

Therapeutic Reality Counseling, WDEP Counseling and Resilience of Adolescents With Premarital Free Sex Dependence: A Literature Review

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ARTICLE INFO

Article history:

Received 02 January 2023

Revised 10 January 2023

Accepted 31 January 2023

Literatur review

Reality therapy

Resilience

WDEP

Free Sex

Premarital

ABSTRACT

Counseling reality therapy, counseling and resilience are forms of providing assistance that is individual or group in the counseling process. Generally, reality counseling and WDEP are used to change behavior now. The reality of this therapy is focused on confronting the counselor by facing reality and helping to get the needs without harming oneself and others. Meanwhile, WDEP is more focused on meeting the needs of counselors so as not to deny the existing reality. How are this two counseling's interconnected and create the strength to overcome adolescent resilience with premarital promiscuous sex dependence? This article reviews with an epistemological point of view from a literature review of WDEP counseling and the reality of therapy from early 2013 to late 2022 to find out its use in overcoming adolescent resilience with premarital free sex dependence. To achieve this goal, three steps followed: (1) prepare a search strategy for systematic literature review and gather representative paper research into the use of WDEP counseling and therapeutic reality using the Google Scholar and Scient Direct digital literature search engines; (2) store search results into a Mendeley database to synthesize literature reviews; (3) organize literature review and extract data into qualitative and quantitative information on WDEP counseling and Reality therapy on the resilience of adolescents with premarital free sex dependence.

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ISSN: 2722-2365 (Online) 2722-2357 (Print)

Introduction

On a broader and subjective level, personal experience, curiosity, search, and selectivity are involved in a personal interpretation of an event that would shape reality as seen by one view so that it can be called phenomenological. From a phenomenological perspective, reality is something that is phenomenally real while non-reality is considered

non-existent. Individual perception can be based on an individual's personality, focus, and attribution style, thus making the person perceive the truth as something he has seen.

In the philosophical view of reality counseling, Man is a being full of problems. No one lives in this world without a problem, either with oneself or others. Good human beings are those who are able to get out of every problem of their lives. Human beings who are able to adjust to the existing reality (reality) and have an identity are those who can develop well and be healthy. To help them get out of their problems and acquire an identity requires a therapy.

Reality therapy is a combination approach of psychotherapy and counseling. Developed by William Glasser in 1960, reality therapy is considered a variation of Cognitive Behavioral Therapy (Seligman L &Reichenberg, 2010). The reality therapy initiated by William Glasser is based on a theory that emphasizes that humans are social beings and that every behavior that is carried out has a purpose. Therefore human beings depend on their own behavior and not because of their family, their environment or conflicts at the age of children. Instead behavior is seen as an option, and its widespread use for counseling therapy, evaluation and education where reality therapy seeks to avoid coercion and punishment and teaches responsibility (Wubbolding, 2002). Reality therapy seeks to authorize people by emphasizing the power of doing things under their own control.

Reality therapy is a system focused on behavior now. The therapist functions as a teacher and model and confronts the client in ways that can help the client face reality and meet basic needs without harming himself or others. The co-existence of reality is related to two basic psychological needs:(1) the need to love and be loved and (2) the need to feel that we are valuable to ourselves and others. Helping individuals meet both needs is the basis of reality cocelling. Where it later developed into Choice Theory, where in more detail Glasser identified five basic psychological needs, namely, power, love and belonging, freedom, fun and survival (Glasser, 1990).

Glasser uses relatively vague principles of Control System theory to explain effectiveness and then extends the theory to provide a basis for clinical practice by presenting a detailed explanation of human needs, total behavior (including actions, thoughts and feelings), perceptions and desires of the heart or Quality World. The theory of the Control System is based on the principle that living organisms derive from their behavior from the inside. They seek to close the gap between what they have and what they consider they need. It was because of the emphasis on control from within and especially the emphasis on behavior as choice that this theory was renamed Choice Theory in 1996 (Wubbolding, 2002).

