APPLICATION OF REALITY THERAPY USING THE WDEP TECHNIQUE TO IMPROVE SELF-EFFICACY AMONG VOLUNTEER STUDENTS AT YATAMA AZ-ZIKRA ISLAMIC BOARDING SCHOOL, SAWANGAN DEPOK

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ABSTRACT

Yatama and Dhu'afa Az-Zikra Islamic Boarding School is an institution under the Al-Amru Bittaqwa Foundation located in the Mampang Indah Dua Housing Complex, Depok. It offers an intensive program aimed at supporting orphaned and underprivileged students in memorizing and thoroughly studying the Quran.This study aimed to describe self-efficacy levels and assess the outcomes of implementing reality therapy using the WDEP technique to improve the self-efficacy of volunteer students serving at the Yatama Az-Zikra Islamic Boarding School. The therapy was systematically carried out in 10 sessions. The research applied a quasi-experimental method with data analysis techniques using pattern matching and development result analysis. The study involved five volunteer students as subjects. Self-efficacy was measured using the General Self-Efficacy (GSE) scale developed by Schwarzer & Jerusalem, in pre-test and post-test formats. The pre-test results showed an average group score of 11, which falls into the low self-efficacy category. After the implementation of reality therapy using the WDEP technique, the subjects demonstrated more calmness, tranquility, activeness, confidence, increased motivation, clearer career choices, and greater persistence. These improvements were supported by post-test results, which showed an average group score of 30, placing them in the fairly high self-efficacy category.

Keywords: General Scale of Efficacy (GSE), Self-efficacy, Reality Therapy.

1. INTRODUCTION

Early adulthood is a significant phase in an individual's life. This period involves several developmental criteria and tasks, including having a job and financial independence. According to Hurlock, individuals who have passed through adolescence enter early adulthood, which spans from approximately 19 to 40 years of age. During this stage, people face developmental tasks such as finding employment, building relationships with the opposite sex, preparing for marriage, and achieving other developmental goals. This phase also marks the peak of physical performance (Santrock, 2012).

Parents or guardians who raise a child play a crucial and influential role in their life, particularly in shaping self-efficacy, in addition to the individual's own experiences. According to Bandura (1986), self-efficacy refers to an individual's belief in their capability to carry out a task. It reflects the perception of one's ability to organize and execute actions. Alwisol (2009) explains that self-efficacy is a person's self-perception regarding how well they can function in certain situations. This includes their self-evaluation—whether they can act appropriately or not, correctly or incorrectly, or whether they are capable or not based on the requirements.

Yatama and Dhu'afa Az-Zikra Islamic Boarding School is an institution under the Al-Amru Bittaqwa Foundation located in the Mampang Indah Dua housing complex in Depok. The school was inaugurated during a regular monthly dhikr event organized by Majelis Az-Zikra in March 2005.

The boarding school runs an intensive Quran memorization and study program specifically for orphans and underprivileged students. Students who graduate from Madrasah Aliyah (equivalent to high school) with good academic performance are eligible for scholarships from donors to continue their studies abroad or at state Islamic universities. Those who cannot continue their education are offered unpaid voluntary service at the pesantren, where they receive free lodging, meals, and additional religious education from teachers.

Many students choose to volunteer at the pesantren because they cannot afford college and struggle to find employment. They also do not want to burden their families by returning home. Based on interviews with five male and female students at the Yatama Az-Zikra boarding school, the following issues emerged: feelings of shame over being labeled "a pesantren graduate," insecurity compared to peers living with biological parents, lack of confidence, and pessimism about securing good jobs. They also feel inferior in social settings due to their background as orphans or underprivileged children living in a special boarding school. As a result, they prefer to socialize only with peers within the pesantren or others from similar socioeconomic backgrounds to avoid embarrassment. None of the five have dared to apply for jobs elsewhere, fearing they cannot compete with graduates from formal educational institutions.

Low self-efficacy impacts how individuals socialize, behave, and interact with their environment. Individuals with low self-efficacy tend to give up easily and feel hopeless when facing failure. They lack the motivation to pursue their goals, struggle to build relationships, and have low self-confidence. This lack of self-efficacy leads to increased anxiety and avoidance behaviors. According to Bandura (1997), individuals avoid situations not because of the threat itself but because they feel incapable of managing potentially risky aspects.

Thus, low self-efficacy is linked to various negative outcomes, highlighting the need for effective interventions to improve self-efficacy in young adult students at the Yatama Az-Zikra boarding school.

