

Self-Acceptance for Students Through Reality Counseling Containing Local Wisdom

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ABSTRACT

This research aims to analyze the effectiveness of reality counseling containing local wisdom in increasing students' self-acceptance. The research method used is quantitative. The sample in this study was 33 students in class VII.1 of junior high school. The data collection method uses a questionnaire. Then, the data was analyzed using the Mann-Whitney test (U-test). The results of the research found that the average student's self-acceptance score before being given the Reality Counseling intervention with Local Wisdom Content (pretest) was 138.1. Then the average student self-acceptance score after being given the intervention (posttest) was 110.56. There was a decrease in scores before and after the intervention of Reality Counseling activities containing Local Wisdom by 27.54. Then, after being analyzed using the nonparametric statistical test Mann Whitney U Test, the Asymp.Sig (2-tailed) was 0.034. Thus, it can be concluded that Reality Counseling activities containing Local Wisdom have a significant influence in reducing students' low self-acceptance. Reality counseling containing local wisdom can be an alternative in increasing students' self-acceptance so that they become students who are confident, enthusiastic and independent.

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1. INTRODUCTION

Self-acceptance is an attitude that every human being needs to have. This self-acceptance will lead to the principle of being grateful to God, who created each individual with uniqueness that differs from one person to another. By accepting oneself, people will learn that everyone is different and has their own charm, and that everyone has strengths and weaknesses, which are gifts that must be appreciated and accepted regardless of what other people say about their bodies. Because no human being is truly perfect, humans can basically be imperfect in several aspects (Agustina & Naqiyah, 2020). Good self-acceptance will have a positive impact, namely happiness (Putri, 2018). Likewise, if you don't accept yourself, you

will feel less confident, you will feel useless, you will feel isolated, embarrassed, inferior, you won't have the courage to voice your opinion, and you won't be used to interacting in class.

Adolescence is the period between childhood and adulthood. Teenagers will definitely experience many psychological, cognitive and physical changes. As a result, when they experience many of these changes, teenagers tend to search for their identity. Of the various changes mentioned during adolescence, physical changes are the most obvious because they can be observed directly. Therefore, when a teenager experiences physical changes, he will pay greater attention to his appearance and think about how to make him look attractive to others (Lilishanty & Maryatmi, 2019). Adolescence is the period between childhood and adulthood, during which people will experience psychological, cognitive, and physical changes, namely tending to search for identity and physical changes, which are the most obvious.

According to Zigler and Severson (Desmita, 2008; 1993), physical changes during adolescence broadly fall into two categories: changes related to physical growth and changes related to the development of sexual characteristics. Several aspects of physical development during adolescence will be discussed in the next review. The physical changes that occur during the puberty phase determine a child's reproductive abilities. Puberty undergoes five specific changes. These include rapid increases in height, secondary sexual development, development of reproductive organs, changes in body composition, and changes in the circulatory and respiratory systems related to body strength and stamina (Desmita, 2008). Physical changes during adolescence are categorized into physical changes and sexual characteristics. Physical changes during puberty affect a person's reproduction, puberty causes five changes: rapid body growth, sexual development, development of reproductive organs, tubular composition, and changes in the respiratory system.

Adolescence has developmental tasks, especially for junior high school students. According to Kay, there are seven tasks of adolescent development. One of them is the ability to accept one's own physical condition, including the diversity of its qualities. Apart from that, another thing that teenagers must achieve is the ability to accept their physical condition and use it in a positive way. If this is not fulfilled, it is very likely that problems or problems will arise in the future, such as individual unhappiness, environmental rejection, and delays in completing developmental tasks that must be completed. These problems will definitely prevent someone from growing optimally (Destriana, 2017). Adolescents who have low/poor self-acceptance will have problems with their social and personal lives. Meanwhile, teenagers who have good self-acceptance will increase their self-confidence in achieving achievements and living a meaningful life.

