

The Effectiveness of Reality Group Counseling (WDEP) in Reducing Truancy Behavior among Students of MA Tunas Pertiwi Cirebon

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Article Info :	ABSTRACT
Accepted: 20-10-2025 Approved: 11-12-2025 Published: 25-01-2026	<p>Background: Truancy is a global educational concern; in Indonesia, it is associated with poor academic performance and dropout. MA Tunas Pertiwi, a pesantren-based boarding school in Ciwaringin, Cirebon, showed high truancy rates despite its religious environment, with no dedicated BK teacher and no prior counseling intervention.</p> <p>Objective: This study aims to determine the effectiveness of WDEP Reality Group Counseling in reducing truancy among Class XI students at MA Tunas Pertiwi and assess the significance of behavioral change.</p> <p>Method: A quantitative pre-experimental one-group pretest-posttest design was employed. Seven male Class XI students were selected via purposive sampling. The WDEP intervention comprised 7 sessions (November–December 2023). Data were collected using a validated 32-item questionnaire (Cronbach's Alpha = 0.704) and analyzed with paired-samples t-test (SPSS 27.0).</p> <p>Findings and Implications: Results showed $t = 10.842$ ($t\text{-table} = 1.895$), $p = 0.000$ ($p < 0.05$). Mean pretest score was 96.0 (SD = 4.55; very high-high) and declined to 81.7 (SD = 7.95; high) post-intervention—a reduction of 14.3 points (14.9%), confirming intervention effectiveness. Students also demonstrated improved personal responsibility and truancy awareness.</p> <p>Conclusion: WDEP Reality Group Counseling effectively reduces truancy at MA Tunas Pertiwi. Schools without BK teachers should adopt this structured approach. Future research using larger samples and controlled designs is encouraged to strengthen generalizability.</p>
Keywords: group counseling; wdep reality; truancy; madrasah aliyah; Islamic boarding school	

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INTRODUCTION

Behavior truant is not problem new in the world of education from level elementary school students up to level Student. Skipping school or often called with term "school leave" is inappropriate behavior desired Where a student roll call from school or scheduled activities without permission or valid reasons. According to Tutiono (Rismayanti, 2020) Behavior truant in a way general can interpreted as behavior students who do not enter school with reasons that do not appropriate or absence student without clear reasons. Presence student in class is very important because the teacher will give material lessons that can be learned followed by students. Yudiawan.

A.(Yudiawan, 2020) say that “ Attendance rate students at school and in the class is also one of the factor affecting performance Study student”.

According to Kartono(Fauziyah, 2021) truant is “ deviant behavior ” from social norms which result in from bad environment”. Because when truancy of students No will can follow KBM with Good even Possible just they will left behind material presented his teacher. Not only That just activity the others at school will too hampered, such as activity extracurricular activities and others. Globally, truancy is recognized as a significant educational challenge. UNESCO (2019) estimates that chronic school absenteeism affects 10-20% of secondary school students in developing nations, including Indonesia. In the Indonesian context, persistent truancy is linked to academic underperformance, elevated dropout risk, and juvenile delinquency (Kemendikbud, 2022).

Several prior studies have addressed truancy through counseling interventions. Rismayanti and Nuryanto (2020) demonstrated that individual counseling with behavior contract techniques significantly reduced truancy among junior high school students in Bantul, Yogyakarta ($t=6.82$, $p<0.05$). Mutaqin, Sutardi, and Sulusyawati (2019) similarly found that group counseling with behavioral contract techniques was effective in reducing truancy among Class XI students at SMAN 8 Bengkulu City. With specific relevance to the WDEP approach, Nurrahmah (2023) reported that Reality Group Counseling using WDEP techniques significantly improved academic hardiness among vocational school students in Banjarmasin, demonstrating the framework's capacity to cultivate self-responsibility and behavioral change.

The novelty of the present study lies in three dimensions: (1) it is the first counseling research conducted at MA Tunas Pertiwi, a pesantren-based school in which all students are santri and where no dedicated BK teacher previously existed; (2) it applies the WDEP Reality framework - rather than conventional behavioral contracting - to reduce truancy specifically within an Islamic boarding school environment; and (3) it contributes empirical evidence on the effectiveness of group counseling in pesantren contexts, a setting that remains underrepresented in the Indonesian counseling literature. Behavior truant students are very impacted negative about oneself student Because can slow down learning students, and also often associated with greater value low and decreasing success academic. As Kartono (Fauziyah, 2021)said that behavior truant can impact for self individual That yourself and others.

