

# Reality Counseling With Wdep System: Alternative Handling Of Problem Students Based On Era Digital 4.0 Schools

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**Abstract.** Behavioral problems in the primary school child population are quite common. So it is not difficult to distinguish normal behavior from deviant behavior. Forms of problematic behavior experienced by elementary school students such as underachievers, annoying friends, noisy in class, do not want to queue difficult to concentrate, lack of confidence, etc. In addition to the aforementioned general problems, a phenomenal problem in the current digital 4.0 era of elementary school age children is the contamination of their lives with gadgets. Playing games and social media are favorite games. The impact is that children become addicted to gadgets, become busy with cyberspace so they are less sensitive to problems around them, there are mental and physical disorders such as blindness. One alternative deal with problems experienced by elementary school students using reality counseling with the WDEP system. WDEP is an acronym for wants, doing, evaluation, and planning. With this WDEP, reality counseling is practical and easy to use for counselors and class teachers.

**Keywords:** Reality counseling, WDEP, Elementary School, digital era 4.0

## 1. Introduction

In human life is inseparable from problems. From a positive perspective, a problem can be a form of maturity for someone. The problem is always present as part of the dynamics of a person's life, including elementary school age children. However, it is not uncommon for problems to make someone take actions that are detrimental to themselves and others. so that understanding is needed about alternative solutions to students' problems.

Behavioral problems in the primary school-age population are quite common. So it is not difficult to distinguish normal behavior from deviant behavior. If children behave that can be accepted by society in general then it is categorized as normal behavior but if children behave that are less accepted by society in general then it is categorized as deviant behavior. Unlike adults, most problems experienced by children are related to maladaptive behaviors such as fear and anxiety. Problematic behavior initially appears as the development of normal behavior (Safaria, 2004). Hurlock (2004: 39) says the problematic or distorted child behavior arises because of the adjustment that children must make to the demands and conditions of the new environment. Means that the greater the demands and changes the greater the adjustment

problem faced by a child. In making adjustments the role of parents at home and the role of the teacher in school is very large in helping students adjust themselves.

Based on the results of a review study, the following behavioral problems often experienced by children (Lopouse & Monk, 1958 in Safaria, 2004) are fear, anxiety, stuttering. Other forms of problematic behavior experienced by elementary school students such as being shy, selfish, like to disturb, making noise in class, picking friends, difficulty concentrating, lacking confident, doing something that is not related to the material being taught.

In addition to the common problems that have occurred above, a phenomenal problem in the current digital 4.0 era of elementary schools is the contamination of their lives with gadgets. Playing games and social media are favorite games. The impact of children becoming addicted to gadgets, being mental disorders like apathetic, ADHD (*attention deficit disorder*), nomophobia. Physical disorders: blind, insomnia, and tinnitus.

Based on the above problems, surely expertise is needed in order to help students achieve optimal levels of development. In the world of education that is responsible for assisting students problem is Counselor in Elementary Schools. Based on Permendikbud No. 111 of 2014 article 10 concerning the Implementation of Guidance and Counseling in SD/MI or equivalent is carried out by a Counselor or Teacher Guidance and Counseling. However, at this time it is still rare for elementary schools to have counselor, so task guidance and counseling by classroom teachers. Therefore, very important teachers elementary schools be trained with psycho-educational skills through guidance and counseling services especially techniques for problem solving.

One alternative help problems solving in elementary school using the W (wants) D (doing) E (evaluation) P (planning) system, commonly abbreviated as WDEP developed by Robert Wubbolding, is one of the techniques of reality counseling or choice theory. According to Wubbolding (2002) the WDEP system must be seen as one unit, where one component influences the other, and the W, D, E, and P subsystems are not isolated steps it must be followed one after another. Through listening, practice, and supervision, reality therapy users can develop a sense of where to start and how to proceed through "Cycle."

## **2. Method**

The method is generally defined as the procedures, processes and ways used to solve problems. The data collection method used in this article is the literature study method. Sarwono (2006) said that a literature study is to study various reference books as well as the results of previous research which are useful to get a theoretical basis on the problem to be studied. Nazir (1988) said the language of library research is a data collection technique by analyzing various books, literature, recordings, and various reports relating to the problem to be solved. So it can be concluded that the literature study is a method of collecting data in the form of searching for data and information through documents, both written documents, photographs, drawings, and electronic documents that can support the writing process. After determining the data collection method, the next step is to determine the data collection techniques to be used. The data collection technique used is a literature study refer to the technique. Library studies refer to techniques consisting of several types, including note-taking techniques. The note taking technique is a data collection technique by using books, literature or library materials, then recording or quoting the opinions of experts in the book that are relevant to the research. Data collection techniques are needed in a study because it is used by the writer to get the data to be processed so that conclusions can be drawn.

