

Effectiveness of Reality Therapy to Improve Female Prisoners Responsibility Attitude (Case Study of Female Prisoners)

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Abstract: This study aims to describe the effectiveness of reality therapy through individual counseling to improve the attitude of responsibility of female prisoners. The study uses a qualitative research design case study of two female prisoners in the Curup Penitentiary in Rejang Lebong Regency. The data collection method uses observation, interview and documentation techniques. Individual counseling using a reality approach is carried out on each client three times. The data analysis technique uses descriptive qualitative. Changes in the attitude of responsibility for female prisoners for the better occur gradually as the series of individual counseling services is carried out. It was concluded that individual counseling using the reality therapy approach was effective in increasing the attitude of responsibility of female prisoners.

Keywords: Individual counseling, reality therapy, attitude of responsibility, and female prisoners.

Introduction

Every Indonesian citizen has the same rights. The 1945 Constitution mandates the existence of several citizens, including: the right to a decent living (article 27 paragraph 2); the right to be free from violence (article 28B paragraph 2), the right to get protection from threats (article 28G paragraph 1), the right to education (article 31 paragraph 1). With regard to the existence of prisoners Law of the Republic of Indonesia Number 12 of 1995 concerning Penitentiary regulates that the system of correcting is implemented based on the principles of protection, education and guidance (article 5), guidance and guidance is carried out by the Minister and implemented by correctional officers (article 7). The National Criminal Law Book, article 50, paragraph 1, has established four criminal objectives, including promoting the convicted person by providing guidance so that he becomes a good and useful person.

Guidance for inmates can also be interpreted as an effort to improve the attitude of responsibility towards oneself for their status and the consequences for thinking realistically and being a good person. With regard to the existence of prisoners Law of the Republic of Indonesia Number 12 of 1995 concerning Penitentiary regulates that the system of correcting is implemented based on the principles of protection, education and guidance (article 5), guidance and guidance is carried out by the Minister and implemented by correctional officers (article 7). Based on these laws and regulations, Penitentiary officials have the obligation to guide and educate prisoners, including female prisoners.

The results of the preliminary study obtained data that in Curup Penitentiary Institutions there were fourteen female inmates, most of whom had a low attitude of responsibility for the judge's verdict. An indication of the low level of responsibility seen from the attitude or behavior of inmates who have not been able to accept the consequences of sentences sentenced by the judges in the trial. The daily attitudes of female prisoners who often violate the rules of order, like to throw blame on others so that it triggers a commotion. It can be motivated by the internal factors of the individual who have an attitude of low responsibility.

Attitude is an assessment of an object contained in one's own life (Sarwono and Meinarno, 2011). Attitude consists of three components, namely cognitive, affective and konasi (tendency to take action). Attitudes are obtained through social learning, as well as behavior and attitudes through other people. Attitude is the mental and nervous state of readiness, regulated through experience that provides a dynamic or directed influence on individual responses to all objects and related situations (Allport in Ardianto, 2009).

The government has tried to foster prisoners in a variety of ways both fostering personality and fostering independence. But there is no specific coaching regarding responsibility attitudes towards female prisoners. Not yet maximal educational services to female prisoners due to the limited number of functional officers who have to serve, the limited competency of officers in providing professional services, the lack of local policies that support service delivery, the limited facilities and infrastructure of services. Based on these conditions, it is very necessary educational services for female prisoners to have a good attitude of responsibility. Therefore they must be given good and continuing education services. The function of educational services as stipulated in the National Education System Law is to develop the ability and shape the

character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who have faith and be devoted to God Almighty, moral noble, healthy, knowledgeable, capable, creative and independent and become citizens of a democratic and responsible.

Guidance and counseling services are an inseparable part of education services. Educational services function to develop capabilities, shape character and become democratic citizens and responsible. Female prisoners also have the right to receive educational services. Guidance and counseling is the process of providing assistance that is done through counseling interviews (face to face) by an expert (called a counselor) to individuals who are experiencing a problem that leads to the problem faced by clients by utilizing a variety of potentials and existing facilities, so that individuals can understand themselves to achieve optimal development, independent, can plan for a better future to achieve welfare in life (Walgito, 2004).

