The implementation of reality counseling to overcome students' isolated behavior

Evi Zuhara*
Universitas Islam Negeri Ar-Raniry
Banda Aceh, Indonesia

Mahdayani Mahdayani
Universitas Islam Negeri Ar-Raniry
Banda Aceh, Indonesia
*Corresponding Author. e-mail: evizuhara.aceh@gmail.com

Abstract

Individuals who have isolated behaviors tend to have difficulties in socializing properly, so they find it difficult to adapt to their group. Isolated behaviors are commonly shown by teenagers who tend to interact passively and do not engage with other people often. This study aims to examine reality counseling to overcome the isolated behaviors in students. It employed the experimental quantitative model with a One Group Pretest-Postest design. The participants of this study were 53 senior high school students. The researchers distributed the questionnaires developed using the Likert scale to the students in 10th grade. The result of this study shows that reality counseling has a significant impact on students' isolated behaviors. The average score increases by 30.400 in pretest and post-test results, from 91.00 to 122.00. This result indicates that there is a change in students' isolated behaviors after being intervened with reality counseling. Taking every into account, this study exhibits that reality counseling can treat students' isolated behaviors. This means that students show an increase in social interests in every aspect. The changes in behaviors are shown by inferior students who try to interact with other people and build self-confidence, domineering students who start to change their perception by not comparing their ability to someone's ability, selfish students who control their emotions, and students who like to be alone trying to get along with their friends.

Keywords: *isolated behaviors, reality counseling, student.*

Introduction

Social development in the teenage years is an important life stage. Teenagers are expected to accomplish their developmental tasks in this stage. This stage is also referred to as the "Age of Grouping" because teenagers have a strong interest and desire to be accepted in a certain group. Ates (2016) stated that teenagers like to maintain their presence in the social structure in order to achieve a harmonious and successful life. Being failed to be accepted in a certain group will bring negative impacts which are shown by unhappiness, difficulty in socializing, community rejection, dan difficulty in accomplishing further developmental tasks (Mappiare, 2000). Orben et.al (2020) states that adolescents between the ages of 10 to 24 years are in a phase marked by an increase in

social improvement. If they cannot go through this phase successfully, they may experience social isolation.

However, there are teenagers who cannot get along with their peers well. Isolated behavior is associated with personality and social interaction. Loades et.al (2020) stated that social isolation is the cause of experiencing increased depression and anxiety. Social isolation can interfere with adolescent mental health. In general, every student does not expect to experience this isolated behavior because it impedes the ways they socialize and interact with their community. Besides, everyone expects to be accepted and recognized properly in a certain group.

Generally, students are showing isolated behaviors because of their inability to get along and adapt to their community. Not being able to meet society's expectations results in difficulty in socializing and a need for a certain help or intervention. Viduani et.al (2021) pointed out that adolescents who have difficulty in socializing with the community will face social problems. Similarly, people with mental health disorders commonly face difficulties in interacting and intervening to overcome them. Students showing isolated behaviors are rarely involved in a peer group and are rejected in a certain group because they cannot accept the norms in their peer and are not able to act in accordance with the group's expectations.

According to the observation result, the researchers found that there are several isolated students. They are disliked by their classmates, are not able to mingle with classmates, and have low self-confidence. Some of them always try to get their teachers' attention, so other students tend to avoid them. Utomo & Maratus (2021) argued that adolescents who lack self-confidence can experience social isolation which is shown by the inability to share their feelings, dreams, and insights. Similarly, Barzeva et.al (2021) state that adolescents with isolated behaviors will withdraw and focus on negative social attachment. Isolated students thought that getting along with their peers is useless. Some students are avoided by others because they defy the teachers, are passive in conversation, have no seatmate, are alone during break time, as well as like to mock and disturb other people.

Specifically, in the field of guidance and counseling, there are theories and practices which can be used as an effective strategy to overcome students' problems in school, such as psychoanalysis counseling, behavioral counseling, gestalt counseling, and client-centered counseling. Salgong et al. (2016) state that guidance and counseling are important elements that guide individual and group behaviors.

