

WDEP Strategy for Increasing the Meaning of Life of High School Students

Kabri¹, Lubna², Eunike Rose Mita Lukiani³, Pandu Adi Cakranegara⁴, Dendi Pratama⁵

¹ Sekolah Tinggi Ilmu Agama Buddha Smarantungga, Boyolali, Indonesia; kmbrata@gmail.com

² Universitas Islam Negeri Mataram, Indonesia; lubna68@uinmataram.ac.id

³ Universitas Nusantara PGRI Kediri, Indonesia; eunike-mita@unpkediri.ac.id

⁴ Universitas Presiden, Bekasi, Indonesia; pandu.cakranegara@president.ac.id

⁵ Politeknik Bina Madani, Bekasi, Indonesia; dendi@poltekbima.ac.id

ARTICLE INFO

Keywords:

Meaning of Life;
Student;
WDEP.

Article history:

Received 2023-08-31

Revised 2023-12-21

Accepted 2023-12-28

ABSTRACT

Meaning of Life is an important part of students' future where the problems in it are related to students' psychology and have an impact on their learning activities at school. The aim of this research is to find out whether the WDEP strategy is able to increase students' Meaning of Life. This research is quantitative research where data was obtained from class XII students. Data was collected using questionnaires, interviews and observations. After the data was obtained, the data was analyzed using a paired t-test. The results of this research show that the Wilcoxon test regarding increasing the Meaning of Life of students obtained a calculated Z value of -2.810 where the Asymp Sig (2-tailed) value was 0.00. These results indicate that the Asymp sig value is less than 0.05 ($0.00 < 0.05$). These results indicate an increase in students' Meaning of Life after receiving WDEP treatment. This shows that H_0 is rejected and H_a is accepted. These results show that the WDEP strategy is able to increase students' Meaning of Life. With WDEP, students have clear goals, life satisfaction, freedom of will, self-control, attitudes towards death and are able to have a reason to continue to exist.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Kabri

Sekolah Tinggi Ilmu Agama Buddha Smarantungga Boyolali; kmbrata@gmail.com

1. INTRODUCTION

The search for the meaning of life is not just a journey through time, but an eternal and complex journey for each individual. In the midst of the roar of the modern educational era, the school environment has emerged as the main stage which plays a central role in shaping students' perceptions and understanding of the meaning of life. The meaning of life itself is something that is considered important by someone which is used as a goal in carrying out their life tasks and can give rise to feelings of happiness or pleasure (Qorih & Ningsih, 2020).

The school environment itself in an effort to form an understanding of the meaning of life for students is not only sufficient with academic knowledge, but also creates a foundation for students' emotional, social and spiritual growth. This requires a central role for the teacher because the teacher is the person who directly deals with students (Sanjani, 2020). Teachers are professional educators with

the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education and secondary education through formal education (Illahi, 2020). This explains that teachers are responsible for delivering lesson material, and play an important role in guiding students to find true meaning in their lives.

Educational institutions not only have subject teachers, but also counseling teachers whose duties are to help students develop their potential optimally to gain meaningful educational experiences and access various opportunities in the school and environment (Fitriyanti et al., 2019). Apart from that, the counselling teacher's main goal is to improve students' welfare from a psychological perspective, where, in this case, the teacher collaborates with students and parents in the guidance process (Alwina, 2023). This explains that guidance and counseling teachers also help students reflect on life's meaning from various perspectives.

Field studies conducted at one of the senior high schools in Palembang showed that there were several students who were still confused about their life goals. Students feel confused when asked about their life goals and are inconsistent in determining their life goals. There are also some students who feel that they cannot freely make decisions because they are confused about their situation (Anwar, 2023). To overcome the problems faced by these students, the teacher uses reality counseling with the WDEP strategy.

Everyone has the same right to receive guidance and counseling. High School students have the right to receive guidance and counseling to help them develop and overcome the problems they face. One approach that can be used to overcome this problem is reality counseling to reduce feelings of low self-esteem (Wirastania, 2020). According to Latipun (2015), reality counseling techniques have a general goal so that a client can change himself into a successful self-identity, where the success of this identity is marked by an understanding of the positive values that an individual has.

