GUIDENA
J O U R N A L

Research Note

Reality Group Counseling to Improving Self-Esteem of Students

Meiske Puluhulawa[a], Mohamad Rizal Pautina[a], Moh. Rizki Djibran*[a]

[a] Department of simple guidance when and Counseling, University of Gorontalo, Indonesia,

Abstract

Reality group counseling is a short-term therapy that focuses on the present moment, emphasizes personal power, and on the basics is the way in this is done by the members of the group can learn behaviors and this more. Group counseling activities of reality can also make its members better appreciate the opinions of others, and bolder posited opinion acres responsible for developing self-esteem with eight stages as follows: (1) counselor demonstrated involvement with konseli (client) (engulfed friend), (2) focus on the behavior now, (3) explore the total behavior konseli (client), (4) konseli (client) judge for nonsense or do evaluation, (5) the responsible action plan, (6) make commitment, (7) receive no apology or excuse konseli (client), (8) follow-up. Self-esteem is an individual assessment against), describing the extent to this is done by the individual assess her as a person who has the ability, meaning, most, and competent.

Keywords: reality group counseling; self-esteem; students

Introduction

Self-esteem is an assessment of the individual to honor himself expressed through the attitude to himself. The assessment reflects the attitude of acceptance and rejection and shows how far the individual believes in himself, capable, relevant, successful and valuable for other people. A person who has self-esteem is high will be more confident and more productive. On the contrary, a person who has self-esteem low will be covering with a sense of low self and a sense of powerless, which then can lead to a sense of despair and aberrant behavior.

Among the students of upper secondary schools as well as in the environmental community, symptoms self-esteem low is already apparent in the behavior of daily life in the students. The attitude of prefer to blame ourselves and others are not willing to accept the lack of themselves, less appreciate others, less confident, have a negative view of themselves and others are not willing to accept criticism from others, is not able to adapt to a phenomenon that shows low self-esteem students. This is in line with the opinion put forward by Yahaya, et. al (2004) that "common characteristics of individuals who have self esteem low is : (1) fear with the competition, (2) not expressly, (3) less initiative, (4) pessimistic, (5) doubt in taking the decision, (6) like blaming others, (7) do not believe themselves, (8) less love".

Therefore the students need to develop self-esteem so that they can develop positive values that are in themselves as: confident, independence, responsible, courage and love themselves. Besides, self-esteem can also provide a positive influence on the mental development of the students in the implementation of in extracurricular activities (self-development) or curricular activities.

By examining the condition, so the service implementation guidance and counseling are viewed as a proper effort done to resolve the problems for guidance counseling service has the function and role to assist students in the development of personal life, social learning and planning, and career development. The reality of group counseling is one of the services that are considered appropriate counseling guidance to help students develop self-esteem. Through counseling groups of the reality of the students will get the construction and positive information to develop self-esteem them.

Method

The method of writing the nature of the literature review. The study of librarianship is a summary in writing about articles from journals, books, and other documents describing the theory as well as useful information of the past as well as today, organizing libraries into topics and reports needed for research (Creswell, 2012). The study of librarianship is a technique of collecting data with the review of the study of books, literature-literature, notes, and reports that have to do with the problem solved. Information gleaned from books, journals, and research reports.

Stages of doing a literature review is as follows (Creswell, 2012): (1) identify key terms, (2) to determine the place of literature in accordance with topics that have been found from a database or the internet, (3) evaluate and select the critically for the literature review, (4) Composing the selected literature, as well as (5) write a literature review.

Result and Discussion

The definition of Self Esteem

Self-esteem is one of the aspects of personality which have an essential role and a significant influence on the attitudes and behavior of the individual. According to Baron and Byrne (2010), self-esteem is a self-evaluation made by each against itself in a range of positive dimension of negative. This assessment shows how individuals assessed himself and acknowledged or whether or not the ability and success of the acquired. The assessment is seen from their appreciation of the existence and meaning himself. Individuals who have self-esteem positive will receive and appreciate himself what it is.

In line with the sense of self-esteem as suggested by Baron and Byrne, Purwanto (2010) proposed that self-esteem is "the feelings experienced by the individual when assessing the level of ourselves to others in the association of every day." Furthermore, Deaux, Danes, and Wrightsman (Sarwono and Meinarno, 2009) stated that "self-esteem is the assessment or evaluation of positive or negative consequences for themselves." According to Ariesandi (2012), self-esteem is a value comparison between themselves ideal someone with the fact that he found physically. self-esteem is an evaluation made by the individual about the things that related with himself, that express an attitude agree or not agree and show the level where the individual believes himself as capable, important, successful, and precious (Handayani, Ratnawati, and Helmi,1998)

The other argument put forward by Buss (1995), self-esteem is "how an individual evaluates itself and confidence in many situations." So self-esteem in Buss perspective lead to two essential aspects namely; assessed the individual loves himself (self-love and self-confidence. It was concluding that self-esteem is the assessment of the individual against himself, that describes the extent to which the individual is considered himself as a person who has the ability, meaning, valuable and competent.

