

The Effect of Reality Therapy Group Counseling with the WDEP Technique on Increasing Student Academic Resilience

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Abstract: As a student, many demands are imposed, starting from the needs of academic and non-academic values, participating in various intra and extracurricular activities to add value and expertise, fibre and much more. From the many demands that exist, students often experience academic stress. For this reason, high academic resilience is needed to cope with academic stress. The purpose of this study was to examine the effect of group counselling with the WDEP technique to improve students' academic resilience. This WDEP technique is one of the techniques in reality therapy which is an acronym for Want, Doing and Direction, Evaluation and Planning. The research was conducted on grade VII G students at SMP Negeri 3 Magelang. Pre-experiment, using one group pre-test post-test design. Where the design uses one group that will be used as an experimental group to be given treatment in the form of WDEP technique group counselling services. By using a purposive sampling technique, from 32 students in the class, 8 students were taken as members of the experimental group to participate in group counselling activities. Meanwhile, the method for analyzing the data used parametric statistics paired sample t-test with SPSS 25 software. The results of the study show that the WDEP technique of group counselling affects increasing students' academic resilience.

Keywords: Academic resilience; Group counseling; WDEP technique

Introduction

Along with the times, the government continues to make improvements both in terms of the curriculum and the teaching system, this is done to explore students' abilities. To examine the skills of students, each institution has the authority to issue various policies and demands to stimulate students' abilities. Desmita identified several demands in school, namely physical demands, task demands, role demands and personal demands. This includes starting from having additional hours or what is commonly called tutoring, giving homework, having various mandatory rote deposits, and various skills that are by the demands of the standard of competence (Awlawi, 2018). When all students are required to be able to meet existing standards and criteria, sometimes students will feel pressured because of their inability to meet these standards. The number of existing policies and demands can put pressure on students, which in turn makes students easily stressed which in turn will also affect their academic achievement.

Moreover, in junior high school students, according to which Wulandari (2014) this age range is a period of transition or can be interpreted as a transitional period from childhood to adolescence where there are times when you experience periods of storm and stress, which results in emotions that are still unstable, especially in dealing with existing problems. So junior high school students will tend to experience stress more quickly due to academic pressure. If this academic pressure is not handled, it will hurt students. However, to overcome academic anxiety, students must have the ability to cope with and respond to any

pressure adaptively. The individual's ability to deal with academic stress is known as academic resilience.

Academic resilience is defined as the ability of students to be able to adapt to academic problems and difficulties so that students can face and overcome effectively all kinds of academic demands (Rojas, 2015). Cassidy (2016) defines academic resilience as an individual response to academic difficulties experienced in the form of affective, cognitive and behavioural. From the research that has been conducted by Sari, J., & Suhariadi, (2019) get the result that strong academic resilience can encourage students to deal with various changes that exist in their academic life. In other words, having academic resilience in students will enable students to face and overcome the uncomfortable situations (difficulties) they experience. Academic resilience will encourage students to be able to solve problems and difficulties experienced and always work hard/study so that it will improve students' situations for the better. Students with high academic resilience will also be able to identify the root causes of the problems they are experiencing. Meanwhile, students who have low academic resilience will easily get stressed and give up when facing problems or assignments given by the teacher so it is not uncommon for students to choose to do negative things that will be self-defeating that academic resilience can contribute to student behaviour.

The results of preliminary research conducted in the field through observation and interviews showed that 72.5% of students had low academic resilience. This is indicated by: 1) students get stressed easily when they get lots of assignments, 2) students will avoid academic demands, 3) do not do assignments, 4) quickly get discouraged and lack motivation to study, 5) it is difficult to control emotions, 6) students easily give up in dealing with problems or assignments given by the teacher, 7) students do not believe in their abilities.

By looking at student problems as described above, how crucial academic resilience is for students to be able to face challenges in learning, and to avoid negative behaviour that will harm them. Guidance and counselling as an integral part of the implementation of education in schools also play a role in overcoming these problems, because guidance and counselling is an educational effort that specifically helps develop talents and solve student problems. Therefore an intervention is needed that can be used to increase student academic resilience. The intervention carried out in this study was through group counselling services..

Group counselling according to Lubis (2016) is one of the efforts to provide assistance carried out by the counsellor which is prevention, healing and capacity building for each student who is a member of the group to solve a problem together. Prayitno (2017) stated that the purpose of providing group counselling services is as a means to develop the personality of each member, especially in terms of communication, socializing, and problem-solving skills. In addition, the selection of group counselling as an intervention increases students' academic resilience because it is based on research conducted by (Pardede & Dalimunthe, 2020) shows that group counselling services can increase student resilience because it has achieved indicators of success.