Even behavior truant will influence condition intellectual student as well as can affect his future. Sariyasni dan Budiyono, (2019) put forward that behavior truant own negative impacts for himself and others. This is will cause

student difficulty in lessons, even failing a grade and failing at school others. Therefore That behavior truant No Can left alone Keep going continuously. Fauziyah, (2021) say that behavior truant is one of the inappropriate behavior Can forgiven Because related with naughty activities and become serious among child young. If a student continuously left alone playing truant, they can experience problem trust self, isolation social, and problems law.

Even though so behavior truant is one of the behavior violations that in every school There is the perpetrators, including schools inside Islamic boarding school. School inside Islamic boarding school own system different education with schools in general. Because Islamic boarding schools own quite atmosphere thick in apply Discipline, religion, and togetherness. Indah et al., (2022) stated, " Islamic boarding schools that is A education traditional in it more emphasized in development education Islam. In Islamic boarding school more prioritized and more dominant teaching Islamic education rather than education general". It should be student school in environment Islamic boarding school more Can withhold himself For No do inappropriate behavior in accordance with teachings his religion among them behavior truant.

Presence bad students can influence performance academic and success students in school and their future. Therefore that, it is necessary existence effort For create environment conducive and motivating school student in learning, Jumrawarsi, J.(Penelitian et al., 2020) say that "provides environment effective learning No only covering prevention and response to bad behavior but also, management class, create conducive atmosphere". and an inclusive and cooperative approach in overcome behavior student .

One of from effort For overcome behavior truant student is with give service Counseling group counseling group can be one of effective way For help truant individuals For overcome behavior they. Adhiputra Adhiputra, (2015) said " Excess counseling group is mark its practicality. Although so , no Can denied that existence group can give chance for member For each other giving and receiving feedback. With method This member group will Study For socialize".

According to Latipun Rismayanti & Nuryanto, (2020) counseling is one of the effort For help overcome conflicts, obstacles, and difficulties in fulfil need we, at the same time as effort improvement mental health. Counseling is one of the type designed interventions special For help We face current problems We face it. Adhiputra Adhiputra, (2015) say that in counseling group, members can also learn For solve problem based on input from member others. This is can help individual feel more comfortable For open self about problem them and feel supported by people who understand the situation.

Every student or counselee in counseling groups can also get information and experience from other people in groups that experience same problem. Janice Dina Hajja Ristianti, (2020) L explain that counseling group is intervention group small ones who use factor therapeutic and intervention special For overcome problem personal and interpersonal and for promote growth and development personal and interpersonal personal. This is can help individual For get perspective new and found possible solutions No Once thought of previously. Prayitno Mutaqin et al., (2019) put forward that Counseling group that is a process in A a group in which the members interact in a way dynamic For discuss the problems they face face it, so that can found the most appropriate solution and method For solve problem for every member.

Likewise counseling group can help each individual overcome truant behavior with effective way through support social, learning through other people's experiences, strengthening ability social, and improve motivation. Prayitno Mutaqin et al., (2019) explain that service counseling group that is service Guidance and Counseling that allows participant educate get chance For discussion and alleviation the problems he experienced through dynamics group.

Service Guidance Counseling own Lots techniques that can used For reduce habit truant student schools, including is *the Want, Direction, Evaluation and Plant (WDEP) Reality Technique*. CR Reynolds in his book say *Reality therapy is a recently developed method of psychotherapy that stresses the importance of clients' learning more useful behaviors to deal with their current situations. Reality therapy stresses internal motivation, behavior change, and development of the "successful identity"* (Reynolds, C. R., & Fletcher-Janzen, 2007).

So *the Want, Direction, Evaluation and Plant (WDEP) Reality Technique* is approach in counseling used For help individual overcome problem , identify solutions, and achieve change positive in life they. As said Nurrahmah Nurrahmah, (2023) that the WDEP Technique aims For awaken counselee will the behavior they exhibit do. When the client change his behavior lifetime life, cycle That repetitive repeatedly in therapy. For Keep going Work in term lon, necessary For Keep going evaluate development client (Nurrahmah, 2023)

Regina, (2019) state The WDEP system can used For help client explore desire they, possibly things that can they do, opportunity For evaluation yourself, and plan plan repairs. According to Glessner Kurniati, A., & Supriyatna, (2022) individuals who behave No appropriate due to his promise in satisfying his needs consequence losing "touch " with fact goal , he No can see something

in accordance reality, no can do on base truth, responsibility answer and reality.

