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The Effectiveness Of Counseling Reality Of Group Settings In Strengthening Students' Self-Regulation To Quit Smoking at SMAN 1 Sungayang

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Abstract

The main problem in this thesis is whether group setting reality counseling is effective in strengthening students' self-regulation to stop smoking at SMAN 1 Sungayang. Due to the heterogeneous background of the students in the area where this high school is located, there is a need for group setting reality counseling in strengthening students' self-regulation to stop smoking. This study used an experimental research type, with a one group pretest and posttest design. In this study the authors provided a group setting reality counseling treatment to 12 students at SMA Negeri 1 Sungayang. The data analysis technique that the authors used in this study was statistical data analysis technique, namely the T test. The results showed that there was a strengthening of students' self-regulation levels after being given reality counseling treatment in group settings and the value of n-gain students' self-regulation levels to stop smoking after getting group setting reality counseling is in the medium category. This provides evidence that there is a significant difference in the level of self-regulation of students to quit smoking after receiving group setting reality counseling interventions. This empirical evidence supports the hypothesis in this study, namely Ho is rejected and Ha is accepted. This means that

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group setting reality counseling is effective in increasing students' self-regulation to stop smoking at SMAN 1 Sungayang

Keyword : *Self Regulation ,* Group Setting Reality Counseling

INTRODUCTION

Self-regulation is not a person's mental ability or academic ability, but how individuals process themselves in a form of activity. Pervin, et al (in Handy p. 7) argue that self-regulation means that individuals have the capacity to regulate themselves, to set personal goals, plan strategies, evaluate and modify ongoing behavior, while Schunk and Zimmerman (in Handy) argue Self-regulation is the ability to control one's own behavior. Regulation is the use of a process that activates thoughts, behaviors and feelings continuously in an effort to achieve a predetermined goal.

Based on the description above, it can be understood that self-regulation is an individual's ability to regulate, observe, consider and give an assessment of his own behavior in order to achieve the goals he wants. Everyone has an effort to regulate himself in various ways to achieve his goals, what distinguishes it is the effectiveness of this self-regulation. Good self-regulation is necessary because with this self-regulation, individuals will know and understand what kind of behavior is acceptable to their parents and environment, so that individuals can set targets for achieving the goals they must achieve. Good self-regulation also helps individuals organize, plan and direct themselves to achieve certain goals. Self-regulation will be able to show or hold certain behaviors appropriately in accordance with the conditions faced by individuals in an effort to achieve their achievements. Self-regulation is one of the factors that influence a person's success in undergoing the educational process. This success is usually seen from the achievements achieved. Meanwhile, to achieve high achievement requires achievement motivation. Increasing achievement motivation is important because with high self-regulation individuals are more able to compete to achieve the highest possible achievements while at the educational level. Handy (p. 64).

Self-regulation includes internal factors that exist within the individual, it is these internal factors that have a large enough contribution to giving rise to encouragement for someone to achieve their goals. This also plays an important role in the emergence of achievement motivation. Achievement motivation is the first step in producing higher achievements. Self-

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regulation and motivation are interrelated things, regulation is a tool for students to channel their desires in fulfilling their competency needs. Zimmerman in Aftina (2015) says that: Motivation is an important aspect in the process of self-regulation. Self-regulation will not work without self-regulation to carry out an action. Efforts in the process of self-regulation are basically efforts that are purposeful and oriented toward achieving targets *(goal-oriented behavior).* In addition, Carver and Schier argue that the existence of targets and goals is a source of motivation, it provides energy, directs behavior, and gives meaning to one's life.