The purpose of this article is to examine literacy related to counseling reality therapy, WDEP and resilience of adolescents with premarital free sex dependence. The authors propose a taxonomy of literature through interpretive analysis: (1) time analysis to determine the causes of trends in the use of WDEP counseling and the reality of therapy in the last ten years; (2) terminology analysis to examine the development of the application of WDEP counseling and the reality of therapy; (3) analysis of the use of WDEP counseling and the reality of the counselor on the nature and characteristics of counseling; (4) analysis of WDEP counseling and the reality of therapy on counselor's perceptions; (5) analysis of the use of WDEP counseling and the reality of therapy in relation to socio-cultural, family, or personal rules; (6) analysis of WDEP counseling and therapy reality of self-concept, self-esteem and resilience of adolescents with premarital free sex dependence.

Findings and Discussion

The role of counselors in helping adolescent couples counselors is to reduce the impact caused by miscommunication in their relationships. Many couples experience problems related to interpersonal communication strategies with their partners. As a result, adolescents have a low assertive tendency and are stuck on the conformity of unhealthy relationships (Falah, 2009; Lava, 2010; Susilawati, 2016). Researchers (Ilyas, 2017; Susilawati, 2016) has identified assertive attitudes (Falah, 2009), self-efficacy and interpersonal communication (Carlyle & Roberto, 2007) as major problems in adolescent couples counseling. With the verbal communication style conveyed (Ilyas, 2017) becomes a determinant in the absorption of the couple counseling process.

Communication is also reported to be one of the main problems in counseling in couples (Gladding & Newsome, 2012), researchers disagree on how to help fix their problems. The main problem in couples counseling is how to implement appropriate intervention and communication strategies. Most counselors must be actively involved in communication with victims and activists in supporting counseling skills (Green et al., 2021).

In contrast, a series of other researchers examined the modalities and outcomes of therapies with limited success in improving communication and bringing crisis counseling to be more effective (Carlyle & Roberto, 2007). They also identified that improvements in communication tasks resulted in better post-therapy outcomes at 2- and 5-year follow-ups in counselors participating in the Therapy group (Baucom et al., 2011).

Most counselors agree when counselors get counseling stating the need for better communication to take care of the difficult situation facing the counselor, the client feels

heard and supported (Jones, 2003). Establishing therapeutic relationships with counselors who are in crisis situations is largely unexplored in literature (Carlyle & Roberto, 2007).

Building these therapeutic communication relationships begins when the counselor provides information and education about the options and helps the client to set individual goals and a thorough improvement plan during the first session. Counselors who set goals benefit when the focus of counseling and agreement on issues is initiated by the client and understood together. Objectives in counseling must also be mutually beneficial and must improve and establish ground rules for directed, non-convoluted, respectful, and programmatic conflict resolution (Mahaffey & Wubbolding, 2016).

Counselors help counselors by developing effective communication techniques and producing positive outcomes (Carlyle & Roberto, 2007; Green et al., 2021; Jones, 2003). Much of the literature on communication skills in crisis counseling has covered how to "how to solve problems", but conscious counselors have missed an important point of how to convey their intentions so that they can be accepted by counselors consciously and responsibly. This awareness requires evaluation so that there is no miscommunication between counselors and counselors in the future (Koocher & Pollin, 1994). Lack of awareness or knowledge of the many differences and obstacles that exist in an event of communication may be a barrier to the change needed.

Through consideration of epistemological studies, the following is a taxonomy of literature through interpretive analysis which will be divided into 6 categories of studies: (1) time analysis to determine the causes of trends in the use of WDEP counseling and the reality of therapy in the last ten years; (2) terminology analysis to examine the development of the application of WDEP counseling and the reality of trerapi; (3) analysis of the use of WDEP counseling and the reality of the counselor on the nature and characteristics of counseling; (4) analysis of WDEP counseling and the reality of trerapi on counselor's perceptions; (5) analysis of the use of WDEP counseling and the reality of trerapi in relation to socio-cultural, family, or personal rules; (6) analysis of WDEP counseling and trerapi reality of self-concept, self-esteem and resilience of adolescents with premarital free sex dependence.

