

Development and Validation: A Reality Counseling Model Based on Islamic Boarding Schools for the Resilience of Students

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Abstract. This study aims to describe the development of a measurement tool that has reliability and validity to evaluate the reality counseling model based on Islamic boarding schools. To achieve this, the validity and reliability of the instrument are evaluated through quantitative methods in two different stages. A team consisting of guidance and counseling experts carried out the process of determining the validity of the content and ensuring that the question items in the instrument accurately reflect the conceptual construct of creative thinking in question and in accordance with the conditions of the students. After that, the validity assessment of the concept is carried out using confirmatory factor analysis. The aforementioned investigation resulted in the discovery of a solution of 3 indicators consisting of 24 question elements, all of which showed a score above an important threshold. These successful results confirm the existence of different factors that represent different dimensions of creative and innovative thinking. This study involved 33 students from Islamic boarding schools as participants. The data obtained from the participants were then analyzed using key component analysis and confirmatory factor analysis, leading to the development of a model that showed a good match with the empirical data. This shows the effectiveness of the instrument developed in measuring innovative thinking capacity. In conclusion, this study effectively develops an accurate and reliable tool for evaluating innovative thinking in the field of education. Positive data collection from participants and careful quantitative analysis are the causes.

Keywords: Student Resilience, Reality Counseling Model.

Abstract. This study aims to describe the development of a measurement tool that has reliability and validity to evaluate the reality counseling model based on Islamic boarding schools. To achieve this, the validity and reliability of the instrument are evaluated through quantitative methods in two different stages. A team consisting of guidance and counseling experts carried out the process of determining the validity of the content and ensuring that the question items in the instrument accurately reflect the conceptual construct of creative thinking in question and in accordance with the conditions of the students. After that, the validity assessment of the concept is carried out using confirmatory factor analysis. The aforementioned investigation resulted in the discovery of a solution of 3 indicators consisting of 24 question elements, all of which showed a score above an important threshold. These successful results confirm the existence of different factors that represent different dimensions of creative and innovative thinking. This study involved 33 students from Islamic boarding schools as participants. The data obtained from the participants were then analyzed using key component analysis and confirmatory factor analysis, leading to the development of a model that showed a good match with the empirical data. This shows the effectiveness of the instrument developed in measuring innovative thinking capacity. In conclusion, this study effectively develops an accurate and reliable tool for evaluating innovative thinking in the field of education. Positive data collection from participants and careful quantitative analysis are the causes.

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INTRODUCTION

The new curriculum regulations that are experienced today are quite affecting all educational circles. One of them is teenagers. The teenager in question is an individual who is sitting at the junior high school to high school/vocational level. Adolescents in their capacity as a student have various kinds of learning problems that are often encountered, both motivation, learning interests, learning achievements, and learning outcomes. Starting from the reality obtained from the information of guidance and counseling teachers. On the one hand, adolescents are seen to have academic resilience that is not yet strong where adolescents are not able to survive with new conditions. Therefore, it can be known that guidance and counseling teachers must innovate in trying to overcome the needs of students through guidance and counseling services, including one of which is individual counseling services. So that the innovation that must be done by guidance and counseling teachers is the creation of modules. Modules can assist in the implementation of individual counseling services with development according to the needs of counseling services. The use of a reality counseling approach to increase adolescent resilience in the implementation of the Independent Learning Curriculum [1].

Likewise, reality group counseling services that are in the eligibility criteria are very valid. Thus, it means that the product developed is included in the category of very feasible. It can be concluded that it is considered very feasible in terms of content and can be used by BK teachers to increase students' self-resilience [36].

The self-efficacy of counselors in counseling is one of the variables that affect the performance and results of counseling. A number of studies have proven that in the implementation of counseling there is an importance of self-efficacy in counselors. However, in Indonesia, in carrying out counseling, there is no instrument that measures the self-efficacy of counselors. The self-efficacy scale of counselors in counseling was developed to assess the counselor's confidence in conducting counseling. This scale is developed based on the skills used in the counseling stage in general [2].

Other research shows that reality group counseling techniques are able to reduce the level of academic procrastination in students [3]. Learning motivation needs to be emphasized to students in participating in learning at school. The phenomenon that occurs in high school students is that some students have relatively low motivation in participating in counseling. Reality counseling services based on self-concept, although some students who have a background of attention from parents and families get less than optimal results, but can help in increasing students' motivation so that it is necessary to be given action with another approach [4].

The process of adjusting to students in the school environment is a form of process that includes mental responses and changes in behavior where all students struggle to manage their needs, forms of tension, conflict, and experience their frustrations so that they can harmonize between the needs and demands of the school. To develop students' self-adjustment is reality therapy as one of the approaches carried out. Group counseling with a reality therapy approach is effective in developing students' self-adjustment in the school environment. Meanwhile, specifically, there was a difference between students' self-adjustment scores before and after group counseling using the applied reality therapy approach. Based on the results of the study, it was concluded that students' self-adjustment in the school environment can be developed through group counseling with a reality therapy approach [5].

