

Techniques to Increase Responsibility for Thesis Completion through Wants, Doing and Direction, Evaluation, and Planning (WDEP)

Astiwi Kurniati¹, Arie Supriyatna²

^{1,2}Universitas Muhammadiyah Magelang, Indonesia
astiwil4@ummgl.ac.id, supriyatna_56@ummgl.ac.id

Abstract

The problem with this research is that students do not have the responsibility to complete the final project. This study aims to determine the effectiveness of group counselling using the Reality of Wants, Doing and Direction, Evaluation, Planning (WDEP) technique to increase the responsibility for completing the thesis. This study uses an experimental design with a pre-post-test control group design. The research process was carried out by measuring twice (pre-test) before the treatment (treatment) and after (post-test) in the experimental group and the control group. The data collection instrument used a questionnaire to measure the level of student responsibility in completing the thesis. The subjects selected in this study were guidance and counselling students at the University of Muhammadiyah Magelang who were completing their theses, totalling 14 students. The characteristics of the subjects in this study were: a lack of ability to manage time, low fighting power, and feeling afraid and anxious when going to do mentoring with supervisors. Based on the results of the statistical calculation of the hypothesis testing, if the t-arithmetic value is 2.003, then the t-table value is 1.782 with a df of 12 and a significance level of 5%. Based on these results, it can be concluded that the t-count value is greater than the t-table value. This result shows that the reality group counselling technique of Wants, Doing and Direction, Evaluation, Planning (WDEP) is effective in increasing the responsibility for completing the thesis.

Keywords

group counseling; WDEP technique; thesis completion



I. Introduction

Responsibility is an attitude towards rights, obligations, promises or conditions of obligations under the rules, values, practices and norms adopted by society. If responsibilities are not carried out, people understand the impact of their actions and therefore have a sense of responsibility. Responsibility is an attitude toward rights, obligations, promises or demands for rules, values, norms, and customs adopted by community members (Mudjiono, 2012). God Almighty will account for this.

Writing this thesis is a commitment made by students as a responsibility to complete their education in higher education. A sense of responsibility will affect our quality. One of the nation's efforts is to realize quality-oriented human resources in education. Through education, it can compete with various complex problems in the face of increasingly advanced development (Saputro, 2017). The educational process went well, partly because of internal and external motivation (Kurniawaty et al., 2022).

Through education, humans develop the potential for mental strength, self-control, ingenuity, high personality and skills needed by themselves, society, nation and state (Rini & Tari, 2013). Another view: The consequences of education can be concluded from

behaviour that is truly in the form of good deeds, honesty, responsibility, respect for the rights of others, dedication and other things (Faiz, 2019). Education can also be described as a space or process for forming and automating an independent personality. Creating quality resources needed for development, especially responsible scientific personality development. Academic responsibilities carried out in universities are related to the quality of graduates who face the challenges and demands of the times by producing quality graduates (Faiz & Soleh, 2021). Produce quality graduates, and it cannot be separated from the accuracy of obtaining a bachelor's degree. There is an obligation that students must carry out as part (basic level / S1) is writing a final scientific project in the form of a thesis. A thesis is the last course a student must take before obtaining a degree.

The real problem with these higher education institutions is that some students still do not have the responsibility to complete their final assignments on time. Initially, students had an adequate Semester Achievement Index (IPS) and GPA (Gradual Achievement Index). However, as students take thesis courses, the sense of responsibility to work on and complete them begins to diminish. According to (Kurniati & Supriyatna, 2022), aspects related to responsibility include identifying problems, making choices, and setting standards.

A temporary survey conducted among students at the University of Muhammadiyah Magelang in the Guidance and Counseling study program indicates that some students have less responsibility to complete their thesis. Students put various reasons, ranging from literature difficulties to problems with supervisors, were put forward. This is a strong reason for students to delay the completion of the thesis. Students' self-awareness begins to decrease to face these various obstacles. Some active students in student organizations (UKM) are more involved in it and feel less responsible for what they do. Therefore, increasing students' responsibility in preparing for graduation projects is necessary. One effort that can be done is group counselling through the WDEP technique.

According to (Corey, 2012), reality therapy focuses on current behaviour and is a form of modification. This ensures that clients can help themselves face reality and meet their basic needs without harming themselves or others and taking responsibility for their actions. Reality counselling focuses on what the individual knows and can thus help raise awareness levels. If individuals work more effectively, meaning, in this case, following the rules, they will get better alternatives to complete the thesis task. (Suriani, 2020).