Reality counseling techniques focus on a client's responsibilities, so that he or she can have attitudes and behavior in accordance with the current reality. The problems currently faced by counselees occur due to a lack of awareness of responsibility in their behavior, resulting in disturbances in their mental health. According to Glasser (Winkel, 2009) an individual who has a healthy mentality must be able to show responsibility for his behavior and have the right way of behaving. The reality counseling technique assumes a realization to develop as an effort to provide satisfaction of needs which must be based on the 3R principle which consists of: right which means doing the right learning, responsibility which means behaving and being able to be responsible for it, and reality which means being able to face reality (Wirastania, 2020).

Reality counseling was pioneered by William Glesser. A major contributor, in the development of the reality counseling approach, was Wubbolding. He made a big contribution, especially by providing WDEP counseling in implementing reality counseling. Each letter of WDEP refers to a set of strategies: W = wants and needs, D = direction and doing, E = self-evaluation, and P = planning (Yuliani, 2018).

The results of the preliminary study-initiated researchers to conduct research using the WDEP strategy in an effort to increase students' Meaning of Life. WDEP is a counseling method found in the reality counseling approach. In reality counseling, the WDEP technique is used as an abbreviation of desire, action, evaluation and planning (Nurrahmah, 2023). WDEP is one of the techniques used in reality counseling where is reality counseling according to Potabuga (2020) is a counseling approach that focuses on the present and future (not on the past).

Research on the Meaning of Life continues to this day, this is proven by several previous studies, including Pramana's research et al. (2021) which shows the influence of providing Logotherapy intervention on the level of meaningfulness of life in the subject. Other research was conducted by Sari et al. (2023) where the results of the research show that counselors who are late in marriage are helped because the counselor is grateful for what he currently has and tries to be more productive. Other research was also conducted by Alifia et al. (2020) where the results of the research show that the meaning of life for MAN 1 OKU Selatan students can be understood through achievement, spirituality,

attitudes towards problems, as well as the cultural values of the Daya Tribe which are reflected in mutual cooperation, reciprocity and perseverance.

The various studies that have been carried out were not carried out at the high school level and were based on problems in students' lives. Alifia et al. (2020) conducted research at the high school level but this is based on problems with positive value. Efforts to resolve the Meaning of Life problem at SMA Negeri Palembang by utilizing the WDEP strategy are hoped to be one way to form students' Meaning of Life. The aim of this research is to determine whether the WDEP strategy can increase students' Meaning of Life.

2. METHODS

This research is field research where the approach used is quantitative, namely the data produced is in the form of numbers (Jaya, 2020). This research uses a pre-posttest design in its implementation. The pretest is given before the treatment and the posttest is given after the treatment is given. This research is field research where the approach used is quantitative, namely the data produced is in the form of numbers. This research uses a pre-posttest design in its implementation. The pretest is given before the treatment, and the posttest is given after the treatment (Zulmiyetri et al., 2020). The population in this study was class XII students at SMA Negeri Palembang, totaling 125 students. With purposive sampling technique, the sample consisted of 10 people. The data collection techniques used in this research are questionnaires, interviews and observation (Murdiyanto, 2020). Questionnaires and interviews contain several questions in the form of: indicators used to measure students' Meaning of Life are based on the views of (Khoirun Nida, 2019), namely having clear goals, life satisfaction, freedom of will, self-control, attitude towards death and being able to have a reason to continue to exist. The data analysis technique in an effort to understand the increase in students' meaning of life is carried out using paired tests. The paired sample t test aims to find out whether there is a difference in the average of two paired samples (Prameswari & Rahayu, 2020).