Maladjustment model of reality counseling approach in high school students revealed that: 1) When viewed as a whole from the identification results of adolescent maladjustment based on reality counseling, there are many criteria. Based on the results of this study, it is recommended for BK teachers to be able to use the educational biblio media that the researcher has designed for high school students [6].

The stages of the development model are carried out in a research with analysis, design, and development. Through validators of media experts, material experts, and students, formative evaluations are carried out. A book containing the stages of conflict resolution with parents using the WDEP system from the perspective of reality therapy [7].

The comprehensive guidance and counseling service program in high schools has been feasible to implement with several revisions according to suggestions, overall it can be categorized as good. Meanwhile, the results of the Focus Group Discussion of the comprehensive guidance and counseling service program in high schools were approved to be implemented with several revisions of the results of the discussion [8]

RESULTS AND DISCUSSION



Diagram 4.2.1. Model Development Chart Flow

Through the flow of the chart as presented in figure 4.1.2, the findings were obtained in the form of a reality counseling model to develop resilience, which is the process of service to students continuously in terms of developing their personalities so that they can face pressure and stress. So that he becomes a strong person in his life, both in the family environment and society, which is based on his awareness as a generation of Religion and Nation because he is an alumnus of students.

The following are the components of the reality counseling model to develop student resilience

Table 4.1.2.1

Components of the Reality Counseling Model to Develop Student Resilience

NO	COMPONENTS	DISCUSSION
1	Model rationale	Discussing the urgency of developing resilience in students, through the development of reality counseling
2	Needs Analysis Results	Describe the results of the needs assessment which is used as a basis for special handling to help facilitate students in developing resilience

NO	COMPONENTS	DISCUSSION
3	Purpose	Describe the formulation of the form of resilience that students must have in terms of commitment, control, and challenges after obtaining reality counseling services.
4	Basic Assumptions	Describing the Reality Counseling model facilitates the development of <i>students'</i> toughness.
5	Service Components	Outline the comprehensive guidance and counseling framework included in the group counseling service program with an emphasis on the understanding and development function.
6	Target Sasaran	Outline the target targets of the counseling objectives.
7	Facilitator Competencies and Skills	Describe the qualifications that must be mastered by BK teachers/facilitators before providing reality counseling services.
8	Relationship Characteristics	Describe the characteristics of the relationship between counselors and students in helping participants to achieve high student resilience.
9	Implementation Procedure	Describe all implementation procedures taken in carrying out reality counseling services.
10	Counseling Mechanism	Describe the mechanism used in carrying out reality counseling services.
11	Activity Norms	Describe the norms of activities used in carrying out reality counseling services.
12	Role Description	Outline role descriptions in reality counseling interventions
13	Action Plan	Outline a plan of action in a reality counseling intervention program
14	Evaluation of Activities and Success Indicators	Describe the guidelines for evaluating activities in implementing reality counseling services and success indicators to determine the level of development of students' resilience after being provided with reality counseling services.

The fourteen components listed in table 4.1.2.1 above are a single form of reality counseling model to develop student resilience.

Each component of the counseling model has a different discussion, namely:

The rational component was discussed about the urgency of resilience for students who are prospective future generations of religion and nation. Where toughness is one of the personalities that students must have in running life in Islamic boarding schools. Toughness is one of the personalities that has a great influence on living life in Islamic boarding schools. Several previous studies have stated that resilience has an important role in the educational process in Islamic boarding schools. In other words, resilience is needed for students who study at Islamic boarding schools, in order to be able to achieve, be happy and survive in Islamic boarding schools [9].

Resilience has an important role in dealing with the problems experienced by students in Islamic boarding schools, related to their personalities such as the relationship between students and teachers, relationships between students and peers, sexual motivation, financial management and many other pressures faced by students. All of these pressures are able to be lived by the students and some are not. So that problems that are not solved properly and according to expectations, will eventually cause negative reactions and can cause stress in students. Therefore, a tough personality (*hardiness*) is needed, where students are ready to accept these stressful and stressful situations to increase patience, confidence and bring out more positive behavior in students.

This is the urgency of strong personal development for students through guidance and counseling services. The counseling service in question is in the form of reality counseling, considering that there is a distinctive relationship between the tough personality of the student and the side as an individual who is responsible for the behavior that is carried out and chosen. Thus, reality counseling services to facilitate the development of a resilient personality need to take advantage of the side of the responsibility attitude that exists in individuals.

