Implementation of Individual Reality Therapy to Address Sibling Rivalry in Children Aged 7-8 Years

Laila Maharani, Mega Aria Monica, ReiskaPrimanisa, Sri Purwanti

Universitas Islam Negeri Raden Intan Lampung, Indonesia
lailamaharani@radenintan.ac.id

Abstract: By using reality counseling techniques and previous research findings on sibling rivalry, individual counseling reality techniques aim to identify sibling rivalry in early childhood. One form of sibling rivalry is sibling rivalry, where brothers and sisters compete for parental attention and affection. Each child has a different personality and needs. In this literature review, the concepts of counseling and reality theory are used to discuss sibling rivalry behaviors that occur in early childhood. WDEP is a stage of reality counseling where counselors help counselees describe what they want, their desired behavior, self-evaluate, and plan their desired behavior. This can help reduce brother-sister rivalry behavior in early childhood. This study applied a qualitative descriptive approach. with a literature review. The results of the literature review showed that reality counseling can reduce brother-sister rivalry behavior in early childhood.
Keywords: Early Childhood; Reality Technique Counseling; Sibling Rivalry

Introduction

Every married couple has children as a promise from Allah SWT. To welcome a baby, of course, good preparation is needed. All children must have different personalities. Each child has different needs according to the developmental tasks at a certain age, because each child is a different individual. Socio-emotional development is a developmental phase in which children begin to learn to socialize with people in their environment, including siblings. According to Law No. 20/2003 on the National Education System, early childhood is defined as children from birth to six years old. Siblings are the closest people to a person from birth to adulthood. Sibling relationships greatly influence development, and all children have different problems (Santrock, 2019: 7).

Children aged 7 to 8 years experience different growth and development processes, including growth and development patterns, intelligence, social-emotional, language, and communication, which are adapted to the child's growth and development level. Media in activities can be anything that can be used to convey messages or subject matter, stimulate children's thoughts, feelings, attention, and abilities to encourage the process of activities motivated by the instructor. The use of technology can be beneficial. Brother-sister rivalry occurs in brother-sister relationships. It usually occurs in siblings who are very close in age and of the same gender, but may also occur in siblings of different genders (Saputri, 2019).

Sibling rivalry is a form of competition that occurs between the relationship between brothers and sisters. Sibling rivalry usually occurs in siblings who are very close in age and have the same gender. However, it does not rule out the possibility of happening to siblings of different genders. This behavior arises when the child feels that the attention and affection of his parents are only given to his siblings, while he does not feel any affection from his parents so that it will cause great jealousy to his siblings. These feelings of jealousy will trigger psychological emotional distress (Putri, 2019). According to one psychologist, explaining the term early childhood is a different individual who has characteristics that can be seen from the child's psychology during early childhood, including group age, imitation age, looking for identity and creative age so that the development of children at an early age determines the

child's further development. (Waluyo, 2019). The way to overcome sibling rivalry behavior requires a special parenting strategy, namely by directing parents so that competition that occurs in early childhood has a positive impact on the family. Sibling rivalry behavior is one of the problems that often occurs in a family. With proper parenting, parents can still guide their children to grow and develop very well. Parents should also be fair to their children so that they can reduce the behavior of sibling rivalry.

With various ways to reduce sibling rivalry behavior, it can use an approach so that children feel involved in the family. Therefore, when children already have closeness and good interactions with siblings, it is expected to reduce sibling rivalry behavior. The reality approach can be used as an alternative in reducing sibling rivalry behavior. The reality approach views that individuals are said to be problematic when trying to control others, which basically only the individual himself can control himself. Every individual has a sense of wanting to be loved and wanting to have someone, especially children who always want to be loved by their parents and only themselves have their parents (Turniati & Nusantoro, 2019).

Method

This research conducted a literature study with a qualitative approach. The literature study collects data based on the topic of the problem by using library media as a research framework. The focus of this research is the disputes of older siblings at an early age in the concept of reality technique individual counseling.