Reality therapy generally does not state that individual behaviour is abnormal. The concept of behaviour by reality guidelines is more related to inappropriate behaviour or behaviour (Akhsania, 2018). According to Glessner (Mustakimah, 2017), people who act inappropriately are caused by not meeting their needs because they are not in touch with objective reality, are unable to see things, and cannot do things based on truth, responsibility according to reality.

Reality therapy uses the WDEP pattern to help counsellors use therapeutic techniques and see progress in therapy. W stands for Wants, meaning what the client wants or wants. In the early stages of the counselling process, the counsellor tries to determine what is expected of the client and what has been done. D stands for Doing and Direction. In the process, the client explores the direction of his life. The client and counsellor discuss through effective and ineffective self-talk. If deemed necessary, the counsellor can confront this ineffective self-talk. The conversation itself is a conversation or thoughts and views the client has about his life situation and desires. In both processes, the relationship between counsellor and client is built and focused on the client's current behaviour. E stands for Evaluation, the essence of reality therapy. Counsellors help clients evaluate behaviour over time and how responsible they are for it. Behaviours that fail to help clients

meet personal needs often alienate themselves and others around them. If there is unproductive behaviour, the client may have the motivation to change. Otherwise, the therapeutic process may be interrupted. Therefore, it must be the client who does the evaluation, not the counsellor. At this stage, the counsellor can use therapeutic techniques with humour, role-playing, and feedback to help the client evaluate behaviour. P stands for Planning. In this last stage, the counsellor develops a plan to change behaviour. The plan emphasizes the client's actions, not the behaviours they want to eliminate. The best plans are simple, actionable, measurable, direct and consistent, Wubbolding (Gladen, 2012). Using the WDEP technique aims to help individuals take control of their own lives and make better plans.

WDEP reality group counselling has the advantage that the counsellor can empathize with the client, directive and didactic, namely, acting like a leader who directs and can deal with, the client can face reality and develop more responsible behaviour. (Corey, 2013) states that the benefits of WDEP Technique Reality counselling are 1). Counsellors can engage with clients, 2) directive and didactic, 3). Clients can face reality and develop more responsible behaviour.

This study aims to test the effectiveness of the WDEP technique of group counselling to increase the responsibility for completing the thesis. After completing the thesis, students have an awareness goal and reduce negative thoughts or images and irresponsible behaviour.

II. Research Method

A quantitative method is used in this research with the type of experimental research. True Experimental Pretest-Posttest Control Group Design was the experimental design used. The study was conducted by measuring (pre-test) before treatment and after the group was given action, then measured (post-test) after treatment in the research group. There are 14 students, the experimental group of 7 students and the control group of 7 students as research subjects. The instrument used to measure the attitude of responsibility towards the completion of the thesis the researcher uses a questionnaire with a Likert scale. Descriptive and inferential analysis was used as data analysis in this study. Before testing the hypothesis, the analysis prerequisite test was carried out, namely the normality test and homogeneity test, to determine parametric or non-parametric tests. Furthermore, the experiment was continued with hypothesis testing using the independent sample t-test.

III. Results and Discussion

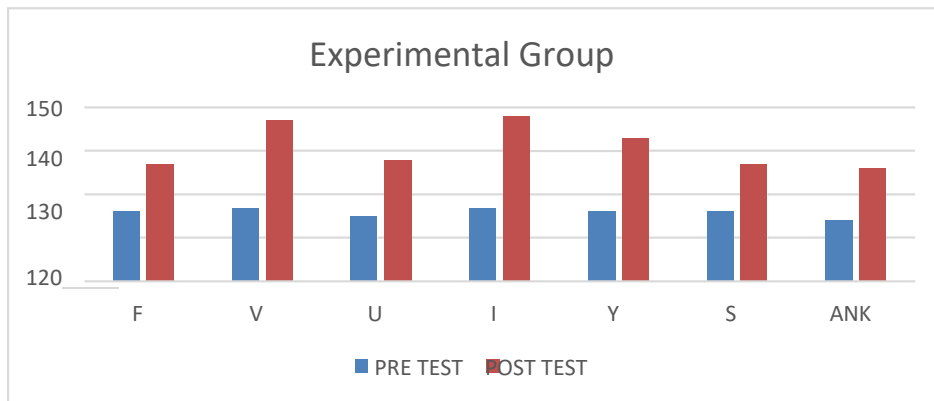
Table 1. Description of Data Score Responsibilities Thesis Completion