Self-acceptance is so important for students, students must be satisfied with themselves, both good and bad, as well as the potential they have (Fitri et al., 2015; Wijayanti et al., 2020). Therefore, to increase students' self-acceptance, reality counseling can be done. Reality counseling is used to change negative self-concepts into positive self-concepts, by changing behavior to be more responsible, planning and carrying out these actions. The use of reality therapy focuses on the behavior displayed by the individual (Putri, 2018). As shown above regarding low self-acceptance behavior.

According to reality therapy, individuals have the ability to determine and choose how they will act. This means that each person is responsible for their actions and is willing to accept the consequences of their actions. Being responsible means not only the actions taken but also the thoughts. Because reality therapy addresses the problem of identity failure, reality therapy was chosen as a solution to the problem of self-acceptance. This counseling identifies several types of failure, such as isolation, self-rejection and irrationality, rigid behavior, lack of objectivity, weakness, irresponsibility, lack of self-confidence, and rejection of reality. That also applies to self-acceptance. According to Latipun (2015), Someone who is considered not accepting themselves is caused by a lack of self-confidence, or low self-esteem, as well as an attitude of rejecting reality. This is the end of the use of reality counseling. This reality counseling seeks to incorporate local cultural elements into its implementation techniques.

Reality counseling has a basic concept, namely that basically every individual is encouraged to fulfill their needs and desires, where needs are universal for all individuals, while desires are unique for each individual. The goal of reality counseling is for individuals to understand their real world (Sulistiyowati & Warsito, 2010). Reality counseling is therapy that is direct to the client, practical and relatively simple. As we know, reality counseling services have the view that every human being has psychological needs that are constantly (continuously) present throughout their life span and must be met. One of the goals of this counseling is to help the counselee achieve a successful identity (responsible behavior). Therefore, to increase student learning responsibility both at school and outside of school, this reality counseling service is very appropriate (Bariyyah et al., 2018; Masrohan, 2014).

Several studies have been conducted previously, including Barriyah et al. (2018) about reality counseling can increase learning responsibility; Asro (2018) and Kharisma (2018) about reality counseling using Javanese culture; Sardi (2021) about reality counseling in dealing with juvenile delinquency; Wirastania (2021) and Susanti (2015) about reality counseling on self-resilience; and Febrianto (2019) about reality counseling in reducing anxiety. Different from previous research, the research focused on increasing students' self-acceptance through reality counseling containing quantitative local wisdom. Therefore, the aim of this research is to analyze the effectiveness of reality counseling containing local wisdom in increasing students' self-acceptance. This research is expected to increase students' self-acceptance so they are enthusiastic about learning.

2. METHODS

This study uses a quantitative approach. The research method used is a quasi-experiment method with a research design namely Nonequivalent Control Group Design. The research sample was 33 students in class VII.1 of Junior High School. The research sample was selected using purposive sampling. The criteria used to determine the sample are classes that have a low level of self-acceptance.

The data collection technique was carried out using a test containing a questionnaire about self-acceptance. The statement items in the test are arranged based on the indicators included in the concept of self-acceptance, namely the feeling of trust and appreciation for oneself; there is an open heart and mind in accepting criticism; able to assess and correct himself; Honest; comfortable with himself; independent and has principles; have pride in himself; can utilize abilities; not bound; ready to face; not blaming; have the will; and tolerance. This scale is arranged in the form of statement sentences (positive and negative) with the available answer choices, namely Very Suitable (SS), Suitable (S), Neutral (N), Not Suitable (TS), and Very Unsuitable (STS). The results of this research were analyzed using the Mann Whitney test (U-test). This test is a test used to test the hypothesis of two independent samples (two independent sample tests).

3. FINDINGS AND DISCUSSION

3.1. Description of Student Self-Acceptance

A student self-acceptance questionnaire was conducted on 67 students in class VII using a self-acceptance scale of 39 questions with 13 main questions. The general profile of class students showed an average score of 126.25 and a standard deviation of 40.218. The following is the level of student self-acceptance based on high, medium and low categories in table 1.

