



# Development of Reality Group Counseling Guidelines to Improve Self-Concept of Vocational High Schools in Sleman Regency, Special Region of Yogyakarta

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**Abstract.** This study aims to: 1) Produce a reality group counseling guide to improve the self-concept of Vocational High School students in Sleman Regency, 2) Know the effectiveness of a reality group counseling guide in improving students' self-concept. This research is using the development approach (Research and development). The research development procedure refers to the Borg and Gall procedure. The research sample in the small group try out were 35 students, and the research sample in the large group effectiveness test were 170 students who were processed using parametric statistics and a t-test (Paired Sample t-test). The data collection instruments used was the self-concept scale, the media expert test, and the response of material experts, teachers and students. The data analysis technique used descriptive quantitative by using paired sample t-test (Paired Sample t-test). The results of this study are: 1). The development of the resulting reality group counseling guide is appropriate for improving the self-concept of Vocational High School students to be used for students and guidance and counseling teachers. 2). The results of the table show the frequency distribution of self-concept of 170 SMK students in Sleman Regency, namely there is 1 person (1%) in the medium self-concept category, there are 6 people (3%) in the very high category, and there are 163 people (96%) , and the result is that there is a significant difference in the scores of children's self-concept before and after the revision states that it is practical to improve students' self-concept.

**Keywords:** Development of Reality Group Conseling Guidelines, self-concept, Vocational High School

## 1 Introduction

Brooks & Emmert explained that self-concept is views and feelings about oneself that have psychological, social, and physical elements. Self-concept also plays an important role in determining human behavior. According to Baldwin & Holmes, self-concept is a social creation, the result of our learning through interactions with other people [1]. Self-concept is a concept in order to understand and understand human behavior, how it is, and its relationships with oneself, other people, and the environment [2]. Based on observations made at one of the vocational schools in Sleman Regency, it is known that there are still many students who experience negative self-concept, this is proven by the

fact that there are still many students who feel they are short, black, not beautiful, and not confident. Not only about this, many student belief that be a women in vocational school is so hard [3]. To overcome these individual problems, counselors can provide services in the form of group counseling using a reality approach as their approach.

Reality group counseling is an approach that starts from the assumption that there are psychological needs in every aspect of life, the need for self-identity, namely the need to feel unique, the need to be separate and different from other people [4]. Glaser explains that the reality counseling approach is expected to be a way of helping individuals to control their lives somewhat better. The aim of reality group counseling is to help group members fulfill their basic psychological needs [5].

The results of research by Rahmawati et al showed that individual counseling services using a reality approach were able to improve the self-concept of class XI students at Pengasih 1 State Vocational School [6]. Furthermore, research conducted by Rahayu., et al explains that reality counseling is one of the guidance and counseling services that can help students improve their self-identity, by utilizing group dynamics in the process of their activities[4].

Based on the results of the researcher's interviews, the results obtained were that there was still no real group counseling available. This makes group counseling less effective. Furthermore, the lack of guidebooks that focus on students' self-concept makes students less able to see themselves positively. Based on the above phenomenon, researchers will develop a reality approach group counseling guidebook to improve students' self-concept.

## **2 Research Approach**

This study uses the Research and Development (R&D) method. Development of Reality Group Counseling Guidelines using the development procedure of Borg and Gall [7]. Some of the research steps include: 1) data collection, including literature and preparing a research design. 2) planning, 3) product development of Group Counseling Guidelines, 4) initial trials for guidance and counseling teachers, 5) revision of test results, 6) field trials. The following is a picture of the research procedure.

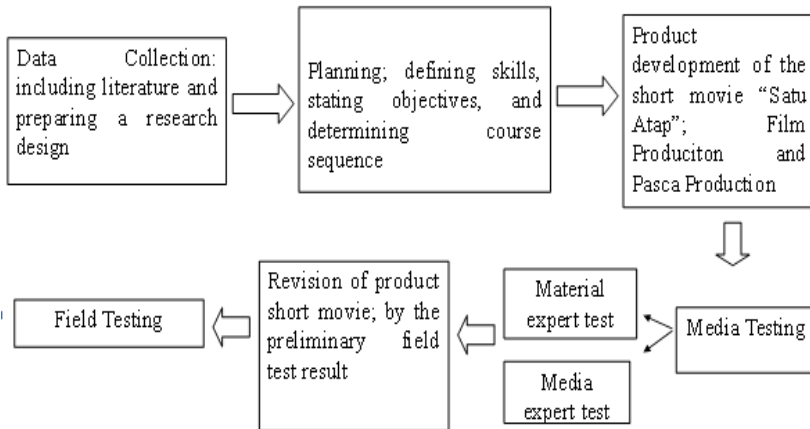


Fig. 1. Borg and Gall Procedure

Data analysis used descriptive statistical analysis, this analysis aims to describe the data in the variables seen through the average (mean), minimum, maximum and standard deviation. The results of the validation test of material experts and media experts were then analyzed using a Likert scale using five alternative answers. The short films were then tested on a small scale by involving guidance and counseling teachers and due diligence through several validators.

### 3 Result and Discussion

#### 3.1 Result

Research and development of a reality group counseling guide to improve students' self-concept uses the Borg & Gall development model. The 9 steps carried out by researchers are as follows:

##### Data collection stage

Researchers collected data to look for various findings related to students' self-concept problems. Some of the findings in the deviant self-concept of vocational school students in Sleman Regency are that there are still limited students who take the initiative to go to the guidance and counseling room to explore their self-concept, students have not been able to determine a positive self-concept, develop their abilities, determine their future mass and have not been able to choose various activities. who supports his development.

