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Realita Konseling Kelompok untuk Meningkatkan Konsep Diri Remaja dari Keluarga *Broken Home*

Reality Group Counseling to Improve Adolescent Self-Concept from Broken Home Family

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Abstrak

Remaja dari keluarga broken home sering memiliki masalah psikologis yang bersifat internal yang akan mempengaruhi perilaku mereka di lingkungan. Kondisi ini dialami oleh enam remaja (3 laki-laki dan 3 perempuan) dengan latar belakang keluarga di rumah yang dikeluhkan guru yang sering melanggar peraturan di sekolah. Berdasarkan hasil penilaian, keenam remaja tersebut mengalami masalah yang sama yaitu pandangan negatif terhadap dirinya sendiri karena kurangnya kebutuhan akan kasih sayang dan penerimaan dari keluarga yang sudah tidak lagi utuh. Konsep diri yang negatif ini menyebabkan mereka berperilaku kurang bertanggung jawab. Intervensi dilakukan dalam kelompok yang merupakan konseling kelompok realitas melalui tujuh sesi. Akibatnya, keenam klien mengalami peningkatan konsep diri yang mendorong mereka untuk melakukan perubahan perilaku yang lebih positif.

Kata Kunci: Realitas kelompok konseling, konsep diri, remaja, broken home family

Abstract

Adolescents from broken home family often have psychological problems that are internal which will affect their behavior in the environment. This condition is experienced by six teenagers (3 males and 3 females) with broken home family background which complained by teachers that they often break the rules at school. Based on the assessment results, all six teenagers are experiencing the same problems that is negative view of themselves due to the lack of need for affection and acceptance from families who no longer intact. This negative self concept causes them to behave in a less responsible. Interventions conducted in groups which is reality group counseling through seven sessions. As the result, all six clients experienced enhancement of self-concept that encourages them to do more positive behavioral changes.

Key words: Reality group counseling, self-concept, adolescents, broken home family

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INTRODUCTION

Broken home is a family or household conditions without the presence of one of the parents (father or mother) caused by death, divorce, or one of the parents left the family (Hurlock, 2001). The condition of broken home family is often giving the negative impact on the emotional welfare of children due to lack one of the roles from parents. Various problems that parents have in the post-divorce give life changes that are difficult to accept by children, especially adolescents (Santrock, 2011). Parents that no longer intact, married again or less attention due to the busyness or have a new family become the problems that make children's lack of need for affection from their parents.

The lack of need for affection and acceptance from family may carry the risk of self-concept problems in children, especially when they are teenagers. This is because of the family as the first and main environment for children will be the main factors affecting the formation of the self-concept of children (Santrock, 2011). Self-concept is a picture of a person about himself (Hurlock, 2001). Self-concept is personal factors within the individual that has an important role because it serves as a frame of reference for individuals to interact and adapt to the environment (Hurlock, 2001).

Individuals who have a positive self-concept is being able accept themselves properly, recognize their abilities and able to do introspection so that they can be act more responsible in the environment (Pettersson, Chang & Collin, 1998). Conversely, individuals that have a negative self-concept are typically less

able to accept themselves, irritable, feel disliked by others and tend to be pessimistic that their behavior in the environment tends to be problematic (Brooks & Emmet, 2003).

Problems of self-concept in adolescents from broken home family will lead them to a variety of behaviors that are not responsible because the child self-identified themselves as different and have a lot of problems. This is becoming increasingly complex during adolescence because they are undergoing a period of transition and critical stage from search for identity (Santrock, 2011). They also become more easily affected by the environment. Compared from teenagers who come from intact families, adolescents who come from families with divorce have more academic problems, problems that are externalizing (juvenile delinquency), and internalized problems (anxiety and depression), lack of social responsibility, less competent in social relationship, dropout, sexually active in early age, consume illicit substances, joined by friends who were antisocial (Conger & Chao, 1996).