### 3. Result and Discuss

Reality counseling, also called reality therapy or choice therapy, was developed by William Glasser (1925) who has Essence, where each of us (humans) is responsible for our choice of actions. According to Wubbolding (Christensen and Gray, 2002) Most behaviors occur because they are chosen, so that they are called "Theory of choice," and are divided into actions, cognitions, feelings, and physiology which are all inseparable from each other with actions as the most easily changed. Choice theory states that humans are not born clean, waiting to be motivated externally by those around them. On the contrary, according to Glasser (Corey, 2009; Roche, 2018) humans are born with five written needs that are genetic, namely 1) maintaining life, 2) loving and possessing, 3) having power and achievement, 4) getting freedom and being able to be independent, 5) enjoy the fun. Every human being has these five needs, even though they have different amounts. For example, each of us has a need to be loved and owned, but some (people) of us need more love than others.

Reality therapists believe that the thing underlying most people's problems is almost the same: Most of a person's problems are caused by their inability to connect, not being able to develop good relationships with others, or having an unsatisfactory or unsuccessful relationship with at least one key person in life. Glasser (2004) states our pain is always related to relationships with others (Czarny, 2018). According to choice theory (Holland & Walker, 2018) when relationships do not work according to us, it causes us pain. The more important the relationship is, the deeper the pain and the more creative we are in trying to alleviate it. The more counselee can relate to others, the more likely they are to gain experience/ get happiness.

The therapeutic process in reality consists largely of teaching students to make effective choices when dealing with others they need in their lives. Because choice therapy explains how to make attitude choices through ways that can improve relationships, then teaching choice therapy to counsees is part of reality therapy (Corey, 2009). Glasser (1925), argues that it is very important for the therapist to establish a satisfying relationship with the counselee. If this relationship has been formed, then then the therapist's skill as a teacher becomes the most important thing.

A good relationship will be the beginning of the formation of the next counseling process, and therefore in the reality counseling process is guided by two components commonly called the cycle of counseling, which consists of two main components: (1) creating a counseling environment and (2) implementing specific procedures that lead to behavioral changes (Corey, 2009; Wubbolding: 2002). Creating a safe and friendly environment is the initial foundation for establishing specific procedures. As for some things that must be avoided by counselors in creating a safe and friendly environment such as arguing, commanding, blaming, criticizing, demeaning and instilling fear.

The cycle of counseling starts with building a cooperative relationship with the counselee. This process continues with the exploration of the wants, needs, and perceptions of the counselee. The counselee explores their total behavior then evaluates for themselves the effectiveness of the behavior that has been done in obtaining the desired thing. If the counselee decides to try new behaviors, then they are guided to make plans that will lead to more optimal change.

According to Glasser (Corey, 2009) the procedures that lead to these changes are based on the assumption that people are motivated / motivated to change (1) when they are convinced that their current behavior does not make them get what they want and (2) when they believe that they can choose other behaviors that will bring them closer to what they want.

In implementing specific procedures that lead to behavioral changes, Wubbolding (Corey, 2009; Christensen and Gray, 2002) developed a WDEP system that can be used in reality practice which will be explained in the following discussion.

### **Wants Doing Evaluation Planning (WDEP)**

#### **Wants**

Interpreted as an activity to explore the desires, needs, and perceptions of the counselee (Corey, 2009). While Christensen and Gray (2002) interpreted as activities to help clients determine their desires. In assisting the counselee Wubbolding (2002) asserted that to make the process of change, as well as facilitate relations, a clear determination and definition is needed about what the counselee wants. So in this section the counselor needs to explore the counselee's point of view by asking to dig up as much information as possible. In this case according to Holland & Walker, (2018) states we need to frame the question in a way that can encourage the counselee to respond from a personal perspective, based on their own experience without debate. Because of the debate delete the space to listen and share more. In exploring, counselors usually ask questions in the form of, "What do you want?" Through the questions asked by the counselor skillfully, counsees are encouraged to know/ realize, define, and sharpen how they want to meet their needs. Part of the counseling process in the form of exploratory "life album" counselee or the world of the quality of the counselee and how their behavior is intended as an effort to bring the counselee's perception of the external world to the internal world that contains the wants, needs and perceptions.