The components of the needs analysis results were discussed regarding the formulation of reality counseling needs analysis based on aspects and indicators of resilience and initial conditions of the resilient personal profile of students of the Daarul Rahman Ciganjur Islamic Boarding School in South Jakarta. The following is a formulation of the analysis of the needs of reality counseling to develop the resilience in question:

Table 4.1.2.2

Formulation of Resilience Development Counseling Needs Analysis

Indicator	Results	Needs Analysis	Needs Formulation
• Commitment Aspect			
1.1. Active in activities at Islamic boarding schools	<i>Medium</i>	Students have the ability to be active in activities at Islamic boarding schools	Development and maintenance of commitment to activeness in activities at Islamic boarding schools

Indicator	Results	Needs Analysis	Needs Formulation
1.2. Conscious to learn	<i>Medium</i>	Students have the ability to be aware of learning	Development and maintenance of commitment skills in mindfulness to learn
1.3. Diligent in carrying out routine activities of the cottage	<i>Medium</i>	Santri have the ability to be diligent in carrying out routine activities of the boarding school	Development and maintenance of the ability to commit to diligence in carrying out routine activities of the boarding school
1.4. Persistent in achieving goals	<i>Medium</i>	Students have the ability to be persistent in achieving their goals	Development and maintenance of commitment to persistence in achieving goals
● Control Aspects			
2.1. Control negative thoughts	<i>Medium</i>	Students have the ability to control negative thoughts	Development of control skills in terms of controlling negative thoughts
2.2. Control feelings towards positive things	<i>Low</i>	Students have low ability to control their feelings towards positive things	Development and maintenance of control abilities in terms of controlling feelings towards positive things
1. Handling actions	<i>Height</i>	Students have high ability in terms of controlling actions	Development and maintenance of control capabilities in terms of controlling actions
2.4. Controlling oneself in interacting with friends	<i>Medium</i>	Students have the ability to control themselves in interacting with friends	Development and maintenance of control skills in terms of self-control in interacting with friends
2.5. Orient yourself to achieve goals	<i>Medium</i>	Students have the ability to direct themselves to achieve their goals	Development and maintenance of control abilities in terms of directing oneself to achieve goals
● Challenge Aspect			
3.1. Positively view the problems in Islamic boarding schools	<i>Low</i>	Students have low ability to positively view problems in Islamic boarding schools	Development and maintenance of challenge skills in positively looking at problems in Islamic boarding schools
3.2. Optimistic in achieving goals	<i>Medium</i>	Students have the ability to be optimistic in achieving their goals	Development and maintenance of challenge abilities on optimism in achieving goals
1. Happy with the changes experienced at the cottage	<i>Low</i>	Students have low ability to be happy with the changes experienced in the cottage	Development and maintenance of challenging abilities on the pleasure of the changes experienced in the cottage

The formulation of the analysis of the needs of counseling for resilience development as listed in table 4.1.2.2 is used as a reference in showing that a special treatment is needed to help facilitate students in developing resilience. Based on the data from the identification of the resilience profile of the students, it is known that (1) students who have a low resilience profile are students who have high challenges, but have low commitment and control; and (2) students who have a high resilience profile are students who have high commitment, control and challenge.

The purpose component was discussed regarding the general purpose of reality counseling aimed at developing student resilience. The specific objectives are: (1) The commitment of students to be able to involve themselves with pressure so that they know what happens in the pesantren environment. (2) Control students so that they can take actions in dealing with various events in the life of the Islamic boarding school so that the results and goals after graduating from the Islamic boarding school can be achieved. (3) Challenge students to believe that change is a normal thing in life so that it can reduce stress and pressure in Islamic boarding schools.

The components of the basic assumptions discussed regarding the main assumptions of this reality counseling model are as follows: (1) The commitment they have to the students can identify events in the Islamic boarding school environment so that they do not give up easily. (2) The Reality Counseling Model can create a normal life so as to control life in the Islamic boarding school and the fulfillment of the expectations of students. (3) The Reality Counseling Model is oriented towards solving the *current problems* faced by counselors and protecting what they had before and is a form of growth. (4) The direction of the intervention focuses on strong self-defense so that students can face life events in the Islamic boarding school that are full of pressure. (5) The Reality Counseling Model aims to facilitate the development of *students'* toughness.

The responsive service component is discussed regarding the reality counseling model to develop the resilience of students at the Daarul Rahman Ciganjur Islamic boarding school, Ciganjur, South Jakarta within the framework of comprehensive guidance and counseling, including in the group counseling service program with an emphasis on the function of understanding and development. The components of this reality counseling consist of implementers, target audiences, and intervention targets. The implementer is a counselor (facilitator), the target audience is all students who are undergoing education at the Daarul Rahman Ciganjur Islamic boarding school, South Jakarta, the target of intervention is to develop all indicators of student resilience.

The target component discussed regarding the main target of the reality counseling intervention program to develop student resilience is grade VIII students at the Daarul Rahman Ciganjur Islamic boarding school, South Jakarta. The population in this study is 120 people, but the target of the intervention is 11 people and the students who are participants who have a low and medium level of toughness and are in class VIII H, where the class is a collection of students who need more attention because of their learning attitude and discipline as well as their learning ability.