It is expected with implementing Reality Engineering *WDEP* This truant students will more responsible responsible and motivated For reduce even remove habits that have been realized harm That's it. Because Focus counseling reality is on what the individual is aware of and then help raise level his consciousness. After individual become aware how No effectiveness behavior that has been done For control the world, they will more open For learn another alternative to method behave (Kurniati, A., & Supriyatna, 2022).

There are some study previously used technique reality, but only reality general. So that researchers try for combine between technique reality with the latest model that is *WDEP*. Platform from use technique This Because behavior truant usually arise from absence awareness the perpetrator who originates in self perpetrator. According to Corey Kurniati, A., & Supriyatna, (2022) behavior - focused counseling behavior now and is form modification behavior. This is function so that the client capable help himself in face reality and fulfillment needs base without harm himself Alone or other people and brave carry not quite enough answer on all behavior his behavior.

So importance understanding about Behavior Truancy, therefore Behavior truant student school at Islamic boarding school need understood with Good Because can influence the learning process teaching at an Islamic boarding school. In this case This researchers will try For do experiment activity Counseling Group with technique *WDEP Reality* in reduce behavior truant students of Tunas Pertiwi Islamic Senior High School in the village Chapter Ciwaringin District, Cirebon.

Behavior truant Still be one of problems that exist in every institution education Still there is the perpetrator. Therefore Even though Already Lots researchers previously discussed problem behavior truant this, however problem truant Still worthy investigated For know What just factor affecting behavior the Because different institution The factors that influence it are also different. Sariyasni , S., & Budiyono, B. said " behavior truant need investigated For get clear picture about factors reason emergence behavior truant the so that can taken steps appropriate action For help students to be able to develop with good and optimal according to with task development, as well as get results optimal learning that ultimately can develop abilities and potential. Sariyasni dan Budiyono, (2019) Especially in schools that will made into object study is previous school Not yet Once someone did experiment related problem truant student.

Cirebon is included areas that are still rampant with behavior truant student school, behavior truant often exploited by the perpetrators or student

For do brawl between school. The Radar Cirebon editorial team reports that “ Hundreds students level school on caught raid Cirebon Regency Public Order Agency. Operation This done For anticipate occurrence brawl between student students ” (redaksi radar cirebon, 2022).

Islahuddin in The Suara Cirebon page also reported " Hundreds students of one of the vocational schools around Jalan Tuparev Cirebon Regency is secured "Cirebon Regency Public Order Agency" (islahuddin, 2022). The behavior truant student reasonable Because reluctant follow ceremony. Skipping school often utilized by students For hanging out and doing counterproductive activities.

Activities carried out by students in fill in time truant often used For counter activities productive like case in point brawls, playing online games at internet cafes, and playing billiards. As reported Handayani LS " At least 30 students in Cirebon City were caught raid Because found out playing truant during school hours. They raided moment fun play billiards and online games at internet cafes in a number of location in Cirebon City” (Lilis Sri Handayani, 2017).

The news above make researchers become the more want to try do experiment help counselee in develop plan For strengthen behavior adaptive or good and beneficial behavior in students and eliminate behavior maladaptive or poor behavior good. With existence Study about behavior truant students at school the expected can help school and taker policy For develop more policies and strategies effective in prevent and handle behavior truant.

Things that is what underlies researchers For do research to overcome problems that occur in children teenagers at school that is help reduce intensity students who play truant. Because if behavior truant student This No noticed and not overcome with steadfastness so something moment will detrimental and arising regret for himself and his parents even moment they still sitting on the bench school. Losses real Can seen from performance declining learning caused by often leave ongoing lessons. Students who are accustomed to with behavior truant as well as wasting time in his youth, and left Study so will bring in loss, where Already explained in the Al-Qur'an surah Al- Ashr : 103 verses 1-3 which reads as following (Saputra&Balqis, 2022):

وَالْعَصْرِ ۝١ إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ۝٢ إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصَوْا بِالْحَقِّ ۝٣ وَتَوَّصَوْا بِالصَّبْرِ ۝٤

Meaning : "By the time, indeed man truly is at in loss , except for those who believe and do good deeds pious as well as each other advise For truth and patience.

Based on the information that researchers also obtained from observation pre research at the school that wants to made into object research On February 12, 2023. School the Not yet there are BK teachers and not yet Once There is from researchers previously researched about behavior truant students at school from the data that the researcher get that behavior truant from school This Still become dominant problems even though school the contained in environment Islamic boarding school (*Observasi Pra Study, 2023*).