Statistic	Group	Pre-test	Post-test
Mean	Experiment	125,86	140,86
	Control	133,71	136,57
Min	Experiment	124	136
	Control	132	134
Max	Experiment	127	148
	Control	137	140
SD	Experiment	1,069	5,080
	Control	1,799	2,299

The average score of responsibility for completing thesis assignments before treatment was 125.86 for the experimental class and 133.71 for the control class. Meanwhile, the average score of responsibility for completing thesis assignments after treatment was 140.86 for the experimental class and 136.57 for the control class. The following is the increase in the pretest-posttest score per individual as follows:

Table 2. Increase in Pre-Test and Post-Test scores
Experimental Group

No	Name (Initials)	Pre-test	Post-test	Increation	
				Score	%
1.	FK	126	137	11	8,7%
2.	VK	127	147	20	15,7%
3.	UK	125	138	13	10,4%
4.	IR	127	148	21	16,5%
5.	YS	126	143	17	13,5%
6.	SA	126	137	11	8,7%
7.	ANKP	124	136	12	9,6%
Average				14	11,9%
Minimum				11	8,7%
Maximum				21	16,5%
Total				105	83,1%

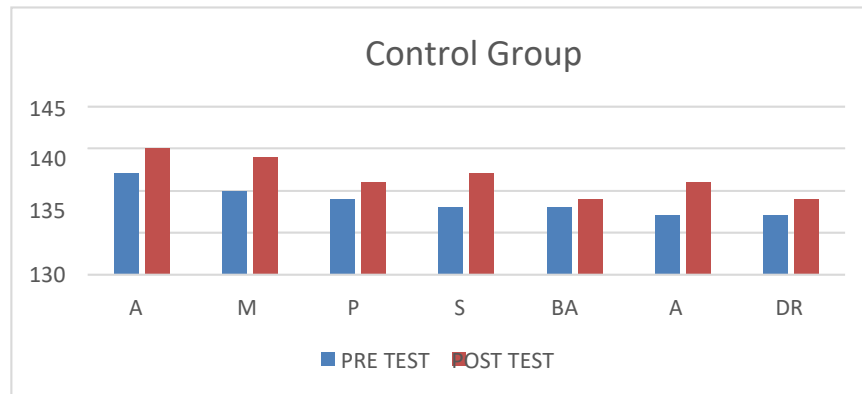


Average score increation of responsibility for completing thesis assignments is 14. Then the maximum score for responsibility for completing thesis assignments is 21, while the minimum score is 11.

Table 3. Increase in Pre-Test and Post-Test Scores for the Control Group

No	Name	Pre-test	Post-test	Increation	
				Score	%
1.	AR	137	140	3	2,2%
2.	MI	135	139	4	2,9%
3.	PS	134	136	2	1,5%
4.	SA	133	137	4	3%

5.	BAW	133	134	1	0,7%
6.	AH	132	136	4	3%
7.	DRI	132	134	2	1,5%
Average				2,8	2,1%
Minimum				1	0,7%
Maximum				4	3%
Total				20	14,8%



The increase in the average score of responsibility for completing thesis assignments is 2.8. This shows that the experimental group has a higher average increase than the control group. The score means that the reality counselling of the WDEP technique effectively increases the responsibility for completing the thesis.

Table 4. Normality Test Results of Experimental Group and Control Group

Group		SD	K-SZ	P
Experiment	Pre-test	1,069	0,267	0,140
	Post-test	5,080	0,85	0,091
Control	Pre-test	1,799	0,226	0,200
	Post-test	2,299	0,170	0,200

Data analysis based on the normality test in the experimental group showed that the Pretest/Posttest data were normally distributed. This was evidenced by the p-value = 0.140 ($p > 0.05$) for the pretest results and p-value = 0.091 ($p > 0.05$) for post-test results in group experiments. Meanwhile, in the control group, $p = 0.200$ ($p > 0.05$) for the pre-test results and p-value = 0.200 ($p > 0.05$) for the post-test results. Based on the comparison of calculated values and table values, the data in this study were normally distributed.

Table 5. Homogeneity Test of Experimental and Control Groups

	Levene Statistics	df1	df2	Sig
Value-Based on Mean	1,902	3	28	.152

The experimental and control groups' homogeneity test was shown in Levene based on the mean value of 1.902 with a p-value (.sig) of 0.152 with p greater than 0.05. This means there is no comparison of variance between groups or is homogeneous.