The seventh component is discussed regarding the competence and skills of the Facilitator. It is explained that the competence of counselors can show the success of a program that is influenced by quality, creative and active counselors/facilitators. The competencies of counselors in reality counseling include: (1) being able to involve themselves with counseling and making counselors face reality. The decision on the results of counseling is made by the counselor and the counselor does not make a consideration or decision for the counselor; (2) help counselors to realistically assess their own behavior and act as a mentor; (3) teach counselors how to engage in self-evaluation and not make evaluations for counselors but to challenge counselors, counselors examine what they are doing; (4) assist counselors in evaluating their own behavioral directions, specific actions, desires, perceptions, levels of commitment, possible new directions, and plans.

Therefore, the reality counselor must master the main concepts of choice theory and reality counseling, especially; (1) the view of life is a choice; (2) Total behavioral aspects; (3) Characteristics of reality counseling; (4) Purpose of reality counseling; (5) The function and role of the counselor from the group reality counseling; (6) Counseling experience in counseling; and (7) being able to develop a pleasant counseling relationship with counseling.

In addition to the key concepts of choice theory, reality counselors must also understand the specific techniques and procedures of reality counseling that Glasser calls the "WDEP system" as described earlier. How the WDEP system is used by counselors to direct group members to realize their quality world [35].

The eighth component is discussed regarding the characteristics of relationships. It was explained that counselors or facilitators have an important and big role in helping participants to achieve high student resilience. This big role is certainly inseparable from the competence of the skills of counselors or facilitators in creating conditions and situations that are fun and comfortable and effective. The students must understand that the person who provides assistance to them is a counselor or facilitator, who pays enough attention to the students, accepts and meets the needs of the students in the real world, namely, Islamic boarding schools. The relationship between the counselor and the students who are participants in the counseling is not just a relationship, but the counselor understands the important and big role in fostering a warmer and deeper relationship.

The ninth component is discussed regarding the implementation procedure. It was explained that to develop a reality counseling model to improve the resilience of students is carried out through three stages of the process, namely: 1) *need assessment*, (2) planning and implementing and, 3) evaluating activities.

The tenth component is discussed regarding the counseling mechanism. It was explained that the reality counseling model developed was in a group setting. The group in the activity is carried out openly and dynamically by following the dynamics and development of the group. However, it is necessary to emphasize more on determining the number of sessions in order to achieve the goals of counseling. The difference between Group Reality Counseling in the context of this study and ordinary group counseling is in the counseling procedures and strategies.

The eleventh component is discussed about activity norms. It was explained that in the implementation of reality counseling, principles are needed that keep group activities from experiencing a decrease in group productivity from all obstacles.

The twelfth component is discussed regarding the role description. It was explained that the researcher socialized the reality counseling intervention program, discussed materials, strategies, and prepared facilities and suggestions for supporting infrastructure used. The researcher explained the scheme of activities, conditioning the implementation of the program. Students as practitioners carry out intervention programs, and also as observers to observe changes in counseling mindsets and behaviors during the intervention.

The thirteenth component is discussed regarding the action plan. It was explained that the reality counseling intervention program lasted for five meeting sessions, including *pre test* and *post test*. Each meeting is equivalent to

2 hours of learning (100 minutes). The implementation of the reality counseling intervention program is carried out three times a week which is carried out at the Daarul Rahman Islamic Boarding School, Ciganjur, South Jakarta.

The fourteenth component is discussed regarding the evaluation of activities and success indicators. It is explained that the final evaluation of group reality counseling will be an indicator of the success of the implementation of this model, where this model is said to be successful if students have significant changes related to the ability of students as counselors in developing resilience to run life in Islamic boarding schools to realize the future before being given a model and after being given a model.

In accordance with the purpose of the research, which is to develop the resilience of students, the indicators are: (1) active in activities at Islamic boarding schools, aware of learning, diligent in carrying out routine activities of boarding schools, and persistent in achieving the goal of entering the boarding school; (2) controlling negative thoughts, controlling feelings towards positive things, controlling actions, controlling oneself in interacting with friends, directing oneself to achieve goals; (3) Positively views the problems in the Islamic boarding school, is optimistic about the problems in the Islamic boarding school and is happy to experience changes in the boarding school.

Discussion

The reality counseling model for student resilient personal development as presented in table 4.1.2.3 consists of four stages, and six sessions. The four stages in question are preparation, orientation and exploration, work stage, and termination. The six sessions in question are active in activities at Islamic boarding schools, having awareness to learn, having perseverance in carrying out routine activities at the boarding school, having persistence in achieving the goal of entering the boarding school, controlling negative thoughts, controlling feelings towards positive things, controlling actions, controlling oneself in interacting with friends, directing oneself to achieve goals, having a positive mind looking at problems, having an optimistic attitude in achieving goals, and having a feeling of being happy with the changes experienced feeling happy with the changes experienced. The stages and sessions of reality counseling were practiced into six meetings. Technically, each meeting is prepared a Guidance and Counseling Service Development Plan (RPLBK).

