

The Effect of Reality Group Counseling with Confrontation and Metaphorical Techniques in Reducing Students' Hooky Behaviors of SMP Negeri 2 Wawonii Timur, Sulawesi Tenggara

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ABSTRACT

Hooky behavior is a condition of students who behaved without respecting the school rules and regulations. The purpose of this study was to examine the effectiveness of group reality counseling with confrontational and metaphorical techniques in reducing students' hooky behavior. This study used a *pretest* and *multiple posttest design*. The intentional *sampling technique* had used to select 24 experimental subjects inserted into three groups randomly so that each group was composed of 8 students. The data was collected using a *hooky behavior scale*. The method of analyzing data used *mixed repeated measure ANOVA*. The results test of *mixed repeated measure ANOVA* showed that group of reality counseling with confrontational and metaphorical techniques was effective in reducing the students' hooky behavior with values of $(F(2) = 8.83, p < 0.01)$. There was an interaction effect between the time and the group on the students' hooky behavior with values of $(F(4,2) = 19.40, p < 0.05)$. In conclusion, this study showed that confrontation and metaphorical techniques showed a complete change, so using this combined technique in counseling practice was recommended in reality group counseling.

Keywords: Reality Group Counseling, Confrontation, Metaphorical, Hooky Behaviour

INTRODUCTION

Hooky behavior had interpreted as students who intentionally leave school

before completing the teaching and learning process. Kanga (2015, p. 1) explained that hooky behavior is students intentionally leaving school without teacher permission or parental approval. Gosain (2013, p. 13) supported that hooky behavior is the absence or leaving school without permission related to external factors starting from living conditions, family problems, society involvement, and classmate intimidation. Inherently, every student must behave based on the regulation applied and established in their school. But another situation in school was students' obedience to various kinds of rules and regulations; sometimes, students deliberately violate the laws, regulations, and various other provisions, resulting in students who skip school.

Behavioral changes had related to students' hooky behavior must be directed to take development in a more meaningful direction so that students can be accountable for all actions taken. Following the assumption of reality, group counseling required the students to be responsible for every decision made to minimize hooky behavior. One of the directions of approach to reality counseling was to lead students to emphasize choices to be fully accountable for every action and decision made. By group counseling, students can get positive information updates to reduce their hooky

behavior (Puluhulawa, 2017). So, the intervention used a realistic approach through group counseling, leading students toward awareness of their obligations and responsibilities (Cahyani et al., 2020).

One of the appropriate interventions to solve this problem had applied reality group counseling through confrontation and metaphorical techniques. The use of confrontation and metaphorical methods in the realistic approach was a direct technique where the counsellor challenged the client to face themselves authentically and emphasize planning and commitment in behavioral plans that were difficult to change. Reality confrontation therapy helped clients plan and engage in challenging behavior to change and often did not go as planned. The use of confrontation and metaphorical techniques in reality approaches therapy did not criticize or debate clients but tried to explore the whole behavior and then made an effective plan to optimize the counseling implementation (Sharf, 2012). Besides the confrontation techniques in counseling reality, a method that was also effective to use in reality counseling, namely the metaphorical method. According to Mashar (2017), the metaphor technique was an effort to facilitate and build relationships between students and counsellors through creating meaning indirectly so that students quickly gain new enlightenment.

Based on the statements above, this study had expected to test the effectiveness of reality group counseling by using confrontation and metaphorical techniques to reduce students' hooky behavior. The difference between this study and the previous one was through confrontation and metaphorical techniques in the actual group counseling process, so it had expected to change counseling intervention.

MATERIALS & METHODS

This study used a quantitative method with an experimental design of *Randomized Pretest Posttest Comparison Group Design*. According to Purwanto (2016), *Randomized Pretest Posttest Comparison Group Design* was suitable for internal validity threat control. An experimental subject had selected based on the students' hooky behavior category of 24 students. The assignment had made for each placement of 8 students in an experimental group that had given the treatment of reality group counseling intervention with confrontation and metaphorical techniques. The technique of data collection using a hooky behavior scale of 23 items had studied by Claudia E. Van Der Put (2020).

RESULT

The results of descriptive analysis data in this study showed that the mean level and standard deviation of hooky behavior in pretest confrontation group was (M= 77.50; SD= 2.927) to posttest was (M= 47.62; SD= 1.955) and *follow up* (M= 47.62; SD= 1.955) and score pretest on Metaphorical group was (M= 79.62; SD= 2.326) to posttest (M= 50.12; SD= 4.793) and *follow up* (M= 50.12; SD= 4.793). In the combination group, there was an average increase from pretest (M= 80.00; SD= 1.690) to posttest (M= 42.12; SD= 1.264) and *follow up* (M= 42.12; SD= 1.264), from the descriptive statistical analysis results for the whole score indicated that the mean values were high than standard deviation, so it showed a good presentation for the data spread. This result showed that the combination technique was higher than confrontation and metaphorical groups. For more information, the result will present in Table 1 below.