Results and Discussion

Counselling Individu

Individual counseling is According to Tolbert defines individual counseling as "a face-to-face relationship between a counselor and a counselee, where the counselor learns as someone who has special competence to provide a learning situation to the counselee as a normal person, he is helped to know himself, the situation at hand and the future, so that he can use his potential to achieve personal and social happiness, and further he can learn. About how to solve problems and meet future needs" (Willis, 2019).

In terms of process, individual counseling is defined as a process that has the following sequence of stages: 1) Helping the counselee to articulate why he/she needs help; 2) Formulating goals and expectations from counseling; 3) Teaching the counselee how to get the most out of the counseling experience; 4) Developing a high level of trust and satisfactory expectations for change; 5) Diagnosing the problem or dysfunctional area that needs help; 6) Exploring the counselee's world, both past and present; 7) Understand the cultural context (gender, ethnicity, race, religion, or sexual orientation) related to the counselee's experience; and 8) Examine the various factors contributing to the counselee's problems. Individual counseling itself is assistance provided by the counselor to the client and this process begins when a condition in the form of contact or psychological relationship is established between the counselor and the client; it will move forward when certain conditions that are essential for the success of the counseling process are met the nature of the implementation of individual counseling also provides counseling with the following steps: First, the identification step. This step is intended to recognize the client and the symptoms that appear. In this step, the counselor records clients who need individual counseling and selects clients who need counseling first. Identification is a step to get to know the client more deeply to find out whether or not the client gets counseling. Second, the diagnosis step. The diagnosis step is a step to determine the problems faced by the client based on his background. In this step the activity carried out is to collect data by conducting a study of the client, using various data. After the data is collected, the problem faced and its background are determined. Diagnosis is a step to collect data and determine the problems faced by clients. Third, the prognosis step. The prognosis step is a step

to determine the type of assistance that will be implemented to guide the client. This prognosis step is determined based on the conclusions in the diagnosis step, namely after determining the problem and its background. This prognosis step is determined together after considering various possibilities and various factors. Prognosis is a step to determine the type of assistance that will be carried out by the supervisor (counselor) to the client after considering various factors. Fourth, the therapy step. The therapeutic step is the step of implementing assistance for counseling. This step is the implementation determined in the prognosis step. This implementation certainly takes a lot of time, a continuous and systematic process, and requires careful observation.

Reality Technique Theory Concept

A fairly simple method, the reality theory developed by Fritz William Glasser emphasizes the counselee's belief that they can meet their needs through a rational or realistic process (Gibson & Mitchell, 2019). Irresponsible behavior, defined as a person's attempt to meet his or her basic needs by violating the rights of others to meet their needs, is considered problematic in reality (Thompson & Henderson, 2019). Glasser (2019) argues that every human being is born with five innate needs: survival, love and belonging, power or achievement, freedom or independence, and fun. Glasser states that the need for love and loyalty is comparable to the need for social acceptance. Undoubtedly, as humans we need a sense of love and being loved in addition to other needs.

Reality counseling aims to help people achieve autonomy, which is the maturity needed to replace environmental support with internal support (Corey, 2019). The maturity in question is when a person can take responsibility for themselves and according to their own wishes, make responsible plans, and show disagreement if they do not act responsibly (Gibson, 2019).

The goal of reality counseling is almost the same as the goal of human life: achieving identity success. To achieve this, individuals must feel responsible and have their needs met. As a teacher, the counselor's role is very important, especially familiarity with students because in counseling practice, the reality is a teaching and learning situation where students can create their own happiness (Corey, 2019 ; Thompson & Henderson, 2019). The counselor also functions as a barrier, which includes the boundaries placed by the individual in their life and the boundaries in the therapeutic situation (Corey, 2019). This includes the boundaries of whether or not the counselee is successful in doing something outside of counseling. Furthermore, the role that is considered the most important is the counselor's interaction with the counselee and the counseling process (Corey, 2019). In addition, counselors should pay attention to several focuses in reality counseling. These include (1) emphasis on responsibility choices, (2) rejection of transfers, (3) emphasis on the present moment, (4) avoidance of problematic behaviors, and (5) rejecting traditional perspectives on mental illness. Counselors should have a good relationship with their clients, so that they can always engage the relationship between the counselee and the counselorThe counselor should have a good quality relationship with the counselee, with a good relationship and the better the relationship between the counselor and the counselee, the counselor will be able to involve the counselee in this reality counseling process.