The reality counseling model of resilient personal development has been tested through two stages, namely the *expert judgement test* stage by experts in the field of guidance and counseling; and the empirical test stage, which is practiced directly through the self-resilience development service activities of students of the Daarul Rahman Ciganjur Islamic Boarding School, South Jakarta. In the *expert judgement test stage*, three experts were involved, namely Ipah Saripah (Universitas Pendidikan Indonesia), Anne Hanifa (Universitas Pendidikan Indonesia), and Ali Nurdin (Higher Education of the Qur'an). Meanwhile, at the empirical test stage, it involved homeroom teachers and guardians of MTs Daarul Rahman.

At the *expert judgement test stage*, there are three important things that are noted and input from experts, namely related to the construction, content and language in the reality counseling model of resilient personal development. Based on the notes and inputs from experts, the construction of the reality of resilient personal development counseling models must be clear. This is because clear constructs and strategies can result in the development of a comprehensive and responsive resilient personal development reality counseling model.

Regarding the content of the reality counseling model of resilient personal development, input and notes from experts are needed to sharpen strategies and materials as well as service time. The experts also said that they should sharpen the nuances of their pesantren in the counseling process. In addition, descriptions of resilience from various perspectives must also be presented so that the content of service materials on resilience is more comprehensive. Among the perspectives in question is the perspective of boarding schools.

Regarding language in the reality of resilient personal development counseling model, input and notes from experts are the need to use language that is easy to understand by the counseling target in the service material to be delivered. The accuracy of the use of language has a great effect on the absorption of the service material delivered during the counseling service provided to the counseling target. Where the target of the counseling in question is the students of the Daarul Rahman Ciganjur Islamic Boarding School, South Jakarta.

In addition to the three things above, the experts also provided additional notes on the counseling model that has been prepared. These records relate to the qualifications of the supervisor/counselor, counseling strategies and techniques, and evaluation. Regarding the qualifications of supervisors/counselors who provide counseling services, an important note given by experts is that it is necessary to have mastery or understanding of Reality Counseling by the supervisor/counselor.

In other words, in addition to mastering or understanding the concept of resilience, the mentor/counselor also needs to master a strong understanding of reality counseling. Regarding counseling strategies and techniques, the notes given are about one of the techniques used, namely *modeling*. This technique can be used optimally if the supervisor/counselor provides a real picture of a resilient person through the description of several materials related to resilience. Some of the materials in question are the content of films, poems, and song verses.

The material is used as an example and role model in describing people who have a strong personality. In addition, it can also be used as a model in describing a tough person directly based on the Prophet Muhammad S.A.W. and several other prophet stories. which describes a tough person is used as counseling service material.

Regarding evaluation, the note given is that there is a need for material related to aspects of personal development in evaluating counseling targets. This is because, in guidance and counseling, not only social, academic, and student value systems. However, there are aspects of personal development that also need to be evaluated in guidance and counseling. Input and notes from these experts are used as a reference in improving the counseling model that has been prepared. Thus, based on the results of these improvements, a hypothetical resilient personal development counseling model was obtained. The hypothetical counseling model that has been prepared is empirically tested by involving BK teachers, homeroom teachers and guardians.

BK teachers who are involved in the empirical test of the resilient personal development counseling model are guidance and counseling teachers who aim to obtain input and notes on the technical implementation of counseling, in the form of *Focus Group Discussion* (FGD). An important note obtained from the FGD with the guidance and counseling teacher is regarding the counseling material that will be given. There needs to be a simplification of counseling materials and variations of material so that there is no saturation in the understanding received by the counseling target. Therefore, adjustments are needed in the timing and technicality of the delivery of counseling materials so that they can be easily accepted by the counseling targets.

The students involved in the empirical test of the resilient personal development counseling model are MTs students in class VIII, which aims to test the effectiveness of counseling. The empirical test in question was carried out using a group counseling guidance strategy. In total, the members of the group counseling amounted to 11 students. In practice, the students are divided into two groups, namely the experimental group and the control group. There are two things that are important notes after the implementation of the empirical test involving the students, namely sharpening the material and time management.

First, sharpening the material. Students will not have high resilience if they do not gain knowledge and insight in the educational setting. Therefore, there is a need for direct and continuous meetings in providing strong personal development counseling. Through sharpening the material, a student will be more directed and honed and will increase his knowledge in dealing with pressure and stress.

Second, related to time management, it is necessary to have a timeliness and number of counseling meetings. This is because in certain counseling sessions, it is necessary to have punctuality and additional meeting times, so that the effectiveness of the meeting is met. The counseling sessions in question are orientation and self-exploration sessions, sessions to improve student control, and sessions to improve student challenges. Some of these counseling sessions require additional time allocation, so an increase in the number of meetings is needed. Based on these findings, the counseling meetings that originally amounted to five meetings were changed to eight meetings.

