

Reality Counseling Approach to Reducing Students' Learned Helplessness (Experimental Study on Class IX Students at SMPN 2 Sobang 2023/2024 Academic Year)

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ABSTRACT

This research aims to determine the effectiveness of reality counseling services using a group counseling setting to reduce students' learned helplessness. This research uses a quantitative method, a quasi-experimental design type. The sample and population of the study were class IX students of SMPN 2 Sobang who were divided into experimental groups and control groups. The data collection technique used was a learned helplessness questionnaire prepared by researchers, while hypothesis analysis used the Wilcoxon test using SPSS 25 software for Windows. The results of the study showed that after being given treatment there was a difference in the average pre-test and post-test scores. Hypothesis testing using the Wilcoxon test results obtained by Asymp. Sig (2-tailed) is $0.029 < 0.05$. The interpretation that can be concluded is that there is a difference in the learned helplessness scores of the control and experimental classes. Thus, it can be interpreted that reality counseling is effective in reducing students' learned helplessness.

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Introduction

Studying and learning are activities that cannot be separated from human life. Through learning, a person can develop his or her potential. Learning is essentially a process that helps people achieve their potential (Djamaluddin & Wardana, 2019). An optimistic and never-giving up attitude is needed to learn to increase intelligence and abilities and to form a responsible, intelligent, and creative person.

An attitude of never giving up or optimism is an attitude that directs thoughts to positive things and encourages enthusiasm to achieve the best possible performance (Sidabalok, et al. 2019). The mindset of optimistic students is opposite to the mindset of pessimistic students. Optimistic students believe that the bad circumstances or failures they experience are not permanent, not comprehensive, and are caused by the environment outside themselves. With this way of thinking, optimistic students try to change the mistakes that happen to them, they encourage themselves to overcome mistakes that originate from the environment outside themselves, and they correct these mistakes so that they do not become permanent and deep events (Maier & Seligman, 2016).

Every student needs to have an optimistic attitude to overcome the learning difficulties they face, but unfortunately, the facts in the field show the opposite phenomenon, there are still students who give up easily or are pessimistic. Students often show their helplessness when faced with situations that make them depressed (Melathi & Assni, 2022). Learning disability characterized by a pessimistic attitude is called learned helplessness.

According to Seligman (1968) learned helplessness is "when people come to believe they are helpless to control important outcomes in their environment". Learned helplessness occurs when individuals feel that they are powerless to control their environment. A similar definition was presented by Miller, et al (2018) learned helplessness is the condition of individuals who are unable to control circumstances that give rise to feelings of sadness without realizing that this can cause feelings of helplessness or loss of interest in their lives. Someone who learns helplessness will judge himself as inadequate or powerless to carry out or do what others do. When an individual starts to think that he is incapable, it will produce something negative and vice versa, when an individual always thinks positively, it will most likely produce something positive too.

Barber's research (in Wisena, 2016) found that there is a reason why people experience learned helplessness, namely the condition that individuals feel unable to control (not in control) the outcome of the effects of their behavior. Cullen and Boersma (in Sukma, 2022) found that learned helplessness was influenced by the actions of parents or teachers towards students. Parents or teachers who repeatedly convey to children that their failures are due to incompetence, not because they don't try enough to be better, will create feelings of helplessness in children. Regarding the problem of students' learned helplessness, if the attributes of success are classified into four types, namely effort, ability, task difficulty, and

luck, then individuals who develop attributes other than effort have the opportunity to experience learned helplessness (Sukma, 2022).

Based on Arianto's (2023) research on students at SMP Negeri 22 Jambi City which shows a variety of learned helplessness behaviors in dealing with problems. As a result, students easily give up trying to solve academic difficulties and do not even have the confidence to overcome the problems they face, most of them are overwhelmed and irresponsible. This problem is manifested in several phenomena, one of which is students' lack of enthusiasm in completing academic assignments, and low learning motivation which contributes to low daily attendance. Research results show that 40% of students in Indonesia lose motivation to learn, 70% due to boredom, too many assignments, less enjoyable learning methods, no interaction, and fighting over facilities (Rossa & Efendi). Other research shows that 78% of class VIII students at SMP Negeri 13 Pontianak experience procrastination behavior, with the phenomenon of being lazy about doing school assignments and homework (PR), considering that the time to submit assignments takes a long time, having other activities besides doing assignments and doing other activities such as chatting with friends, playing or using the internet (Wicaksono et al.). Learned helplessness can also be influenced by a low level of resilience, where resilience is a person's ability to rise when facing or overcoming risky situations so that they can survive and adapt positively and flexibly to changes in stressful experiences (Missasi & Izzati, 2019). The results of research conducted by Faturrohmah & Sagita (2022: 172) show that 82.1% of students at SMP Muhammadiyah 2 Jakarta have a high level of resilience. The description regarding the level of academic resilience includes behavioral and cognitive-affective responses to academic difficulties, students always tend to experience challenges, stress, and pressure when experiencing poor academic performance.