One format of guidance and counseling services is individual counseling services. There are several approaches in counseling services, one of which is the reality therapy approach or often termed reality counseling therapy. Reality therapy is a practical help, relatively simple and in the form of direct assistance to the counselee, in order to develop and foster the personality or mental health of the counselee, by giving responsibility to the counselee concerned (Glasser in Corey, 2013). Humans are social creatures who cannot live alone and need other humans, so a relationship takes place with one another. The consequence is a good attitude of responsibility is needed in order to create a harmonious and positive relationship. Reality therapy seeks to empower people by emphasizing the power to do things under their own control (Corey, 2005).

The formation of attitudes always takes place in human interactions and relates to certain objects (Gerungan, 2010). The formation and change of attitude there are internal factors and external factors. External factors are circumstances that exist outside the individual which is a stimulus to shape or change attitudes (Gerungan, 2010). Counseling services by counselors are external factors that are expected to shape the attitude of responsibilities of female prisoners to be better. The formation of an attitude is influenced by many stimuli by the social and cultural environment such as families, schools, norms, religious groups, and customs (Ahmadi, 2007).

Responsibility is defined as the courage to determine an action in accordance with the demands of human nature for the actions and sanctions incurred received with full awareness and willingness (Tirtahardja and Sulo, 2005). Responsibility is the attitude and behavior of a person to carry out their duties and obligations, which should be done to oneself, society, the natural environment, social, and cultural, state, and God Almighty (Zubaedi, 2011). Behavioral description has a sense of responsibility that is the attitude and behavior to carry out the duties and obligations that he should do to himself, society, the environment (Zuriah, 2007). That way you have good character. Indicators of the success of character education are behavioral responsibilities which include: being able to complete tasks on time, not breaking promises, being able to carry out tasks to completion, being brave to take risks, not throwing blame at others and not easily discouraged (Fathurrohman, 2013). The fact of the behavior of female prison inmates under the Curup Community Institution in the form of not accepting a judge's verdict, violating the rules of conduct, depressed, blaming others, is an indication that they do not yet have an attitude of responsibility. Reality therapy was found to be effective in improving the self-concept of elementary school students. There are many risks and alternative schools throughout the country have implemented reality therapy techniques and methods to improve school functioning and the learning and social environment. The implementation of reality therapy can help children evaluate their eating behavior, set realistic goals and evaluate themselves effectively and integrate (Prenzlau, 2006). The research aims to prove whether reality therapy is effective in increasing the attitude of responsibility of female prisoners.

Individual counseling services are counseling services provided by a supervisor or counselor to a client in order to alleviate the client's personal problems (Prayitno in Shanty & Christiana, 2013). Individual counseling takes place in an atmosphere of direct communication between counselor and client, discussing various problems experienced by the client. Discussion of problems in individual counseling is holistic and in-depth, but also specific to the direction of problem solving. Through individual counseling, the client will understand his condition, environment, problems, strengths and weaknesses, and efforts to overcome the problem. The reality therapy approach was developed by William Glasser (in Corey, 2013) who has the view that all humans have basic needs which include: the need to survive, love and be loved, power or achievement, freedom or independence, and pleasure. Someone can make a rejection of the reality confronted. Rejection of reality there are two ways namely, first, changing the real world in the world of their minds so that they feel compatible, and second, ignoring that reality. Achieving the basic needs of being loved and valued will result in a person who is responsible (Glasser in Corey, 2013). Reality therapy looks at individuals from their behavior. The behavior is behavior that has an objective standard called reality. The main thought in reality therapy is to emphasize the moral problem between right and wrong that must be confronted with the client as reality or reality, past experience is ignored. Reality therapy directs its assessment view on how current behavior can meet client needs. Reality therapy focuses on current behavior, emphasizes awareness of current behavior, helps the

individual to understand, define, and clarify his life's purpose, rejecting certain reasons for the actions carried out. Reality therapy can only be applied now and proceed in the best way, keeping in mind the importance of taking responsibility for one's own actions and realizing that the only person who can control is oneself (Corey, 2005).

The reality therapy approach rejects the concept of mental disorders in every individual, but what exists is irresponsible behavior but is still in a healthy mental level, focusing on real behavior in order to achieve future goals full of optimism, oriented to future circumstances with a focus on behavior which now might be changed, improved, analyzed and interpreted. Past behavior cannot be changed but accepted as is, as a valuable experience, emphasizing aspects of the client's awareness that must be expressed in behavior about what the client must do and want. Real responsibility and behavior that must be realized by the client is something that is valuable and meaningful and is realized, eliminating the existence of punishment given to individuals who have failed. Instead of punishment is the inculcation of discipline that is conscious of its meaning and can be manifested in real behavior, emphasizing the concept of responsibility so that the client can be useful for himself and for others through the manifestation of real behavior.

