. (2020). Reduce Phubbing Behavior Through Islam-Based Reality Group Counseling. <i>JBKI (Indonesian Counseling Guidance Journal)</i> , 5(2), 31. https://doi.org/10.26737/jbki.v5i2.1721	quasi experiment, One Group Pretest-Posttest Design, N=8	Phubbing behavior	quasi experiment	The results show that Islamic-based reality group counseling is effective in reducing phubbing behavior
4	Prabawa, AF, Ramli, M., & Fauzan, L. (2018). Development of a Reality Cybercounseling Website to Increase Self-Disclosure of Vocational High School Students. <i>Journal of Guidance and Counseling Studies</i> , 3(2), 59–68. https://doi.org/10.17977/um001v3i22018p059	Paired Sample, one group pretest-posttest design t-test, N=7	Self-disclosure	Miracle question, exception question	Practical and effective for increasing self-disclosure of vocational students
5	Pratiwi, S. (tt). application of reality group counseling to reduce the delay rate of SMA Negeri 1 Gresik Students. 9.	baseline/intervention, Single-Case Experiment	Late behavior	Group Counseling, Miracle question,	Reality group counseling can decrease the behavior

No	Literary Identity	Research Design and Number of Samples	Psychological Problems/Symptoms	Counseling Techniques	Study Results
6	Rosida, UA, & Hidayat, RR (2017). Reality Counseling to Increase Achievement Motivation and Learning Achievement of Junior High School Students. 5, 8.	Pretest-post-test (control group design), N=8	Achievement motivation and learning achievement	Group counseling, Miracle question, Wants Direction Evaluation Plan (WDEP)	WDEP reality counseling (Wants, Doing, Evaluation, Planning) is effective for increasing student achievement motivation
7	Muhammad Sholeh Marsudi, Imas Kania Rahman. (2018). islamic reality therapy guidance and counseling to improve student learning motivation. Edutainment, 6(1), 31-47. https://doi.org/10.35438/e.v6i1.42	The reality therapy method, N=1	Motivation to learn	Individual counseling, Miracle question, exception question quasi experiment	an approach in Islamic guidance and counseling that is appropriate for dealing with student behavior lacking motivation to learn with the Al-Qur'an and Hadith approach as the basis for guidance and counseling
8	Khabib, FL (2019). guidance and counseling study program faculty of teaching and educational sciences muhammadiyah university magelang 2019. 92.	One group pretest-posttest design, purposive sampling, N=7	Motivation to learn	individual counseling, Miracle question, exception question quasi experiment	Group counseling uses an effective reality approach to increase student learning motivation in class IX D SMP Muhammadiyah Tempuran Magelang
9	Yulianti, D., & Hardianti, Y. (2018). The influence of reality counseling approach to improving the self-concept of broken homesman1 sikur students. 2(1), 10.	literature reviews	Motivation to study during covid 19	Individual counseling, Miracle question, exception question quasi experiment	Based on the results of the Literature Review which has been explained that the application of reality counseling techniques can be done to increase learning motivation

No	Literary Identity	Research Design and Number of Samples	Psychological Problems/Symptoms	Counseling Techniques	Study Results
10	Failasufah, F. (2016). The effectiveness of reality group counseling to improve student learning motivation (Experimental Study on Students of MAN Yogyakarta III). <i>Hisbah: Journal of Islamic Guidance and Counseling</i> , 13(1), 18–40. https://doi.org/10.14421/hisbah.2016.131-02	purposive sampling, pre-test and post-test, N=11	Motivation to learn	Group counseling, Miracle question, exception question quasi experiment	Reality group counseling is effectively used to increase student learning motivation at MAN Yogyakarta III

Application of Reality Counseling to Increase Learning Motivation

The results of the selection of articles that have been carried out using the prism method and adjusted to the criteria that have been determined that reality counseling is effectively used to increase student learning motivation, revealed by Failasufah (2016) proves that at MAN III Yogyakarta, reality group counseling is effectively used to increase student learning motivation. This can be seen from the results of calculating the output statistics of the experimental group before and after the test, the learning motivation score increased from before treatment to after treatment.

Reality counseling can increase student learning motivation which is also revealed by research by Rosida, UA, & Hidayat, RR (2017) who stated that WDEP reality consultation (ask, do, evaluate, plan) can effectively increase achievement motivation for junior high school students (student learning at SMP Negeri 1 Ngemplak Boyolali class VIII), this explanation also shows that increasing student achievement motivation, students learn significantly. And in line with Ginting's research (2017), it proved that after being given individual counseling services with reality techniques in the first and second cycles, students' positive attitudes increased.

Reinforced by research results from Muhammad Sholeh Marsudi, Imas Kania Rahman. (2018). Islamic-based reality therapy is an approach in Islamic guidance and counseling that is appropriate for dealing with the behavior of students lacking motivation to learn using the Al-Qur'an and Hadith approach as the basis for guidance and counseling.

Conclusions

Based on the results of the Literature Review which has been explained that the application of reality counseling techniques can be done to increase learning motivation. Reality therapy counseling is designed to make it easier for individuals to become rational and strong, and is believed to be effective in increasing student learning motivation. This consultation process focuses on changing behavior to be more responsible by planning and implementing actions. Suggestions that can be given: 1) For counseling teachers to be able to apply this reality counseling technique, 2). For students who experience a decrease in learning motivation, so that student learning motivation will tend to increase. Hope for students to be able to maintain their learning motivation and 3) Expectations for future researchers are expected to be able to enrich existing literature studies and further develop them.

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