

# The effectiveness of reality-based group counseling in enhancing open-mindedness among students with factory worker parents

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## Abstract

This study is based on the low level of open-mindedness among students, as reflected in the Programme for International Students Assessment, particularly among students with limited parental support. This study aims to examine the effectiveness of reality-based group counseling in enhancing the open-mindedness of students whose parents are factory workers. The study employed a quasi-experimental control group time-series design, involving 12 students selected via purposive sampling, who were subsequently assigned to an experimental group ( $n = 6$ ) and a control group ( $n = 6$ ). Data were measured repeatedly, at pre-test, mid-test, and post-test using an adapted version of the Actively Open-Minded Thinking (AOT-17) instrument, which consists of 17 items. Validity was tested using Product-Moment correlation ( $r = 0.125-0.669$ ) and reliability via Cronbach's Alpha ( $r = 0.681$ ). The data obtained were analyzed using Mixed ANOVA to determine differences across the three measurements. The analysis results indicated significant differences after the three measurements in the experimental group post-intervention, with an  $F(1, 10) = 158.844$ ,  $p < 0.05$ , reflected in the pretest mean ( $M = 50.00$ ) and post-test mean ( $M = 70.00$ ). This indicates that the intervention contributed significantly to the change. These findings confirm that the intervention was effective in enhancing open-mindedness, it can be recommended as an effective strategy for counselors. Future researchers are encouraged to examine various background and individual characteristics to gain a more comprehensive understanding.

**Keywords:** *reality approach, group counseling, open-mindedness, students, factory workers.*



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## Introduction

The rapid development of industrial zones makes them a strategic sector supporting the economy, while also contributing to an increase in the number of factory workers as the dominant labor force. Factory workers are individuals involved in production activities in the industry who receive wages and compensation in accordance with their employment contracts (Aravik, 2018; Kusriani & Suryani, 2022; Syahira & Azizah, 2023). In reality, the work demands on parents who are factory workers have the potential to create psychological stress that can affect

their children. This situation indirectly hinders the development of students' cognitive abilities, particularly in critical, adaptive, and open-minded thinking (Juwita et al., 2020; Salamah & Yurita Erviana, 2022; Sari et al., 2022). Therefore, the role of parents in supporting students is of great importance, as parental support that emphasizes setting a good example and constructive communication fosters students' discipline, empathy, and positive social interactions (Anisa, 2023; Diana et al., 2021; Ramadhani et al., 2021).

Previous studies suggest that factory workers often face heavy workloads, rotating shifts, and occupational stress, which can reduce both the frequency and quality of parents-child interactions and decrease parents' emotional responsiveness and involvement in their children's everyday lives (Nomaguchi & Milkie, 2020). In this regard, limited parental supervision and reduced opportunities for guidance may contribute to lower self-control, egocentric tendencies, and social difficulties among students. This is particularly true for middle school students, who still need attention and emotional support from their parents to develop a sense of responsibility, self confidence, and adaptive social behavior (Hamid, 2023; Hidayah, 2024; Martuti, 2021; Mutmainah, 2022). In the developmental context, this condition becomes increasingly important because adolescents are in a transitional phase of cognitive and social development that requires flexible thinking skills. At the same time, students also need the ability to mitigate the negative impacts of digital information exposure, in which open-mindedness plays an important role (Turner, 2025).

This urgency is reinforced by empirical findings from the OECD's 2024 global report through the Programme for International Students Assessment (PISA), which shows that 59% of students are capable of considering different perspectives. However, as many as 54% of students still believe that there is only one correct position in a controversial situation. These findings indicate that open-mindedness has not yet developed optimally. This situation aligns with the results of an initial study indicating that the majority of students with parents who are factory workers fall into the moderate to low categories of open-mindedness. This has the potential to increase the risk of interpersonal conflict and limit personal potential. In this context, the ability to be open-minded is a crucial aspect of student development, encompassing the ability to analyze, interpret, evaluate, make decisions, and apply critical thinking to oneself and others (García-Carmona, 2025; Gómez et al., 2025; Maile, 2025; Southworth, 2022; Thalib et al., 2025). Thus, open-mindedness is understood as a willingness to be open to other perspectives, a concern for conflicting evidence, a willingness to postpone conclusions, and reflective thinking (Simonovic et al., 2023; Stanovich & Toplak, 2023; Su, 2025).