The notes and inputs obtained from the empirical test are used as a reference to revise the hypothetical resilient personal development counseling model. Based on the results of the revision, a resilient personal development counseling model has been prepared. The activities, stages and counseling sessions carried out in the eight meetings have been improved based on the results of *expert judgment* tests and empirical test results. Several notes and inputs from *experts* as well as findings on the results of the empirical test as submitted previously are used as a basis for improving (revising) the counseling model.

Based on the results of the improvement, information was obtained that the components of the reality counseling model for resilient personal development consisted of fourteen components, namely rational, needs analysis, objectives, basic assumptions, service components, target targets, competencies and skills of facilitators, relationship characteristics, implementation procedures, counseling mechanisms, activity norms, role descriptions, action plans, and evaluation of activities and indicators of success. These components are references from RPLBK.

The thirteen components were arranged with reference to the discussion of the development of student resilience. 1) The rational component discusses the urgency of developing the resilience of students, through reality counseling. 2) The components of the needs analysis outlines the results of the needs assessment which is used as a basis for special handling to help facilitate students in developing resilience. 3) The objective component describes the formulation of the form of resilience that students must have in terms of commitment, control, and hands after receiving reality counseling services. 4) The basic assumption component outlines the reality counseling model to facilitate the development of student resilience. 4) The counseling service component outlines the comprehensive guidance and counseling framework included in the group counseling service program with an emphasis on the understanding and development function. 5) The target component of the target is the specified counseling target target. 6) The facilitator's competency and skill components outline the qualifications that must be mastered by the BK teacher/facilitator before providing reality counseling services. 7) The relationship component describes the characteristics of the relationship between the counselor and the students in helping participants to achieve high student resilience. 8) The implementation procedure component outlines all implementation procedures taken in carrying out reality counseling services. 9) The components of the counseling mechanism describe the mechanism

used in carrying out reality counseling services. 10) The activity norm component describes the activity norms used in carrying out reality counseling services. 11) The role description component outlines the role description in the reality counseling intervention. 12) The action plan component outlines the action plan in the reality counseling intervention program. 13) The activity evaluation component and success indicators outline the guidelines for evaluating activities in implementing reality counseling services and success indicators to determine the level of development of students' resilience after being provided with reality counseling services.

Based on this fact, it can be understood that toughness is an ability that individuals have potentially. This is because resilience is one of the personalities possessed by individuals to be able to maintain physical health despite stress and change the perspective to deal with pressures [10]. The characteristics of a resilient person are work commitment, self-control, and openness to changes and challenges in life, strategic focus, control and commitment to deal with pressures [10]. A resilient person is not only able to deal with pressure and stress on himself, but also able to deal with burnout [10]. Through this ability of resilience, a student is able to respond that the burden of tasks and activities received at the Islamic boarding school is a challenge that must be solved, not considering challenges as obstacles. [10].

This is because resilience is a tangible manifestation that an individual has in his thinking style [11]. Positively hardiness is contributed by a creative thinking style and allows to collaborate with others. In addition, being a resilient person can be learned with training and teaching [12].

If understood further, the development of the counseling model is the development of a counseling model that is adjusted to the socio-cultural conditions of the Islamic boarding school. As stated on the basis of the theory above, that one of the reasons for the theme of the development of guidance and counseling based on Islamic boarding schools is a must so that students can adapt to activities, regulations, environment and social as well as the unpreparedness and inability of students to adapt is not uncommon to make students experience stress, some students are easily bored and vulnerable to the negative effects of stress [13].

The urgency of developing reality counseling in Islamic boarding schools is based on conscious efforts to facilitate counseling to develop in accordance with the culture and education of the Islamic boarding schools that surround it but still have the ability to think about the purpose of learning in the boarding school. On the other hand, it can also be understood that guidance and counseling are cultural products. This means that culture encourages the birth and development of guidance and counseling. Where culture is dynamic, changing and evolving. This condition further colored the development of the philosophy and praxis of guidance and counseling [14].

In other words, the development of knowledge (theory) and the practice of reality counseling is by internalizing the characteristics and goals of typical Islamic boarding school education. The internalization of the characteristics of Islamic boarding schools referred to in this study is resilience, which is the focus of the study of resilience development through reality counseling.

The WDEP framework takes a collaborative approach between counselors and counselees simultaneously in determining goals and action plans [15]. A reality counselor assists the counselee in achieving what they want, need, perception, hope, and dream. Through a skilled counseling process by counselors, counselees are given the opportunity to explore how to meet their needs. Doing and Direction (D) After the counselor knows his wants and needs, the counselor is asked to see his current behavior, whether what he is doing is in accordance with what the counselee wants.