Based on background behind above, then researchers interested for continue study about behavior truant students at Tunas Pertiwi Islamic Boarding School Al- Islamy Guava Garden become important For done, with theme study "*Effectiveness Counseling Group Reality (WDEP) for reduce Habit Skipping school Students at Tunas Pertiwi Islamic Senior High School, Babakan Village Ciwaringin District, Cirebon*". With thus, it can found the right solution For prevent occurrence behavior truant so that future learning process teach can walk with Good.

Based on formulation problem above, then objective in study This is as following:

1. For know How much tall behavior truant students at MA Tunas Pertiwi village Chapter Ciwaringin sub-district, Cirebon, before done Counseling group Reality (*WDEP*).
2. For know How much tall behavior truant students at MA Tunas Pertiwi village Chapter Ciwaringin sub - district, Cirebon, after done Counseling group Reality (*WDEP*).
3. For know how much significant difference level behavior truant students at MA Tunas Pertiwi village Chapter Ciwaringin District, Cirebon before and after done service Counseling Group Reality (*WDEP*).

Study This expected Can add knowledge and insight about service counseling group Reality (*WDEP*) to decline level behavior truancy among students at MA Tunas Pertiwi village Chapter Ciwaringin District, Cirebon. Research This Can made into as material reference in do study next in the field guidance and counseling. Especially those related to with subtraction behavior truant through service guidance groups and the like at MA Tunas Pertiwi village school Chapter Ciwaringin Cirebon.

RESEARCH METHOD

In research this researchers using approach study quantitative. According to Sugiyono, research quantitative is very useful for research

connection between variable, testing theory, and produce data that can be generalized. This method often used in fields like psychology, sociology, economics, and education, where accurate data collection and analysis very important statistics (2026).

Types of methods research used in study This is method study Quantitative *Pre -Experiment*. Sugiyono explain study experiment is research conducted for know the consequences from something treatment given in a way intentionally by researchers. Research experiments in principle can defined as methods used For look for influence treatment certain towards others in controlled conditions (Andi I, dkk. 2018).

Research Design

Research Design in method study Quantitative *Pre -Experiment* This with use design *The One Group Pre-test Post-Test* No use group control, only use One groups that experience given problem *treatment* or treatment. Sugiyono explain study experiment is research conducted For know the consequences from something treatment given in a way intentionally by researchers. Research experiments in principle can defined as methods used For look for influence treatment certain towards others in controlled conditions (Andi Ibrahim, Asrul Haq Alang, Madi, Baharuddin, Muhammad Aswar Ahmad, 2018).

Use design *The One Group Pre-Test Post- Test* aim For know level decline or reduction from behavior truant student after given service Counseling Group Reality (*WDEP*). Stages carried out in study This is as following :

1. First he did *Pre-Test*, with objective For look at the dependent variable before given treatment. Stage This done with objective know which students are enrolled in variables that will be will given treatment.
2. *Treatment*, namely with give treatment, in matter This with use service Counseling Group Reality (*WDEP*).
3. Then *Post-Test*, this done for know condition variables bound after given *treatment*. *Post-test* This done with objective For know increase or decline level behavior truant student after given treatment. In research This will known difference between results *pre-test* and *post-test* levels behavior truant student.

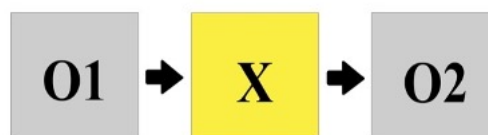


Figure 1. Research Design

Following design Study with *TheOne Group Pre- test Design and Post-Test:*

- O1 : Value of *Pre-Test*
- X : Treatment service Counseling Group
- O2 : Value of *Post-Test*

The difference between the yield value *pre-test* and *post- test* about reduction behavior truant student will searching for in study this . And the results difference between *pre-test* and *post- test* scores is results the *treatment* given, namely with service counseling group reality (*WDEP*).

Study This conducted at MA Tunas Pertiwi ds. Babakan Ciwaringin District, Cirebon, for students indicated class XI behavior high truancy. Research implemented in odd semester year 2023-2024 academic year, starting on November 27, 2023 until by December 28, 2023.

As for the selected population in study This take from all over MA Tunas Pertiwi class XI male students totaling 37 students. This class XI is student mid between class X and class XII, where conditions at the time This is more brave do violation compared to moment class X. expected this 11th grade before going up to class XII already There is change in level his discipline. Sample in study This is students at the level behavior skip school Already above average of each class XI IPA and XI IPS, totaling 7 students.