Based on the quotation above, it can be understood that self-regulation and motivation are interrelated things. Motivation is one aspect of individual self-regulation to achieve goals. Individuals who are able to regulate themselves well will have high motivation which can be seen from the results they achieve. Zimmerman and Pons in Ghufron and Risnawati (2010: 60) say that " The advantage of this motivation is that individuals have intrinsic motivation, autonomy, and high confidence in their ability to do something " . Based on the theory above, it can be understood that with motivation, individuals have high self-confidence in their own abilities to do something. Meanwhile, according to Dria (2013: 29), the factors that influence self-regulation include: Self-regulation is influenced by several factors, namely individual factors, behavioral factors, and environmental factors. Individual factors in the form of factors related to the individual himself. Behavioral factors are how individuals use their abilities, while environmental factors are a reference for how the environment is able to support or not support the activities carried out by individuals.

Based on the opinion above, it is understandable that a person's regulation can be influenced by several factors. Individual factors where self-regulation comes from within the individual itself and the individual is able to manage himself. While behavioral factors show how an individual is able to use the abilities he has in achieving goals and environmental factors also affect a person's self-regulation, because whether there is support from the individual's environment will affect the individual's self-regulation. Zimmerman in Ghufron and Risnawati (2010:60-61) says that: Self-regulation includes three aspects, namely metacognitive, motivation, and behavior. Metacognitive points for individuals who carry out self-management are individuals who plan, organize, measure themselves, and instruct themselves as a necessity during the process of their behavior, for example in learning. Furthermore, the advantage of this motivation is that individuals have intrinsic motivation, autonomy, and high self-confidence in

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their ability to do something. Meanwhile, behavior is an individual effort to self-regulate, select and utilize as well as create an environment that supports its activities.

From the above opinion it can be understood that self-regulation consists of three important aspects, namely metacognitive which functions to carry out self-management, motivation which functions to encourage individuals to do something and behavior which is the ability of individuals to regulate themselves to utilize and or create a supportive environment activity.

Personality is a person's character and attitude which is formed and determined by several factors, such as talent, interest, education and experience that a person shows when presenting himself in the environment. Someone who has good self-regulation is certainly able to do good self-management, he will be able to organize himself so that the goals he has set can be achieved. Whereas someone who does not have good self-regulation, will have difficulty in managing and managing himself, both in the learning process and other activities.

The development of students' self-regulation needs to be improved in order to achieve independence and be able to avoid risky behavior such as smoking. However, if students' self-regulation abilities are low, their chances of achieving independence and overcoming challenges of risky behavior are small. Therefore, it is necessary to seek counseling to improve self-regulation, which aims to anticipate the possibility of students being exposed to risky behaviors such as smoking so that they are able to optimally explore their various potentials. This is part of the role of the counselor at school.

In providing services to students, counselors need to refer to the Qur'an in order to enrich students' knowledge and faith. Allah always warns humans to control themselves in carrying out various actions that are in accordance with their life goals and surrender all the results that have been tried to Allah. Because after all, humans only get a portion to do their best. Allah SWT says in the letter Al-Baqarah verse 112 which means:

It means: "(No thereby) even Whoever Which deliver selfto God, currently He do virtue, So for him reward on the side his god And No There is worries to they And No(also) they grieve heart" (QS Al-Baqarah: 112).

The phenomenon that is developing at SMAN 1 Sungayang which indicates the low ability of students' self-regulation is the large number of smoking behavior among students, especially boys. Based on the author's observations, as much as 80% of class XI students were identified as having been exposed to cigarettes. Smoking behavior generally occurs due to the influence of

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peer association which has started since being in junior high school and even since elementary school. The role of parents and educational institutions seems not to be optimal enough in preventing this behavior, therefore a systematic and measurable joint effort is needed to overcome it.

Smoking habits will have very bad consequences for the development of students from all aspects, especially cognitive and health. Adolescence which should be used for learning requires excellent health conditions. Declining health will cause a feeling of lethargy and weakness so that cognitive potential will be hampered in its development. Another impact that must be faced by students with smoking behavior is the loss of various opportunities to seize career opportunities, because many institutions and companies impose conditions free from smoking behavior. This is a very big loss for the continuation of the student's career, an adequate intervention is needed to stop smoking.

