

Development of Reality Approach-Based Individual Counseling Guidelines to Enhance Learning Concentration Among Junior High School Students in Mlati District, Sleman Regency: A Systematic Literature Review

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ABSTRACT

Learning concentration is one of the important abilities that supports students' academic engagement and success. Low concentration can be indicated by being easily distracted, having difficulty sustaining attention, being less able to follow instructions, and showing low engagement in academic tasks. This study aims to analyze empirical evidence regarding reality therapy, individual counseling, learning concentration, attention, self-regulation, and academic behavior as a conceptual basis for developing an individual counseling guide based on the reality approach for junior high school students. This study employs a Systematic Literature Review (SLR) with reporting guided by PRISMA 2020. The literature focuses on publications from 2021 to 2026. The analysis was conducted through identification, screening, eligibility assessment, data extraction, coding, and thematic synthesis. The review findings indicate that the reality approach and WDEP technique have the potential to support responsibility, motivation, self-efficacy, academic resilience, academic adjustment, and learning behavior control. The literature on attention highlights the importance of self-monitoring, self-regulation, distraction control, and engagement in maintaining focus. Based on this synthesis, the counseling guide can be developed through the stages of Wants, Doing, Evaluation, and Planning, specifically directed toward learning concentration behaviors.

ABSTRAK

Konsentrasi belajar merupakan salah satu kemampuan penting yang mendukung keterlibatan dan keberhasilan akademik siswa. Rendahnya konsentrasi dapat ditunjukkan melalui mudah terdistraksi, kesulitan mempertahankan perhatian, kurang mampu mengikuti instruksi, dan rendahnya keterlibatan dalam tugas akademik. Penelitian ini bertujuan menganalisis bukti empiris mengenai pendekatan realita, konseling individu, konsentrasi belajar, perhatian, regulasi diri, dan perilaku akademik sebagai dasar konseptual pengembangan panduan konseling individu berbasis pendekatan realita untuk siswa SMP. Penelitian menggunakan Systematic Literature Review (SLR) dengan pelaporan mengacu pada PRISMA 2020. Literatur difokuskan pada publikasi 2021–2026. Analisis dilakukan melalui identifikasi, penyaringan, penilaian kelayakan, ekstraksi data, pengodean, dan sintesis tematik. Hasil kajian menunjukkan bahwa pendekatan realita dan teknik WDEP berpotensi mendukung tanggung jawab, motivasi, efikasi diri, resiliensi akademik, penyesuaian akademik, serta pengendalian perilaku belajar. Literatur tentang perhatian menunjukkan pentingnya self-monitoring, regulasi diri, pengendalian distraksi, dan keterlibatan dalam mempertahankan fokus. Berdasarkan sintesis tersebut, panduan dapat disusun melalui tahap Wants, Doing, Evaluation, dan Planning yang diarahkan secara spesifik pada perilaku konsentrasi belajar.

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1. Introduction

Learning concentration is an important condition in the learning process because students need to focus their attention, maintain concentration, understand instructions, and control distractions. Difficulties in attention may be associated with lower effectiveness of academic interventions; research on mathematics learning has shown that inattention can moderate the effectiveness of interventions among low-performing students (Herzog & Casale, 2024). Concentration is also related to students' ability to monitor their own behavior. Research on application-based self-monitoring has demonstrated its potential to support attentive behavior among students with learning difficulties (Balt et al., 2024). Therefore, concentration interventions need to help students become aware of their behavior, monitor their focus, recognize distractions, and plan changes. In school guidance and counseling services, academic problems can be addressed through approaches that help students understand their current behavior and take responsibility for their behavioral choices. Reality therapy is relevant because it focuses on current behavior, choice, responsibility, evaluation, and planning (Can & Robey, 2021). The WDEP procedure—Wants, Doing, Evaluation, and Planning—provides a practical structure for counselors. Students are encouraged to identify what they want, examine what they are currently doing, evaluate the effectiveness of their behavior, and develop a plan for change. This structure can be applied to concentration problems by identifying concentration targets, behaviors that interfere with focus, the effectiveness of those behaviors, and strategies for change. Research evidence indicates the use of reality therapy in addressing various academic problems among students. Afifah et al. (2022) reported the use of reality counseling with the WDEP technique to improve academic resilience among junior high school students. Lestari et al. (2022) found that reality-based group counseling was effective in improving students' self-efficacy. Sudiansana (2021) used reality counseling to improve learning motivation, while Ridha (2021) discussed reality therapy as an approach to supporting academic adjustment. Reality therapy can also be directed toward controlling behaviors that interfere with learning. Nafs and Nurjannah (2022) used individual counseling through reality therapy with adolescents experiencing gadget addiction and reported changes in self-control, study scheduling, and responsibility for behavioral choices. Sumarni and Widiatmoko (2024) also reported the effectiveness of reality counseling in reducing learned helplessness among junior high school students. There remains an opportunity to specifically integrate the reality therapy approach into an individual counseling guide aimed at improving learning concentration among junior high school students. A systematic review is therefore needed to map the available findings and identify relevant components for the development of such a guide. The purpose of this article is to identify empirical evidence concerning learning concentration and attention; examine the use of the reality therapy approach in counseling students; identify the effectiveness of the WDEP technique in addressing academic problems; and formulate conceptual components of an individual counseling guide based on the reality therapy approach to improve learning concentration among junior high school students.