Data collection techniques are step crucial in research , because the core of study is obtain relevant and accurate data . In research this , the author use technique Data collection includes, among others following : questionnaire. Inspection validity of data in study This done through validity tests and reliability tests use SPSS 27.0 for Mac help. Validity test aim For know accuracy instrument in measure variables studied. Testing conducted on 38 students Class XII MA Tunas Pertiwi Babakan Ciwaringin Cirebon with 60 statement items.

The test results show that 32 items were declared valid because own calculated R value more big from the R table (0.2302), while 28 items were stated invalid because calculated R value more small from R table so that need repaired or deleted. Next, the reliability test done For know level consistency instrument. Based on results testing obtained Cronbach's Alpha value of 0.704 which shows that instrument study including in category reliable strong.

After the data is collected, data analysis is carried out use approach quantitative with technique statistics descriptive and t-test statistics descriptive used For describe data characteristics through table, graph, mean, median, mode, percentage, and standard deviation, while the t-test is used For

know difference significant score student before and after implementation service guidance group reality with SPSS for Mac software help version 27.0.

RESULTS AND DISCUSSION

Research result

Study This held at MA Tunas Pertiwi in the year 2023/2024 academic year in the month December 2023. Population in the study This is class XI of Madrasah Aliyah Tunas Pertiwi, which consists of 37 students. Meanwhile, samples in research This a total of 7 students were selected through purposive sampling, based on the criterion of above-average truancy behavior scores among Class XI students.

General Overview of Habits Skipping school Student Before done Counseling Reality Engineering Group (WDEP)

Study This aim for know effectiveness counseling group technique reality *WDEP* in reduce habit truant student Class XI MA Tunas Pertiwi. Habits truant tall students naturally it would be very annoying student in process learning in the environment school. Behavior truant student this is very impactful negative about oneself student Because can slow down learning students , and also often associated with greater value low and decreasing success academic. As Kartono Fauziyah, (2021) said that behavior truant can impact for self individual That yourself and others.

When students experience habit truant then the implementation process learning will disturbed due to student No can follow learning from early and late material learning, so that material that has been given by the teacher no able understood optimally because since beginning student No understand it. Therefore That in handle problem habit truant student this, researcher try use technique reality (*WDEP*) with apply service counseling group in class XI. Taking sample in study This use technique *purposive sampling* that is taking sample done with method take sample with existence consideration subject No based on on strata, random or area but based on existence objective certain (A. Zakaria, 2018).

It means questionnaire questionnaire shared to student class XI which has appropriate indicators with study that is indicator behavior truant as well as Ready follow research and filling questionnaire questionnaire. Sample in study This is students at the level behavior skip school Already above average of class XI, which consists of 7 students. Next is students were called and gathered in room schools that have agreed previously, namely 7 students which will later will given treatment service counseling group reality *WDEP*

which aims For reduce behavior truant students. The following presentation results *pre-test* 7 samples students, as following:

Tabel 1. Overview of Behavior Skipping school student Before done Counseling Group Reality *WDEP*

No	Code Name	<i>Pre-test</i> Score	Category
1.	AI	102	Very high
2.	AAS	100	Very high
3.	AR	97	Very high
4.	NH	94	Tall
5.	AW	92	Tall
6.	MK	98	Very high
7.	FN	89	Tall

Source: Data Processed

Overview of Behavior Skipping school Student After done Counseling Group Reality (*WDEP*)

There will be a meeting on Thursday, December 28, 2023 end done *post-test* with participation of 7 students in MA Tunas Pertiwi class XI who previously Already done counseling group reality *WDEP* as many as 7 meetings. The goal is for know level habit behavior truant student after they given treatment service counseling group reality (*WDEP*).

Tabel 2. Post-test Scores Overview of Behavior Skipping school student After done Counseling Group Reality *WDEP*

No	Code Name	<i>Post-test</i> Score	Category
1.	AI	96	Tall
2.	AAS	75	Tall
3.	AR	83	Tall
4.	NH	89	Tall
5.	AW	75	Tall
6.	MK	80	Tall
7.	FN	74	Tall

Source: Data Processed

Effectiveness Test Counseling Group *WDEP* Reality for Reduce Behavior Skipping school Students of XI MA Tunas Pertiwi

Effectiveness Counseling Group Reality *WDEP* For Reduce Behavior Skipping school student Class XI MA Tunas Pelrtiwi can seen from *score* before and after implementation counseling group. Before done comparison of scores first formerly T test was conducted for know effectiveness counseling group technique reality For reduce behavior truant student Class XI MA Tunas Pertiwi. Effectiveness test counseling group in reduce behavior truant student in a way overall Suggested hypothesis in study This is :

Ho: Service Counseling Group Reality (*WDEP*) No effective in reduce behavior truant student Class XI at MA Tunas Pertiwi, Babakan Village Ciwaringin Cirebon.

