

EFFECTIVENESS OF GROUP COUNSELING USING WANTS, DIRECTION, EVALUATION, PLANNING (WDEP) TECHNIQUES TO IMPROVE STUDENTS' RESPONSIBILITY ATTITUDE

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Abstract: Responsibility is an obligation that must be carried out by every human being and a necessity to bear the risk of what has been done. For this reason, as students at school, students need to have the attitude of responsibility that students should have at school. To improve students' attitude of responsibility, researchers conducted research on class VIII students of SMP Negeri 2 Gamping to determine the effectiveness of group counseling WDEP technique to improve students' attitude of responsibility. This research uses quantitative methods. This research uses pre-experimental designs or experimental methods with the type of one group pretest-posttest. The population in this study were all VIII grade students of SMP Negeri 2 Gamping, totaling 151 students. The sampling technique that researchers used in this study was nonprobability sampling with purposive sampling. The sample in this study were 5 8th grade students. The instrument in this study used a student responsibility attitude questionnaire. The analysis technique used in this study used T test analysis. The results in this study show that the hypothesis is proven that group counseling WDEP technique is effective to improve the attitude of responsibility of students in class VIII SMP Negeri 2 Gamping. The results of the Anova test conducted obtained a t value of -8.398 with Sig = 0.001 <0.05. This means that group counseling with WDEP technique is effectively used to improve the attitude of responsibility of students of SMP Negeri 2 Gamping.

Keywords: group counseling; WDEP technique; responsibility attitude

INTRODUCTION

Students who violate school rules show their lack of responsibility as a student at school. Students who do not obey school rules have a low attitude of responsibility. As in schools, there are rules that students must do and must not do. As for examples of behavior that shows a low attitude of responsibility at

school carried out by students such as students who are late for school, this is usually stated in school regulations that students cannot be late for school, if they are late, they will bear the risk of the behavior carried out by students. This behavior shows their lack of responsibility in the responsible learning process at school. Therefore, education in school itself for children is very important in helping the sustainability of the child in the future. Ahmadi and Uhbiyati (Maolia, 2020) state that education is essentially an activity that is conscious and deliberate, and full of responsibility carried out by adults to children so that there is interaction between the two so that the child reaches the maturity that is aspired to and takes place continuously.

Based on Law number 20 of 2003 concerning the National Education System in article 3, the purpose of national education is "to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". One of the goals of national education itself is to develop students' potential in terms of responsibility. This shows that students can strive to learn to be responsible. An example of an obligation as a student that must be carried out is regarding school rules or regulations. One of the obligations of students is to be responsible in their obligations to obey school rules. A student in participating in learning activities at school will not be separated from his responsibilities as a student.

Siti (2021), describes that students must follow all teaching and learning processes determined by their respective schools, do homework, not skip class, not fight teachers, and obey everything that has been ordered by the school and teachers, take exams without cheating, and not make noise when the teaching and learning process is taking place. All of these student duties and obligations are a form of school discipline that needs to be implemented and accounted for by the students themselves.

In reality at school, without realizing it, there is a phenomenon where students do things that do not reflect irresponsible students. An example that still happens a lot is students who are late for school, this proves that these students neglect their responsibility to come to school on time. As for other examples, there are still many students who throw garbage out of place, this reflects that students are not responsible for the environment, even though as humans we have an obligation to keep the environment clean. This is in accordance with research conducted by Parandika (2019) that at school students have a bad attitude, namely not fulfilling the rules of responsibility. Students' irresponsible behavior towards school rules makes the teaching and learning process unable to run well and the school environment becomes uncondusive. The role of counselors in dealing with problems that occur to students is very helpful in achieving success, counselors can also collaborate with subject teachers and homeroom teachers. Problems experienced by students if not resolved immediately can hinder the learning process and development. In accordance with the objectives of national education, one of which is that students need to have an attitude of responsibility.

The data obtained shows that there are several students who violate school rules, so this shows a lack of responsibility. As for some behaviors that show a low attitude of responsibility in school carried out by students, such as not doing assignments, coming to school late, not wearing complete attributes during the ceremony, not using uniforms according to the provisions, damaging school facilities, wearing excessive make-up and accessories and other violations that are contrary to school rules. Violations committed by these students can hamper all school activities, the learning process and the lack of a responsible attitude in fulfilling their obligations as students. The lack of a responsible attitude in the obligation to carry out the rules carried out by junior high school students needs to be addressed so that students can comply and fulfill their responsibilities as students. The subject teachers and Guidance and Counseling teachers have also made efforts to reduce violations committed by students, but the efforts made have not been sufficient to reduce student behavior in complying with school regulations. Researchers want to provide assistance to the problem of efforts to improve students' attitudes of responsibility.