1. Consideration of the different properties and characteristics of koseli

Adolescents have unique traits and characters, the tendency to emotions that look volatile and unstable affects the communication of the couple. One of the topic areas of the Miscommunication Model involves many aspects of human nature and characteristics. To know the conditions of the level of relationship and Miscommunication of the couple, the

counselor is directed to make a list of differences in traits and characteristics with the couple that can interfere with their interpersonal communication (Mahaffey, 2010). The list contains the tribe, culture, age, creed or religion, level of education, and socioeconomic status of the couple. At the next level the counselor measures the level of differences in motivation, morals and values, attitudes, emotional responses, personality, body language, learning styles, and decision-making processes of each counselor (Mahaffey, 2010).

WDEP counseling provides facilitating new communication strategies in adolescent couples counseling relationships. Different properties will be clearly known, while others are unknown or unspoken. In some cases, counselors feel they benefit when writing down positive similarities, strengths, and past events. In this process, counselors can learn the WDEP system (Robey, P.A., Wubbolding, R.E., & Carlson, J. (2012) in which the counselor can then discuss what the counselor wants. Counselors can describe how they spend time together, i.e. when they enter at the "Direction" (D) stage. They can also start doing "self-evaluation" (E) by asking themselves, "Will the behaviors I've done bring our relationship closer, or will my behavior actually bring our relationship further away from each other?" The personal qualities of individuals and their dynamics that may not be considered by the couple are the differences in strengths, body language, and communication styles of each person in looking at the past situations they describe when entering counseling (Mahaffey, 2010). Information about their problematic communication style that affects the quality of communication of the couple, dating style, toxic relationships, blamer/rude/blaming speech/blame for each other, distracter/unfocused in expressing views/ bringing up other mistakes that should not need to be brought up, can also be added during the counseling process (Mahaffey, 2010).

2. Consideration of differences in perceptions of adolescent couple cocelli

Couples can use the "E" (Evaluation) of WDEP counseling techniques to evaluate possible changes in their behavior as well as be able to assess whether the instillation of values in the perceptions they have learned can help or distance their relationship (Mahaffey, 2010; Mahaffey & Granello, 2007; Mahaffey & Wubbolding, 2016). Robey, P.A., Wubbolding, R.E., & Carlson, J. (2012) explores counseling perceptions and information in relation to decision-making theory. They reemphasize and further develop different levels of perception that can be filters for everyone in seeing the point of view of decision-making (Glasser, n.d.).

In the Miscommunication Model, perception is used as a way for individual individuals to see opponents speak through different filters and points of view. An individual's perception

can be said to be poor when they only see and look at others in the absence of different filters and glasses/one perspective. Individual perception has a higher level when individuals view an object or information as a valuable value. This is why so much in every interpersonal communication, individuals experience what is called Miscommunication. In counseling adolescent couples using this WDEP technique, they can be directed to instill value from each perception they capture when communicating.

Another analogy that helps in understanding human perception is the "door leaf effect" When asked about how one perceives a sunny day when looking through out the door, some people realize that the door leaf disappears from the focal point of vision when one concentrates on the beautiful vision outside. Counselors can be directed to think of ways or analogies in which they have experienced this difference. These discussions may also include educational tips such as how the brain misunderstands optical events and illusions (Mahaffey & Wubbolding, 2016).

3. Consideration of differences in the way of thinking and the way of speaking of counselors

In the process of communication, before speaking, the individual first carries out the process of thinking. Since the thought process occurs at the beginning before the release of words, it is very important to include this process within the framework of the couple's Miscommunication model which is likely to have an impact on their intrapersonal and interpersonal conflicts.

When we describe this process of cognitive miscommunication, then it can be said that one side of such communication indicates the process by which one thinks, and the other indicates the process by which one will begin to speak (Mahaffey, 2010; Mahaffey & Wubbolding, 2016). The rate of speech and the neurological influence of a person in communicating can have a bad impact, sometimes the process of thinking and talking goes together so that this process of cognition is not filtered with a value perspective. When disagreement occurs and is evident in a session, the brains can be pulled facing each other or pointing in opposite directions. The couple can then make a "Plan" (P) action that satisfies both parties.