So far, government and school programs, such as the incessant smoking cessation campaign, have not produced encouraging results, due to the reality on the ground that various campaign slogans are only written and have not been able to touch on the substance aspect. Creating change cannot only rely on external factors in the form of campaigns, but must start by internalizing values and attitudes as well as strong personal skills. Association with peers seems to have a greater influence, because similarities make it easy to transfer behavior.

There are various factors that cause smoking behavior in students, including knowledge, attitudes, beliefs, beliefs, traditions, and values (Rahmadi et al. 2013 p. 25-28). In addition, Fikriyah's research (2012: 99-109) shows the high contribution of psychological factors to smoking behavior in adolescents. These psychological factors include self-regulation, self-control, imitation, and other personal skills. The lower a person's psychological abilities and skills, the greater the potential for influencing a person in following the smoking habits of their peers, and vice versa if the higher a person's psychological abilities and skills, the lower the potential for being affected by smoking behavior (Runtukahu et al, 2015: 84-92).

One effort that can be done to help students get out of the smoking habit is through group counseling with a reality therapy approach (abbreviated as reality counseling). Reality counseling is counseling based on the control theory of William Glasser (in Corey, 2005), which states that human behavior has a goal to fulfill what the individual wants. Reality counseling holds that humans have the freedom to make choices in their lives and must accept the consequences in the form of responsibilities that follow the choices they have made. This approach is also one of

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the most popular techniques in schools and can be used for a variety of purposes. The essence of reality counseling is acceptance of personal responsibility which is equated with mental health, where the counselor serves as a teacher and model and confronts clients in ways that can help clients face reality and meet basic needs without harming themselves or others.

Reality counseling focuses on increasing clients' awareness of the ineffectiveness of the behaviors they are displaying, then teaching them more effective behaviors in dealing with the world. In other words, clients are helped to evaluate whether their desires are realistic and whether the actions they are taking are helping to achieve their desires. Reality counseling assists individuals in determining and clarifying goals, explaining things that impede the achievement of goals, and helping clients find alternative solutions to problems. Furthermore, counseling which is carried out in groups makes it easier for participants to talk about urgent problems they face, to be more open to accepting contributions of ideas, to be willing to open up when they witness other group members also speak honestly and openly. Based on this, the authors are interested in conducting research on the effectiveness of group setting reality counseling in strengthening students' self-regulation to stop smoking at SMAN 1 Sungayang.

RESEARCH METHODS

The type of research used is quantitative research with Pre-EXIsperimental with the type "One Groups Pretest Post-test Design", namely a research design that has a pretest before being given treatment and a post-test after being given treatment. In Yusuf (2013: 180) it is explained that in the One Groups Pretest Post-test Design design consists of one group (no control group) while the research process is carried out in 3 stages, namely: First, carrying out a pretest to measure the initial condition of the respondent before being given treatment . Second, giving treatment (XI). Third, doing a post-test to find out the condition of the dependent variable after being given treatment. is the researcher conducting research on a group of samples, where the sample consists of one group as the experimental group. Before the experimental group was given *treatment* (X), the group was first given *a pretest* (O_1), after which it was given *treatment* (X) to the group. After being given *treatment* , then given *a post-test* again to the group (O_2). Based on these results, researchers will see whether group counseling services are effective or not with a reality approach in strengthening self-regulation of students to quit smoking.