In implementing group counselling interventions, it will be combined with the WDEP technique. The basic reason for using the WDEP technique is because according to the results of observations and interviews that have been conducted by researchers if students will avoid academic demands which are their obligations due to a lack of sense of responsibility as a student, and the inability of students to determine the main priorities that must be done. Therefore, we need techniques that can be used to increase a sense of responsibility as a student and assist in determining top priorities, especially in learning. The WDEP technique is one of the techniques from the reality approach developed by Robert Wubbolding (Mahmud & Sunarty, 2012) which is an acronym where each letter contains an understanding and an idea related to a procedure that leads to change (Mahmud & Sunarty, 2012). The acronym consists of Want, Doing and Direction, Evaluation, and Planning. This WDEP

technique will be used to help students to be able to deal with what is demanded of them and develop more responsible behaviour (Kurniati & Supriyatna, 2022).

The implementation of the WDEP technique group counselling is realized through the exchange of personal problems between group members, interaction among the group members can use to increase understanding and acceptance of values to learn to behave and behave well, and together to find solutions to problems. WDEP counselling emphasizes developing responsibility and increasing motivation to behave better. Students are expected to be committed and responsible for what they choose and can focus on achieving it.

Through the WDEP technique group, counselling services group members can develop a sense of responsibility as students, can determine what are the top priorities, and can make plans for what to do in the future. And the most important thing in using this technique is that group members will be invited to commit to change and be responsible for the choices they make. Because in addition to emphasizing the responsibility of the WDEP technique reality approach it also emphasizes the consistency and commitment of students.

Group counselling services through the WDEP technique are expected to be successful by existing goals and can be used to increase the academic resilience of students at SMP N 3 Magelang.

Methods

This study used a quantitative pre-experimental design approach through a one-group pre-test post-test design where the sampling was carried out purposively. This design will use one group as the experimental group, and later this group will be given intervention in the form of WDEP group counselling techniques.

The research was conducted on class VII G students at SMP N 3 Magelang in the 2021/2022 academic year with 32 students as respondents. Using purposive sampling, 8 students were taken who would be given intervention in the form of group counselling with the WDEP technique.

Data collection methods were used in the form of questionnaires, observation and interviews. Where observations and interviews were carried out to collect data at the beginning of the study while questionnaires served as pre-tests and post-tests to find out and measure the effectiveness of the WDEP technique group counselling services which would be seen from the increase in the pre-test to post-test results. While the data analysis method used is parametric statistical techniques using the Paired Sample T-Test with SPSS software version 25.

Results and Discussion

This study discusses the problem of the existence of various policies and demands issued by each school to explore and stimulate the abilities of each student. The many policies and demands that exist in schools can put pressure on students this can affect student stress levels which will ultimately affect their academic achievement. To be able to deal with existing academic pressures students must have the ability to be able to adaptively respond to any existing pressures. The ability of a student to be able to overcome academic pressure is called academic resilience. From this background, researchers conducted research on increasing student academic resilience with WDEP group counselling services.

This group counselling was carried out for 6 meetings with a duration of \pm 35 minutes for each meeting. At each meeting, the group members will discuss different material, in which the application of the WDEP technique will be given at the core stage of the activity.

Where each member will be given a worksheet and asked to write down the WDEP in advance which includes Want, Doing and Direction, Evaluation, and Planning. Details of the material at each meeting are described in Table 1.

Table 1. WDEP Technical Group Counseling Implementation Materials

Meet	Materials
1	Introduction to group counseling and academic resilience
2	Emotion regulation and impulse control
3	Positive attitude (optimistic and empathetic)
4	Analyze the cause of the problem
5	self-efficacy
6	Evaluation and post-test

The research conducted at SMP N 3 Magelang will use an academic resilience questionnaire with a likes scale calculation, in which the higher the score obtained, the higher the level of academic resilience. Vice versa if you get a low score then the level of academic resilience is also low. Below is a graph comparing the results of the pre-test and post-test:

Table 2. Pre-Test and Post-Test Results

No	Name	PreTest		PostTest		Enhancement	
						Score	%
1	NSK	138	M	165	M	27	19,57
2	VKA	139	M	155	M	16	11,51
3	RAP	138	M	160	M	22	15,94
4	NKS	134	L	157	M	23	17,16
5	SAC	127	L	157	M	30	23,62
6	HR	127	L	159	M	32	25,20
7	MF	140	M	177	H	37	26,43
8	NRA	139	M	170	H	31	22,30
		1082		1300		218	161,73
Average						27,25	20,22
Min						16	11,51
Max						37	26,43
Information : L = Low							
M= Medium							
H = High							

From the results of the pre-test and post-test scores of group members, it was shown that there was an increase in students' academic resilience after being given the WDEP group counselling intervention by 20.22%.

