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# THE EFFECTIVENESS OF REALITY THERAPY IN IMPROVING LEARNING MOTIVATION AND DISCIPLINE

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Page  
87-91

## ABSTRACT

*This meta-analytical study aimed to examine the effectiveness of reality therapy in enhancing students learning motivation and discipline. Seven experimental studies were selected as the sample of the study using the purposive sampling technique. These selected studies reported the effect of reality therapy on learning motivation and discipline. The analysis was done using pre-post contrast meta-analysis. The calculation result showed a weighted mean effect score of 2.818. The mean effect size score is the parameter that represents effective contribution. This positive score indicates that the post-test score is higher than the pre-test score. Accordingly, it could be concluded that reality therapy is effective for enhancing learning motivation and discipline. The present study contributes to the body of knowledge related to reality counseling, which can be used as a reference for guidance and counseling services at the university level to help students overcome their problems related to learning motivation and learning discipline.*

*Keyword: reality therapy, learning motivation, learning discipline*

## INTRODUCTION

Reality therapy is a method developed by William Glasser, a psychiatrist at a hospital and correctional institutions (Wubbolding & Brickell, 2017). This therapy begins to be widely known in 1965 when Glasser publishes a book entitled "Reality Therapy: A New Approach to Psychiatry. Glasser emphasizes that clients should not be seen as helpless individuals. Instead, they are responsible for making a more effective choice for their life (Wubbolding, 2010). In addition, he highlights the importance of human needs, including power, love and belonging, freedom, fun, and survival (Shafie et al., 2019). Every individual needs love for their life. However, such love may differ from one another (Corey, 2013). Reality therapy asserts that human is not born to wait for external motivations (Corey, 2018). In reality therapy, Glasser emphasizes the importance of recognizing needs to love and to be loved as well as needs to a feeling of being worth

for one's self and others (Wubbolding & Brickell, 2017). The basis of this therapy is to fulfill human needs (Ricard, 2012).

Reality therapy provides choices to help clients to fulfill their basic needs. There are five principles in reality therapy's choice theory, namely: 1) Every individual is motivated by five primary needs, including survival, love and belonging, power or achievement, independence and freedom, and enjoyment; 2) Individuals develop desires related to each need; 3) When their needs on the quality world are not met, i.e., fail to obtain what they desire, individuals exhibit certain behaviors; 4) Behaviors contains purposes. Behaviors aim to influence others in order to achieve certain purposes; 5) When the obtained information is accepted as a perception, it is filtered through three lenses, namely labeling lens, relationship lens, and valuing lens. The labeling lens categorizes information. The relationship lens associates the information to a

certain function while valuing lens puts a judgment (i.e., positive or negative) on the information (Wubbolding, 2010).

Reality therapy contains motivational elements. Motivation is one of the individuals' needs. It is defined as a theoretical construct used to describe the intensity, persistence, and quality of behavior towards a certain purpose (Veeraraghavan 2018). It is viewed as either relatively general needs or desire that drives an individual to perform a behavior. (Brophy, 2010). In the school context, the concept of motivation is employed to depict the extent to which students pay attention to learning activities. In this context, teachers focus on promoting students' active involvement in learning activities to obtain new knowledge.

Motivation is closely associated with learning discipline. A study conducted by Setyawati & Subowo (2018) proves that students with higher learning motivation exhibit better learning discipline. Learning discipline is one of the keys to create a conducive and optimal learning atmosphere. Students' learning discipline may be determined based on their awareness to study better and to obey rules (Sari & Hadijah, 2017).

Reality therapy could be applied in school settings (Jusoh et al., 2011), family settings (e.g., to cope with marriage problems), (Naderi et al., 2015), and community settings. This therapy allows students to be more aware of their behaviors and help them to gain better self-understanding (Shafie et al., 2019). It is proven to be effective in handling diverse students' problems at school, including learning motivation (Mulawarman et al., 2018). Furthermore, a study conducted by Nematzadeh & Sary (2014) evidences that reality therapy could enhance students' happiness, one of their needs as human beings.