In psychological research, open-mindedness is considered a component of an individual's character strength. This concept is included among the 24 character strengths developed by Seligman (2004) within the framework of positive psychology (Niskanen, 2025; C. T. Putri & Suyasa, 2023; Ramadhani et al., 2021). The positive psychology framework emphasizes the development of potential, positive attitudes, resilience, and the utilization of individual strength to achieve well-being and meaning in life (Fath et al., 2025; Togatorop, 2024). In line with this, Wirani & Ramli (2025) also assert that positive psychology focuses on personal strength, the development of one's full potential, and approaches to enhance individual well-being and quality of life. Thus, within this framework, open-mindedness serves as a form of self-actualization that enables students to be open to new experiences and perspectives to optimize cognitive and social development. Therefore, this ability needs to be developed through targeted and systematic interventions.

Various approaches have been examined to enhance open-mindedness; however, previous research has tended to focus on cognitive restructuring techniques that emphasize transforming irrational thought patterns into more adaptive ones, thus tending to focus on individual cognitive change (Billa, 2024). Based on this, this study examines a reality-based approach that is not only oriented toward cognitive aspects but also emphasizes awareness of choices, personal responsibility, and a focus on the individual's present circumstances and future direction. One

form of implementing this approach is through group counseling as an intervention strategy that focuses not only on problem-solving but also on optimizing individual potential through interpersonal interactions that foster conscious and reflective thinking processes (Purwanti et al., 2020; Putri et al., 2023; Sopah et al., 2023).

Group counseling is understood as an intervention strategy that focuses not only on problem-solving but also on optimizing potential through interpersonal interactions that emphasize conscious and reflective thinking. This intervention involves collaboration between members and the group leader to explore potential in order to achieve adaptive change. In practice, group counseling has an ideal group size ranging from 4 to 8 members (Anisanti, 2020; Manuardi & Mustopa, 2021; Rohana et al., 2020; Trotzer, 2006; Wibowo, 2019). Preliminary studies in this research indicated that several students with factory worker parents experienced difficulties related to self-control, social interaction, emotional openness, and acceptance of different perspectives. These difficulties manifest as impulsive responses, limited communication with peers, reluctance to openly express feelings, and difficulty adapting to differing opinions in social situations. This condition is believed to be related to limited parental guidance and emotional involvement due to work demands and fatigue experienced by factory-working parents, which can reduce the quality of parent-child interactions and psychosocial support at home. Consequently, this condition has the potential to hinder students' psychosocial adjustment and cognitive-emotional development. Highlighting the need for appropriate counseling interventions (Rachmawati et al., 2025; Ulma & Septianawati, 2025).

Thus, reality-based group counseling is considered relevant because it emphasizes current behavior, personal responsibility, and realistic decision-making in helping individuals modify maladaptive thoughts and actions through constructive choices while focusing on current conditions and future orientation to fulfill psychological needs (Berg et al., 2025; Fidya & Masril, 2024; Mulawarman et al., 2020; Wubbolding, 2002). Through group dynamics and reflective discussion, students are encouraged to recognize their behavioral patterns, evaluate the consequences of their actions, and develop more adaptive ways of interacting with others. In addition, the group setting provides opportunities for students to learn from shared experiences, increase empathy, and practice openness toward different viewpoints in a supportive environment. Therefore, reality-based group counseling is expected to help students with factory worker parents improve self-control, interpersonal adjustment, and cognitive flexibility as part of their overall psychological and social development (Nadhirah et al., 2024).