Table 1. Results of Descriptive Data Analysis

Variable	Measurement	Confrontation		Metaphorical		Combination	
		Mean	SD	Mean	SD	Mean	SD
Hooky Behavior	T ₁	77.50	2.927	79.62	2.326	80.00	1.690
	T ₂	47.62	1.995	50.12	4.793	42.12	1.246
	T ₃	47.62	1.995	50.12	4.793	42.12	1.246

Description: T₁ (Pretest), T₂ (Posttest), T₃ (Follow Up)

The results analysis of *mixed ANOVA* showed an effect of time on students' hooky behavior ($f(2) = 22733.541$; $p < 0.01$). Furthermore, there was a group effect on the decrease in the students' hooky behavior and found a significant difference ($f(2) = 8.83$, $p < 0.05$). Other results also demonstrated that there was an effect of temporal interaction with the group on the decrease of students' hooky behavior ($f(4,2) = 19.40$, $p < 0.05$). It will present in Table 2 below.

Table 2. Results of Mixed ANOVA Analysis

Effect	Hooky's Behavior		
	F	Df	P
Time	2733.541	1, 2	<0.01
Groups	8.83	2	<0.05
Time*Groups	19.40	4, 2	<0.05

The results of *pairwise comparison* analysis showed that (T1 – T2), (T1 – T3), and (T2 – T3) from each experimental group had increased. It concluded that there was a decrease in students' hooky behavior in each measurement. The groups' improvement levels in each measure will present in Table 3 below.

Table 3. Results of Pairwise Comparison of Confrontation, Metaphorical, and Combination Techniques

Measurement	Mean	SE	P
Confrontation Technique of Experimental Group			
T ₁ -T ₂	77.500	0.838	<0.01
T ₁ -T ₃	47.625	1.090	<0.01
T ₂ -T ₃	47.625	1.090	<0.01
Metaphorical Technique of Experimental Group			
T ₁ -T ₂	79.625	0.838	<0.01
T ₁ -T ₃	50.125	1.090	<0.01
T ₂ -T ₃	50.125	1.090	<0.01
Combination Technique of Experimental Group			
T ₁ -T ₂	80.000	0.838	<0.01
T ₁ -T ₃	42.125	1.090	<0.01
T ₂ -T ₃	42.125	1.090	<0.01

Descriptive: T₁ (Pretest), T₂ (Posttest), T₃ (Follow Up)

The result above found the effectiveness differences between time and interaction with confrontation technique, metaphorical technique, and combination technique groups. The upshot of this study indicated that the three techniques effectively reduced students' hooky behavior. It concluded that there was a change in behavioral and self-controlled of their behavior. Although the three techniques effectively reduced students'

hooky behavior, each method had a different level of effectiveness. In this study, counseling services with combination techniques decreased students' hooky behavior more effectively than confrontation and metaphorical approaches, although no significant differences were.

DISCUSSION

Based on the result explained, this study showed that the effectiveness of the techniques was following the primary goal of using reality counseling was that each individual can be responsible for their own choices (Cappuzi & Stauffer, 2016). On the application, confrontation techniques helped the consultant to change their behavior to be congruent live a life according to healthier function (Corey, 2015). According to MacCluskie (2010), the confrontation technique was effective when introducing intuition and awareness, overcoming resistance, increasing congruence between client's goal and behavior, promoting open communication, and leading to positive changes in emotions and thoughts. The use of the second technique was metaphorical technique. Tompkins (in Chapman, 2009) generally, the metaphorical technique was defined as a speaking technique about one thing expressed in another. It was in line with Mashar (2017) stated that metaphorical technique was an effort to facilitate and build relationships between fellow students and counselors through indirect creation of meaning so that students could quickly gain new enlightenment.

Furthermore, this study's results became more effective by combining two techniques of reality counseling: confrontation and metaphorical techniques. The combination technique had considered more effective to apply in reality group counseling than just using one method. It was in agreement with the study findings of Tahrani et al. (2019), which used a combination of problem-solving and role-playing techniques which stated that these two techniques combined produce an effective result compared to using one

method. It was supported in another study using a combination technique conducted by Rani et al. (2018), revealing that self-talk and reframing had the same effectiveness level, as shown by the study results on differences in the level of effectiveness. Although this study showed the same results, it was still effective in using a combination technique compared to only one method.

Based on the study's findings, the implication for counseling and guidance teachers was that reducing students' hooky behavior can use confrontation and metaphorical techniques in reality group counseling. Furthermore, using combination techniques in counseling practice was highly recommended in implementing reality group counseling. The counseling and guidance teachers had expected to open the space to cooperate with related parties (parents and schools) in reducing students' hooky behavior so that the implementation of counseling and guidance could function effectively and efficiently.

CONCLUSION

Based on the outcome was found in this study, it concluded that reality group counseling, confrontation, and metaphorical techniques effectively reduced students' hooky behavior of SMP Negeri 2 Wawonii Timur. Based on the results of this study, counsellors had suggested using reality group counseling and metaphorical techniques in reducing students' hooky behavior. Meanwhile, further researchers could broaden the research subjects in their study so that the study results applied to a large area, not just one school. Future researchers should also research differences in the level of hooky behavior between female students and male students.

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