The next step is after scoring the pre-test and post-test results, then proceeding with analyzing the hypothesis. Hypothesis analysis was carried out using SPSS version 25 software with parametric statistical paired sample t-test. The following is the result of the calculation that has been done:

Table 3. Paired Sample T-Test Results

Pair	PreTest – PostTest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
1		-27,250	6,671	2,358	-32,827	-21,673	-11,554	7	,000

Based on the calculations from the table above, it can be seen that the significance value is 0.000 < 0.05, then Ho is rejected and Ha is accepted. So it can be concluded that group counselling with the WDEP technique increases academic resilience.

Changes and increases are not only seen in the acquisition of pre-test and post-test scores, but also in the behaviour of group members from the aspects of persistence, self-reflection and seeking help, and aspects of negative effects and emotional responses. Of the three aspects, the aspect of self-reflection and seeking help is the aspect with the highest score with an average of 58.125. The following is a description of the visible changes from each member:

Table 4. Changes in Each Group Member

Name	Before Joining Group Counseling	After Following Group Counseling
NSK	Feel doubtful about their abilities and when they are appointed to do something (such as attending group counselling) they are still lacking enthusiasm.	At the fifth meeting, they were able to express their abilities and have plans to be able to improve their abilities.
VKA	When at the first meeting and asked to mention dreams or goals, there were still none.	At the fifth meeting, they were able to express their dreams and make plans so that these dreams could be achieved
RAP	Initially, I often panicked when there were many unfinished tasks, feeling inferior when I was in the superior class	In the fourth meeting, he was able to be more confident and optimistic about his ability that he deserved to be in the superior class and to analyze the cause of the panic was due to laziness so that the tasks piled up.
NKS	Often feel embarrassed when they get unsatisfactory grades, but only learn when they are going to repeat. besides that in doing the task also when approaching the collection	At the fourth meeting, being able to analyze and evaluate the causes of getting an unsatisfactory score by reducing laziness and being more optimistic about their abilities
SAC	Feeling inferior with the abilities possessed, especially when with friends in class	At the sixth meeting, they were able to reveal talents and abilities, especially those they wanted to develop
HR	Often feel anxious when many tasks have not been done, but in completing tasks it is procrastinating that it is not uncommon for tasks to be done by copying answers from friends	At each meeting, the assignment sheets and evaluation sheets were collected on time, and then doing it too, even though sometimes they still lacked confidence, they had done it themselves
MF	Haven't been able to be disciplined in studying, so learning if you're going to take a test, it also depends on what subjects there will be a test in, in the past I got first place but now it's declining	At the third meeting, there was optimism about being able to reach first place again, then at the fourth meeting, the students were able to analyze and evaluate the causes of the decrease in scores and make plans so that the test this time was able to get better results so that they would remain in the superior class.
NRA	Feeling bored quickly while studying, and still often copying assignments belonging to friends	At the fourth meeting, they were able to make plans so they would no longer be bored in learning, namely by trying several new things in learning and looking for entertainment so that they would be enthusiastic again in learning.

Each activity has advantages and disadvantages, including the implementation of group counselling using the WDEP technique. The performance of group counselling using the WDEP technique can help each member to be able to express what they want, can assist in evaluating what has been done and makes it easier to make plans. This WDEP technique helps each member completely, assess and make plans in a more focused manner starting from one by one of his wishes. 90= -00 Masrohan & Pratiwi (2014) This study used a pre-test

post-test group design using 8 students of class XI IPS as the sample as well as the results obtained showed, applying the WDEP technique in reality group counselling can improve student learning discipline.

Other research was also conducted by Fauziah & Nursalim (2013) which this research was conducted to test the use of the WDEP technique in increasing low student motivation. By using a pre-experimental design in the form of a group pre-test and post-test design, it was found that there was an increase and a positive influence on the use of the WDEP technique to increase student motivation.

What distinguishes existing research from research that will be conducted by researchers is that in practice this research aims to see the effect of group counselling services using the WDEP technique to increase students' academic resilience..

Conclusions and Suggestions

From the results of the analysis and conclusions described above, it can be concluded that the implementation of the WDEP technique group counselling affects increasing students' academic resilience. Which level of student academic resilience has increased from before being given group counselling with the WDEP technique to after being given the WDEP technique group counselling? An increase in student academic resilience can also be seen from behavioural changes including students can set plans for the future, are diligent, enterprising, and disciplined in learning, find out strengths and talents that exist in themselves to be developed later, will ask the teacher when there is a material that is not yet understood and monitor and evaluate any achievements that have been obtained.

For future researchers, it is suggested to be able to increase the number of reference materials and questions when uncovering academic resilience problems. Then for group counselling educators, the WDEP technique can be used as a reference to be given to students with the same problem.

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