Ha: Service Counseling Group Reality (*WDEP*) effective in reduce behavior truant student Class XI at MA Tunas Pertiwi, Babakan Village Ciwaringin Cirebon.

For know whether counseling group reality *WDEP* This influential to or No to habit behavior truant students and how much big score habit truant student before given service counseling group and after given service counseling group done with use technique data analysis performed using the SPSS (*Statistical Package for the Social Sciences*) program.

Normality Test done For know whether variables independent and dependent distributed with normal or no. Testing This done against Behavioral data truant student with using Windows SPSS 27.0 for mac *Shapiro-Wilk*. Reason for use *Shapiro-Wilk* is For compare distribution of data that will be tested its normality with standard normal distribution as seen in the scores *pre-test* and *post-test*.

Analysis Prerequisites Table

Table 3. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest Habit Skipping school	.158	7	.200	.976	7	.938
Posttest Habit Skipping school	.220	7	.200	.885	7	.249

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data Processed

Based on table 3 is shown that data normality test results using *The Shapiro-Wilk pre-test* was 0.938 and *the post-test* was 0.249, namely significance more than base >0.05 then the data is normally distributed.

Based on *paired samples t-test* results, counseling group reality *WDEP* in reduce habit truant students, calculation behavior truant student done with using SPSS for mac 27.0, you can results as following:

Prior to reporting the hypothesis test, the following descriptive statistics are presented. Pretest: mean = 96.0, SD = 4.55, range = 89-102. Posttest: mean = 81.7, SD = 7.95, range = 74-96. Mean difference = 14.3 points (14.9% reduction). Score categorization norms used in this study: Very High (Sangat Tinggi) = score > 94 ; High (Tinggi) = score 75-94; Moderate (Sedang) = score 55-74; Low (Rendah) = score below 55. These thresholds were derived from the theoretical score range of the 32-item instrument using the mean ± 1 SD formula.

Tabel output SPSS lengkap (Paired Samples Statistics dan Paired Samples Test) TIDAK ditampilkan dalam naskah asli. Penulis WAJIB melampirkan tabel SPSS pada revisi berikutnya. Ringkasan hasil berdasarkan data yang tersedia: Paired Samples Statistics: Pretest M=96.00 SD=4.546 N=7; Posttest M=81.71 SD=7.952 N=7. Paired Samples Test: Mean Difference=14.286, SD=3.498, $t(6)=10.842$, $p=.000$.

Hypothesis Test Results

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Pre-test - Post-test	41.2000	8.49706	3.80000	30.64951	51.75049	10.842	4	.000

Figure 2. Hypothesis Test Results

Based on the above output get $t_{count} = 10,842$, namely $t_{count} > t_{table}$ ($10,842 > 1,895$) with sig value $0.00 < 0.05$ So it can be concluded that counseling group reality *WDEP* there is difference in a way significant in reduce habit behavior truant student class XI MA Tunas Pertiwi. From the results of the T test, the results obtained show existence change score on habits truant student after given counseling group reality *WDEP*.

Treatment Counseling Group Preparation Counseling

This stage was carried out in the second meeting after conducting problem identification through a pretest questionnaire distributed to class XI Putra MA Tunas Pertiwi in the first meeting, the results of the problem identification resulted in 7 students who were ready to take part in the WDEP Reality Group counseling treatment.

Then, a group formation was carried out. A counseling group was formed consisting of 7 students with similar problems, namely truancy behavior. The 7 students were AI, AAS, AN, NH, AW, MK, and FN. After the members gather and form groups, they continue with orientation and socialization activities. During the orientation stage, members are asked to get to know each other. This introduction stage is carried out with ice. The break-up session, themed "concentration," began with one designated member stating their name and aspirations, accompanied by clapping and rhythm, then appointing another member to do the same. The socialization phase then included an explanation of group counseling, including its definition, goals, and benefits. This was followed by a presentation on learning and the impact and causes of truancy.

Implementation of WDEP Reality Group Counseling Wants

Wants is carried out for 60 minutes at the third group counseling meeting, this stage aims to identify the desires and goals of the group counseling participants while studying at MA Tunas Pertiwi. It begins with the opening of the prayer and ice Breaking to break the ice, then the presentation of material and discussion about ideals, social relationships and the future led by the facilitator.