To enhance the students' self-efficacy, reality therapy was applied. Reality therapy is a behavioral-cognitive psychotherapy method based on choice theory developed by psychiatrist William Glasser (as cited in Corey, 2013). This theory explains not only how we function as individuals psychologically and physiologically but also how we function in groups and society.

Reality therapy focuses on current life issues experienced by the subject. Its goal is to help the subject become rational, mentally strong, and able to evaluate their current behavior while realizing that they have choices in how they treat themselves and others. This therapy also helps individuals clarify what they want in life and formulate realistic plans to meet personal needs and aspirations.

This study focuses on implementing therapy using the WDEP technique. The aim is for participants to become independent and valuable members of society. Individuals with low

self-efficacy often view themselves negatively. This aligns with Sovitriana (2020), who outlined the goals of reality therapy using the WDEP technique as follows:

    a.   Reality therapy aims to help clients better understand their own behavior.

    b.   The approach is designed to increase clients' awareness of their chosen behaviors and how they attempt to control their world through those behaviors.

    c.   Reality therapy improves clients' understanding of their responsibility to make choices that work for them. They are taught that they do not need to be victims of past or current self-defeating choices.

    d.   Clients are helped to identify and understand their basic needs for survival, belonging, power, freedom, and fun.

    e.   Reality therapy helps clients form positive mental images within their quality world to fulfill these basic needs.

    f.   Clients are taught to evaluate the effectiveness of their total behavior in light of what they want and to choose alternative behaviors if needed.

    g.   Reality therapists assist clients in developing and implementing specific behaviors to meet their current and future needs without undermining other needs.

    h.   Reality therapy teaches clients how to avoid being controlled by others' negatively controlling behavior.

Low self-efficacy is characterized by prolonged feelings of helplessness, worthlessness, and low self-esteem, often resulting from negative self-evaluation. Through the use of reality therapy, it is hoped that the subject's negative thoughts can be transformed into positive ones, thereby improving self-efficacy. Based on previous research findings, it is evident that reality therapy using the WDEP technique is effective in enhancing self-efficacy in various subjects.

2. METHOD

This study used a quasi-experimental design with a pre-test and post-test with control group. The research involved five respondents, all of whom were part of the intervention group. Group therapy was provided to the students serving at the Yatama Az-Zikra Islamic Boarding School.

In implementing Reality Therapy using the WDEP technique, data for each subject were obtained through interviews, observation, psychological testing, and the administration of the General Self-Efficacy Scale as a tool to measure self-efficacy in the group of students serving at the Yatama Az-Zikra Islamic Boarding School.

The self-efficacy scale was constructed by the authors based on aspects from Bandura (1997) and operationalized through the General Self-Efficacy (GSE) scale developed by Schwarzer & Jerusalem (1995). This scale consists of 10 items and is unidimensional, meaning that it covers aspects of magnitude, generality, and strength.

The self-efficacy scale uses a modified Likert scale model with four response options: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). For positively worded (favorable) items supporting the subject, the scores were assigned as follows: strongly agree (4), agree (3), disagree (2), strongly disagree (1). A high score indicates good self-efficacy, while a low score indicates poor self-efficacy. The score categories are as follows:

- Low: 0 to 13
- Moderate: 14 to 27
- High: 28 to 40

    In this study, the analysis used was pattern matching. This analysis was conducted to match theoretical references with case study findings in the field, in order to describe the self-

efficacy of students serving at the Yatama Az-Zikra Islamic Boarding School before the WDEP reality therapy sessions were conducted.

3. THEORETICAL FRAMEWORK
a. Self-Efficacy
Baron and Byrne (as cited in Ghufron, 2012) define self-efficacy as an individual's evaluation of their ability or competence to carry out a task, achieve goals, and overcome obstacles. Bandura and Wood (as cited in Ghufron, 2012) explain that self-efficacy refers to an individual's belief in their capacity to activate motivation, cognitive skills, and actions necessary to meet situational demands. Bandura (as cited in Ghufron, 2012) states that self-efficacy is essentially the result of a cognitive process involving decisions, beliefs, or expectations about the extent to which individuals estimate their own ability to perform tasks or actions required to achieve desired outcomes.