In connection with students' learned helplessness, researchers conducted a preliminary study by observing class IX students at SMP Negeri 2 Sobang for the 2023/2024 academic year which showed that there were still many students who had indicators of learned helplessness, such as low learning motivation, indicated by the fact that many students were still lazy. studying, low attendance levels, ignoring assignments given by the teacher, and not wanting to improve grades even though they have been given the opportunity. The results of these observations were reinforced by the results of an informal interview conducted with one of the teachers at SMP Negeri 2 Sobang for the 2023/2024 academic year. He said that many students complained about the difficulty of surviving the

changes in the learning system implemented. Students find it difficult to meet school standards that are too high for them. This is reinforced by the student's statement that with the difficulties he continues to experience, learning is no longer a priority, the important thing is to graduate from school and have a diploma. This shows an indicator of students' learned helplessness in school academics.

According to Maier and Seligman (2016) learned helplessness is divided into three types with indicators, namely; (a) motivation deficit occurs when uncontrollable events reduce a person's motivation to provide a low initial response in controlling future events, (b) cognitive deficit occurs when an individual experiences environmental influences (in this case events that cannot be controlled within themselves) processing cognitive functions and reaching beliefs that make the person unable to overcome the situation they are experiencing, and (c) emotional deficit occurs when a person shows an inability to control an uncomfortable situation. Learned helplessness in students occurs when they repeatedly experience failure without having enough experience to succeed in similar situations. This can make students lose self-confidence and think that they cannot do anything to change the situation (Handari et al, 2). If learned helplessness is not immediately addressed, it can cause students to lose motivation to learn and perform poorly at school, they do not feel they can control their academic achievements and lose interest in trying harder (Arianto, 2023).

Guidance and counseling teachers have service programs and strategies for students. One service that can be provided to overcome student obstacles or problems is group counseling services. This is proven by previous research conducted by Sukma (2020) showing that group counseling services effectively reduce learned helplessness, marked by a decrease in learned helplessness in Jojorong Kubang Landai students after treatment. The process of implementing group counseling can be carried out using various approaches and techniques, according to the needs and problems faced by students. In this research, the approach used is a reality counseling approach. Apart from that, the reality counseling approach can be used for group counseling services based on certain goals. This has been researched by previous researchers, namely Windia (2020). The results of research and discussion show that reality-based group counseling can continuously increase students' self-confidence. Several other studies show that reality counseling can be enhanced through various guidance and counseling services.

In an effort to achieve the desired goal, namely reducing students' learned helplessness, researchers used group counseling with a reality approach. Reality counseling

views behavior through objective standards called reality (Batubara, 2015). This reality is a practical reality, social reality, and moral reality. Reality counseling focuses on the importance of the 3-Rs, namely customer responsibility (responsibility), social norms and values that individuals can be empowered by internalizing (Right), and the reality of the world in which individuals behave (reality). The reality approach has a counseling process formulated by Wubbolding (2017). This counseling process is known as the WDEP technique. The WDEP technique is an abbreviation of Wants, Direction, Evaluation, and Planning. This technique is used to help clients assess their desires and behavior and then develop a plan.

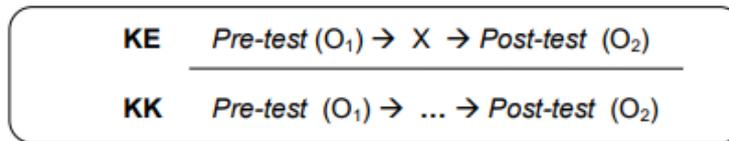
Based on the statement above, the researcher is interested in studying and researching the "Reality Counseling Approach to Reducing Learned Helplessness in Class IX Students of SMP Negeri 2 Sobang for the 2023/2024 Academic Year". With the implementation of this group counseling service, it is hoped that it can reduce students' learned helplessness.

Method

This research uses a quantitative approach with an experimental type of research. According to Creswell (2015), experimental research is the most productive research because experimental studies provide correct evidence of causality (cause and effect relationship). The method used in this research is a quasi-experiment, namely to determine the reality counseling approach to reduce learned helplessness in class IX students at SMP Negeri 2 Sobang for the 2023/2024 academic year. The quasi-experiment design used was a nonequivalent control group design carried out by researchers to compare the control group and the experimental group.