Reality Technique Theory for Children

Reality counseling, which consists of eight steps, is similar to adolescent and adult counseling (Thompson & Henderson, 2007). First, the counselor builds a good relationship with the counselee, usually by creating a comfortable and trusting atmosphere with the counselee so that the counselee can reveal what he/she is experiencing. Then, the counselor tells the counselee's feelings and experiences. Evaluate what is happening in the counselee's life, reveal the things he wants in his life, and the efforts that have been made to solve his

problems. The counselor and the counselee begin to think of other ways to get the things the counselee wants in her life, and the counselor begins to think about what the counselee can do to improve her life. The counselor helps the counselee choose alternatives to achieve her goals and commit to trying them. The counselor and the counselee check the results of the commitment, in the next counseling they re-evaluate to find out the extent to which the counselee implements his alternatives. Implementing logical consequences, in this step the counselor outlines that the counselee must actually carry out his decision and continue working to achieve their goals.

Sibling Rivalry Concepts

Siblings in psychology are defined as brothers or sisters who live with the same parents. Siblings include siblings, step-siblings, or adopted siblings. Sibling relationships are strong and enduring relationships in which people share many things and accept or reject the same values of the same parents (Bee & Boyd, 2019). There are four factors that influence the pattern of relationships between siblings in childhood: number of siblings, birth order, birth spacing, and gender (Steelman & Koch, 2019). Dunn (2019) states that there are three characteristics that influence relationship patterns between siblings.

First, the strength of emotions. Emotions that accompany relationships with siblings can be both positive and negative. Second, the intimacy that allows siblings to get to know each other personally. This intimacy can be a source of both support and conflict. Third, there are differences in personal traits that color sibling relationships. Some show affection, care, cooperation, and support. But some also show hostility, disruption, and aggressive behavior. Sibling rivalry is defined as a form of competition between siblings, between older siblings First and foremost, emotional strength A sibling can experience positive or negative emotions. Second, the intimacy with which siblings are personally acquainted can be a source of both conflict and support. Third, sibling relationships are characterized by differences in personal traits. They show affection, care, cooperation and support. Some also show hostility, annoyance, and aggressive actions. Sibling rivalry is sibling rivalry for fear of losing parental attention and affection. because children have these behaviors and various conflicts occur, which can have a negative impact on their self- and social adjustment (Putri.et.al, 2019). Children's social development will be affected by feelings of envy towards their siblings.

Impact of Sibling Rivalry

The emergence of sibling rivalry behavior will inevitably have an impact on children and others. consequences of sibling rivalry

1. On oneself: regression behavior and ineffectiveness.
2. On siblings: aggressive behavior, unwillingness to share, unwillingness to help, and tattling on siblings.
3. On others: Children who experience social relationship patterns at home will be carried over to social relationship patterns outside the home.

Boyle (2019) explains that if sibling disputes are not addressed immediately in early childhood, it may have a longer impact on the children who experience it.

Causes of Sibling Rivalry

There are several factors that cause sibling rivalry (Laule, 2019), namely:

1. Each child competes to show himself as an individual. After finding it, the child tries to find his talents, and interests. Children show differences with their siblings.
2. The child feels unequal attention, discipline, and responsiveness.
3. The child feels that the relationship with parents is threatened by the new baby.