Self-efficacy is one of the factors that can trigger anxiety. It determines how a person approaches various goals, tasks, and challenges. When feeling fearful and anxious, individuals generally exhibit low self-efficacy. Conversely, individuals with high self-efficacy feel capable and confident in overcoming obstacles and perceive threats as challenges that do not need to be avoided (Fakhrani & Sovitriana, 2022).

b. Reality Therapy
According to Glasser (as cited in Sovitriana, 2020), reality therapy helps individuals meet their basic psychological needs, which include the need to love and be loved and the need to feel that they are useful both to themselves and to others. The human perspective includes the idea that a growth force drives us to achieve a successful identity. Individuals possess an inner drive toward health and development.

According to Corey (as cited in Aulia & Sovitriana, 2021), reality therapy, developed by Glasser, is a system focused on present behavior. The therapist functions as a teacher and role model, confronting clients in ways that help them face reality and meet their basic needs without harming themselves or others. The core of reality therapy is the acceptance of personal responsibility, which is equated with mental health.

c. WDEP Technique
Glasser and Wubbolding (as cited in Sovitriana, 2020) have formulated the process of reality therapy into the WDEP system, where each letter represents a cluster of skills and techniques aimed at helping individuals make better life choices.

This technique is carried out in the form of group discussions led by a counselor (CP), designed to assess participants' ability to manage their self-efficacy, with the following objectives:
1. To help individuals manage themselves, encourage them to take responsibility and face all existing risks, in accordance with their capabilities and desires for growth and development, and to develop concrete and realistic plans to achieve their goals.
2. To connect problematic behaviors with the achievement of successful strategies by instilling the value of personal desire for self-change and emphasizing self-awareness, discipline, and responsibility.
3. To reduce tendencies of feeling incapable, inadequate, unintelligent, and afraid or embarrassed to ask questions during activities related to their confidence.

4. RESULT
GSE

From the results of the pre-test with the GSE measuring tool from 5 subjects, the following description was obtained.

Table 1. Pre-Test Score Personality Test Scale

Subject	*Pre-Test Scores*	Information
Subject 1 (S)	11	Low Self-efficacy
Subject 2 (W)	10	Low Self-efficacy
Subject 3 (J)	10	Low Self-efficacy
Subject 4 (H)	11	Low Self-efficacy
Subject 5 (M)	13	Low Self-efficacy
Average	11	Low Self-efficacy

Pattern Matching

This analysis was made to match the theoretical reference with the findings of case studies in the field to describe Self-efficacy in students serving at the Yatama Az-Zikra Islamic Boarding School before the WEDP Reality therapy session was held.

Table 2. Pattern Matching Self-efficacy based on theory and case

Gejala *Self-efficacy*	Theory	Case
Anxiety		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Worried		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Passive behavior		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Lack of confidence		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Low motivation		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Limited career options		
Subject 1	√	√

Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√
Easily give up		
Subject 1	√	√
Subject 2	√	√
Subject 3	√	√
Subject 4	√	√
Subject 5	√	√

Information:
√ =   Relevance of case findings
- =   Inconsistency of case findings and theory

Based on the results of pattern matching, all five subjects showed the same symptoms, including feelings of anxiety, worry about passive behavior,
lack of confidence, low motivation, lack of career options, and easy to give up.

The results obtained after the provision of Reality therapy with WEDP given to students serving at the Yatama Az-Zikra Islamic Boarding School can be described as follows:

Table 3. Evaluation of Intervention Results

Behavioral objectives	Intervension Process										Expected Behavior/Feelings
	1	2	3	4	5	6	7	8	9	10	
Anxiety											Calm
Subject 1					√						
Subject 2						√					
Subject 3					√						
Subject 4						√					
Subject 5				√							
Worried											Peaceful
Subject 1							√				
Subject 2						√					
Subject 3						√					
Subject 4							√				
Subject 5					√						
Passive Behavior											Active
Subject 1						√					
Subject 2						√					
Subject 3							√				
Subject 4					√						
Subject 5					√						
Lack of Confidence											Confidence
Subject 1							√				
Subject 2							√				
Subject 3							√				
Subject 4								√			
Subject 5							√				
Low Motivation											Increasing Motivation
Subject 1									√		

Subject 2			√	
Subject 3			√	
Subject 4		√		
Subject 5		√		
Limited Career Choices				**Diverse career options**
Subject 1			√	
Subject 2				√
Subject 3				√
Subject 4			√	
Subject 5			√	
Easily to Give up				**Willing to Endure**
Subject 1				√
Subject 2			√	
Subject 3				√
Subject 4				√
Subject 5			√	