Normally every individual would want to be successful in his life. To achieve success identity requires a sense of responsibility, to achieve it individuals must achieve satisfaction with personal needs (Glasser in Corey, 2013). Individuals who have a successful identity will carry out their lives in accordance with the 3 R principles, namely right, responsibility, and reality. Right is a benchmark value or norm as a comparison to determine whether a behavior is right or wrong. Responsibility is a person's ability to meet their needs without disturbing the rights of others. Reality is an individual's willingness to accept the logical and natural consequences of a behavior (Glasser in Corey, 2013).

The reality approach procedure is carried out by developing a WDEP system (Wubbolding in Corey, 2013). The meaning of WDEP refers to a strategy, namely: W = wants and needs, D = direction and doing, E = self evaluation, and P = planning (planning)), before carrying out the stages of the WDEP system must be preceded by the stages of involvement (involvement).

The stages of the implementation of counseling with a reality therapy approach, namely: (1) the stage of developing client involvement, so that clients can express what they feel in the counseling process, exploration of desires, needs and perceptions (wants and needs); (2) the exploration phase of wants, needs and perceptions the counselor seeks to express all the needs and needs of the client along with the client's perception of his needs. Exploration of needs and desires carried out against needs and desires in all fields; (3) the direction and action exploration phase is carried out to find out what the client has done to achieve his needs. The actions taken by the client being explored are related to the present. Past actions or behaviors may also be explored as long as they relate to current actions and help individuals make better plans in the future. In exploring direction and action, the counselor acts as a mirror for the client. This stage is focused on gaining awareness of the total behavior of the client. Discussing the client's feelings can be done as long as it is linked to the actions taken by the client; (4) self-evaluation phase, carried out to evaluate the actions taken by clients in order to meet their needs and desires, and effectiveness in meeting needs; (5) action plan, the counselor together with clients make an action plan to help clients meet their wants and needs. In implementing individual counseling with a reality approach, the counselor acts as a motivator, which encourages clients to accept and obtain real conditions, both in actions and expectations, and stimulates clients to be able to make decisions, so that clients are aware of responsibility and objectives as well as realistic in assessing their own behavior.

Individual counseling services with a reality therapy approach are a form that is focused on current behavior (Glasser in Corey, 2013). The therapist functions as a teacher and model and confronts clients in ways that can help clients deal with reality and meet basic needs without harming themselves or others with a focus on responsibility. The essence of reality therapy is the acceptance of personal responsibility which is equated with mental health. Ulfa's research results (2014) concluded that individual counseling services based on self-management can significantly increase students' learning responsibilities. Effective reality counseling to improve student self-regulation in completing thesis (Rusanti, 2015). Individual counseling using an effective reality approach in changing negative self-concepts of broken-home students (Setyaningsih, 2011).

Method

This type of research is a qualitative research with case study design. Case studies are included in descriptive analysis research that focuses on a particular case. The cases studied are individual cases. Taking research subjects using purposive sampling techniques, with a sample criteria of female prisoners who have a low attitude of responsibility.

The steps of case resolution in this study are: (1) analysis, which includes: content analysis (analyzing the contents of client cases), logical analysis (what the client should and shouldn't do), psychological dynamics

analysis (positive and negative dynamics), and comparative analysis (analyzing client cases from various sources, (2) diagnosis: diagnosing the cause of the case, (3) prognosis: estimating how to resolve client cases by providing several alternative approaches, and (4) treatment, namely providing individual counseling services using the approach reality.

Treatment in the form of individual counseling with a reality approach is carried out three times, with a focus: (1) forming a therapeutic meeting pattern so that situations occur that allow changes in the attitude of client responsibility, so that clients can follow counseling well, directing clients to express what is actually felt, observing and make conclusions, make suggestions so that clients can conduct self-evaluations, make follow-up plans to help clients fulfill their wants and needs; (2) evaluating the results after the first counseling by asking the client to repeat the order at the first counseling, seeing the development of changes in the attitude of responsibility indicated by the client whether he already has a better attitude, making plans and actions to be taken by the client next; and (3) evaluating the results of the client after the second counseling by asking the client to repeat the command in the second counseling, see the development of changes in the attitude of responsibility shown by the client, asking the feelings experienced by the client, evaluating the level of client success, in this phase the client is expected to become aware about the reality of himself, responsible and realistic objectives in assessing his own behavior and making plans for further action.