Table 6. Hypothesis Testing for Experimental and Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post Test	Equal variances assumed	10.246	.008	2.033	12	.065	4.286	2.108	-.306	8.878
	Equal variances not assumed			2.033	8.359	.075	4.286	2.108	-.538	9.110

Based on table 6, the t-count value is 2.003, and the t-table value is 1.782 with a df of 12 and a significance level of 5%. Based on these results, it can be concluded that the calculated t value is greater than the t table value. So, it can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, it can be concluded that the reality group counseling technique of the WDEP technique effectively increases the responsibility for completing the thesis.

WDEP reality group counseling has a role in increasing students' responsibility to complete the final project. This illustrates that reality counseling focuses on current behavior and helps counselors meet reality and basic needs without harming themselves or others. Reality can be a practical, social, or moral reality (Putri 2022).

The WDEP method is designed to allow clients to understand their behavior fully. The essence of reality counseling is to know what responsibilities are. Completing the study process is also a form of responsibility for all higher education students (Ambarita, 2022). In WDEP counseling, students who complete their studies make a series of works in the form of a thesis by stating what they want and how to organize themselves. Students evaluate the process of completing tasks that can be done and, in the final stage, make a work plan to complete the final project. This WDEP technique is repeatable, giving students more responsibility for completing their assignments. The flow of changes in responsibility for completing thesis assignments is:

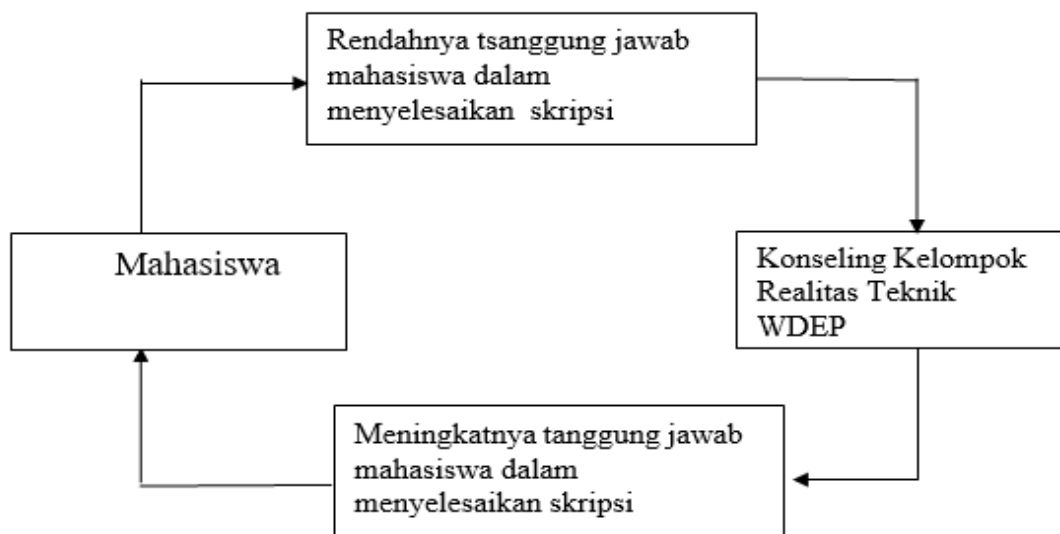


Figure 1. Flow of increasing responsibility for completing the thesis

It is believed that the WDEP technique as part of reality counseling can change poor study skills for the better. Even though the problem is caused by one of the factors that hinder a person from fulfilling his psychological needs (Shofiyah, 2019), this obstacle is caused by the denial of reality, namely the tendency of people to avoid unpleasant things. Basic genetic needs drive humans. Glasser explains that the basic psychological needs of humans are (1) love, (2) power, (3) pleasure; (4) freedom; and (5) survival (Adiatma, 2021).

To help people meet their needs, reality counseling emphasizes that clients must act responsibly and in a way that does not prevent others from meeting their needs. Reality counseling uses an educational approach in its implementation. Systemic techniques of desire, action, direction, evaluation, and planning in reality counseling determine whether the individual is responsible for what he or she chooses. The counselor will not forget that the client is responsible for what they have done. This proves that the client is responsible for his choices. The choice theory focuses on responding to choices (Rahmawati & Ariffuddin, 2020).

IV. Conclusion

Based on the statistical calculation results of the hypothesis test, the t-count value is 2.003, and the t-table value is 1.782 with a df of 12 and a significance level of 5%. Based on these results, it can be concluded that the calculated t value is greater than the t table value. So, it can be concluded that the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, it can be concluded that the reality group counseling technique of Wants, Doing and Direction, Evaluation, and Planning effectively increases the responsibility for completing the thesis. The study results concluded that there was a significant difference in the final responsibility score for completing the thesis task between the experimental and control groups.

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