It is experienced by the client in this case. All six clients are teenagers who have the same problems that come from non-intact families (broken home) caused by the divorce of both parents. The teenagers have behavioral problems that violate the rules at school. Their behavior is caused by their view of themselves as children that neglected, abandoned and different from the other children so that they are no longer too concerned with their actions. These teens negative behaviors gives a lot of harm to themselves and also disadvantages to others so teenagers from

broken home family is necessary to get psychological intervention. Reality counseling becomes considered appropriate intervention options to solve this problem. Therapy or reality counseling is a system that is focused on present behavior (Palmer, 2000). The main emphasis in intervention with reality counseling is regardless of what happens to the individual, what might have been done, or how the needs of the individual have been violated in the past, each individual can still re-evaluate the current reality and select behavior that will help to effectively satisfy the needs of the present and future (Bradley, 2014). Reality counseling in some previous studies provide promising results in overcoming the indiscipline behavior of teenagers in school (Passaro, Moon, Wiest, & Wong, 2004), handling bullying behavior in adolescents (Beebe & Robey, 2011), and to increase the positive self-concept on student in Taiwan (Peterson, Chang & Collins, 1998).

METHODOLOGY

Assessment Methods

Assessment of the group problems is done through several methods such as interviews, observation, and psychological tests. Interviews conducted aimed to obtain data deeper about the problems experienced by clients. Observation aimed to strengthen data from interviews and as a method of mental status examination of client.

Psychological test is a test of personality use Sack's Sentence Completion Test (SSCT) to determine the function of the client's relationship with the family, the environment, as well as

their attitude towards themselves. The assessment also uses self-concept scale to see the level of adolescent self-concept before and after doing the group counseling. Self-concept scale used is Robson Self Concept Questionnaire (Robson SCQ).

Result of asesment

Client 1 (AKW)

AKW is a female junior high school student aged 16 years old and currently in eighth grade. She is the second child of 3 brothers. Both of clients parents divorced when she was 8 year old and the client subsequently cared by her mother. The custody of client falls on her mother because her father worked in the shipping that return home only about 3 months so her father do not have time to take care of children. Client since child closer to his father caused the client's mother was rude and often use violence when angry towards her children. Client wants to be able to live with his father who more indulgent with her but the situation did not allow. Father client rarely visit client because of busy work so that client lacked of attention from both parents. The family's conditions make client assess herself not as lucky as the other children. She was depressed, abandoned, neglected and ignored by her own family. Clients develop a negative self-concept against her. This self-concept encourage client do negative behaviors that violate the rules. Client frequently absent from school, do not work on a job, and often use a cell phone during school hours. Client also been caught save porn videos in cell phone. This behavior makes client obtain more problems in school. Client include

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students who actually smart because when she seriously studied, she has a better score compared to her friends. The problem is client is often not serious about learning and more committed acts that violate the rules.

Client 2 (ANR)

Client is a male junior high school student aged 14 years old who are currently in Grade 8. He is the second child of three siblings. His parents have been divorced when he was 5 years old. Client is no longer having met with his father since his parents divorced. He lived with his mother. His mother married with another man when he was 7 years old. Client experienced a lot of stress in the family since had a stepfather that was very rude and frequently use violence against family members. Client, mother, and sister have frequently become victims of violence committed by stepfather. Client often quarreled with his stepfather even he replied to hit his stepfather. Client frequently cry at night, when the family was filled with commotion. Client actually has a desire to be a good and responsible son, but the condition of current family frequently force client to run away from home, do not go to school and prefer to play with his friends on the outside to relieve distress experienced. Client assess things he did was ignored by anyone because it is always wrong in the eyes of his parents. Client become too concerned with the consequences of the actions he did. He also becomes fearful of himself that at times can act reckless when depressed. This self-concept makes the client become often perform violations of rules, especially in school such as frequently

absent from school and did not do homework which is given. This behavior is very unfortunate, especially by teachers because they assess client as a children that smart enough in terms of academic and very polite to the teacher.

Client 3 (DS)

DS is a male junior high school student aged 13 years old who are currently in seventh grade. He is the second child of two siblings. His parents have been divorced since he was 2 years old. Client never met with his father since his parents divorced. His mother remarried when he was 3 years old and moved to follow her husband without taking her children that are client and his brother. Client and his brother since it were taken care of by his grandmother. Client frequently feels lonely because they live in homes without both parents. His brother also busy at school and work so he was spending more time playing outside the home. Client only visited by her mother every semester holidays and when the feast of Eid. Client saddened by the family circumstance that is not intact and badly in need of attention from his mother. Client so far did not understand why his mother did not bring him to live with, but he has hope that someday he could live with his mother. This family condition make clients assess himself neglected and underappreciated by parents. He considered himself as a child who did not fared well as other friends who have an intact family and attention from family. The lack of attention from the family makes the client becomes often seeks attention from others in a way that is not quite right. The needs of acclaimed causes

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the client attempted to dominant among other friends in a way often makes noise in the classroom and bullying taciturn friends. Client also frequently violated the rules by not following pray together in the school mosque, and often makes noise when the teacher was teaching in the classroom.