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RESEARCH RESULT

Based on the results of research that has been conducted on 12 students in Negeri 1 Sungayang , the results are obtained

Table 1. Comparison between *Pretest* and *Post-test*

No	Code Student	*Pretest*		*Post-test*		*D*
		Score	category	Score	Category	
1.	MAP	60	Very low	85	Low	up 15
2.	IF	70	Very low	110	Currently	Up 40
3.	AW	100	Low	140	Tall	Up 40
4.	AF	104	Low	135	Currently	Up 31
5.	FM	79	Low	138	Tall	Up 59
6.	MR	80	Low	125	Currently	Up 45
7.	HA	75	Low	139	Tall	Up 64
8.	AR	104	Low	150	Tall	Up 46
9.	IR	132	Currently	143	Tall	up 11
10.	RA	149	Tall	172	Very high	Up 23
11.	AA	149	Tall	171	Very high	up 22
12.	RH	171	Very high	180	Very high	up 9
Amount		**1273**		**1508**		**405**
Average		**106**		**125.6**		**33.75**

Based on the data in the table above it can be explained the comparison of pretest and post-test points, 1273 pretest points with an average of 106 points are in the medium category. After the treatment, there was a change in the post-test points to 1508 with an average of 125.6 in the medium category. It can be concluded that the difference in points is 405 with an average of 33.75. This means that group setting reality counseling is effective in strengthening students' self-regulation to stop smoking. Furthermore, for more detail, the comparative classification of pretest and post-test self-regulation can be explained as contained in the following table:

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Table 2. Classification of Comparison of *Pretest* and *Post-test* Viewed from the Whole

No.	Score	Category	*Pretest*		*Post-test*	
			F	%	f	%
1	171 - 195	Very high	1	8.33	3	25.00%
2	138–170	Tall	2	16.67	5	16.67%
3	105 – 137	Currently	1	8.33	3	41.66%
4	72 – 104	Low	6	50 %	1	8.33%
5	39 - 71	Very low	2	16.6	0	0%
total			**12**	**100%**	**12**	**100%**

Based on the overall pretest and post-test results in the table above, it can be explained that in the pretest results there were 1 student in the very high category with a percentage of 8.33%, 2 students in the high category with a percentage of 16.67%, 1 student are in the medium category with a percentage of 8.33%, 6 students are in the low category with a percentage of 50% and 2 students are in the very low category with a percentage of 16.6%. In the post-test results, there were 3 people in the very high category with a percentage of 25.00%, 5 people in the high category with a percentage of 16.67%, 3 people in the medium category with a percentage of 41.66%, and 1 person in the low category with percentage of 8.33%. That is, from the data the condition of the respondents in each category varies, there are very low, low, medium, high and very high.

Prerequisite test is carried out to find out whether the data we examine meets the requirements or not. The different test analysis carried out in this study is the normality test. A is the normality test to see whether the data distribution is self-regulatory students to quit smoking which were analyzed came from samples that were normally distributed or not .

Table 3. Group Normality Test Results

	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	.220	8	.200 *	.897	8	.269
Postest	.260	8	.118 *	.859	8	.118

Interpretation:

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1. If the respondent > 50, then how to read it by using Kolomogrov-Smirnov
2. If the respondent is < 50, then how to read it by using Shapiro-Wilk

Based on table 4. 7 the number of respondents in this study were 8 people, so the table seen is using Shapiro-Wilk. statistical test results Shapiro-wilk pre-test scores self-regulation , namely having a sig value of 0.2 69 and a posttest with a sig value of 0.118 . It can be seen that the pre-test and post-test data follow normal distribution data (sig > 0.05). Judging from the statistical results, it can be seen that it meets the requirements for the statistical method used.

The next test used is the homogeneity test. This test aims to determine whether the pre-test and post-test data have variance or not.

Table 4. Homogeneity Test Results

	Sum of Squares	Df	MeanSquare	F	Sig.
Between Groups	154,857	8	30,971	.968	.644
Within Groups	32,000	1	32,000		
Total	186,857	6			

the pre-test and *post-test* homogeneity were sig 0.644. This means that the *pre-test* and *post-test results* are homogeneous. So that the *pre-test* and *post-test* data meet the requirements for the planned use of statistical methods.