Data collection techniques used were observation, interviews and documentation. Interviews for data collection were carried out in addition to the client, as well as to the people closest to the client, namely: biological child, father, mother, close friends, prison staff. Data from various sources are compared to get accurate data about the client. The documents used in the form of a record of the attitudes and behavior of clients in following counseling, a recording of client development regarding positive behavior, and attitudes of client responsibility. Data analysis techniques were performed using qualitative descriptive analysis of changes in the attitude of responsibility experienced by clients from the first treatment to the third treatment.

Result

Client 1 and client 2 data regarding psychological, content and logical dynamics are accurate and reliable, because comparative analysis has been carried out from various sources. Data from case studies of two female convicts is qualitative on the basis of content analysis, logical analysis, comparative analysis, diagnosis, prognosis and treatment using researchers' perceptions. The results of treatment in the form of individual counseling using a reality approach, presented in the form of a narrative comparison of the attitude of client responsibility between before counseling and after counseling.

Client 1

The attitude of responsibility before counseling is easily discouraged, often complaining, often acting without thinking about the risks, often moody, often alone, easily frustrated, closed, not resistant to various pressures, often breaking promises, and not doing tasks in a timely manner. Whereas the attitude of responsibility after counseling is optimism and patience, being tough in facing his reality, understanding the consequences of his behavior, being a bit cheerful in facing his reality, starting to be willing to make friends, being tough in facing problems, showing a rather open attitude, being tough in facing pressure, starting to be sportive and keeping some promises, doing timely assignments. Change occurs because the client has faced reality with full awareness. Reality is an individual's willingness to accept the logical and natural consequences of a behavior (Glasser in Corey, 2013).

Client 2

The attitude of responsibility before counseling is not yet accepting the judge's verdict, not doing the task in a timely manner, denying when said guilty, easily despairing, often complaining, often acting without thinking about the risks, often depressed, often alone, closed, closed, not resistant to various pressures, and often break promises.

Whereas after counseling becomes sincere accepting kakim verdicts and serving sentences, willing to carry out tasks on time, aware of his mistakes, optimistic about facing the future, tough to face the reality of life, understand the consequences of behavior. Clients show willingness to accept problems objectively, associate with some friends, be open, be tough accept pressure with awareness, and be sportive.

Discussion

Client 1 who experiences problems regarding the attitude of low responsibility, which affects the attitude and behavior of oneself. Providing counseling with a reality approach turns out to be able to help clients in increasing the ability to be responsible and aware of the reality that exists, due to the change in attitude or

feeling that is not realized to be realized. Based on the field notes of three times the counseling contained in the client's observation sheet gradually over time the attitude of responsibility changes towards a better direction. The change from attitude can not accept the consequences of punishment to accept because there is a change in thinking from unrealistic to realistic. When the female prisoner's coach gives activities, does not do it on time, becomes willing to do it on time; from a closed attitude to an open attitude; from being pessimistic to being optimistic in living their lives looking to the future.

Reality therapy that can help clients with practical help, relatively simple and forms of direct assistance carried out by counselors in order to develop and nurture the client's personality or mental health successfully by giving responsibilities to the client concerned. To achieve success identity requires a sense of responsibility from individuals, to achieve it individuals must achieve satisfaction with personal needs. Individuals who have a successful identity will carry out their lives in accordance with the 3 R principle, namely right, responsibility, and reality (Glasser in Corey, 2013). The results of the client's first counseling have been open in revealing the case experienced. The second counseling with the reality approach makes the client aware of the reality experienced, decreased emotional attitudes, but has not been able to accept the consequences of his actions. The attitude of accepting the consequences and being responsible for the judge's verdict is seen after the third counseling, further determined to change himself for the better. There is a difference in the acceleration of changes in the attitude component of the cognitive, affective and conative aspects of responsibility. Client 2, who was initially unwilling to realize his mistake, became willing to realize his mistake and there was a willingness to take responsibility, to be brave in expressing his true feelings, and to be able to consciously face and undergo his criminal period. The female prisoner was able to manage the mental state in the situation in prison.

Conclusion

Individual counseling with an effective reality therapy approach can change the attitudes of female prisoners in aspects: logical understanding of the consequences of their actions, accepting the reality of their condition so that they undergo the judge's sentence with full awareness. Whereas in aspects of feeling, such as: solitude, moodiness, complaining behavior, it can be said to have not been so effective. Because even though counseling has been done up to three times, the behaviors as part of the indicators of the attitude of responsibility are often shown by the client.

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