Applying this therapy in group settings is proven to be more advantageous since the interaction among the group members (i.e., through self-disclosure, support, empathy, and understanding each other) allows individuals to gain a better picture of themselves (Massah et al., 2015). Applying reality therapy in a group setting was also proven to improve self-regulation (Hajhosseini et al., 2017) and self-esteem of adolescents who lack affection, attention, and

family appreciation (Iswinarti & Wahyuningsih, 2018). This therapy is often applied in narcotics rehabilitation institutions. The study conducted by (Massah et al., 2015) revealed that reality therapy positively influences drug addicts' mental health.

This therapy has been applied in many countries around the world, including United Kingdom, Germany, Australia, Slovenia, Croatia, Italy, India, Korea, Japan, New Zealand, Spain, Russia, Taiwan, Hong Kong, Singapore, and Kuwait (Wubbolding et al., 2004). In Indonesia, reality therapy begins to gain attention. Several studies on reality therapy have been reported, especially in the Indonesian educational context.

The present study aimed to conduct a meta-analysis on the effect of reality therapy in the Indonesian school context. The outcome of this study allows us to conclude the effect of reality therapy on the students learning motivation and discipline, particularly in the Indonesian school context. This study is expected to provide Indonesian school counselors with information related to the application of reality therapy for solving students' problems at school.

## RESEARCH METHODOLOGY

In the present study, a pre-post contrast meta-analysis design was applied. This design aims to compare and define the changes in certain variables based on pre-test and post-test. Seven research reports were selected using the purposive sampling technique. We did not set the limit related to the year of publication since we expect to have broader scope by using different years of publication. The research was collected under several criteria. First, the selected study should apply reality therapy as its independent variable. Second, the selected study should apply pre-posttest contrast experimental design. Third, the study should report statistical data. In general, the analysis was done in the following steps: 1) Calculating effect size, effect size variance, and standard error of the effect size, 2) Calculating summary of effect size, effect variance, and Standard error effect, 3) Calculating confidence interval, 4) Performing hypothesis testing by calculating Z-value and p-value 5) interpreting and drawing a conclusion based on the analysis result.

## RESULT AND DISCUSSION

We collect the data from the thesis and journals. They were studies on the effectiveness of reality therapy in improving learning motivation and discipline. The selected samples possessed the characteristics is shown in Table 1.

**Table 1**  
*Characteristics of the Sample of the Study*

Researcher	Average		St. Dev		Pre-Post
	Pre	Post	Pre	Post	
Fauziah, N.R (2013)	207.9	269.7	6.21	5.04	0.513
Alhanif, A.I (2013)	216.5	274.1	7.1	15.7	0.518
Masrohan, A (2014)	119.8	174.3	5.98	15.9	0.569
Rusdiantie, H (2015)	117.7	132.1	7.89	19.3	0.516
Putri, P.T (2017)	118.3	137	17.7	1.21	0.885
Fauziah, A (2020)	44.6	75	1.14	7.34	0.716
Ningrum, S (2020)	83.4	99.2	4.6	6.7	0.706

Table 1 displays the characteristic of the samples before and after receiving reality therapy treatment. Table 2 highlights the effect size, effect variance, and standard error effect.

**Table 2**  
*Effect Size, Variance, and Standard Error on  $SE_d$*

No	d	$SE_d$	J	g	$V_g$	$SE_g$
1.	25.80.	6.01.	0.903.	23.30.	29.47.	5.43.
2.	15.41.	3.58.	0.889.	13.70.	10.14.	3.18.
3.	13.81.	3.04.	0.889.	12.27.	7.30.	2.70.
4.	3.48.	0.90.	0.842.	2.93.	0.57.	0.76.
5.	2.19.	0.32.	0.842.	1.85.	0.07.	0.27.
6.	19.68.	8.63.	0.800.	15.74.	47.70.	6.91.
7.	5.56.	1.06.	0.800.	4.45.	0.72.	0.85.