Self-esteem is something that is priceless. With the existence of self-esteem, someone will receive himself what existence, confident, satisfied with the character and ability of themselves so that the individual can develop the attitudes and behavior in interacting with others and with his or her environment. According to Suryabrata (2010) feelings of self-esteem on each differentiated into two kinds, namely self-esteem positive (feeling satisfied, happy, happy and proud when the award from

others) and self-esteem negative (feeling disappointed, not happy, helpless, and humble). Each has experienced deep feelings themselves. The lower self is one of the symptoms of self-esteem negative and can result in low self-esteem a man. For that individual must develop a feeling of self-esteem positive because with self-esteem positive individuals will feel happy, happy and confident that can increase self-esteem and avoid deep feelings themselves.

The indicator of self-esteem

Buss (1995) expressing their opinions about aspects of self-esteem. He said that self-esteem consists of two aspects namely: Confidence and self-love. A brief explanation of these aspects is as follows:

1. Confidence that the quality of confidence and comfort of the individual against the appearance of (appearance), the ability (ability), and power (power) himself in interacting with the environment. (1) appearance), namely physical characteristics of individuals who are considering can raise interest or interest to be showing or proud to others. (2) ability namely individual capabilities that are believed to give the impact of success. (3) Power namely power/power that belongs to the individual to control another individual, events, and or environmental situation.

2. Self-love the accumulation of encouragement to love, respect, and have pity on themselves that originate from the social award (social rewards), the source of a sense of pride from other people that seem to be experiencing (take sources), and morality (morality). (1) social rewards is an appreciation of the social environment of individuals who manifested through compassion, praise and respect so that the individual felt valuable. (2) vicariousness is instrumental in input outside of the individual who encourages the emergence of valuable feelings on themselves. (3) morality is a morality that describes a meritocracy, worth or not, good or bad according to the view of themselves and the environment.

The reality of group counseling

Group counseling reality is an activity that contains elements of psychopedagogy that take advantage of group dynamics. The activities in the form of submitting an accurate assessment of the problem of education, work, personal understanding, adjustments themselves and the issue of the relationship between personal. The information is given especially with the aim to improve and develop the understanding of the individual and the understanding of other people.

The reality of the group counseling activities can also make its members better appreciate the opinions of other people and more confident expressing their opinions in a responsible. What is conveying in the group counseling reality expected more nothing to remember the form of communication that is living is a multi-direction. Group counseling reality in this aims to discuss the topics on how to develop self-esteem students. The group dynamics that intensive, discussion topics that encouraged the development of feelings of the mind, perceptions of insights, attitudes that support the accomplishment of behavior more effectively. Besides, a counseling group of reality also aims to help the individual find himself, directs himself and can adapt to their environment.

Some of the research that are relevant to this review: (1) Kamila (2013) Price Differences themselves (Self Esteem) Teenagers reviewed from the existence of the Father, (2) Rahman (2015) the effectiveness of the technique of the metaphor in the frame of counseling to increase prices realities themselves students. (3) Hidayati (2014) Relationship Between Self-Esteem with resilience in adolescents in Orphanages Orphan Family Muhammadiyah Surakarta with parents divorce.

Counseling reality based on the premise that there is a single psychological need that present throughout his life, namely identity needs include a need to feel the uniqueness separation, solitude. The needs will cause identity dynamics of the dynamics of the behavior are seen as universal in all cultures. According to Glasser (Corey, 2010), the basis of counseling is to help the konseli (client) reality to fulfill the basic needs of her psychological problems, which includes "needs to love and loved ones as well as the need to feel that we are useful both for ourselves and for other people." It further states that teaching is the responsibility of the core concept in reality therapy. Counseling the reality is a system that is focusing on the behavior of now. Counselors function as teachers and the model and

client confrontation in ways that can help to deal with the reality and meet the basic needs without harming himself or other people (Supriyatna, M, 2009).

Group counseling reality hinges on the central idea that the members of the group are free to choose the behavior and must be responsible for not only on what the group do but also on how the members of the group think and feel. Group counseling reality is a counseling model that was developed to help the process of counseling. Thus it can be concluded that the group counseling reality is a short-term therapy that focuses on the current moment, emphasized the strength of personality, and is the way in which the members of the group can learn the behavior and more this.

The reality of the Group Counseling phase

The reality of the group counseling process modeled on the two main elements, namely the creation of a conducive environment condition and some of the procedures that become guidelines to encourage the changes on konseli (client). Practically, Corey (2010) presents eight stage in Counseling reality.

Stage 1: Counselors shows the involvement with Konseli (client) (Engulfed Friend). At this stage, counselors initiate a meeting with authentic attitude, warm and put the attention on the relationship is in the wake-up, the counselor must be able to engage in involving konseli (client) with warm and friendly attitude. The relationship between the counselor and konseli (client) wakes up is very important because, konseli (client) will be open and willing to menjani counseling process if he felt that konselornya involved, friendly, and can be trusted. Therefore, a positive reception is essential to the process of counseling running effectively.