2. RESEARCH METHOD

2.1 Research Design

This study employed a **Systematic Literature Review (SLR)**. The reporting of the review followed the **PRISMA 2020** guidelines, which provide transparent guidance for explaining the rationale for a review, the processes of study identification and selection, and the results of the synthesis. PRISMA 2020 can be applied to systematic reviews of educational interventions (Page et al., 2021).

2.2 Sources and Search Strategy

The literature search was conducted using Scopus, Web of Science, ERIC, ScienceDirect, SpringerLink, Google Scholar, GARUDA, and the SINTA portal. The primary publication period was 2021–2026. The keywords included “reality therapy,” “reality counseling,” “WDEP,” “individual counseling,” “learning concentration,” “learning attention,” “self-regulated learning,” and “school counseling.”

2.3 Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Scientific articles published between 2021 and 2026	News articles, blogs, and non-scientific opinions
Students/adolescents or educational contexts	Studies unrelated to education or counseling
Reality therapy/counseling, WDEP, attention, concentration, self-regulation, or academic problems	Duplicate articles
Studies with traceable methods and results	Articles with inadequate bibliographic information

2.4 Data Analysis Procedure

The procedure consisted of **identification, screening, eligibility, inclusion, data extraction, and thematic synthesis**. The extracted data included authors, publication year, context, research design, participants, intervention, findings, limitations, and relevance to the development of the counseling guide. The final number of studies presented in the PRISMA flow diagram must be based on the actual database search log and must not be fabricated.

3. RESULTS AND DISCUSSION

3.1 Learning Concentration and Attention

The literature indicates that attention is an important component of successful learning interventions. Herzog and Casale (2024) demonstrated that inattention may negatively moderate the effectiveness of mathematics interventions. Balt et al. (2024) showed the potential of application-based self-monitoring to support attentive behavior. These findings support the view that concentration can be monitored and trained.

3.2 Reality Therapy Approach in School Counseling

Reality therapy emphasizes choice, responsibility, current behavior, evaluation, and planning. These characteristics are relevant to school counseling because students are directed toward behaviors that can be changed. Can and Robey (2021) demonstrated the relevance of reality therapy and choice theory in school counseling.

3.3 Empirical Evidence of WDEP and Academic Problems

Afifah et al. (2022) demonstrated that reality counseling using the WDEP technique can be used to improve academic resilience among junior high school students. Lestari et al. (2022) found that reality-based group counseling was effective in improving self-efficacy. Sudiarsana (2021) reported the use of reality counseling to improve learning motivation.

3.4 Individual Counseling, Behavioral Regulation, and Distractions

Nafs and Nurjannah (2022) provide an example closely related to the proposed counseling guide because they employed individual counseling through reality therapy with adolescents experiencing gadget addiction. Changes in self-control, study scheduling, and responsibility indicate that individual counseling based on reality therapy can be directed toward behaviors that interfere with the learning process.

3.5 Reality Counseling for Junior High School Students

Sumarni and Widiatmoko (2024) reported that reality counseling can reduce learned helplessness among ninth-grade junior high school students. Afifah et al. (2022) also involved junior high school students as participants in research using WDEP. The similarity in participant characteristics strengthens the relevance of the reality therapy approach as a foundation for developing the counseling guide.

3.6 Synthesis of Counseling Guide Components

Stage	Focus	Example Questions	Output
Wants	Concentration goals	What do you want to	Behavioral goals

Stage	Focus	Example Questions	Output
		achieve when studying?	
Doing	Current behavior	What do you do when you start losing focus?	Behavioral map
Evaluation	Effectiveness	Does that behavior help you achieve your goal?	Awareness/evaluation
Planning	Change plan	What will you do starting now?	Change plan
Monitoring	Self-monitoring	How consistently have you implemented the plan?	Monitoring journal
Follow-up	Maintenance	What worked and what needs to be improved?	Follow-up action

3.7 Research Gap and Novelty

The research gap lies in the limited number of studies that simultaneously connect learning concentration, individual counseling, reality therapy, and WDEP in the form of an operational counseling guide specifically designed for junior high school students. The proposed novelty is the translation of WDEP into a counseling procedure specifically targeting concentration-related behaviors, complemented by self-monitoring, concentration journals, behavioral evaluation, and follow-up.

3.8 Conceptual Framework

Concentration problems → behavioral assessment → Wants → Doing → Evaluation → Planning → self-monitoring → changes in learning behavior → improved concentration.

4. CONCLUSION

The Systematic Literature Review indicates that learning concentration is associated with attention, self-monitoring, self-regulation, distraction control, and academic engagement. The reality therapy approach has an empirical basis in counseling students to improve motivation, self-efficacy, academic resilience, academic adjustment, and behavioral

control. The WDEP technique provides an appropriate structure for changing concentration-related behaviors. Therefore, the reality therapy approach is suitable as a conceptual foundation for developing an individual counseling guide to improve learning concentration among junior high school students.

5. RECOMMENDATIONS

Further development should proceed through product design, expert validation, readability testing, limited trials, and effectiveness testing. Researchers should document the database search process before reporting the final number of articles and the Scopus/SINTA indexing status of each article.

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