A type of counseling, reality counseling, is considered to be appropriate to overcome problems with isolated behaviors in students. The researchers believe that reality counseling will increase social interests, because it encourages students to rationalize irrational thoughts, focuses on the present moment, and emphasizes personal power in students. Basically, reality counseling is a tool used by students to learn realistic behaviors, relieve the pressuring situations, as well as encourage the right, responsibility, and reality behaviors. This counseling can also encourage students to engage with other people through the learning process (Lamongga, 2011).

Reality Counseling Theory

Reality therapy is a form of behavioral modification in which its implementation employs loose operant conditioning. Reality counseling is based on the assumption that clients are responsible for themselves. In the educational context, counselors could support students and give students positive comments if they show responsible behaviors. In addition, they may also show disagreement if students do not show any responsible behaviors (Hendri, 2013). Reality counseling is a form of practical help done relatively simply through direct intervention for the counselee. This counseling is conducted by the school counselor in order to develop and build students' mental health.

Reality counseling is focused on present behaviors. People choose their own behavior not only for what they do but also for what they think of. Reality counseling gives an overview of psychic power in humans to analyze behaviors. If a certain behavior does not meet the need, it will be eliminated, and new effective behavior will be obtained (Gunarsa, 2007).

The steps to conduct reality counseling for coping with isolated behaviors is called WDEP system (W = wants and needs, D = direction and doing, E = self-evaluation, and P = planning strategy). Reality counseling should be started by building the relationship between the counselee and counselor (Gunarsa 1996). The first step to take is exploring wants and needs. Counselors should try to reveal all the counselee's needs as well as the perceptions of the needs. Counselee will elaborate on his/her needs toward parents, teachers, friends, etc. The counselor must listen carefully to what the counselee is explaining without criticizing them. The second step is exploring the direction and doing. This step aims to explore what action has been taken to achieve the wants and the needs. The action conducted has to be related to the present moment. The past action can be considered as long as it is associated with the present. The counselor assists the client to make a better plan for the future. The third step is self-evaluation. Counselors try to evaluate how far the development and action that counselee has made to change her/his behaviors. Counselee is expected to be able to evaluate her/himself (Setiawan 2018). In the last step, counselors and counselee make a plan for other desired actions to do. The important aspects of this planning step are action, feeling, and thought.

Isolated Behavior Theory

Moeliono explained that "isolated" means being left behind. Being isolated means being shunned and left behind in the class. Isolated students are rejected and disliked by other classmates (Moeliono, 1990). Desmita stated that isolated behavior is a person's inability to merge into a social network. This behavior is associated with a lot of problems such as the tendency to drop out of school and juvenile delinquency (Desmita, 2010). According to Walgito, isolated behavior shown by students is the result of being rejected and shunned by their peers. Walgito in Cohen claimed that students' isolated behaviors are the results of not being able to accept the norms in their personality, behave properly, and adapt to their community expectations.

Yusul explained that there are characteristics of students who show isolated behaviors. Below is the description of each characteristic.
1. Inferiority. Students show a lack of social interest, and selfish viewpoints because they are driven by an inner fear of failure in the future (Lamberson & Wester, 2018).
2. Dominating other people. Students seek to control others by being confident and assertive about their point of view and sometimes forcing others (Kakkar & Sivanathan, 2021).
3. Selfish. Students show selfish behavior that can hurt social relations (Testori et.al., 2022).
4. Loner. Students limit themselves from direct social contact with their environment (Entriger & Gosling, 2021).
5. Lack of tolerance. Students cannot distinguish between right and wrong, fair and unfair, and conflicting ways of life (Verkuyten et.al., 2020; Harjianto et.al., 2021).
6. Friends' behavior. Students who are doubtful can be avoided because they are afraid to be accepted or rejected by a certain group. These students are too afraid to engage with a certain group because they are too afraid of being mocked and rejected in a community (Yusuf, 2003).

Method

This research employed the quantitative approach to collect the data. Then, statistical analysis was conducted to analyze the data. This experimental research tried to see the influence of a certain treatment in a controlled condition. Its focus was to examine the hypothesis that a

certain treatment could change the behavior effectively. This study used a pre-experimental design with One Group Pretest Posttest design. The participants of this study were 53 students of the 10th grade. The researcherd used the nonprobability sampling technique to collect the research sample. The type of nonprobability technique used in this study is purposive sampling. The sample of this study was obtained from five students who were corresponding with the purpose of this study and gained high scores of isolated behaviors from all classes. The questionnaire used in this study was developed based on the Likert scale. The questionnaire measured students' behaviors, perceptions, and opinions toward the social phenomenon. There were some alternative answers in the questionnaires, i.e. Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Findings and Discussion

The results of the study are described based on the findings and focus of this study. The first thing that is described is the findings of research data based on the results of descriptive analysis. The results are presented in Table 1 below.