Based on the phenomenon in SMP Negeri 2 Gamping, it is necessary to hold guidance and counseling services to help improve students' attitude of responsibility through fulfilling their obligations to implement school rules. Services that are held in overcoming these conditions are group counseling services. According to Corey (Kurniati 2022) this reality counseling is focused on current behavior and is a form of behavior modification. The function of the counseling is so that the counselee can help himself to face reality and meet basic needs without harming himself or others and dare to take responsibility for all his behavior. One of the efforts that can be made through reality group counseling services through the WEDP technique. According to Suriani (2020) the focus of reality counseling is on what the individual is aware of and then helps raise that level of awareness. In addition to individuals becoming aware of how ineffective the behavior they have done to control the world is, they will be more open to learning other alternatives to ways of behaving. Previous research conducted by Kurnianti (2021) entitled "The Effectiveness of Group Counseling Reality Want, Direction, Evaluation and Plant (WDEP) Technique to Increase Responsibility for Completing Thesis", the use of services and techniques carried out is very effective in increasing the responsibility for completing a thesis on a student. The results of previous research provide the researcher's view to apply and develop the results of previous research with different subjects. Based on this background, the researcher will conduct research with the title of the effectiveness of group counseling with the WDEP technique to improve the attitude of responsibility of class VIII students at SMP Negeri 2 Gamping.

METHOD

The research used is quantitative research. The reason researchers use quantitative research is because this research is conducted to obtain an overview of group counseling

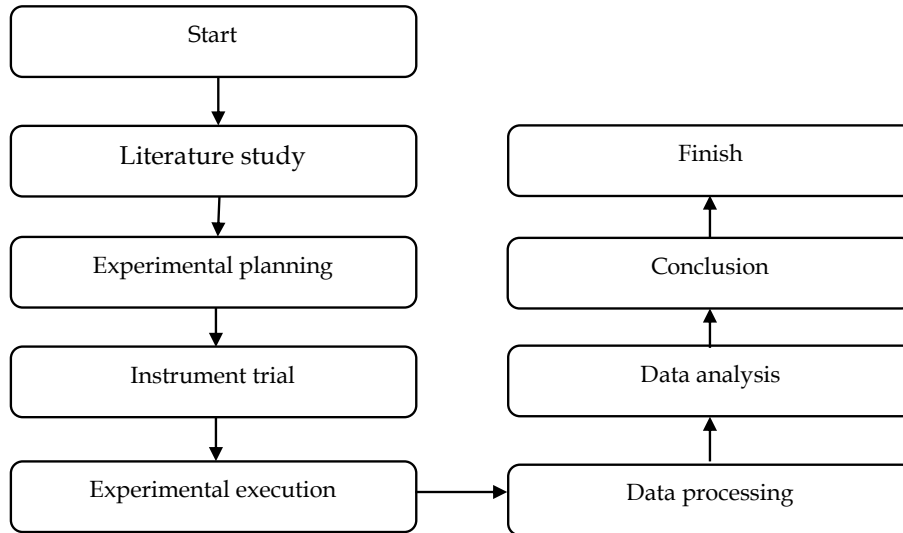
techniques to improve students' responsibility attitudes. The results of the study were analyzed to determine whether the use of these techniques was effective in helping students. This research uses pre-experimental designs or experimental methods with the type of one group pretest-posttest. Researchers use this research design to compare the results obtained before and after treatment. The design of the intervention to the research subject is the WDEP technique to overcome the attitude of responsibility of school students. According to Sugiyono (2013), experimental research methods can be explained as research used to determine the effect of a particular treatment on others under controlled conditions. This research design adopts a set of pre-test and post-test design experimental methods. This design is carried out twice the observation, before and after the experiment. Observations made before the experiment (01) are called pre-test, and observations after the experiment (02) are called post-test. The population in this study were VIII grade students of SMP Negeri 2 Gamping with a total of \pm 151 students from classes VIII A, VIII B, VIII C, VIII E, and VIII F. The sample in this study was 5 students taken as one respondent in each class. Sampling used in this study used non-probability sampling with purposive sampling with a low responsibility attitude category in each class. The data collection technique used in this study was a questionnaire. This questionnaire is a tool or facility used in collecting data to make it easier and more systematic so that it is easier to process. The collection instrument carried out by researchers using a questionnaire. Sugiyono (2017), a questionnaire or questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. This questionnaire is used to determine the attitude of student responsibility before and after being given group counseling services.

The data analysis techniques used by researchers are validity test, reliability test, normality test, homogeneity test and T test. The results of the instrument test conducted in class VIII D with a total of 32 students showed the results of the instrument test there were 32 valid items from the student responsibility attitude statement. Sugiyono (2019), this reliability concerns the degree of consistency or stability of data within a certain time interval. The purpose of this reliability is to determine the consistency of the measurement results by being carried out two or more times on the same problem and by using the same measuring device. Based on the results of data collection carried out, the value with the Cronbach Alpha coefficient is more than 0.6 from the calculation obtained 0.927. These results indicate that the instruments used in this study are reliable.