Following are questions that guide the counselor to explain what they want:

- If you become someone who meets your expectations, what kind of person will you become?
- What will your family be like if your desires and their desires are in harmony?
- What will you be doing if your life is what you want it to be?
- Do you really want to change your life?
- What do you want that you don't seem to get in life?
- What do you think is stopping you from making the changes you want?

#### **Doing (Direction and Action)**

There are two important aspects that must be considered this procedure: an exploration of the direction of the overall behavior and the actions or choices of certain behaviors (Wubbolding, 2002). Reality counseling emphasizes behavior / problems that occur today (Corey, 2009; Christensen and Gray, 2002), whereas the past is only limited to the past that influences the behavior / problems of the counselee in the present. There are no choices for the past, choices exist in the present (Patkar, 2018). We cannot change what happened in the past what we can do is change our response to what happened in the past.

As for questions today that are often asked by reality therapists: "What are you doing (now)?" Although the counselee's problems may be rooted in his past, the counselee needs to learn to deal with problems in the present context by learning various better ways to get what they want. the past can be discussed / discussed if it can help the counselee in making better planning.

The main focus of reality counseling is to achieve total awareness of behavior and change the total behavior of the current counselee who is considered inappropriate. To achieve these goals according to Corey, (2009), reality counseling focuses on the following questions:

- "What are you doing now?"
- "What have you actually done this past week?"
- "What did you want to do differently this past week?"
- "What stops you from doing what you say you want to do?"
- "What will you do tomorrow?"

## **Evaluation**

The essence of reality therapy is to ask the counselee to do a self evaluation. Evaluate whether their current behavior leads to more positive or negative behavior (Christensen and Gray, 2002). Meanwhile, according to Wubbolding (2002) this component is a prerequisite for changes in human behavior.

It should be explained that in reality therapy, the procedure described is not an evaluation or "clinical diagnosis." Rather, it is a series of value judgments, reflections, decisions, and changes in thought made by the counselee. In restructuring thought, the counselee comes to the conclusion that their current direction of life is not where they want to go, and current specific behavior is not useful or helpful, in achieving what they want (Wubbolding 2002). Because it needs a future action plan that more effectively meets the needs.

In making self-evaluation the counselor's role is to help the counselee in evaluating the choices / behaviors that have been done such as desires, behaviors, and perceptions. Also in conducting self-evaluation counselors are not allowed to criticize, scold and intimidate counselee.

The questions asked by the counselor in the evaluation are:  
"Does your current behavior have realistic possibilities to get you what you want now, and will it lead you / where you want to be?" By asking questions skillfully, the counselor helps the counselee to evaluate the behavior they are at the moment and in what direction the behavior is taking them.

Wubbolding (Corey, 2009) suggests a number of questions as follows:

- Are you doing now useful / helpful to you or hurt you?
- Are you doing now (indeed) what you want to do?
- Are your behaviors beneficial to you?
- Is there a positive congruence between what you are doing now and what you believe?
- Are you doing now breaking the rules?
- Is what you want / your desire realistic or achievable?
- Is it useful for yourself to view your behavior / thoughts in such a way?
- How committed are you to the therapeutic process and to your desire to change your life?
- After you carefully review what you want, does that desire seem best for yourself and best for others?

The role of the counselor in this section is to remind clients of what they want, whether they really want it, and what they really want can meet their needs (Patkar, 2018). In addition, it is the counselor's job to make the counselee evaluate the quality of the counselee's actions and help the counselee make effective choices (Corey, 2009). In reality counseling it is said that the individual will not change unless (before) decides the change (in himself) will be more

beneficial / beneficial to him. Without an honest self-assessment, it seems difficult for the counselee to change. The process of evaluating behavior is not limited to the actions but also the thoughts, feelings, and physiology of the client as a way to overcome the current situation. This is called 'Total Behavior' which is a joint effort by someone to move from what they want to get what they need (Glasser, 1998 in Patkar 2018).