Table 1. The general profile of isolated students

Category	Frequency	Percentage
High	6	11%
Moderate	42	79%
Low	5	10%
Total	53	100%

Table 1 shows that in terms of isolation there are 6 students that belong to the High category, 42 students are in the Moderate category, and 5 students are in a Low category. These students will be intervened with reality counseling to treat isolated behaviors.

Table 2. The general profile of isolated students in every aspect

Aspect	Frequency	Percentage	Category
Inferiority	7	15	High
	38	72	Moderate
	8	13	Low
Like to dominate other people	21	40	High
	28	53	Moderate
	4	8	Low
Selfish	38	72	High
	11	21	Moderate
	4	8	Low
Like being alone	11	21	High
	36	68	Moderate
	6	11	Low
Tolerance ability	10	19	High
	40	75	Moderate
	3	6	Low
Norm and behavior	13	25	High
	37	70	Moderate
	3	6	Low

Table 2 shows the different results in every aspect of isolated behavior. This means that some students have these isolated behaviors. Students who show isolated behavior have low social interest, are inferior, dominate other people, are selfish, conduct activities without engaging with other people, have a lack of tolerance, show deviant behaviors, and disobey the rules.

The result of the normality test conducted using SPSS shows sig. pretest value of 0.426 and a posttest value of 0.829. If the data distribution is normal, the sig value is higher than 0.05. If the data distribution is not normal, the sig value is lower than 0.05. The result of the normality test shows that pretest sig. value 0.426 > 0.05 and posttest sig. value 0.829 > 0.05. This means that pretest and posttest values are higher than 0.05. Therefore, based on this normality test, the data distribution is normal (Saputri & Herwin, 2020).

Table 3. Pretest and posttest data of students showing isolated behaviors

Respondent	Pretest	Postest
KL 1	81	118
KL 2	94	125
KL 3	90	120
KL 4	95	117
KL 5	98	130
Total	**458**	**610**

Table 3 shows that the pretest and post-test results of social interest of students showing isolated behavior increased significantly. The total score of the isolated behavior in pretest is relatively low (458). After reality counseling was conducted, the score in the posttest increased (610).

Table 4. T-test of pretest and posttest data of students showing isolated behaviors

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest postest	-30.400	5.413	2.421	-37.121	-23.679	-12.558	4	.000

Table 4 shows that the value obtained in the t-test is 12.558, the mean value is 30.400, and the confidence interval of the difference is between 37.121 and 23.679. The significant value (2-tailed) of the t-test analysis is 0.00. This means that there is a significant difference in the pretest and posttest results after reality counseling is conducted. The significance (2-tailed) $0.00 < 0.05$ means that reality counseling can treat isolated behavior.

Table 5. T-test result of *pretest* and *postest* of students showing isolated behaviors in every aspect

Aspects	Average		Gain Average	T-test	T-table	Asym p. Sig (2-tailed)	A	Desc
	Pretest	*Posttest*						
Inferiority	44.60	65.20	20.600	5.907	2.132	0.00	0,05	Sig
Like to dominate other people	7.00	8.20	1.200	3.207	2.132	0.03	0,05	Sig
Selfishness	3.20	5.40	2.200	3.773	2.132	0.02	0,05	Sig
Like being alone	12.20	17.80	5.600	3.201	2.132	0.03	0,05	Sig
Tolerance ability	10.20	13.00	2.800	3.255	2.132	0.03	0,05	Sig
Norm and behavior	11.80	14.00	2.200	4.491	2.132	0.01	0,05	Sig
Treatment of friend	2.60	3.80	1.200	6.000	2.132	0.04	0,05	Sig

Description:
   Sig value (2-tailed) > α (0.05) = not significant
   Sig value (2-tailed) < α (0.05) = Significant

The result of the t-test shown in Table 5 indicates that the t-test value is greater than the t-table with a significance level of 0.05. This means that there is a significant difference between

pretest and posttest results after reality counseling was conducted. It means that the implementation of reality counseling could treat students' isolated behaviors. Table 5 shows an increase in average scores during the posttest.