The effectiveness of this approach is supported by various studies examining students' psychological well-being. A study by Rizki & Wangid (2023) shows that this approach effectively enhances students' sense of responsibility, as evidenced by their ability to express reflective opinions, their willingness to ask questions, and their capacity to provide constructive feedback. Several other studies also indicate that this intervention is effective in developing students' cognitive and behavioral aspects (Febrianti & Hariastuti, 2026; Salsabila & Kesuma, 2025; Ulma & Septianawati, 2025; Widiyanti & Wiyono, 2022). However, studies specifically linking this approach to increasing open-mindedness remain limited, particularly among students from factory worker families. In this context, the reality approach is relevant for students from factory worker families because their parents' limited time and support necessitate that students develop independence, self-control, personal responsibility, and rational thinking and behavior. This aligns with the focus and principles of the reality approach. Therefore, this study aims to examine the effectiveness of group counseling using a reality approach in enhancing open-mindedness among junior high school students whose parents work as factory workers.

## **Method**

This study employs a quantitative approach using a quasi-experimental design with a control group time-series design based on repeated measures, as it involves the same measurements taken repeatedly (Abraham & Supriyati, 2022; Lestari et al., 2025; Muhammad,

2023). This approach is a time-series design involving both an experimental group and a control group (Creswell & Clark, 2018).

The results of the preliminary study at SMPN 1 Pringapus revealed that most eighth-grade students come from families with parents working as factory workers. Preliminary studies through the AOT-17 scale showed that some students relatively low levels of open-mindedness, which was reflected in several aspect such as difficulties accepting differing opinions, limited flexibility in social interactions, and a tendency to prioritize personal perspectives during peer discussions. Thus, the class and school are representative as research subjects. The research subjects consisted of 12 eighth-grade students aged 13-14 years with limited parental interaction (1-3 hours) due to their parents' work demands as factory workers. Subjects were selected through an initial screening process based on the results of an open-mindedness scale, which indicated that the students had needs aligned with the group objectives and were willing to participate in group cocounseling activities, this sampling using purposive sampling techniques (Sugiyono, 2022; Suriani et al., 2023). The subjects were divided into two groups, namely the experimental group and the control group, each consisting of six students, with a 50% male and 50% female ratio in each group to ensure a balanced proportion. Grouping was based on participants' suitability, readiness for interpersonal interactions, and group counseling dynamics in accordance with the principles of group counseling.

Data collection in this study utilized an adapted version of the Actively Open-Minded Thinking (AOT-17) instrument developed by Svedholm-Häkkinen & Lindeman (2018) to measure an individual's capacity for open-minded thinking. The instrument underwent a back translation process conducted by the Language Service Center at Universitas Negeri Semarang. The AOT-17 consists of 17 items with six response options: (1) strongly disagree; (2) somewhat disagree; (3) slightly disagree; (4) slightly agree; (5) somewhat agree, and (6) strongly agree. The validity of the instrument, using the product-moment correlation, yielded a range of  $r$  values (0.125 to 0.669), and the reliability of the instrument calculated using Cronbach's Alpha, resulted in  $r = 0.681$ .

This study was conducted with the approval of the principal of the school where the research took place. The counselor in these counseling sessions was the researcher, who had been supervised by a professional and conducted the counseling process under professional supervision as a form of accountability. Research participants were provided with an explanation regarding the procedures, including the intervention, data collection, and their rights. Members of the experimental group were asked to read and sign an informed consent form. Subsequently, both the experimental and control groups underwent three assessments: pre-test, mid-test, and post-test. The experimental group received the intervention over six sessions, with an intervention design systematically developed based on the research's aspects and needs. The aspects in this study included dogmatism, fact resistance, belief personification, and liberalism, which emphasized responsible thoughts and actions to achieve adaptive change. Each counseling session was conducted face-to-face within the school setting, lasting approximately 45-60 minutes. This intervention is carried out in accordance with the stages of group counseling proposed by Wibowo (2019), namely the pregroup stage, beginning stage, transition stage, working stage, and termination stage. The pregroup and beginning stages focused on group formation, orientation, the development of trust among members and cohesiveness among members. The transition stage focused on helping participant build readiness for deeper interpersonal interaction within the group process and working stages emphasized the core processes of reality-based group counseling, including the evaluation of actions and thoughts, responsibility, and realistic decision-making while addressing aspects of dogmatism, fact resistance, belief personification, and liberalism. And then the termination stage focused on reflection, evaluation, and reinforcing participants' commitment to applying open-mindedness. Meanwhile, the control group did not receive the intervention but still underwent the same series of measurements.