### **Planning (Planning and Action)**

If evaluation is the key to the procedure, planning is the goal (Wubbolding, 2002). This action plan is very important to change. According to Corey, 2009, most of the main work of the counseling process includes helping counsees identify specific / specific ways to fulfill their wants and needs. If counsees can determine what they want to change, they are generally ready to explore other possible behaviors and formulate a plan of action to be taken. The process of creating and implementing these plans will allow the counselee to gain effective control over their lives. If the plan does not go as expected, for whatever reason, the counselor and counselee will work together to make a different plan. Planning is the starting point, the foundation of life for the counselee, but the plan can be changed as needed. In making planning (Corey, 2009; Wubbolding, 2002) using the SAMIC acronym to make good planning, namely: simple / simple, attainable / measurable, measurable / immediate, immediate / applicable immediately, involved / counselee can be directly involved, Controlled / controlled / controlled by the planner, the counselee has a great commitment to the plan, and can be carried out continuously.

In planning it is necessary to provide information to the counselee that resolution and planning will be of unless the counselee is committed to continuing those plans. All depend on the counselee to determine how the planning is done outside of therapy, namely in the daily life of the counselee. Effective therapy can be a catalyst that leads to directing oneself to a more responsible life. Asking the counselee to determine what the counselee wants for himself, to conduct self-evaluation, and to follow the action plan means the therapist also helps the counselee determine how strong the counselee is willing to work to achieve the desired changes. The counselee is assisted by a therapist who does not easily give up and believes that the counselee is able to make better choices, even if the counselee does not always succeed in completing their plans.

### **The Relevance of Reality Theories / WDEP systems to Education**

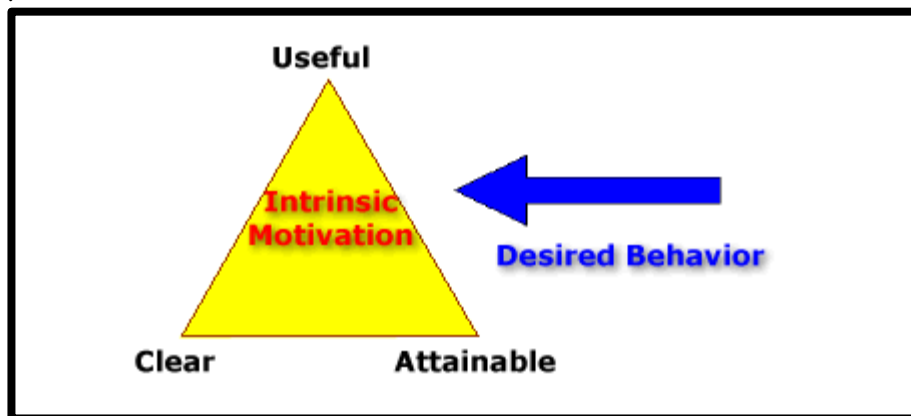
Reality counseling means a healthy human personality consists of 3R namely Right, Responsibility, and Reality. Humans in finding their needs must learn what is right (Right), behave responsibly (Responsibility) and understand and deal with reality (Reality). In the context of guidance, counselors / teachers need to develop 3R program at school in an effort to shape the personality of students who can make life choices correctly, carry out their choices responsibly and accept and face reality positively. Glasser gives enough attention to the world of education. Evidenced by several books / articles he wrote include Reality Therapy and Schools Without Failure (1969), Choice Theory and The Classroom (1998), The Quality School Teacher (1993), Every Student Can Succeed (2001) and so on. In 1990 Glasser (2007) developed *The Glasser Quality School Model* to see that students are personally responsible for their actions, schools do not offer evaluations, assessments and recommendations on the grounds that schools do not judge people and schools do not judge, do not compare students one to each other. Students decide for themselves how to measure their progress as students.

The characteristics of The Glasser Quality School are (1) the national test success rate is above 75%; (2) all students gain competence; (3) schools are replaced by useful educational terms; (4) all students have some quality work; (5) students and adults (teachers and parents) have knowledge of choice theory (reality theory); (6) School is a pleasant place so that anyone can feel satisfaction with their work. To achieve quality conditions, schools need to create an environment that supports relationships that are warm, caring, free from coercion, meaningful learning, relevant and useful for students and self-evaluation for everyone (schools, students, parents).

To create a quality school / classroom a teacher or counselor needs to focus on conditions of quality, (Glasser, 1998):

#### 1. Minimize fear and coercion

The teacher needs to create an atmosphere that can arouse students' intrinsic motivation as in the Douglas Walker motivational triangle as follows:



**Fig. 1.** Douglas Walker motivational triangle.

**Clear** - The work instructions given by the teacher to students must be clear. The work must have clear criteria about quality, it would be far better if it gets input from students who believe in: models, examples, rubric, prototype, drawings, etc.