Difficulties in processing and talking about concepts are believed to be one of the factors in the occurrence of miscommunication. There are times when people will speak outside their turn to speak/interrupt the conversation without hearing further explanations from the interlocutor, unfocused and incompetent in constructing the sentences they convey. This is called "disconnect" between the mind and what is spoken (Mahaffey & Wubbolding,

2016). This is often the case with long-standing teenage couples, where one party has confidence that the couple has understood the point. In addition, it can also be found in adolescent couples who are more dominant in their relationships and communication styles. Another illustration that may be illustrated is that a person has difficulty or delay in speaking, silence without feedback, or lack of desire or behavior that represents the performing aspect of (D) WDEP. To that end, the counselor advises in adolescent couples to be able to better emphasize what they want (W) to their partner during the interpersonal communication process, the objective is to provide an evaluation (E) to the effects of their own actions, so that adolescents can formulate mutually beneficial plans (P) (Mahaffey & Wubbolding, 2016).

4. Consideration of socio-cultural, family, or personal differences

Socio-cultural, family and personal differences sometimes influence counselor discussions in teenage couples during the first counseling process. Those differences are important topics as different aspects of personal or family rules (Nezu et al., 2013) can give rise to miscommunication. Cultural, family, or personal rule differences are usually added to the diagram model as bubbles that attach to or occur between the two people, while counselors note that differences are unique to each individual. Clients may be asked to demonstrate beliefs or behaviors in a bubble usually drawn between two people in a Miscommunication Model (Mahaffey, 2010; Mahaffey & Wubbolding, 2016). This influence of socio-cultural and family backgrounds makes some teenage couple counselors not discuss further or prefer to avoid it, because counselors find it difficult to articulate what the counselor wants. A culturally conscious counselor who shows positive respect and empathy can help them gradually express their wishes or reasons not to express them (Mahaffey & Wubbolding, 2016).

5. Building Assertive Attitudes of Teenage Couples with Promiscuous Sex Dependence

The lack of ability of adolescents to behave assertively causes the occurrence of behavioral deviations such as not being able to express desires well, violating the rights of others and asking forcibly.

6. Implementation of WDEP in Increasing Dependence Resilience of Adolescent Couples Free Sex

The number of cases of pregnancy, abortion and venereal diseases due to sex behavior that is out of control and tends to be free in adolescents (Setiawan et al., 2008). Promiscuous

sex behavior is indeed contrary to the culture of the nation. But in fact, based on some research data, it shows that the behavior of adolescent free sex in Indonesia can be said to be worrying (Lina Tarigan & Hakim, 2021). One of them is influenced by peers (Aulia & Winarti, 2020) and assertive communication in adolescents (Falah, 2009; Lava, 2010; Susilawati, 2016).

In everyday life, many events present a source of problems in the communication of a teenage couple. These aspects include, commitment, life stressors, finances, school affairs, and others. Counselors can emphasize to adolescent couples counselors to explore aspects of the problem as capital in planning (P) improvements. It aims to describe precisely the desires experienced by each partner so that by themselves they are able to reduce obstacles in communication. In the Miscommunication model, couples fill counseling sessions by noting the distractions of their daily lives. Then the counselor assists the counselor in developing their understanding of how to overcome the problems of daily life by satisfying their needs. Once a couple expresses their wishes for each other, and they find common ground in their wishes, it brings the teenage couple closer (Mahaffey & Wubbolding, 2016).

Conclusion

This article discusses the application of the Miscommunication Model (Mahaffey, 2010) integrated with choice theory and WDEP systems of reality therapy (Robey, Wubbolding, & Carlson, 2012). When working in sessions with couples who experience interpersonal communication challenges. WDEP counseling techniques that are integrated with the Miscommunication model in adolescents have many advantages. First, it helps people to understand the intricacies of human nature, its traits, and how a single human interaction can complicate relationships. Using these combined techniques can also help couples to set goals towards change and the awareness necessary to continue the change after counseling. While the desired outcome may be the improvement of the problem or the resolution of the conflict, there are times when the couple has not been aware of the obstacles and challenges that can further complicate their relationship. Further, a counselor can help couples create mutually satisfactory plans for the future as they gain insight into the many variables of the relationship when they are bound to the WDEP system. Achieve success with tasks, goals, and behavior changes, such as having more resilience, affective attitudes, and assertive attitudes to their communication style with the couple.

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