Clien 4 (JB)

JB is a male junior high school student aged 14 years old who are currently in seventh grade. He is the second child of three siblings. His parents have been divorced since he was 4 years old. Since that time the client never met his biological father and lived with his mother. His mother remarried when he was 5 years old. Client relationship with the stepfather did not have problems, but do not close because of lack of attention from client's stepfather. Client has a poor relationship with his mother. His mother often scolds him. Clients assess that his mother is less understood and just understand herself, while his father was very indifferent and do not care about client so that client feel less attention by both parents. His parents also often quarreled at home. This causes the client would rather spend time playing outdoors. Client is not comfortable with the current family circumstances. He hopes that his family could be like his friend's family that intact and happy.

Family circumstances much emphasis and lack of attention make the client devote his feelings of loneliness and need to be appreciated in a negative way. Client become often makes noise in the classroom and bullying taciturn friend. He also became accustomed to breaking the

rules at school such as run away during school hours and did not do homework which is given. His behavior problem in school that makes the client is not optimal in academic achievement.

Client 5 (ND)

ND is a female junior high school students aged 13 years who are currently in eighth grade. Client is the first child of three siblings. Her parents recently divorced when the client is still in the eight grades because of her father had an affair. Client is currently living with his mother and has rarely met with her father. She was still having trouble accepting change his family. She was also keeps a disappointment to her father who prefer joint affair rather than families that have been with him for many years.

The client is still receiving attention from her mother who had a close relationship with her but the client still feel a lack of attention because there is no longer a father who is usually at home and could she ask for help when she had difficulty. Client often depressed by changes in family circumstances. Mother's clients began busier at work since divorced so it becomes less attention to the client in home, but her mother often scold the client when the client cannot obey her mother. Client considered herself at this time as children who are not cared for and appreciated.

Disillusioned with the family situation and the lack of attention make the client becomes perform a variety of negative behaviors as an impingement. Client becomes frequent relationship with more than one male. She is also often known by teachers wearing revealing

clothes outside the school. Client also often caught carrying mobile phones in the classroom and using cosmetics at school. In addition, clients often do not work on school assignments given. This makes concerned primarily for teachers. Previously, client has an average learning achievement and when she started to lazy to learn the academic performance will increasingly come down.

Client 6 (ZZ)

Client is a female junior high school student aged 13 years old who are currently in eighth grade. She is the only child in the family. Her parents recently divorced when she was 8 years old because of her mother had an affair. Client taken care of by her mother and becomes very rarely sees her father because often prohibited by mother. Client often have a fear with her mother because her mother ever hit the client when her mother angry.

Client still have a sense of disappointment to her parents who have divorced. She is still saddened by the condition of his family because she felt very lack of attention from both parents. Mom client itself is very busy with work and often out of the house with her boyfriend so that client often feels neglected. Client really hope the family can be whole as before so that she could live with both parents, but she also realize it is very difficult to be realized. This family conditions make the client considered that she does not meaningful so that she became indifferent with his responsibilities as a child.

Client often does not concentration due to think about family problems. Client also looking for impingement to a feeling

of distress with behaviors that violate rules like do not go to school because she wanted to play with her friends, carry a cell phone in school to often chat with friends, dating at school, using cosmetics at school and often do not do the work are given. The client's behavior becomes unmanageable. Client craves freedom from all the problems and responsibilities. This attitude interferes with the results of her academic performance in school and makes teachers worried about the future of the client.

Based on the results of the assessment is known that all six clients have the same problems, namely a negative self-concept which is caused by the lack of attention from parents who have divorced. These negative self-concept results in the client perform a variety of negative behaviors that violate the rules. Self-concept is an individual view about feelings, judgments, and their attitude that covers all categories of descriptive about themselves (Peterson, Chang & Collins, 1998). Self-concept manifested in the way people feel about themselves and the world around them and come out in the form of behavior and personalities are revealed (Grum, 2006).