Stage 2: The Focus on Current behavior. After konseli (client) can engage to the counselor, then asks the counselor konseli (client) what he will do now. The second stage is a self-exploration for konseli (client). Konseli (client) reveals the inconvenience that he felt in the face of the problem. Then the counselor asks konseli (client) describing the things that have been done in the face of such conditions. At the second stage is counselor need to say to konseli (client) what can be done in the desired counselor, counselors from konseli (client), and how the counselor saw the situation and then commit to counseling.

Stage 3: Explore the Total Behavior Konseli (client). Ask what konseli (client) (doing), namely counselors ask specifically konseli (client); in perspective Counseling Reality; the root of the problem stemmed from konseli (client) behavior (doing), not on his feelings. E.g., konseli (client) reveal every time facing trials he experienced the anxiety that extraordinary. Because of the reality of counseling, which must be addressed not anxiety konseli (client), but what has been done to face the test.

Stage 4: Konseli (client) Assess themselves or Doing evaluation. The fourth stage, the counselor, ask konseli (client) whether the choice of behavior is not to assess the true or false behavior konseli (client) but the guide to assess their behavior today. Give an opportunity to konseli (client) to evaluate whether he just helped with his elect. At this stage, the response of the response counselors are asking what did konseli (client) can come out of the problem or vice versa.

Stage 5: Action Plan Responsible. When the konseli (client) stage starts to realize that the behavior is not the complete problem and is not enough to help the situation himself, continued with planning actions that are more responsible. The plan drawn up are specific and concrete steps. The things that will be done konseli (client) to exit and the problems that are being faced.

Stage 6: Commit. Counselors encourage konseli (client) to realize the plan to decide what needs with counselors following a specified duration of time.

Step 7: Do not receive an apology or excuse Konseli (client). Konseli (client) will meet again with the counselor at the time limit has been agreed. At this stage, counselors ask the development of changes in behavior konseli (client). When konseli (client) not or have not yet been able to do what has been a plan, the konseli (client) apology for failing to not filled counselors.

Stage 8: Follow-up is the last stage in the counseling. Counselors and konseli (client) evaluate the development achieved, and counseling can be ended or continued if the goal has not been achieving.

Conclusion

The reality of the group counseling is short term therapy that focuses on the current moment, emphasized the strength of personal, and is the way in which the members of the group can learn the behavior and more realistic. The reality of the group counseling activities can also make its members better appreciate the opinions of other people and more confident expressing their opinions in a responsible for developing the self esstem. Self-esteem is the assessment of the individual against himself, that describes the extent to which the individual is considered himself as a person who has the ability, keberartian, valuable and competent.

References

Ariesandi. (2012). *Harga Diri Kunci Kesuksesan dan Pencapaian Prestasi*. Retrieved from http://blog.umy.ac.id/ghea/files/2012/01/hargadiri.pdf

Baron, R. A., Byrne, D., & Griffitt, W. (1974). Social psychology: Understanding human behavior. *New York: Rinehart dan Winston, Inc*, 185-202.

Buss, A. H. (1995). *Personality: Temperament, Social Behavior and The Self*. Boston: Allyn and Bacon.

Corey, G. (2010). *Teori dan Praktek Konseling & Psikoterapi*. Bandung: Refika Aditama.

Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). University of Nebraska – Lincoln.

Handayani, M., Ratnawati, S., & Helmi, A. (2015). Efektifitas Pelatihan Pengenalan Diri Terhadap Peningkatan Penerimaan Diri dan Harga Diri. *Jurnal Psikologi, 25*(2), 47 - 55. doi: 10.22146/jpsi.7504.

Hidayati, N. L. (2014). *Hubungan antara self-esteem dengan resiliensi pada remaja di Panti Asuhan Keluarga Yatim Muhammadiyah Surakarta* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Kamila, I., & Mukhlis, M. (2013). Perbedaan Harga Diri (Self Esteem) Remaja Ditinjau dari Keberadaan Ayah. *Jurnal Psikologi, 9*(2), 100-112. doi:10.24014/jp.v9i2.172

Purwanto, N. (2010). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.

Rahman, D. H. (2015). Keefektifan Teknik Metafora dalam Bingkai Konseling Realitas untuk Meningkatkan Harga Diri Siswa. *JKI (Jurnal Konseling Indonesia)*, *1*(1), 47-53. doi: 10.21067/jki.v1i1.856

Sarwono, S. W., & Meinarno, E. A. (2009). Psikologi sosial. *Jakarta: Salemba Humanika*, *77*.

Supriatna, M. (2009). *Layanan Bimbingan Karir di Sekolah menengah*. Bandung: Departemen Pendidikan Nasional Universitas Pendidikan Indonesia.

Suryabrata, S. (2010). *Psikologi Pendidikan*. Jakarta: PT Raja Grafindo Persada.

Yahaya, A., Yusof, B., Jamaludin, R., Jaafar, S. L., Fawziah, Y., dan Amir, H. A. 2004. *Psikologi Sosial*. Malaysia: Universiti Teknologi Malaysia Skudai Johor Darul Ta'zim.