The research data were analyzed using statistical software to test for differences in scores across each measurement. The data were analyzed using a Repeated Measures Mixed ANOVA to determine differences between groups and over time. Data processing was performed using SPSS version 23. Since Mixed ANOVA falls under parametric statistics, a Shapiro-Wilk normality test was first performed, yielding a Sig. > 0.05 and Levene’s Test for homogeneity also yielded a Sig. > 0.05, both serving as prerequisites for the use of parametric statistics. Mixed ANOVA was used to test changes in open-mindedness across three measurement time point (time effect). Additionally, this analysis was used to compare differences between in change over time between the two groups (group\*time interaction effect).

**Findings**

The descriptive analysis of each group is presented in the table below:

**Table 1. Results of Descriptive Analysis**

Group	Range	Min	Maks	Mean	Std. Deviation
Pre-test Experimental	11	43	54	50.00	4.147
Mid-test Experimental	11	54	65	60.83	4.262
Post-test Experimental	9	66	75	70.00	3.688
Pret-test Control	8	48	56	51.83	3.601
Mid-test Control	9	47	56	50.50	3.619
Post-test Control	5	46	51	48.50	2.168

The results of the descriptive analysis in Table 1 indicate a significant increase in scores in the experimental group, with scores rising gradually from 50.00 on the pre-test to 60.83 on the mid-test and reaching 70.00 on the post-test. In contrast, the control group showed a decrease in scores, from a pre-test score of 51.83 to a mid-test score of 50.50 and further to a post-test score of 48.50. These findings confirm that the intervention has a significant effect on improving the research subjects open-mindedness over time. A more detailed breakdown of the score increases in the experimental group can be seen in the following Table 2.

**Table 2. Comparison of Means by Gender**

	Pre-test	Mid-test	Post-test
Female	51.00	62.33	71.33
Male	49.00	59.00	68.67

Descriptively, Table 2 shows that the intervention made a positive contribution to increasing students’ open-mindedness among both female and male students. The differences in scores were relatively consistent and showed that female students’ levels of open-mindedness were slightly higher than those of male students at each measurement phase. Furthermore, the results of the mixed ANOVA analysis are presented in Table 3:

**Table 3. Results of Repeated Measures Mixed ANOVA**

	df	F	Sig.	Partial Eta Squared
Between-subjects	1			
Group (experimental/control)	1	25.920	.000	.722
Error	10			
Within-subjects	1			
Time (pre-test/mid-test/post-test)	1	81.523	.000	.891
Group*time	1	158.844	.000	.941
Error	10			

The results of the Mixed ANOVA test indicate that the group counseling intervention had an effect on increasing open-mindedness, as evidenced by the  $F(1, 10) = 25.920, p < 0.05$ . Consequently, the reality-based group counseling intervention had a significant effect on changes in students open-mindedness. Table 3 also shows the effect of measurement (time) on the

increase in open-mindedness, as evidenced by the statistical significance of  $F(1, 10) = 81.523, p < 0.05$  indicating the effect of time on the increase in students open-mindedness. Furthermore, the interaction effect between group and time yielded a significant result  $F(1, 10) = 158.844, p < 0.05$  indicating that changes in open-mindedness over time differed significantly between the experimental and control groups. These findings confirm that the intervention made a substantial contribution to improving open-mindedness. Changes at each measurement point can be seen in the following Figure 1:

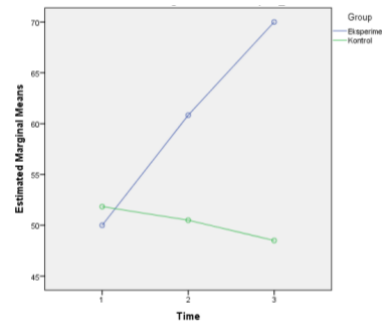


Figure 1. Comparison Chart of Pre-test, Mid-Test, Post-test

## Discussion

In this study, the results of a preliminary study conducted at a school in an industrial area, where the majority of students come from families with parents who work as factory workers, indicate that students' initial levels of open-mindedness were relatively moderate to low. These results are reinforced by the 2024 Programme for International Student Assessment (PISA) study, which confirms that 54% of students do not yet have the ability to evaluate various perspectives optimally, indicating a lack of adaptability in dealing with the complexity of information and even resistance to information. These findings suggest that the ability of open-mindedness has not yet developed optimally in some students.

This situation is inextricably linked to the socioeconomic factors shaping students' lives, particularly in families with a factory-worker background. Students from factory worker families tend to have limited access to diverse learning resources and social experiences that enrich their perspectives (Destin et al., 2019). These limitations are not only related to material aspects but also to opportunities to engage in diverse and meaningful social interactions, including reflective discussions within the family environment. Consequently, students have limited opportunities to optimize their reflective and argumentative thinking skills (Khanolainen et al., 2023; Strickhouser & Sutin, 2021). Thus, such family dynamics contribute to the stunted development of social-emotional skills, including the ability to understand diverse perspectives (Arumsari et al., 2023).

More specifically, the fact that parents work as factory workers with routine jobs has the potential to influence family dynamics due to work-related stress and repetitive work patterns that limit the quality of interactions and cognitive stimulation received by students, thereby impacting their cognitive development (Bell, 2025). The implications of these conditions are reflected in students' tendency to be reluctant to express opinions, to simply follow the group's lead, and to exhibit irrational responses when receiving criticism. Additionally, students tend to avoid situations that require open argumentation or exposure to differing opinions. This phenomenon indicates a limitation in cognitive flexibility, which is a key component of open-mindedness (Baron, 2019; Ghosh & Halder, 2020; Haim & Tsur, 2017; Limeri et al., 2020).

Limitations in cognitive flexibility can be addressed by strengthening students' ability to adaptively understand and accept diverse perspectives. This is supported by the development of intrapersonal aspects, such as self-confidence, so that students can express their feelings and ideas more openly in social interactions. Additionally, fostering meaningful interactions within family and school environments plays a crucial role in enriching social experiences and

supporting the development of students' cognitive flexibility, which in turn fosters their open-mindedness, particularly among students with factory worker parents (Harjianto et al., 2021; Utomo & Sholihah, 2021; Verkuyten et al., 2020; Zuhara & Mahdayani, 2022). Thus, it can be understood that open-mindedness is shaped by the interaction of several factors, one of which is the parents' occupational characteristics that shape the dynamics of students' social experiences.

Given these issues, the interventions provided are not only supportive but also aimed at responsibly changing students' ways of thinking. In this context, group counseling interventions are implemented as an approach that is not only supportive but also focused on changing students' ways of thinking. Structured group-based interventions can enhance flexibility and openness to diverse perspectives through reflective dialogue, interpersonal feedback, and the reinforcement of self-competence (Kuhn, 2020). Thus, reality-based group counseling becomes relevant as it emphasizes personal responsibility, awareness of current behavior, and the evaluation of thoughts and actions in a more rational and reality-based manner. Through this process, students with factory worker parents are encouraged to reflect on their experiences and behavioral choices, thereby developing cognitive flexibility and openness to various perspectives with a counselor who facilitates students' needs and supports cognitive change toward a more adaptive direction (Nabilla et al., 2023; Nadhirah et al., 2024).

The implementation of reality-based group counseling in this study underscores the strategic role of the group leader as the primary facilitator in optimizing students' active participation during the intervention process. The intervention is oriented toward developing students' awareness of their capacity for open-minded thinking, which includes the ability to explore diverse perspectives, reduce resistance to facts, and minimize tendencies toward dogmatism (García-Carmona, 2025; Svedholm-Häkkinen & Lindeman, 2018). For students with factory worker parents, limited time for interaction within the family environment makes school a space for developing the potential for open-mindedness. Thus, the management of group dynamics is systematically directed toward building productive interactions and solid cohesion to support sustainable transformation (Nuha et al., 2024). The results of the analysis in this study indicate that the intervention has a significant effect on increasing students' open-mindedness at each measurement phase.