Table 1. Description of Frequency Distribution of Self-Acceptance

No.	Category	Score Intervals	F	Percentage
1	High	>171	12	17,9
2	Medium	95-171	40	59,7
3	Low	<95	15	22,3
			67	100

Based on table 1, the level of student self-acceptance is in the medium category, this means that some students look confident, respect themselves, accept criticism, are honest, have the will, are independent, self-introspective, comfortable with themselves, proud of themselves, not tied down, optimizing ability, ready to face, not blaming, and tolerance. However, there are around 22.3% in the low category, which means that there are some students who have difficulty accepting themselves, do not love themselves, ridicule themselves, feel that other people insult them, and so on.

Self-acceptance is the level of ability where an individual truly considers his personal characteristics and is willing to live with these characteristics (Hurlock, 2006). Self-acceptance is an attitude that is basically feeling satisfied with oneself, one's own qualities and talents, and recognition of one's limitations (Chaplin, 2004). The importance of accepting oneself is because by having the ability to accept and understand oneself, children will be able to recognize themselves and have the desire to develop.

Self-acceptance is an important concept in understanding the development of psychological health. He defines self-acceptance as an individual's acceptance of all his attributes, both positive and negative. Self-acceptance allows an individual to properly evaluate his or her efficient and inefficient features and accept any negative aspects as part of the personality (Morgado et al., 2013). Meanwhile, according to Hayes, Strosahl, Bunting, Twohig, and Wilson, acceptance involves a non-judgmental attitude of awareness and actively embracing the experience of thoughts, feelings and sensations (Bernard, 2014).

Next, Tilka describes three main attitudes that are clearly inherent in self-acceptance, the first is body acceptance as expressing comfort and love with the body, even though not completely satisfied with all aspects of the body, the second is self-protection from negative judgments coming from other people, and the third attitude focuses on feelings and belief in one's capacities, which includes ways of recognizing, appreciating, and developing positive thoughts and feelings about one's capacities and realization. Lack of self-acceptance is characterized by feelings of worthlessness, inadequacy, depression, and self-blame (Morgado et al., 2013).

3.2. Description of Self-Acceptance in Experimental and Control Classes Before Reality Counseling Containing Local Wisdom

Based on the results of research in the experimental class (VII.1), totaling 33 people, it is known that class VII.1 students' learning boredom before being given treatment (pretest) for the 2022/2023 academic year showed an average score of 138.1 with a Standard Deviation of 42. 10. The following is the level of student learning saturation based on high, medium and low categories.

Table 2. Self-Acceptance Pretest Profile of Experimental Class Students

No.	Category	Score Intervals	F	Percentage
1	High	>171	7	21,2
2	Medium	95-171	20	60,7
3	Low	<95	6	18,1
			33	100

Furthermore, based on the results of research in the control class (VII.3), totaling 34 people, it is known that the average learning saturation score for class VII.3 students is 135.2 with a standard deviation of 36.25. The following is the level of student learning saturation based on high, medium and low categories.

Table 3. Self-Acceptance Pretest Profile of Control Class Students

No.	Category	Score Intervals	F	Percentage
1	High	>183	8	23,5
2	Medium	95-183	22	64,7
3	Low	<95	4	11,8
			34	100

Based on the pretest results, it is known that the level of self-acceptance of students in the experimental class and control class is in the medium category, meaning that some students feel a lack of self-acceptance. The average saturation of experimental class students looks higher (138.1) compared to the control class (135.2), however, this value is not significantly different after using the nonparametric statistical test Mann Whitney U Test with Asymp results. Sig (2-tailed) is 0.834.