After the discussion and sharing of stories, the group leader provides sheets and distributes them, sheets containing questions such as: "What do you want or hope for while studying at MA Tunas Pertiwi, What are your aspirations for the future after graduating from MA Tunas Pertiwi". In the final session before the group counseling activity was closed, the leader first summarized the results of today's meeting and asked members to collect the sheets they had filled in to be discussed at the next meeting.

Direction / Doing (Action)

Doing is carried out with a duration of 60 minutes in the fourth meeting, this stage aims to analyze what actions they have or are currently doing while studying at MA Tunas Pertiwi until group counseling is carried out. The activity began with a joint prayer and then continued with ice cream. A break is used

to lighten the mood. Once everyone is comfortable and appears cheerful, the group leader invites them to discuss and reflect on the results of the previous meeting and learn how to make a list of daily activities.

After the discussion and sharing stories, the group leader distributed yesterday's sheet but with different questions from before, such as: "What activities have you done or are currently doing or undergoing while studying at MA Tunas Pertiwi, what activities have you done or participated in to prepare for your future after graduating from MA Tunas Pertiwi". Before the group counseling activity ended, the group leader summarized the results of today's meeting and asked members to collect the sheets they had filled in to be discussed at the next meeting.

Evaluation

The evaluation was carried out for a duration of 60 minutes at the fifth meeting this stage aims to evaluate the effectiveness of the actions they have or are currently taking while studying at MA Tunas Pertiwi towards what they want and hope for in the future. Pray together to start the group counseling activity then continue with ice A break is used to lighten the mood. Once everyone feels comfortable and appears cheerful, the group leader invites them to discuss the results of the previous discussions. Each member is asked to reflect on what they wrote in the *Direction* and *Want columns*.

After discussing and reflecting on everything, the group leader then distributed the same sheet as yesterday to fill in the questions in the *Evaluation column* such as: "What do you think about the actions or activities that you have and are doing while studying at MA Tunas Pertiwi, have your actions so far been able to help or hinder your desires or hopes while studying and after graduating from MA Tunas Pertiwi". Before the group counseling activity ends and closes with a prayer, the group leader summarizes the results of today's meeting and asks group members to collect the sheets they have filled in to be discussed at the next meeting.

Planning

Planning was carried out for a duration of 60 minutes in the sixth meeting, this stage aims to design a more positive and beneficial action plan or activity for the future while studying at MA Tunas Pertiwi and for their future life after graduating from school. It begins with the opening of the prayer and ice Breaking to break the ice , then together review and discuss the results of the action plan before and after being evaluated yesterday. Then group members were asked to write and compile a specific, measurable, realistic, and time-bound action or activity plan in the *Planning column* of yesterday's sheet.

The questions were like: "try to write down any activities that can help you achieve your desires both while still studying at MA Tunas Pertiwi and after graduating, what do you think about truancy behavior towards your desires and hopes in the future". Before the group counseling activity ends and closes with prayer, the group leader summarizes the activity plan that has been made and sets a monitoring schedule and determines the concrete steps that will be taken by the members. group.

Discussion

Study This apply service counseling group WDEP reality. Counseling reality is approach counseling that has focus on behavior, with emphasize responsibility the responsibility that is owned client in overcome problem. Counseling reality, as approach theoretical that emphasizes that " all behavior produced in self We For objective satisfying One or more need basis" (Mulawarman, P. D., Rahmawati, A. I. N., 2020). Then the researcher choose approach This because it fits perfectly For handle behavior truant students at MA Tunas Pertiwi who are showing not enough not quite enough the answer they on his obligations in Study.

Researchers hope with approach Counseling Reality This can grow power and awareness personal MA Tunas Pertiwi students in reach objective Study they. According with Glasser Melianasari, (2022)'s opinion says that Counseling Reality more emphasize on strength personal, and basically is road Where counselee can Study in a way realistic in reach success. All behavior triggered by an individual's internal drive That alone, and every individual own freedom For choose actions to be taken taken.