The dynamics of the formation of client problems is how self-concept ultimately affect client behavior can be explained by the selection theory of Glasser. Glasser (1998) argued that all human beings have the basic physiological and psychological needs and human behavior is motivated by these two needs. In terms of psychological needs, there are two fundamental requirements that is need of love and be loved and the need for

an appreciation that became the basis of the fulfillment of identity (Glasser, 1998).

As the self-concept, identity in Glasser's view is the way a person sees themselves as a man in relation to other people and the outside world (Palmer, 2000). Everyone develop the picture of identity based on the fulfillment of psychological needs. Children who managed to find their needs that is love and respect will develop its identity as successful (success identity). In contrast, if the child fails to find their needs, they will develop the picture of themselves as people who failed and formed a failure identity (failure identity) (Glasser, 1998).

In forming this identity, the immediate environment of individuals (significant others) have an important role (Corey, 2005) that is family especially parents. Clients in this case can not meet the need for love and appreciation because people closest to them, which they hope will becomes major source of fulfillment of love and acceptance that is both parents would gives less attention, tend to ignore and even gave some violence on them. These causes the clients have a negative self concept about them and cause them to behave inappropriately.

Clients develop negative behaviors such as various violations of the rules on the environment as a form of release unmet needs affection from their parents. In the choice theory, this problematic behavior occurs because the client is not responsible (Corey, 2005). They deny the reality of the social, moral, and the surrounding world that they are supposed to pay attention. Based on this view, to solve various problems of behavior on the client, the main thing to do is to increase

positive self-concept so that they are no longer develops identity failures that would lead them to the problematic behavior and irresponsible.

Psychological Dynamics

Diagnosis & Prognosis

All six clients have similar problems, namely other personal risk factor (V15.89). Clients have a personal problem that is a negative self concept which is becoming a risk factor for the onset of psychological disorders.

Prediction of success intervention is positive. This is due to the client has the desire to change for the better, be cooperative to the practitioner and the support from the environment that is the teachers at school.

Intervention

All six clients have the same problem that is the problem of self-concept so that intervention of the client performed by group using reality group counseling. Reality counseling is a cognitive-behavioral counseling method highly focused and interactive. Counseling reality is based on the theory of selection, is a system that is focused on the current behavior. The main emphasis of this theory is that regardless of what happens to the individual, what may have been done, or how the needs of the individual have been violated in the past; individuals can still re-evaluate the current reality and select behavior that will help to effectively satisfy the needs of the present and future (Bradley, 2014).

The general objective reality counseling is to help someone to achieve autonomy that is maturity necessary for a person's ability to change the environment support to with internal support (Palmer, 2000). Reality counseling includes honesty in evaluating current behavior, develop personal awareness, and about helping people make a concrete plan for managing

relationships with other people that they need in their lives (Lopez, 2010).

Through reality group counseling, all six clients are expected to be aware that they have the ability to make responsible behavior to meet their needs for affection and respect so that they can establish the identity of success (success identity) or a positive self concept. Intervention of reality group counseling involves important aspects in groups counseling, interaction and cohesiveness (Cameron, 2013). The involvement with other members in a meaningful way is an incentive to implement the plan and the commitments that have been made (Corey, 2005). Counseling conducted as much as 7 sessions. Changes in self-concept on each client seen from the score changes at RSC (Robson Self Concept) filled out by the client at the time before and after the intervention.

Session 1: Preparation and orientation.

Counselor establishes rapport and introduces a group counseling program that will be implemented. Members of the group then given self-concept scale as a pre-test.

Session 2: The involvement.

Each member of the group do a catharsis, give each other feedback, suggestions or support to members of other groups to the each problem and identify the same problems of each group member.

Session 3: Exploration of desire, needs, perceptions and commitments.

Each member of the group in turn express their most important desires and needs at this time, their perception and

commitment in trying to obtain those needs.

Session 4: Discussion of the behavior and direction.

Discussion is about their behaviour all this time and the direction of their behaviour. They also explain how the thoughts, feelings and their physical responses when doing these behaviour.

Session 5: Evaluation of desires, perceptions and behavior.

Each member of the group rechecks and evaluates the behavior of their desire. The counselor encourages the client to understand that they have a positive side inside to make the behavior more realistic and responsible. Excavation positive side is done by the client, the counselor and the other group members.

Session 6: Planning action.