The result of the significance value for improving students' attitude of responsibility with WDEP technique group counseling is $0.361 > 0.05$ so it can be concluded that the residual value is normally distributed. Then to find out the distribution of data from two variants of a homogeneous population using a homogeneity test is carried out comparing the two variants tested. The results of the homogeneity test show that both variables have a Sig value of 0.666 or more than 0.05. Then the data has the same variant or homogeneous. Furthermore, to prove that there is a difference in the form of a significant increase, it is proven by the T test with results that

show a significant number between the pretest and posttest scores with a significance value of $0.001 > 0.005$, which means that there is a significant difference after group counseling with the WDEP technique to improve the attitude of responsibility of students in class VIII SMP Negeri 2 Gamping. The following below is the research flow:

Table. 1 Research Flowchart



RESULT AND DISCUSSION

This study used the WDEP technique with four times conducting group counseling. Before conducting the treatment, researchers gave a pretest and gave a posttest after treatment. This pretest was given to all VIII A, VIII B, VIII C, VIII E, VIII F classes totaling 151 students. The purpose of giving a pretest is to measure the level of students' responsibility attitude at SMP Negeri 2 Gamping. The pretest was given in the form of filling out a student responsibility attitude questionnaire which was compiled based on 5 indicators, namely, (1) doing his obligations to God, (2) doing his obligations as a child, (3) making amends when doing wrong, (4) obedience to learning activities at school, (5) obedience to school rules. The level of students' responsible attitudes is grouped into three, namely low, medium, high. The following is a table categorizing student responsibility attitudes below:

Table. 2 Data Categorization Result

Data Categorization Result	
<u>Low</u>	<u>$X < 64$</u>
<u>Medium</u>	<u>$64 \leq X < 96$</u>
<u>High</u>	<u>$96 \leq X$</u>

From the results of the categorization of the three data, the researcher took a sample of each class that had the lowest score in each class. Researchers get a total sample of 5 students with low and medium categories. Students with the lowest score from each class in class VIII will be research samples that will be given group counseling treatment

with the WDEP technique. KC with a pretest score of 93 with a medium category. GY with a pretest score of 63 with a low category. DR with a pretest score of 80 with a medium category. BA with a pretest score of 77 with a medium category and RB with a pretest score of 81 with a medium category. From the results of these scores, researchers provide treatment to students who are the sample of group counseling research using the WDEP technique.

Group counseling is a method of providing support to students in a group context. In this group counseling, efforts are made to encourage counsees (students) to be able to change themselves according to their interests and desires (Juntika, 2017). Meanwhile, according to Febriani (2022), group counseling is a counseling process carried out in a group situation, where counselors interact with each other with counsees in the form of dynamic groups to facilitate individual development and or assist individuals in overcoming the problems they face together. Group dynamics in this group counseling service are highly utilized to discuss various issues that are beneficial to the personal development and individual problem solving of the participants. The focus of this group counseling is to overcome personal problems that are being experienced by each member of the group.

This WDEP technique can be used to help counsees explore their own desires, possible things that can be done, opportunities to evaluate themselves, and design plans for improvement. Corey (2013) uses the acronym WDEP to describe the main procedures in the practice of reality therapy. According to Corey (2010), the reality approach is one of the counseling approaches that focuses on the current situation. In this case, the counselee is able to help himself in facing reality and can meet his basic needs without harming himself or others and dare to take responsibility for all his behavior. Researchers provide treatment for four meetings to group counseling members. At the first meeting, the researcher provides treatment at the first stage, namely W (Wants), where the counselee explores his wants, needs, and perceptions of the conditions he faces. The second meeting, the researcher provides treatment at the next stage, namely D (Direction and Doing), at this stage the counselee focuses on current behavior without being fixated on past problems. Then at the fourth meeting the researcher provides the next stage of treatment, namely E (Evaluation), the counselee evaluates his behavior which is a condition where the counselee makes an assessment of what the counselee has done. The fourth meeting of the researcher conducts the next stage, namely P (Planning and action), the counselee sets changes or actions on what the counselee has planned. The time of giving this treatment is carried out for one lesson hour or 1 x 40 minutes. After the treatment was given, the researcher gave a posttest questionnaire to students to find out the measurement after treatment.