The result of the survey shows that social interest level is in the low category. These students have a low level of social interest and do not have sufficient social ability. Peterson states that social ability is related to how people communicate, build a relationship with others, respect other people and themselves, listen to other people's opinions and complaints, give and accept feedback, and behave in accordance with the norms and the rules (Petersen, 2004). Kelly (1982) stated that social skill is learned behaviors, which are used by individuals in an interpersonal situation in the environment. This means that during the mid and last phases of development, teenagers should have been able to possess the social ability to adapt to the community and to be accepted by a group.

Students' Behavior Profile Based on the Aspects

The results of the survey conducted with the students in the 10th grade show that the achievement of social interest behavioral aspects belongs to the low level. This low level of achievement indicates that counselors need to conduct a guidance intervention to give understanding and develop optimal social ability. This intervention aims to develop a social interest in order to treat isolated behaviors.

In terms of inferiority, students are not able to adapt to the class well and have a low level of self-confidence. Risnawati and Ghufron stated that adaptation has a few aspects, namely adaptation, conformity, mastery, and individual variation. Adaptation is defined as someone's ability in adapting. Conformity is possessed by someone who has good adaptation ability and social consciousness. Mastery is shown by someone who has good adaptation ability and the ability to make a plan as well as organize a response, thus able to arrange and respond to any kind of problems efficiently. At last, individual variation means that there are various behaviors, and it is related to how someone responds to a problem (Risnawati & Ghufron, 2010). Counselors need to conduct a guidance program about inferior aspects using reality counseling with the intention of encouraging students to eliminate inferiority. Thus, students are able to adapt to the community and build self-confidence.

The aspect of dominating other people is at the low level. Dasmita stated that popular students are able to interact with other people easily, understand the social situation, have a high ability in interpersonal relationships, and tend to behave cooperatively to correspond with the group norms (Desmita, 2012). On the contrary, isolated students do not possess the ability to do so.

The next aspect, selfishness, belongs to the low level. This means that students have low emotional maturity because they are not able to control their emotions. Elizabeth and Hurlock stated that there are two characteristics of emotional maturity. The first is self-control. It is related to how an individual is able to predict when they can express their emotion in an acceptable way. The second is self-understanding. It is shown by how stable emotional reaction is and the way people understand the reasons causing their emotions.

The aspect of tolerance ability belongs to the low level. This behavior is shown by the lack of acceptance and respect toward other people (Akhmad, 2017). Tolerance is the ability to respect and regard other people's opinions and behaviors. Tolerant people can control what to say and how to behave, and show behavior that shows respect to other people. Students are expected to be able to develop tolerance corresponding to students' needs.

The aspects of norms and behavior also belong to the low level. This is shown by how students disobey the school rules. Idianto Muin explained that norms and behaviors function as behavioral regulators in daily activity because it is related to what people want, what is worth, and what factors influencing behavior in students. In the educational field, there is a benchmark that needs to be obeyed and regarded as a good thing by the students and teachers (Idianto, 2006).

The friends' treatment also belongs to the low level. It indicates that students' acceptance of other students is still low. According to Panut and Ida umami, the treatment of peers has a strong influence on understanding peer acceptance and rejection (Panut, 1999). Students need to develop this aspect to be able to treat their friends properly.

Conclusion

Based on the results of the study on reality counseling in treating students' isolated behaviors, it is concluded that isolated behaviors shown by students in 10th grade are quite common. After reality counseling is done, there is an increase in social interests in every aspect. Students that used to be inferior try to interact with other people and build self-confidence. Domineering students start to change their perception by not comparing their ability to someone's ability. Selfish students start to control their emotions. Students who like to be alone try to get along with their friends. Students who lack tolerance start to accept and respect other people. At last, more students start to obey the school rules and increase the acceptance of other students. It is also concluded that reality counseling has a significant impact on students' isolated behaviors. This means that the implementation of reality counseling is able to treat isolated behavior in students.

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