Counselors and other group members shared inputs in determining realistic plan of action, read the respective action plans and group members provide mutual support and commitment to oversee the actions of the group members

Session 7: Termination

Counselors and each member of the group discuss about problems or difficulties that are still felt to make changes, evaluate the things they get from counseling process and bak to fill the self-concept scale as post-test. Counseling concludes with a summary of the counselor.

RESULT AND DISCUSSION

Results

The results of the intervention on all six clients indicate a change in self-concept be more positive. Changes in score of

Robson self concept scale before and after counseling can be seen in chart 1.

Chart 1. The scores of pre-test, post-test and follow-up scale of RSCS

Each clients experience an increase in self-concept after undergoing reality group counseling. The results of the group members change after the intervention are detailed in Table 1.

Table 1. Results of reality group counseling intervention

No	Before Intervention	After Intervention
1	The groups members regard themselves as suffering the most and not lucky as the other children.	Group members are no longer feel as children who suffer the most because I realized not only themselves who have severe family problems..
2	Behavior that violates the rules as a form of release and distress and to seek the attention of others.	Realize their behavior has not helped solve the problem and actually adds to the difficulty for them.
3	Pessimists being able to do behavioral change due to rate themselves as less meaningful to others.	More optimistic in making changes to better behavior after realizing the positive side in themselves and responsibility for their own lives.
4	No commitments and concrete action to change behavior for the better.	Committed to change and have a concrete plan of action to make a change starting from the easiest things that is no longer absence from school.

Members of the group became better understand the problems mainly about their negative views about themselves, they no longer feel as children who suffer most from realizing not only themselves who have family problems, realize their behavior has not helped, and it adds to the difficulty for them, and more optimistic in making changes for the better after realizing the positive side in themselves. They also committed to implement the plan of action that is more responsible as soon as possible.

When follow-up that is one month after the intervention, the group members are still experiencing an increase in self-concept scale scores and has run behavioral change action plan of the easiest behaviors for them.

Discussions

Results showed reality counseling interventions can improve self-concept of adolescents from broken home family who are often involved violations of rules at school. Evaluation sessions of the desires, perceptions and behaviors play an important role in changing the understanding of the problem to be more realistic. Evaluate of self by the client is the core reality therapy and received the greatest emphasis in the counseling process (Palmer, 2000). At this session, the group members realize the hope that family can be returned intact without divorce like other families is less realistic because divorce has occurred and they have to accept the family's circumstances that exist today. This is important because the reality of the past is permanent while the things that can be changed are the present and the future, and this is

something that must be understood by the client in reality counseling (Corey, 2005).

The acceptance of reality can be done when the client does not see themselves as a victim who is ignored, but as a child who still has the advantages of self and being able to act positively as other children. Excess excavation done by the clients themselves with the support of counselor and members of other groups is keys to improving the client's self-concept. By focusing on the strengths, potential, positive qualities and successes, clients become more realistic in their behavior and directs at a more responsible behavior (Peterson, Chang, Collins, 1998; Corey, 2005). A deeper understanding about the quality in this evaluation sessions then encourage clients to plan behavior changes that more responsible.

The process of group dynamics also play an important role supporting self-evaluation becomes more realistic. Self-evaluation is done in a group setting that provides comfort, acceptance and support will facilitate increased self-awareness and lead to the development of self capabilities better (Cameron, 2013). Clients have mainly harbored their problems and assess themselves as children who suffer the most. In group counseling, they share their stories with other clients who have similar problems but with severe difficulties. This makes clients aware that not only themselves who is struggling and unlucky. In addition, response of group members in opposing excuses for behavior that is not realistic is more easily accepted by clients because they are in the same problem.

The last thing which is also a result of the group dynamic is the client become

motivated to carry out commitments action plan for the support and supervision of other group members who study at the same school with client. The process of reality group counseling be a powerful agent to assist clients in implementing plans and commitments for involvement with the other members as stimulant to stay on the commitments made (Corey, 2005; Cameron, 2013).

CONCLUSION

Reality group counseling can help adolescents from a broken home family to enhance the self-concept as a frame of reference in the act and interact in the environment. Evaluation session of behavior plays an important role because in the evaluation process, clients can be more aware of the impact of their behavior all this time, evaluate the current fact and potential that they still had to make changes to be more positive and responsible behavior. All six clients who become members of the group had a rate of change in self-concept which is different, but through this reality counseling clients have experience in making more realistic self-evaluation and learning about to take a more responsible for their success.

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