##### Planning stage

The planning carried out in developing a reality group counseling guide to improve students' self-concept was to use R&D research referring to Borg & Gall The development of a reality group counseling guide in an effort to increase students' self-concept

prioritizes the practice aspect and refers to WDEP to recognize and understand themselves, and improve self-concept [7].

**Product development stage**

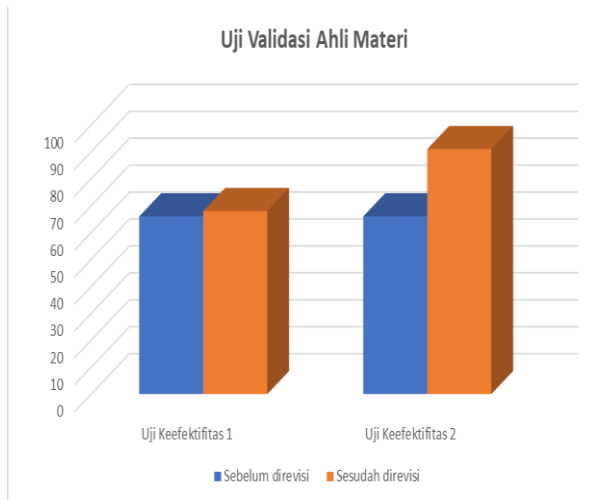
The development of a product draft for a reality group counseling guide in an effort to improve adolescents' self-concept was prepared in accordance with the study that the researchers had carried out. In making a reality group counseling guide in an effort to improve students' self-concept, there are elements including cover, foreword, table of contents, rationale, understanding and objectives.

**Initial field trials**

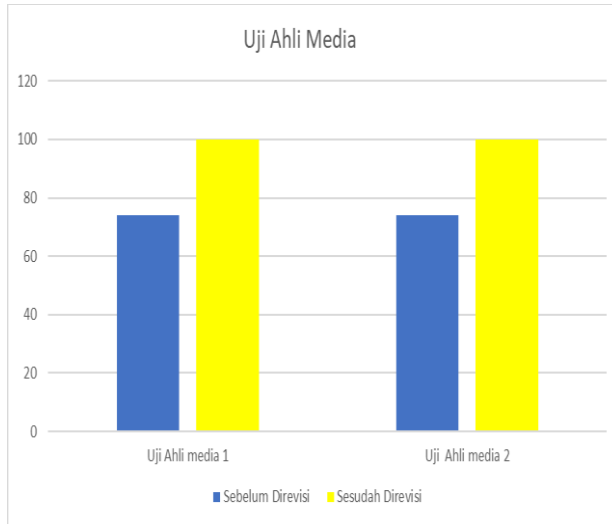
The process of carrying out initial field trials, namely product validation tests for developing reality group counseling guides in an effort to increase students' self-concept which will be used in a standardized and appropriate manner for students and teachers in accordance with the needs of vocational schools. This expert validation was carried out by Prof. Dr. Budi Astuti, M.Si as a validator lecturer for the self-concept scale instrument, Dr. Suwarjo, M.Si as a material expert, validation results from media expert, Dr. Ali Muhtadi, M.Pd.

**Main product revision**

The results of media expert research trials regarding the feasibility of developing a reality group counseling guide product to improve students' self-concept before being revised were 74 (high) then after being revised it became 100 (very high). This is confirmed by the results of the media assessment, namely Dr. Ali Muhtadi, M.Pd related to media. The Development of a reality group counseling guide in an effort to increase students' self-concept is included in the very high category (100). In accordance with these results, it shows that this product refers to media standards in developing reality group counseling guides and is suitable for use with vocational school students in Sleman Regency.



**Fig. 2.** Material Expert Assessment Results



**Fig. 3.** Media Expert Assessment Results

### Main field testing

The results of field trials and responses given by teachers can be used as empirical evidence to identify weaknesses in the products used and obtain advice from the teachers concerned. The teachers who responded to the product of developing a reality group counseling guide in an effort to improve students' self-concept consisted of Indonesian Language teachers, namely three teachers and two Hotel Accommodation teachers, as well as Agus Suratno, S.Pd (deputy principal for curriculum midwife) and BK teacher, Drs . Heri Prayitno and Tri Yulianti, S.Pd. The responses given showed good results, this can be seen from the score of the material expert who got a total score of 91. This score is in the high category.

### 3.2 Discussions

Based on the results of material and media expert validation tests that have been carried out, the results showed that there were changes between before and after the revision. These changes are getting better and better. The results show that the previous score was 74, so the score after being revised to 100 was very high. Then, if we look at the number of disputes which are also very high, this value is included in the higher increasing category. So, based on these results, the reality group counseling book is suitable for use as a medium in an effort to improve students' self-concept.

Reality counseling views counseling as a systematic process. In the counseling process, counselors are required to be able to create a warm atmosphere of understanding, and foster an understanding in students that individuals must be responsible for themselves [8]. According to Glasser, individuals can change their own thoughts, feelings and actions. However, this can be done if humans accept responsibility and are willing

to change their identity. Identity changes occur when individuals are able to fulfill their basic needs in a responsible manner [9]

Self-concept is our view and assessment of ourselves. Sometimes teenagers don't just see themselves as ordinary individuals but see themselves as better people. He tries everything and considers everything he does to be the best [7]. According to Fits, self-concept can influence a person's behavior. When students have a positive self-concept, students will dare to be responsible for what they do. However, when students have a negative self-concept they will be afraid of failure, will not dare to take risks, have low motivation to study and work, and will not dare to take risks in the actions they take [10]

## 4 Conclusion

Development of a realty group counseling guide in order to improve the self-concept of vocational school students that is standardized and suitable for use. This refers to the results of the material expert test before it was revised, getting a score of 66 (medium) and after being revised it increased to 91 (very high), the results of the media expert test before it was revised got a score of 74 (high) and after revision it increased to 100 (very high).

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