At this stage, there is a key to change, namely the step of high awareness and self-insight. Evaluation (E) in this stage, counseling is assisted by counselors in exploring total behavior. The counsellor evaluates his own behavior and determines that their current actions are not helpful so that the counselor will not change their behavior or make better choices [15]. The most important thing in the reality counseling procedure is Self-Evaluation. After the group members evaluate their behavior, they can then determine what things affect their failure and success. Planning (P) After the counsellor evaluates his or her behavior and determines the change, the counselor assists the member in developing a plan for behavior change. In accordance with the purpose of counseling itself is how the counselor can make his own decisions. One of them is to do planning. The first best planning is the counselor who initiates his own plan. The second best planning is counselors and counselees are one of them initiating. And the third best planning is the counselor who initiates it [15]. After the counselor decides on their plan clearly, then a clear commitment is made by the counselor and counselee.

Reality individual counseling with WDEP techniques to improve student learning discipline. The development procedure in this study uses the 4D development model proposed by Thiagarajan, which is as follows: (1) Defining Stage, (2) Design Stage, (3) Development Stage, (4) Disseminate Stage. Expert calculations obtained by CVR (content validity ratio) obtained a result of 21.2. Furthermore, calculating the CVI (Content Validity Index) value based on the calculation of expert assessments, a CVI of 0.96 was obtained, this value was included in the Very Appropriate category. Furthermore, in order to test the effectiveness of the individual counseling guidebook, the researcher involved 5 students as study subjects. [16].

The results of the study show that students have developed a positive perception of E-learning. Additional learning materials developed in accordance with the requirements of the Department of Education in terms of Content Quality, Instructional Quality, Technical Quality, and other findings, including conceptual, factual, grammatical, and typographical errors. This learning material has also been proven to be suitable for use as interventional learning materials that will help students achieve the desired learning outcomes [17].

The authors further discuss the pedagogies, teaching strategies, and assessments that have been used to engage diverse distance learners in synchronized classroom meetings to maintain the quality and outcomes of learning that are on par with traditional clinical training methods. Finally, the authors provide recommendations for future research to improve and reinforce the reality of remote clinical training in counselor education programs [18].

This instrument was developed based on an extensive review of the counseling literature. This instrument can be used for student evaluation of the effectiveness of teaching by counseling instructors in online courses. Finally, limitations and implications are also discussed [19].

The results of the analysis showed that the respondents' reliability index was 0.78 while the item reliability index was 0.90. The item's polarity angle shows that each item can contribute to a student's academic resilience because the point-measure correlation value of each item ranges from 0.49 to 0.75. The item ideality test on the instrument shows that in general the item can be used. The research instruments in this study show that it has measured what should be measured. The item differentiation test showed that none of the items had a bias in assessing the level of academic resilience of students [37].

The lack of research on students' self-efficacy of reading can be attributed to the lack of a comprehensive reading self-efficacy scale that specifically measures it. For this reason, this study aims to develop and validate a reading self-efficacy scale that can be used to measure students' self-reading efficacy. The findings obtained from the exploratory factor analysis revealed that the scale has a unidimensional structure and the findings from the confirmatory factor analysis confirm the structure of the scale. A reading self-efficacy scale consisting of 16 items that has been developed and validated can encourage reading teachers at universities to conduct research with the aim of examining the self-efficacy of reading their students [20].

Its application model includes procedures for assessing ineffective student achievement goals, interpretation of achievement goals from a reality therapy perspective, counseling measures, and counseling goals. The counseling measures are based on the WDEP system, which consists of want and need analysis, direction and doing, self-evaluation and planning. The goals of reality therapy can be applied as a basis for developing and implementing effective new achievement goals for students [38].

The following items show a good match with the Rasch model; the dimensions differ from each other; and the items show high reliability. This instrument measures the effectiveness of teaching in a new perspective and provides a new tool for college educators to measure student engagement and learning gains to make evidence-based teaching improvements [21].

A Personalized Cognitive Counseling Process Model to Promote Digital Health consisting of four steps: Step 1: Synthesis of a Personalized Cognitive Counseling Process to Promote Digital Health. This step includes the following three components: Personalized Learning, Cognitive Learning, and Counseling. Step 2: Development of a Personalized Cognitive Counseling Process to Promote Digital Health. The researchers found that the Personalized Cognitive Counseling Process model to Promote Digital Health consists of five processes: 1) Understanding 2) Design 3) Development 4) Selecting and Using Tools 5) Evaluation. Step 3: Evaluate the Personalized Cognitive Counseling Process to Promote Digital Health. The results of the evaluation in terms of conformity show that the design process is considered to be at the highest level. Step 4: Adapting the Results of a Personalized Cognitive Counseling Model for Digital Health [22].

Teachers need special training with respect to the creation and use of adequate AR educational resources, as well as digital evaluation systems. The results of this study have important implications for the education sector, showing the potential of AR technology to improve learning outcomes and the need for teacher training in its use [23].