The data analysis used to test the hypothesis in this research is non-parametric statistics. Non-parametric statistical methods are called non-distribution-free methods because the statistical test model does not specify certain conditions for the shape of the population parameter distribution (Creswell, 2015). There are several considerations used by researchers in using this test. These considerations are in line with Sugiono's (2019) explanation that non-parametric statistics are used for research data on a nominal or ordinal scale. This is because data on a nominal or ordinal scale is usually not normally distributed. In addition, it was found that the next requirement when using non-parametric statistics is usually based on a small amount of data or the number of research samples ($n < 30$). In this study, the sample used was 20 students from class IX students at SMP Negeri 2 Sobang, so it

was decided that the data analysis and hypothesis testing used would be non-parametric statistics.



Information :

- KE : Experimental Group
- KK : Control Group
- O₁ : Learned helplessness before treatment
- O₂ : Learned helplessness after treatment
- X : Treatment
- ... : Without treatment

The research instrument used in this research was a learned helplessness questionnaire created by researchers. The implementation of reality counseling in the experimental group in this study was given in 6 meetings. At each counseling meeting, two to three problems of group members are discussed that need to be handled more quickly or as a priority. The difference between the number of group members and the number of sessions in counseling means that counseling in two sessions addresses one aspect of the members' problems simultaneously.

Findings and Discussion

Findings

The results of research data on participants in the experimental group and control group obtained from the learned helplessness scores at the pretest and posttest can be seen in Table 1.

Table 1. The Average Score of the Experimental Group and the Control Group

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
145	121	136	133
(Severe)	(Moderate)	(Severe)	(Severe)

The results of the analysis showed that there was a decrease in students' learned helplessness scores after being given treatment in the form of reality counseling. The experimental class and control class consist of 10 students who are in the high category. Then,

after being given reality counseling services, the experimental class experienced a decrease in their learned helplessness score and was in the medium category. Meanwhile, the control class which was not provided with services experienced an insignificant change in score so it was still in the high category.

Table 2. Wilcoxon Test Analysis

	Pretest Experimental – Posttest Experimental	Pretest Control – Posttest Control
Z	-2.807 ^b	-2.251 ^b
Asymp. sig. (2-tailed)	.005	.024

Based on the Wilcoxon test results above, it is known that the asymp.sig value for the experimental class is 0.005 and the asymp. The Sig of the control class is 0.024. It means Asymp. Sig (2-tailed) is 0.029 < 0.05. The interpretation that can be concluded is that there is a difference in the learned helplessness scores of the control and experimental classes. Thus, it can be interpreted that reality counseling is effective in reducing learned helplessness in class IX students of SMP Negeri 2 Sobang for the 2023/2024 academic year. This is based on the results of the hypothesis test in the Wilcoxon test which shows that:

Ho: There is no difference in students' learned helplessness scores in the pre-test and post test, indicating that Ho is rejected.

Ha: There is a difference in the learned helplessness scores of pre-test and post-test students,

indicating that Ha is accepted.



Figure 1. Group Counseling Process

Discussion

Based on the results of data analysis, shows that there is effectiveness of reality counseling in reducing learned helplessness in Sobang 2 Middle School students for the

2023/2024 academic year. Learned helplessness experienced by students is feeling hopeless and helpless in controlling their environment, having no motivation to learn, lacking self-confidence, and being unable to make decisions and make commitments. This causes participants to experience various physical, emotional, cognitive, and behavioral disorders.

Learned helplessness experienced by students is generally caused by inappropriate behavior by students. Individual behavior results from thoughts that are believed by themselves. According to Habsy (2021), human ways of thinking or beliefs are divided into two, namely rational beliefs, which are ways of thinking or belief systems that are correct, reasonable, wise, and therefore productive. The second is that irrational beliefs are beliefs that are wrong, unreasonable, and emotional and make individuals unproductive. Deviant behavior carried out by students can be identified because of the irrational beliefs they have. Alleviating problems in everyday life requires an optimistic attitude.

An optimistic attitude is the main factor in supporting individual success. Various areas of life will be faced with their obstacles. Adults need an optimistic attitude in facing problems in their environment, as do children and teenagers who have the role of students. Sidabalok, et al (2019) explain that an optimistic attitude is a factor that influences academic achievement. That way, students have the freedom to determine their achievements by maximizing their potential.

Counseling is the application of mental health principles, human psychological development through cognitive, affective, behavioral, and systemic interventions, and strategies that promote well-being, personal growth, or career development and pathology (Habsy, 2021). According to Corey (2013), reality counseling is an effort given to students to help develop students' positive attitudes towards solving problems. This represents the main function of counseling as a development and alleviation effort. In the final score of learned helplessness (posttest), students experienced a decline in scores and categorization.

Conclusion

Based on the results of data analysis using the Wilcoxon test, it can be concluded that reality counseling is effective in reducing learned helplessness in students. This is proven by the Asymp value. Sig (2-tailed) is $0.029 < 0.05$. The interpretation that can be concluded is that there is a difference in the learned helplessness scores of the control and experimental classes. Thus it can be interpreted that the hypothesis is accepted and has been proven.

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