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4. The child's stage of development is affected by how mature the child is and how well the child can share attention and get along with each other.
5. Children who are hungry, bored or tired may become frustrated and potentially fight.
6. Children do not know positive ways to get attention from siblings or how to initiate fun activities, preferring instead to fight.
7. Family dynamics play a role. For example one child may remind parents of a particularly difficult relative, and may unconsciously influence the way parents treat the child.
8. Children fight so often that parents think that aggression and fighting between siblings is normal and natural.
9. The absence of free time to spend with the family and having fun activities (such as family meals) can increase children's involvement in family conflict.
10. Stress levels and parental conflict can reduce the time and attention given to children and increase sibling rivalry.
11. Stress in a child's life can shorten the child's nervous system, and reduce their ability to tolerate frustration that causes conflict.
12. The way parents treat their children, especially in parenting.

Early Childhood

Early childhood is children who belong to the age group under five years old starting from infancy to early childhood (Santrock, 2019; Slavin, 2021).

Early childhood belongs to the infancy and early childhood groups. According to Havighurst (Hurlock, 2019) there are seven developmental tasks throughout the span of infancy and early childhood, namely:

1. Learning to eat solid food.
2. Learning to walk.
3. Learning to speak clearly.
4. Learning to control emotions.
5. Learning about sex differences and procedures.
6. Preparing to learn to read.
7. Learn to distinguish between right and wrong, and begin to develop a conscience.

Other Research on Sibling Rivalry

The Relationship Between Sibling Rivalry and the Social Adjustment Ability of Preschool Children at Ulil Albab Mertoyudan Kindergarten by Reni Mareta (2019). This study aims to determine the relationship between sibling rivalry and the social adjustment ability of preschool children at Ulil Albab Mertoyudan Kindergarten Magelang because previously it was known that there was a family that had a case of sibling rivalry behavior in older brothers and sisters while parents have tried to provide care in accordance with the characteristics of children to reduce the occurrence of sibling rivalry behavior. The findings show that schools can pay more attention by implementing counseling approaches, including making social adjustments, especially for children who experience sibling rivalry, and approaching parents to overcome sibling rivalry.Sibling Rivalry Pada Anak Usia Toddler oleh Indanah (2019). Tujuan dari penelitian ini untuk mengetahui faktor yang berhubungan dengan respon sibling rivalry pada anak toddler di PAUD Wilayah Desa Demaan Kecamatan Kudus Kota Kabupaten Kudus. Hasil dari penelitian menunjukan bahwa faktor anak maupun faktor orang tua keduanya saling berhubungan dengan respon siblingrivalry pada anak usia toddler.

The Impact of Sibling Rivalry on Early Childhood by Ayu Citra Triana (2019). This study describes the impact of sibling rivalry on early childhood. The results of the study show that the impact of sibling rivalry on early childhood is felt differently by children, depending on the child's character and parenting style. The environment also affects children. The attitude of the people around them can add to the impact that occurs on children.

Influence of Psycho-Socio-Economic Factors, Parenting Style, and Sibling Rivalry, on Mental and Emotional Development of Preschool Children in Sidoarjo District by Rahma Fauziyah (2019). The purpose of this study is to examine the influence of psycho-socio-economic factors, parenting styles, and sibling competition on the mental and emotional development of preschool children which is motivated by the development of preschool as a basic stage that affects child development, the role of parents and siblings has an important role in child development, as well as parenting style.

The best tool for the development of a perfect and integrated childhood personality. The results of this study show that mental and emotional development is directly influenced by parenting styles and sibling competition. This can be influenced by the mother's education, family income, children's value trust, and the number of children.

Development in early childhood undergoes rapid development in terms of physical, cognitive, socio-emotional, language, creativity and communication. So that at this time children need attention from parents, especially to guide children in teaching what is right and what is wrong.