**Attainable** - Students need to believe that what the teacher is asking for is something that can be achieved. The teacher must prepare various resources and sub-skills needed to complete the work done by students.

**Useful** - Teachers need to ensure that students understand that the assignments given by the teacher will benefit their quality of life. Both in the short term or long term, the teacher needs to convince students that what he is doing is to fulfill his basic needs as human beings namely survival, love, power, freedom and pleasure.

#### 2. Focus on quality

In any high quality product, whether it is a tangible product such as a car, or an intangible product such as a relationship, its characteristics will appear as follows:

- a. Best effort: The people involved will make the best effort to produce a quality.
- b. Usability: The people involved feel the usefulness of what they do.
- c. Time: Quality of work will take a lot of time. Time is variable, not the level of quality involved.
- d. Flexibility: There are various ways to achieve quality. Students involved in producing quality must be given space to explore various avenues to achieve their goals, they need to be given flexibility according to their ways so they can demonstrate mastery of certain content or they are given the opportunity to change their workspace to be more efficient.
- e. Feel better: When people produce quality, they will feel better. When we achieve something that we consider to be quality, we will achieve our basic human needs very effectively.
- f. Continuous improvement: Teachers need to convince students that there is no work that cannot be completed and students need to improve quality on an ongoing basis.

### 3. Emphasis on self-evaluation.

Students are asked to rate themselves, based on a set of clear, objective criteria and ask if they want feedback from the teacher. At this point, assuming they want feedback, teachers can provide workers or information to students by not criticizing.

Ideally, the criteria developed describe quality in any situation that will be evaluated together.

#### WDEP as an Alternative Problem Solving for Elementary Students

Elementary students in the cognitive development stage according to Piaget (Budianingsih, 2004) are at a concrete operational stage which is marked by starting to understand clear and logical rules, and marked by reversibility and immortality as well as having logical thinking abilities. Even so, it is not uncommon for children to have problems with problems with friends, teachers, poor academic performance, discipline problems, class noise, lack of motivation to learn, etc. These problems if not handled by the teacher can be a problem for themselves and their environment.

One technique that can be used by teachers to help overcome student problems is to use the WDEP system which is one of the techniques of reality counseling. WDEP is an acronym for wants, doing, evaluating, and planning. With the existence of WDEP this makes choice theory practical and easy to use for counselors and classroom teachers.

In reality theory, the teacher has a role as a student manager in the classroom by creating positive relationships, focusing on quality and self-evaluation, and motivating children to learn (Glasser, 1998 in Roche 2018). Creating a positive relationship with students can have an effect on students' openness to their teacher, so the teacher knows the conditions experienced by students and creates intimacy. Focus on the quality of students' self by always seeing the positive things that exist in students so that a sense of mutual respect emerges between the teacher and students. In addition, teachers need to motivate students to learn by focusing on what they want and what students have done so far.

In overcoming problems experienced by students using WDEP, the teacher needs to explore first what students want (wants) then explore the things done so far (doing), from the results of exploration of the things done so far whether contributing to what what students want? (evaluation). if not, action planning needs to be done. The teacher's task is to assist students in making plans to realize their desires so far.



The results of research on the use of reality counseling in elementary school were carried out by Poppen (1976) by stating elementary school teachers who trained counselors succeed in using reality counseling to reduce the frequency of unwanted student behavior and to increase the frequency of desired behavior. Roche (2018) also concluded that applying choice theory in early childhood learning environments is beneficial in many ways, such as improving problem solving skills, cooperation and collaboration, strengthening their sense of togetherness, building mutual respect.

According to development expert Leyba (2016) in Roche (2018), giving children the opportunity to use their voice, make decisions, develop ownership, and solve problems can foster cooperation between teachers and students. Cooperation and ownership are important aspects that must be fulfilled in choice theory. As choice theory states, one of the most important needs is love and ownership (Corey, 2009; Roche, 2018)). When students know that they are cared for and loved, they have more internal desire to please their teacher. So they will be motivated to do positive things to get what they want. Based on the foregoing it is necessary to conduct reality counseling training for elementary school teachers in order to improve competence in dealing with students with problems.

#### **4. Result and Discuss**

1. One of the techniques that teachers can use to help students overcome problems is to use the WDEP system which is one of the techniques of reality counseling
2. It is necessary to conduct reality counseling training for elementary school teachers in order to improve competence in help students to problems solving.

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