Based on the development of the intervention results, the following overview of the development was obtained:

1. Subject 1
   Anxiety becomes calmer at the fifth meeting, more calm at the seventh meeting, more active at the sixth meeting, becomes more confident at the seventh meeting, more motivated at the ninth meeting, feels more career options at the eighth meeting and is willing to stay at the tenth meeting

2. Subject 2
   Anxiety becomes calmer at the sixth meeting, more calm at the sixth meeting, more active at the sixth meeting, becomes more confident at the seventh meeting, more motivated at the eighth meeting, feels more has more career options at the tenth meeting and is willing to stay at the ninth meeting

3. Subject 3
   Restlessness becomes calmer at the fifth meeting, more calm at the sixth meeting, more active at the seventh meeting, becomes more confident at the seventh meeting, more motivated. In the eighth meeting, they felt that they had more career options in the ninth meeting and were willing to stay in the tenth meeting.

4. Subject 4
   Anxiety becomes calmer at the sixth meeting, more calm at the seventh meeting, more active at the sixth meeting, becomes more confident at the eighth meeting, more motivated at the seventh meeting, feels more career options at the eighth meeting and is willing to stick with the tenth meeting

5. Subject 5
   Anxiety becomes calmer at the fourth meeting, more calm at the fifth meeting, more active at the fifth meeting, becomes more confident at the seventh meeting, more motivated at the seventh meeting, feels more career options at the eighth meeting and is willing to stay at the ninth meeting.

Meanwhile, the comparison of the pre-test and post-test results of each subject measured using a personality test is as follows:

Table 4. Comparison of Pre-Test and Post-Test Scores on the Personality Test Scale

No	Subject	*Score*	Result Category Pre-Test	*Score*	Result Category Post-test	Percentage Change
1	Subject 1	11	Low	29	High	164 %
2	Subject 2	10	Low	30	High	200 %
3	Subject 3	10	Low	32	High	220 %
4	Subject 4	11	Low	30	High	173 %
5	Subject 5	13	Low	34	High	162 %
	Average Group	11	Low	38,4	High	

Based on the results of the pre and post test analysis using the GSE confidence scale, it was found that the five subjects experienced changes in their confidence level. An overview of the confidence level is as follows:

1. Subject 1 had increased from Low self-efficacy to high
2. Subject 2 had increased from Low self-efficacy to high
3. Subject 3 had increased from Low self-efficacy to high
4. Subject 4 had increased from Low self-efficacy to high
5. Subject 5 had increased from Low self-efficacy to high

5. DISCUSSION

In general, the description of self-efficacy in clients who are students at the Yatama Az-Zikra Islamic boarding school shows that the five clients experience symptoms of low self-efficacy such as anxiety, worried about passive behavior, lack of confidence, low motivation, lack of career choices, and easy to give up., supported by the results of the General Scale of Efficacy (GSE) self-efficacy scale score with a pre-test mean score of 11, So it can be concluded that their self-efficacy is included in the low category.

To overcome these negative impacts and increase Self-efficacy in Service Students at the Yatama Az-Zikra Islamic Boarding School, Reality therapy with the WEDP Technique was carried out as a form of systematic intervention during 10 meeting sessions. The method provided has proven to be effective in increasing the ability of Self-efficacy in Service Students at the Yatama Az-Zikra Islamic Boarding School which is shown by the achievement of intervention targets in the form of calm, peaceful, active, confident, increased motivation, having career choices, and wanting to survive. This is also evidenced by the results of the post-test measured by GSE which resulted in a score of 31 so that it entered the high category.

The intervention using group therapy with the WEDP Technique Reality therapy for the five Service Students at the Yatama Az-Zikra Islamic Boarding School provided by the researcher was able to increase Self-efficacy by increasing the positive mental state of the five Subjects. The researcher seeks to overcome the symptoms that arise due to low self-efficacy so that each subject can be more able to think to provide better treatment, treatment and education and can be a motivator for other Service Students at the Yatama Az-Zikra Islamic Boarding School.

Self-efficacy is a belief in a person's ability to manage and implement the action program necessary to manage the situation (Chyung, et al., 2010). Individuals with low self-efficacy may put in little effort when learning because they are uncertain that their efforts will lead to success. In contrast, individuals with high self-efficacy tend to interpret events positively and are more likely to strive for and achieve favorable outcomes.

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