Hypothesis testing was carried out on the results of the students' self-regulation scale posttest. Testing this hypothesis is carried out using a non-parametric test because the data is normally distributed and homogeneous. In this study the authors used the T test and the N-Gain test

The T-test in this study was used to answer the formulation of the problem "Effectiveness of Reality Counseling in Group Settings in Strengthening Student Self-Regulation to Quit Smoking at SMA Negeri 1 Sungayang:

If the Asymp.Sig. (2-tailed) is less than < 0.05, then Ha is accepted.

If the Asymp.Sig. (2-tailed) is greater than > 0.05, then Ha is rejected.

Based on the results of data analysis using the paired sample t-test data analysis technique, the results show that the correlation value between the pre-test and post-test has a

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strong and positive relationship, this can be seen from the calculation results of the paired sample t-test analysis as follows :

Table 5. T test results

	T	Df	Sig (2-tailed)
Paired Samples Test	9,485	7	,000

From the results of table 5. above, there is a value of to (9.485) > tt (1.89) at α 0.05 df 7. Thus it means that Ho is rejected. This means that group setting reality counseling is effective for strengthening students' self-regulation to stop smoking at SMA Negeri 1 Sungayang .

To find out how much students' self-regulation has increased to stop smoking at Sungayang 1 Public High School, it can be seen in the table below:

Table 6. n-Gain test

No	IN	Pre-Test	Post-Test	Difference	N-Gains
1.	MAP	60	85	15	11%
2.	IF	70	110	40	32%
3.	AW	100	140	40	42%
4.	AF	104	135	31	34%
5.	FM	79	138	59	50%
6.	MR	80	125	45	39%
7.	HA	75	139	64	53%
8.	AR	104	150	46	50%
Total		672	1022	340	39%

$$g = \frac{Skor\ Posttest - Skor\ Prettest}{Skor\ Maximum - Skor\ Prettest}$$

g = 1022 - 672

1560 - 672

g = 350

888

g = 0.39

g = 39%

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Based on the table above, it can be understood that the Effectiveness of Reality Counseling in Group Settings in Strengthening Student Self-Regulation to Quit Smoking at SMA Negeri 1 Sungayang as a whole is in the medium category, namely 0.39 with a percentage of 39%. Individually, the percentage of increased self-regulation of students with the initial MAP is 11%, which is in the low category. Students with the initials IF get a percentage increase in student self-regulation by 32% in the moderate category. Next, students with the initials AW are in the medium category with an increase percentage of 42%. Students with the initials AF get a 34% increase in the moderate category. While students with the initials FM get the medium category with a percentage of 50%. The next student with the initials MR obtained an increase in self-regulation of 39% in the moderate category. HA students get an increase of 53% in the medium category, and the last student with the initials AR gets a 50% increase in the medium category.

From the results of the increase in n-Gain obtained by students, we can see that the percentages vary. Factors that affect the difference in the percentage of improvement achieved by each student are influenced by individual factors. Ghufron in Dria (2013: 28) says that these individual factors include individual knowledge, the more and varied knowledge an individual has, the more assisting the individual is in carrying out management. Furthermore, the level of metacognitive ability possessed by an individual, the higher it will help the implementation of self-management within the individual. As well as the goals to be achieved, the more and more complex the goals to be achieved, the more likely the individual is to do self-management. Self-regulation is related to individual knowledge, level of metacognitive ability, and goals to be achieved by the individual. The amount and variety of knowledge possessed by individuals, the level of individual ability related to metacognition, and the many and complex goals to be achieved by individuals will help individuals carry out self-regulation. These things will help individuals in carrying out self-regulation and it is more likely for individuals to carry out self-regulation.