Dyslexic children have deficiencies in phonological awareness, which makes them unable to achieve reading, writing, and spelling skills commensurate with their intellectual abilities. Inadequate knowledge of the nature of dyslexia by primary school teachers results in poor categorization of at-risk children. That primary school teachers in Nigeria do not have adequate knowledge about dyslexia. This study suggests the existence of psycho-education for primary school teachers to empower them with information about the condition [24].

The construct validity of this test was investigated by collecting data from 168 Iranian EFL teachers. To investigate the validity of the measurement, reliability tests, the difficulty level of the question items, and the discrimination of the question items were carried out. This test was then carried out using EFA (Exploratory Factor Analysis) whose results showed a seven-factor solution to the test items. The implications of this study for EFL teachers, language examiners, teacher trainers, and curriculum developers are also discussed [25].

The results revealed that the highest cause was 97.1% anxiety of not being able to complete their thesis on time; 74.3% estimated that it did not match reality; and 62.9% found it difficult to find a supervisor for thesis guidance. In addition, it is known that completing a thesis requires student awareness and responsibility and counseling is needed through the right steps [26]

Researchers related to Mobile AR media with display aspects with 17 indicators obtained a good category. Meanwhile, in the programming aspect, seven indicators are categorized as good. So, the results of the Mobile AR media validation are in the good category. Biology material in applications with AR with content aspects with eight indicators categorized as excellent. Meanwhile, the learning aspect consisting of 16 indicators is included in the good/valid category. Materials in this category are worthy of field trials. Based on descriptive statistics, pre-tests and post-tests are proven to be higher. We discuss these results and their implications [27].

One hundred and seventy responses before and after the survey were obtained from international business and engineering graduate students to ensure the perceived growth of job skills when participating in the TROB program. Based on these findings, there are two recommendations highlighted. First, to consider hands-on work-integrated learning role-play simulation (SWILRP) as a viable approach in preparation for WIL that includes industry stakeholder engagement and second, to teach and assess self-reflection through the TROB pedagogical model as a key work skill outcome [28]. Validation of the instrument is necessary to gain a better understanding of the impact of the new learning environment [29].

The Emergency Distance Teaching Self-Efficacy Scale score is valid and reliable. The Emergency Distance Teaching Self-Efficacy Scale provides information on self-efficacy in student-centered emergency remote teaching, self-efficacy in emergency remote teaching using the curriculum, self-efficacy in emergency remote teaching online, and self-efficacy in emergency remote teaching using students with special needs [30].

This model is aligned with SOCS. The average score of all but one item exceeded 3.5 on a scale of 5.0, ranging from 1 (strongly disagree) to 5 (strongly agree). Time in an online program is not a statistically significant predictor for the validation model, even though most of our participants are in the first or second year of their degree program. These findings suggest that SOCS is a reliable and valid instrument that can be used by other researchers to investigate communities in online environments at both the program and institutional levels [31]

The 24-question survey was designed to measure teachers' motivation in teaching online based on three factors: teachers' self-efficacy in online teaching, teachers' perceptions of online teaching and learning, and perceived administrative support in online teaching. OTMS was found to have strong model fit, as well as strong measures of reliability and validity. Future research includes the administration of OTMS broadly to examine the relationship between K-12 teachers' motivation for online teaching and student achievement and to inform the development of appropriate support models [32].

To achieve this, the validity and reliability of the instrument are evaluated through quantitative methods in two different stages. A team of education experts undertakes the process of determining the validity of the content and ensuring that the question items in the instrument accurately reflect the construct of the creative thinking in question. After that, the validity assessment of the concept is carried out using confirmatory factor analysis. The aforementioned investigation resulted in the discovery of a five-factor solution consisting of 25 elements, all of which showed a score above the important threshold. These successful results confirm the existence of different factors that represent different dimensions of innovative thinking. This shows the effectiveness of the instrument developed in measuring innovative thinking capacity. In conclusion, this study effectively develops an accurate and reliable tool for evaluating innovative thinking in the field of education. Collection of positive data from the participants and careful quantitative analysis were the reasons [33]

Technological developments in various fields are the key to progress in the digital era. The use of technology-based learning media in the world of education makes learning more interactive and supports independent learning. There was a significant difference between the posttest of the two classes with a Sig. (2-tailed) value of $0.00 < 0.05$, there was a significant difference between the control class and the experimental class. Storyline-based neural e-comic media can facilitate independent learning in a more interesting and interactive way [34]

CONCLUSION

The study produced a revised reality counseling model intended to support the development of student resilience in Islamic boarding-school settings. The model was refined through expert judgment and the empirical testing reported in the manuscript. The reported trial led to revisions in the counseling material and session management, including the implementation of eight counseling meetings. The final model integrates needs analysis, counseling objectives, service components, implementation procedures, action planning, and evaluation as a framework for facilitating resilience among students in the pesantren context.

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