As displayed in Table 2, the effect size of each sample could be categorized as high, indicated by the effect size score of higher than 0.8. In Table 4, the weighted mean effect size (M) and standard error effect are displayed.

Based on the FE analysis mode in Table 3, it was found that the weighted mean effect was 2.818. In other words, the difference between pre-test and post-test scores was 2.818. This positive score indicates that the post-test score is higher than the pre-test score. The mean effect size score is the parameter that represents effective contribution. According to Cohen (1992), a score of 2.818 indicates moderate effect size. In other

words, counseling gives a moderate contribution to students' learning improvement.

**Table 3**  
*Fixed Effect Model*

Mean and precision		
Mean effect	M	2.818.
Variance	$V_M$	0.081.
Standard error	$SE_M$	0.284.
Confidence intervals		
Lower limit (95%)	$LL_M$	2.261.
The upper limit (95%)	$UL_M$	3.374.
Test of the null that $M=0$		
Z for test of null Z	Z	9.922.
p-value (1-tailed) p 1	$p_1$	.000
p-value (2-tailed) p 2	$p_2$	.000

The calculation showed that = 10,027, with the p-value (one-tailed dan two-tailed) lower than  $\alpha$  (0.05), since  $p - value < \alpha$  (0.05),  $H_0$  was rejected. To conclude, reality therapy is effective for enhancing students' learning motivation and discipline based on studies conducted in 2013-2020.

Table 4 present the effect size score based on the partial analysis.

**Table 4**  
*Effect Size Analysis Result based on the Problem being studied*

Problem	Total	$\sum \bar{E}S$	$\bar{E}S$
Learning motivation	4.	48.96.	12.24.
Learning Discipline	3.	36.97.	12.32.

As displayed in Table 4, the mean effect size of learning motivation and learning discipline were 12.24 and 12.32, respectively. These scores indicate that reality therapy affects students' learning motivation and discipline. Reality counseling was found to be effective for enhancing students' learning motivation and discipline.

Learning discipline could be defined as individuals' attitudes or behavior when performing their learning obligation. Learning motivation is one of the aspects influencing one's learning discipline (Ningrum & Wiryosutomo, 2020). Discipline is pivotal for self-control (Eden, 2019). While motivation is pivotal in learning processes (Emda, 2018), students' motivation is inseparable from their potential development, which could be seen from their achievement (Failasufah, 2015).

Students with better learning motivation tend to exhibit better learning outcomes. In addition to influencing one's achievement, motivation also affects students' learning discipline. It is proven that students with higher learning motivation exhibit better learning discipline (Setyawati & Subowo, 2018). It is necessary to stimulate their curiosity to promote students' motivation. Keller (2008) defines motivation into four categories, namely attention, relevance, belief, and satisfaction. Motivation to learn is essentially the driving force for a person to achieve a goal.

In conducting reality counseling to handle students with low learning motivation, counselors could apply the WDEP technique (Fauziah & Nursalim, 2013). It stands for Wants, Direction, Evaluation, and Planning. By applying reality counseling, either in an individual or group setting, students are facilitated to identify the root of their negative learning behaviors, including their inability to find the source of learning motivation (Hanif, 2013). Through reality counseling, students' motivation may be enhanced by promoting their sense of responsibility.

Reality therapy may influence students' discipline (Fauziah, 2020). It could be applied in high schools and elementary school contexts (Nadhifa et al., 2020). Through reality counseling, students are directed to develop their awareness of the importance of learning discipline by evaluating their behaviors that lower their learning discipline (Masrohan, 2017). The results of this study explain that the problems of learning motivation and learning discipline can be treated using reality counseling.

### CONCLUSION

The present study concludes that reality therapy is effective for improving students' learning motivation and discipline. Meta-analysis result shows a weighted mean effect score of 2.818, indicating that reality therapy is effective for enhancing students' learning motivation and discipline. This result was based on the studies conducted from 2013 until 2020. The present study contributes to the body of knowledge related to reality counseling, which can be used as a reference for guidance and counseling services at the university level to help students

overcome their problems related to learning motivation and learning discipline

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