DISCUSSION

Based on the results of the study it can be understood that group *setting* reality counseling services are effective in strengthening students' self-regulation to stop smoking at SMA Negeri 1 Sungayang. Before *treatment*, student self-regulation was still low and after being given *treatment* , the level of student self-regulation experienced a significant increase when viewed from the increase in scores obtained by each student. Self-regulation is the individual's

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ability to regulate behavior so that it is consistent in achieving goals. Winne in Adicondro (Jurnal Humanitas: 17) explains that " Self-regulation or self-regulation is the ability in a person to generate and monitor his own thoughts, feelings and behavior to achieve a certain goal" . Shunck and Zimmerman in Handy (Sower Education Journal: 70) say that " Self-regulation is the ability to control one's own behavior. Self-regulation is the use of a process that activates thoughts, behaviors, and affects (feelings) continuously in an effort to achieve goals .

This research is in line with Masril's dissertation entitled " Reality Counseling Model for Strengthening Self-Regulation in Student Career Readiness " . The results of this study indicate that the group reality counseling model with the Bibliotherapy strategy is effective in strengthening students' RdKK. The results of the evaluation of the counseling process also show satisfaction and changes in student behavior, and a strong desire to change self-control methods towards career goals.

In addition to the research above, this research is also in line with the journal written by Henridha Ikhsan in 2013 entitled The Effect of Health Education on the Dangers of Smoking on the Behavior of Reducing Cigarette Consumption in Adolescents. The results showed that before health education was carried out, the category was quite good at 36.7%, not good at 63.3%. After being given health education the number decreased, namely from the pretty good category as much as 90.0%, 10.0% not good and statistically significant (Z = -4.797; p = 0.000). It was concluded that there was a significant effect of health education on the dangers of smoking on behavior to reduce cigarette consumption

From the results of this study it is known that reality counseling in group settings is effective in strengthening students' self-regulation to stop smoking. The results of the descriptive statistics of the sample studied, namely the pre-test and post-test scores, obtained a mean pre-test of 106 and a post-test of 125.6. The number of respondents used as the research sample was 8 students. Because the average value of the pre-test results is 106 <post-test 125.6, it means that descriptively there is a difference in the average results of self-regulation for smoking cessation between the pre-test and post-test.

Many causal factors contribute to smoking behavior in students, including parenting, peers, personality factors, and the influence of advertising. The values and norms that apply in peer groups will become a reference in behaving so that individuals can be accepted in their group. If a peer group engages in risky behaviors such as smoking, then generally all group

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members are active smokers. This is a fact that is seen every day in adolescents without exception, including those in educational institutions.

In particular, a study has revealed that permissive parenting has contributed or contributed by 24.3% to smoking behavior (Sanjiwani & Budisetyani, 2014: 344-352), so the rest is contributed by peer influence, personality factors, and also advertising factors. . Advertising factors and peer factors are usually quite difficult to control, but personality factors can be controlled and intervened through education. Therefore, the ability to self-regulate becomes something that is urgent to be formed and developed in students so that they are able to avoid smoking behavior. If students have high self-regulation abilities, they are usually able to make good decisions that are beneficial for their future careers. In addition, stress can also trigger smoking behavior as Sari's research (2011) revealed that there is a close relationship between stress levels and smoking behavior, the higher the student's stress, the higher the intensity of smoking behavior.

Therefore, it is very important for school counselors to equip students with increased self-regulation abilities so that they are able to stop smoking which is harmful. By increasing self-regulation, it is hoped that adolescents will be able to manage themselves to quit smoking. Having mature self-regulation in every teenager is our common hope. There are still many of them in society, but so far our focus has been on troubled youth. For teenagers who already have good self-regulation, of course they will not be easily influenced by their social environment to try things that they shouldn't do. Adolescents who have mature self-regulation usually grow up in a conducive family environment and have good parenting styles.

CONCLUSION

Based on the results of data analysis, it can be concluded that the results of this study are: Group setting reality counseling is effective in strengthening students' self-regulation to stop smoking at SMAN 1 Sungayang. The implication of this study is that the implementation of group setting *reality* counseling can be used as a technique in strengthening regulations students to quit smoking. Student self-regulation which initially existed in the low category became self-regulation in the medium category.

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