The results indicate that the intervention provided to students whose parents work as factory workers had a significant and strong effect on improving students' open-mindedness. Conceptually, this improvement in students' ability to consider different perspectives, accept new information, and demonstrate greater flexibility in responding to various situations. This development occurred because previously, some students tended to respond to differing opinions in less adaptive and less responsible ways, such as prioritizing personal views and showing limited openness toward alternative perspectives. In the reality-based approach, this situation indicates that students are not yet able to adequately meet their basic needs, leading them to adopt unrealistic and irresponsible behaviors in social interactions. Through reality-based group counseling, students were encouraged to identify their personal needs, expectations, social interaction patterns, as well as to evaluate whether their current behavior supported positive relationship and adaptive goals.

The improvement in open-mindedness was facilitated through the structured implementation of the WDEP stages (Want, Doing & Direction, Evaluation, and Planning). During the counseling process, students reflected on their responses to differing opinions and developed more realistic, responsible, and open-minded behavioral strategies (Wahyuni et al., 2023). In the Want stage, students identify their needs, expectations, and social relationship they desire. In the Doing and Direction stage, students explore their current behaviors, responses to differing opinions, and the direction of their social interactions. In the Evaluation stage, students reflect on whether their behaviors support openness to different perspectives and positive interpersonal relationship. And then, in the Planning stage, students develop a plan for more realistic, responsible, and open-mindedness in social interactions. These findings align with the

study by Zarisman et al. (2023), which demonstrated that reality-based group counseling grounded in choice theory is effective in fostering students' awareness of more adaptive and responsible choices regarding their thoughts and actions. The increase in open-mindedness in this study was facilitated through a structured intervention mechanism following the WDEP stages (Want, Doing & Direction, Evaluation, Planning). Thus, the dynamics and systematic approach in reality-based group counseling contribute to the development of open-mindedness through processes of self-evaluation, accountability, and constructive social interaction (Zuhara & Mahdayani, 2022).

The effectiveness of this intervention reflects a relatively balanced dynamic between male and female students, thereby providing equal opportunities to identify differences in the development of students' open-mindedness. In this study, the intervention contributed positively to an increase in students' open-mindedness among both female and male students. The results indicate that the implemented intervention was able to enhance students' open-mindedness regardless of gender differences. However, female students demonstrated slightly higher levels of open-mindedness compared to male students at every measurement phase. This difference aligns with the findings of Caballero-García & Ruiz (2024), which show that females have higher levels of open-mindedness compared to males, characterized by a superior tendency toward openness to new perspectives.

This difference can be explained by the fact that females generally possess higher levels of empathy and emotional intelligence than males. These characteristics contribute to the development of open-mindedness by enabling individuals to understand, evaluate, and accept different perspectives in a flexible manner. Research in the field of psychology indicates that females consistently exhibit higher levels of empathy in both affective and social domains (Löffler & Greitemeyer, 2023; Winward & Itier, 2025). The findings of McDonald & Kanske (2023) reinforce that females show a greater tendency toward social concern compared to males. This supports the notion that females are more open to various perspectives and more responsive to diverse social experiences. Thus, gender factors contribute to the development of students' open-mindedness, although the primary influence still stems from reality-based group counseling interventions.

This intervention is closely linked to the process of internalizing values and experiences, in which students actively process, reflect on, and integrate their experiences. In other words, this intervention helps guide students in developing self-confidence, increasing their openness to positive attitudes, and formulating concrete plans to face challenges in daily life. This is particularly true for students with factory worker parents, who tend to require guidance and support in understanding and accepting new perspectives on an issue using the 3R framework (right, responsibility, reality) (Salsabila & Kesuma, 2025). In line with this, the findings of this study are consistent with several previous studies showing that the implementation of reality-based group counseling contributes to increasing students' open-mindedness by helping students identify their desires, reflect on their thinking patterns, evaluate and plan their actions in a focused manner.