A sense of self-acceptance has characteristics, as stated by Allport, namely 1) individuals who have self-acceptance are individuals who have a positive image of themselves, 2) apart from that, individuals can manage and tolerate feelings of frustration and anger, and 3) individuals with a sense of self-acceptance are people who can interact well and can accept criticism from others. People with traits like this are individuals who are able to regulate their emotional states (depression and anger) (Resty, 2016). People who can accept themselves have certain characteristics, namely being able to accept themselves as they are, being able to accept their weaknesses and strengths, having the confidence to be able to love themselves and being able to respect others, not feeling that they are the most perfect than others, and having the belief that you are able to produce something useful and useful for others (Prasetya, 2013).

3.3. Implementation of Reality Counseling Containing Local Wisdom

The implementation of reality counseling uses five stages, namely 1) developing involvement; 2) exploration of desires, needs, and perceptions; 3) exploration of direction and action; and 4) self-evaluation; and 5) plans and actions.

In the first stage, the counselee understands that the counselee has a problem that cannot be solved by himself, so the counselee needs help from other people in solving the problem. Researchers invite clients to express their interest in participating in this counselling based on the issues they are dealing with. This is done to ensure that counseling does not deviate from its primary objectives, and that it remains focused on the goals of counseling while maintaining a positive relationship with the counselee. The counselee hopes that by participating in this counseling activity, he or she will be able to understand the problem and find a solution to it. Aside from that, the counselee wishes to be able to change his bad habits in order to improve his life.

The researcher began to direct the counselee to express all of the problems the counselee was feeling after the counselee felt comfortable and ready to carry out counseling. The researcher then directs the counselee to express everything the counselee truly desires and requires in his life. Both were about himself, his family, his friends, and his school. In fact, the counselee has grown tired of the counselee's bad attitude and behavior. The counselee wishes to become a good child and avoid being labeled as a naughty child. The counselee also wants to be able to control his or her emotions and not become angry easily.

In the second stage, the counselor understands that his biggest desire is high self-acceptance in the teaching and learning process. This phase is carried out to find out what the client has done to achieve their desires and needs.

The third stage is understanding that the actions taken are not optimal to achieve desired results. The counselee can express all of the actions that have been taken thus far and can reveal the next action to overcome the problem. The fourth stage, realizing that his actions thus far have been inappropriate and have resulted in negative consequences. Next is the fifth stage, plan and act. Before beginning the counseling process, researchers expanded their involvement, which was followed by an evaluation at the third meeting. The researcher then assists the counselee in self-evaluating the actions they take. The counselee believes that his current behavior is not assisting him in fulfilling his desires, and that what he is doing now is not what the counselee desires. Counselees are also aware that what they do violates the rules, and that what they want is not always in accordance with their own and other people's best interests. After the counselee has evaluated their actions thus far, the researcher and the counselee devise plans and actions to assist the counselee in fulfilling their desires and needs. At this stage the

counselor and the client create an action plan to help the client fulfill their wants and needs. In each stage, elements of local culture are included.

3.4. Description of Experimental Class Students' Self-Acceptance After Being Given Reality Counseling Containing Local Wisdom

Based on the results of the questionnaire processing after the Reality Counseling activity with Local Wisdom content was carried out during the learning process, it was discovered that the self-acceptance profile obtained for class VII.1 students after being given reality counseling treatment for the 2022/2023 academic year showed an average score of 110.56 with a standard deviation of 30. The following is the level of student self-acceptance based on high, medium and low categories.

Table 4. Self-Acceptance Posttest Profile of Experimental Class Students

No.	Category	Score Intervals	F	Percentage
1	High	>171	7	21,2
2	Medium	95-171	22	66,7
3	Low	<95	4	12,1
			33	100

Based on the results of research that has been carried out, it is known that the average student self-acceptance score before being given the Reality Counseling intervention with Local Wisdom Content (pretest) is 138.1. Then the average student self-acceptance score after being given the intervention of Reality Counseling activities containing Local Wisdom (posttest) was 110.56. There was a decrease in scores before and after the intervention of Reality Counseling activities containing Local Wisdom by 27.54. Then, after being analyzed using the nonparametric statistical test Mann Whitney U Test, the Asymp.Sig (2-tailed) was 0.034. Thus, it can be concluded that Reality Counseling activities containing Local Wisdom have a significant influence in reducing students' low self-acceptance.