The presence of new family members will certainly affect the child who will automatically become an older brother. The thing that needs to be considered further in the socio-emotional development of children is the skill of socializing with the surrounding environment. The child's jealousy arises when a newborn baby is born in the family, which automatically plays the role of an older brother. This is because the child considers that the attention and affection of parents turn to his newborn younger sibling. So to attract the attention of both parents, the child expresses his jealousy by behaving again as when he was a child, such as wetting his bed, pretending to be sick, or speaking inclearly like a baby. If this is left unchecked, the child will feel sad and express it by crying and losing interest in the activity as usual. In addition to children feeling sad, children also tend to often get angry and express it with angry outbursts which are characterized by crying, screaming, bluffing, kicking, jumping up or hitting and can result in children behaving aggressively (Hurlock, 2019, p. 116).

Reality theory says that problematic individuals are individuals who seek to control others. This problem provides an understanding to early childhood about new members of his family because the basic concept of reality theory is love and belonging. So that the child feels that his parents still give attention and affection to him.

Counselors' efforts in helping to overcome the problem of sibling rivalry in early childhood can use reality counseling so that children can fulfill their desires, which are their basic needs, in a responsible way (Yusuf, 2019, p. 248). There are four stages of reality counseling which are given the acronym WDEP (Glasser & Wubbolding, 2019), as follows :

1. "W", which is a want, need, or perception of counsel. The counselor helps the counselor to find his or her desires and hopes. The counselor explores what the counselor wants or expects, by asking questions such as: "What do you want/expect?" Through this question, the counselor is helped to define what he wants from the counseling process or his environment. Part of the quality world exploration counseling or picture albums which consists of a specific view of other people, activities, events, beliefs, and situations that can meet needs. Counselors are given the opportunity to explore each direction of their lives according to their wishes so that counselors can accept the presence of new members in their families.

2. "D" is direction and doing, counselor doing or doing something according to his desire to achieve what he wants. At this stage, the counselor may ask questions: "What are you doing?" or other questions, such as: "What will you do tomorrow?", and "What did you do yesterday?". So that the counselor is aware of his behavior that has been carried out both to his parents and to his new younger brother. "E" yaitu evaluasi diri (self-evaluation).Tahap ini merupakan konsep utama dalam konseling realitas. Through self-evaluation, it can help the counselor analyze himself in answering, "What has been done to fulfill his wishes. The counselor helps the counselor to evaluate his or her behavior.

3. "P" is planning. This last stage helps the counselor plan meaningful changes to meet his needs more effectively. Effective planning has simple, achievable, measurable and immediate. Can counselors feel closer to their parents, or feel more distant?". Through this question, the counselor can assist the counselor in evaluating the deeds he has done, and directing to improve or change them. The main task of the counselor is to facilitate the counselor to evaluate the effectiveness of the activities or behaviors he chooses.control his life effectively with planning that has the following characteristics.
    a. Counselors have the motivation to realize what they want.
    b. Planning is simple and easy to understand by counselors.
    c. Ideal planning, but operational.

Through these four stages of reality counseling, it is hoped that children can understand and be able to accept the presence of their younger siblings. The attention and affection of the parents never turned in the slightest to his younger brother. The counselor also needs to explain that the new member of the child still needs help from the parent to meet his needs, unlike the child who has started to learn independently.

Conclusions and Suggestions

Every child must have unique characteristics, as well as unique desires and goals. However, children need parental attention and affection throughout their lives so that the child's developmental tasks can develop fully. Parents who want more than one child must prepare well. The child must remain informed of the presence of his younger sibling. Parenting style and the age gap between older siblings greatly affect children's behavior. Proper parenting and a not too close age gap can help reduce the appearance of sibling rivalry behavior. If a child has sibling rivalry behavior, a counselor through reality counseling can help the child develop sibling rivalry behavior. Help the child understand what his parents want and what he should do when he has a new sibling, and help him evaluate himself against the actions that the child wants from his parents, what the child should do when he has a new sibling, help the child evaluate himself about how he or she behaves with his parents and his new sibling, and help plan events that are in accordance with the child's wishes. Because it is impossible to get what he wants if the child is not diligent and committed to doing what is planned.

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