In this context, structured reflection and evaluation mechanisms serve as a crucial foundation for fostering students' cognitive flexibility. This process supports students in considering various alternative ways of thinking more openly. This indicates that reality-based group counseling effectively enhances the ability to self-actualize across diverse perspectives (Wahyuni et al., 2023; Wirani & Ramli, 2025). Furthermore, these findings have broad implications for students' psychological development, as reality-based group counseling also strengthens individual awareness and responsibility regarding their chosen thoughts and actions. Thus, reality-based group counseling impacts not only behavior but also students' cognitive flexibility and openness to new ideas (Kurniati & Supriyatna, 2022; Widiyanti & Wiyono, 2022). This intervention also contributes to profound changes in students' cognitive and behavioral aspects because it is oriented toward responsible concrete actions and is aligned with the

dynamics of social reality (Setyawan & Prabawa, 2023).

From a broader perspective, the open-mindedness fostered through this intervention has strategic implications for individuals' ability to adapt to the complexity of information. Reality-based group counseling facilitates students in developing a more comprehensive understanding of their own needs, conducting critical evaluation and formulating more responsible and adaptive action plans (Amalia & Munawaroh, 2025; Berg et al., 2025). Furthermore, the implementation of group counseling also consistently contributes to enhancing students' self-confidence. Increased self-confidence in students leads to the development of open-mindedness, as students possess a stronger conviction to explore, accept and critically evaluate diverse perspectives. Thus, reality-based group counseling not only impacts the affective dimension but also expands students' cognitive flexibility in responding to the complexity of information and situational demands in a more adaptive manner (Prayetno et al., 2025; Tohari & Aminah, 2023).

This connection reinforces the idea that reality-based group counseling systematically guides students through a process of reflecting on needs, evaluating behavior, and planning actions based on the WDEP framework. This process not only strengthens personal awareness and responsibility but also stimulates cognitive exploration of alternative thoughts and actions. Thus, reality-based group counseling functions as a catalyst in developing open-mindedness through the integration of curiosity, self-reflection, and constructive social interaction dynamics (Cicilia, 2025). Thus, the results of this study confirm that reality-based group counseling is an effective intervention in developing students' open-mindedness. Ulma & Septianawati (2025) also emphasize that this intervention is not solely oriented toward behavior modification but also contributes to the reconstruction of cognitive frameworks through processes of self-reflection, critical evaluation, and constructive social interaction within group dynamics.

The findings of this study indicate that the development of students' open-mindedness through reality-based group counseling is understood contextually, taking into account the dynamics of family backgrounds. This underscores the contribution of this study to enriching the literature on open-mindedness by incorporating family background into the process of students' cognitive development. An increase in open-mindedness can be understood as the result of integrating appropriate interventions based on students' family backgrounds. In this regard, counselors should not only focus on individual aspects but also on the environmental dynamics that influence students' thought processes. Therefore, to accurately understand issues related to students' open-mindedness, it is necessary to examine various student characteristics. Additionally counselors must consider students' personal aspects as well as the multicultural context

## **Conclusion**

The research findings indicate that the reality-based group counseling intervention developed was effective in enhancing the open-mindedness of students whose parents are factory workers. This is reflected in the significant effect observed at the measurement time points, which shows a gradual increase, and the interaction effect between the intervention and time, which further reinforces the changes. These findings contribute to providing empirical support for the effectiveness of reality-based group counseling in enhancing open-mindedness through self-awareness and responsibility. In practical terms, these research results can contribute to counselors implementing reality-based group counseling as an effective strategy for enhancing open-mindedness, particularly in addressing the complexity of information and differing perspectives. However, this study has limitations due to the relatively small sample size and the specific scope of the variables, which restrict the generalizability of the findings to a broader population. The research subjects' characteristics dominated by students from factory worker backgrounds, also constitute a contextual limitation, as this study did not examine variations in other family backgrounds. Therefore, future research should examine various backgrounds and individual characteristics to yield a more comprehensive understanding.

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