Previous research conducted by Astiwi Kurniati and Arie Supriyatna (2022) in a study entitled "The Effectiveness of Reality Group Counseling Want, Direction,

Evaluation and Plant (WDEP) Techniques to Increase Responsibility for Completing Thesis”, explained that there was a significant difference in the responsibility score for completing the thesis of the experimental group given the treatment of Reality group counseling WDEP technique with the control group. This proves that group counseling Reality WDEP technique can increase the responsibility of completing the thesis. Then in a study conducted by Anggraini Ramadayanti (2023) entitled “The Use of Group Counseling with a Reality Counseling approach to Improve Student Learning Discipline”, researchers showed that there were changes in a more positive direction for students, so that these students felt helped after implementing Reality counseling. The same thing also happened in this study.

The results obtained after being given treatment also showed a change in students. The members of the counseling group at the beginning of the meeting wore untidy uniforms or were still issued and did not use belts, but after 3 meetings it began to appear that the members of the counseling group were neatly dressed without removing uniform clothes and wearing belts and their uniforms according to the rules. The findings obtained by researchers are that there are differences in scores between before treatment and after treatment. The following scores obtained from the pretest and posttest are an increase after being given group counseling with the WDEP technique to improve students' attitudes of responsibility:

Tabel 3. Comparison of Pretest-Posttest Results

No.	Name	Pretest	Posttest
1.	KC	93	111
2.	GY	63	96
3.	DR	80	103
4.	BA	77	100
5.	RB	81	99
	Total	394	509

Based on table 3, the results of the pretest and posttest of students' attitudes of responsibility have changed and increased significantly. Based on the results of the pretest and posttest, the results of the researcher's observations as a whole students experienced changes to be more aware of their attitude of responsibility as students. The changes that occur in these students are to compare the scores of students' attitudes of responsibility before and after being given group counseling services with WDEP techniques to class VIII students at SMP Negeri 2 Gamping. The posttest results in the figure also show a comparison of KC's score at 111 which is in the high categorization, GY with a score of 96 is also included in the high categorization even though it is very thin with a moderate difference, subject DR with a posttest score of 103 is in the high categorization, BA with a posttest score of 100 is in the high categorization, and subject RB with a posttest score of 99 which is also in the high categorization. The posttest score has a result of 509 which

means there is an increase in score. While the pretest score obtained the result of 394. This means that after being given treatment, the score increases.

The results obtained after treatment showed a change in students. The members of the counseling at the beginning of the meeting they wore untidy uniforms or were still issued and did not use belts, but after several meetings it began to appear that the members of the counseling were neatly dressed not removing uniform clothes and wearing belts and their uniforms according to the rules. Not only that, the counselee members have been able to realize the problems that occur in their behavior which they can then fix. It can be addressed during the fourth counseling such as KC students who are no longer playing alone and start paying attention to the teacher when learning takes place. GY has shown neat clothes during counseling. Meanwhile, DR has started to pay attention to learning because previously he often played games during learning. Then RB who has never been late to school because previously he was often late to school. RB has also started to follow the learning well because previously he often slept during the lesson. This is in accordance with previous researchers conducted by Anggraini Ramadayanti. That after conducting counseling, the results obtained that the changes felt by students after implementing reality counseling brought more positive changes for students. Where they are helped and feel more precise in collecting assignments, are not late, and can take part in learning well and are able to carry out plans agreed upon with the author.

The results of calculating the average using SPSS 27. There is a change that can be seen from the mean column showing the average value before treatment is 78.800, while the average after treatment is 101.800. This means that the average posttest is higher than the pretest score. The normality test results using the Kolmogorov-Smirnov statistical test, the normality test value of 0.200 is greater than the sig value of 0.05. The results of the homogeneity test show that both variables have a Sig value of 0.666 or more than 0.05. Based on the results of the T test, the t value of -8.398 with a Sig = 0.001 value shows a value smaller than 0.05. The results on the mean show that there is an increase in the average pretest-posttest score of 23.00. It can be concluded that group counseling with the WDEP technique can improve students' attitudes of responsibility. Therefore, it can be concluded that group counseling with WDEP technique is effective to improve the attitude of responsibility of students in class VIII SMP Negeri 2 Gamping.

CONCLUSION

Based on the results of the research that has been done, group counseling services with WDEP techniques are effective for improving the attitude of responsibility of students in class VIII SMP Negeri 2 Gamping. This is evidenced by the pretest results with an average of 78.800. And posttest results with an average of 101.800. These results show a significant increase between the average posttest-pretest results with a difference of 23.00, so it can be proven that group counseling with WDEP techniques is effective for improving students' attitudes of responsibility. This is also evidenced by the results of the Paired T-test which shows a significant

number between the pretest and posttest scores with a significance value (2-tailed) of $0.001 < 0.05$. Based on the results of the research, discussion and conclusions above, the researcher suggests that each school can pay attention to their attitude of responsibility as a student because it will affect the learning process and the future of students. It is also hoped that group counseling services with WDEP techniques can be used in schools to overcome problems in the school environment and can improve the quality of education, and can be a reference for further researchers who conduct research on group counseling with WDEP techniques in the future.

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