Self-acceptance has an important role in interacting and communicating because self-acceptance can help someone socialize with other people. Without good self-acceptance, individuals tend to have difficulty accepting other people and even themselves. With good self-acceptance, individuals become more aware of who they are, what their weaknesses are, what their strengths are that can be used to face the problems they are facing (Astuti & Hastanti, 2021).

In helping students with low self-acceptance, guidance and counseling make a contribution. Guidance and counseling activities in schools support the success of students' learning process, one of which is through counseling services (Tohirin, 2014). As explained by Sukardi(2015) Counseling is a process of trying to achieve a goal, where the goal to be achieved in counseling is a change in the counselee's self, both in the form of views, attitudes and skills to make it more likely that he can accept himself, and ultimately the counselee can realize himself optimally. Individual counseling services are one of the many forms of guidance and counseling services that are responsive because they provide assistance to counselees who need immediate assistance so as not to cause disruption in the process of achieving developmental tasks (Widodo, 2019) so that the potential within the individual can develop optimally.

It is appropriate for students who have low self-acceptance to be given individual counseling services because it helps them be responsible for their choices. The success of the counseling process is determined by many factors. According to Gladding, there are 5 factors influence the counseling process: structure, initiative, physical arrangement, quality of the counselee and quality of the counselor (Lubis, 2011). One of the factors that is very influential in this research is the counselor's ability to build good relationships in the communication process. Counselors must be able to demonstrate an attitude of harmony and authenticity (congruence or genuineness), unconditional positive regard and acceptance, and accurate empathic understanding (Komalasari, 2011).

Reality counselling aims to help individuals achieve autonomy, namely the maturity necessary for a person's ability to replace environmental support with internal support. So that individuals are able

to take responsibility for who they are and who they want to become, and develop responsible and realistic plans to achieve their goals (Gerald Corey, 2003).

Latipun (2002), in general, reality counseling has the same goal as the goal of life, namely that the individual achieves a life with a successful identity. Therefore, they must be responsible, that is, have the ability to achieve satisfaction of their personal needs. In this case, the counselor helps students find alternatives in achieving the counseling goals they want to achieve, namely changing the identity of failure into an identity of success which is related to the self-concept of broken home students, namely changing the negative self-concept into a positive self-concept.

Aside from lying to the counselor, the suitability of the approach used and the problem being solved determines the success of the counseling process. This study demonstrates that reality-based counseling is effective in increasing students' self-acceptance. Glasser (G Corey, 2012) states that teaching responsibility is the core of reality counseling. This is intended so that students can become independent individuals by understanding their situation and trying to develop all the potential and talents they have in facing all life's problems. In order to actualize oneself well and in accordance with the statement above, individual counseling with a reality approach is therefore considered appropriate. In carrying out individual counseling using a reality approach, the counselor pays close attention to aspects of self-acceptance to determine the extent of the counselor's success in changing students' self-acceptance (Astuti & Hastanti, 2021).

4. CONCLUSION

The results of the research found that the average student self-acceptance score before being given the Reality Counseling intervention with Local Wisdom Content (pretest) was 138.1. Then the average student self-acceptance score after being given the intervention (posttest) was 110.56. There was a decrease in scores before and after the intervention of Reality Counseling activities containing Local Wisdom by 27.54. Then, after being analyzed using the nonparametric statistical test Mann Whitney U Test, the Asymp.Sig (2-tailed) was 0.034. Thus, it can be concluded that Reality Counseling activities containing Local Wisdom have a significant influence in reducing students' low self-acceptance. Reality counseling containing local wisdom can be an alternative in increasing students' self-acceptance so that they become students who are confident, enthusiastic and independent. This is in accordance with research data that there are differences in the level of student self-acceptance and an increase in student self-acceptance. Therefore, this research recommends using various strategies to increase students' self-acceptance.

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