Service process counseling group WDEP reality is carried out in a way face advance direct or offline between researchers and students Class XI MA Tunas Pertiwi. During the implementation counseling group WDEP reality preceded with stages involvement, in stage This participants or counselee involved and expressed what he felt in the counseling process. In the meeting second giving service counseling client groups disclose reason they choose leave class or truant moment Study dominated Because not enough happy they with teacher 's attitude lesson certain as well as not enough the teachers' attention, the learning process is boring and lacking his interest they to eye lesson certain. All reason the enter in factors that influence student For truant ever mentioned by Prayitno (Mulkyan, 2019), a number of factor affecting student for truant among others, namely:

1. Not happy with teacher attitudes and behavior
2. Feel not enough get attention from the teacher
3. Feel differentiated by teachers

4. Feel cornered by the teacher
5. Learning process teach boring
6. Feel fail in Study
7. Less interested to lesson
8. Influenced by friends who like it truant
9. Afraid enter Because No make task
10. Not paying obligations (SPP) on time

Next (wants and needs) in stage exploration desires, needs, and perceptions participants, researchers make an effort for understand and express all need as well as desire participants along with his perception to need This process involving identification and understanding to needs and wants participants in various aspect life especially in room scope study. Researchers took accepting and disapproving approaches criticize moment listen needs and wants participants. AW and AAS revealed his wish For more discipline and more good Again in studying at MA Tunas Pertiwi, MK, AR and FN revealed his wish to be able to follow and win in competition events held by the school and outside school. Meanwhile, AI and NH revealed his wish For Can become champion class as well as proud of teachers and parents.

After known needs and wants participants or clients, researchers continue to stage next is direction and doing (direction and action) At stage exploration this, aims For identify actions that have been done by participants For fulfil needs and wants they. The focus is in moderate action done moment This Good positive or negative. Researchers said a number of question in stage This includes : "What have you done? moment this (at the moment) (grade XI?)", " What efforts have you made? For reach out desire Kalin in the future come ?". They give response with diverse variety, good That positive and negative , including example response negative from MK and AR, namely Like sleeping in class, lazy to study and more choose go out class when the lesson hours are not He like. While answer positive like " trying near with teachers to be more trusted participating in the competition event " as conveyed by FN.

After know direction and action participants researchers or the guidance counselor invites participants do self-evaluation (evaluation) self) stage This aim For evaluate actions taken by participants in frame fulfil needs and wants participants especially negative actions. Researchers invite participants For ponder actions that have been done done and delivered a number of question such as " What action leave class or truant That can help You in get champion class ?", Is behavior truant You moment This give benefit for you ?", After the evaluation process this, it is hoped participants can do reflection and evaluation self in a way independent For self they myself, researcher furthermore help participants in the planning stage final in the counseling

process group reality, purposeful action For help participants correcting actions negative that has been done and helped him plan relevant actions For reach future desires.

Result of activity service counseling group The reality of WDEP being held in seven meetings show that participant disclose a number of the benefits they get feel. Among them AR revealed that He feel get insight and knowledge new, and get motivation new For determined change habit negative duration said FN and MK. In addition, participants also became more realize about behavior truancy, its impact and the aspects that encourage it He For skipping school. They also started understand not quite enough answer personal especially in learn, develop attitude be firm with yourself alone, honest, and increase self- confidence self.

Based on results change in pattern thoughts, attitudes, and behavior participants or counselee this, can concluded that implementation Counseling Group WDEP reality can effective in reduce behavior truancy for participants education. Services Counseling Group reality carried out by researchers proven succeed Because participant study show significant decline in level truancy and improving awareness them will not quite enough the answer in learn. This is signify that approach Counseling group reality *WDEP* This effective in help participant educate overcome problem behavior truant.

CONCLUSION

Based on results of the study conducted at MA Tunas Pertiwi, Babakan Village, Ciwaringin Sub-district, Cirebon, involving seven Class XI male students, the following conclusions are drawn. First, prior to the intervention, truancy behavior was predominantly in the Very High and High categories, with a mean pretest score of 96.0 (SD = 4.55); four students scored between 97–102 (Very High) and three scored between 89–94 (High), confirming that truancy was a serious and widespread problem among the sample. Second, following the WDEP Reality Group Counseling intervention, all seven students experienced a reduction in truancy scores, with a mean posttest score of 81.7 (SD = 7.95), placing all students in the High category. Third, statistical analysis yielded $t = 10.842$ ($t\text{-table} = 1.895$) with $p = 0.000$ ($p < 0.05$), indicating a significant difference before and after the intervention; thus, the WDEP Reality Group Counseling Service is declared effective in reducing truancy behavior.

This study acknowledges limitations including a small sample size ($n = 7$), the absence of a control group, and findings drawn from a single institution, which may restrict generalizability. Future research should use larger samples and quasi-experimental or randomized designs. Practically, school principals are encouraged to support BK service implementation, subject teachers are

urged to collaborate with counselors, and students are encouraged to communicate their problems openly. This study may serve as a reference for further research in guidance and counseling, particularly in pesantren-based school settings.

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