A hypothesis is a temporary answer to a problem formulation (Sugiyono, 2020). The hypothesis of this research is:

Ha: there is an increase in students' Meaning of Life after using the WDEP strategy

Ho: there is no increase in students' Meaning of Life after using the WDEP strategy

3. FINDINGS AND DISCUSSION

This research was research conducted directly at senior high school over a period of 3 weeks. The research began by giving a pre-test to students. The pre-test results that have been obtained are used as the basis for providing treatment to students. After giving the treatment, it is continued with giving a post test. A comparison of the pre and post test scores that have been carried out is presented in table 1.

Table 1. Meaning of Life Pre and Post Test Results

Subject	Pre		Post	
	Score	Criteria	Score	Criteria
AP	38	low	53	high
SP	41	medium	56	high
RC	38	low	53	high
BR	38	low	52	high
FR	39	low	55	high
AS	38	low	55	high
DN	42	medium	53	high
NS	36	low	55	high
IN	42	medium	51	high
AW	39	low	51	high

Table 1 shows the scores of all students who underwent treatment from pre-test to post-test. From the scores shown by the research results, it shows that all students experienced an increase in their Meaning of Life. This can be seen from the post test results which show high criteria.

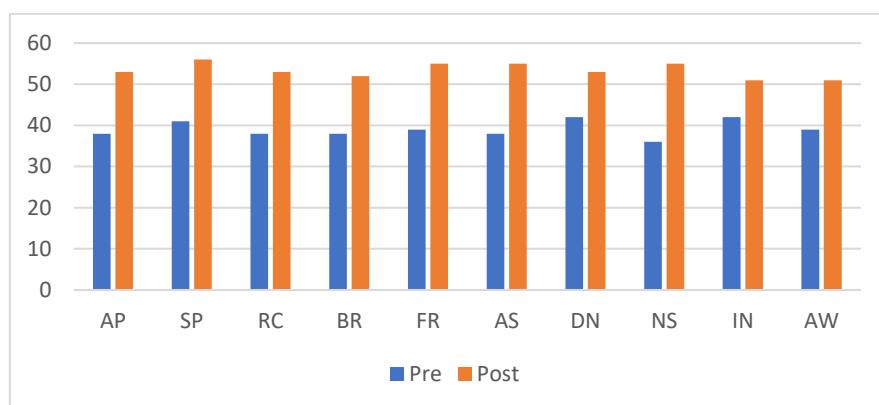


Figure 1. Histogram Research Results

The histogram graph above shows that the pretest and posttest scores of all students who received treatment have increased. This increase shows that the WDEP strategy is able to increase students' Meaning of Life. A description of the waiting of life of students who are positioned as counselees.

Table 2. Description of Subject Differences

Sub	Problem	Wants	Doing	Evaluation	Planning
AP	The counselee experiences difficulty in determining his life goals and this affects his learning focus. The counselee wants to find a clear life purpose. The counselee starts	The counselee experiences difficulty in determining his life goals and this affects his learning focus. The counselee wants to find	The counselee experiences difficulty in determining his life goals and this affects his learning focus. The counselee wants to find a clear life purpose. The counselee starts	The counselee experiences difficulty in determining his life goals and this affects his learning focus. The counselee wants to find a clear life purpose. The	The counselee experiences difficulty in determining his life goals and this affects his learning focus. The counselee wants to find a clear life purpose. The

	by looking for things that suit his passion, even though it takes a long time. At this stage the counselee explains that he will be consistent in learning various things that suit his passion. The counselee plans to design concrete steps to direct his life goals and increase his focus on learning.	a clear life purpose. The counselee starts by looking for things that suit his passion, even though it takes a long time. At this stage the counselee explains that he will be consistent in learning various things that suit his passion. The counselee plans to design concrete steps to direct his life goals and increase his focus on learning.	by looking for things that suit his passion, even though it takes a long time. At this stage the counselee explains that he will be consistent in learning various things that suit his passion. The counselee plans to design concrete steps to direct his life goals and increase his focus on learning.	counselee starts by looking for things that suit his passion, even though it takes a long time. At this stage the counselee explains that he will be consistent in learning various things that suit his passion. The counselee plans to design concrete steps to direct his life goals and increase his focus on learning.	counselee starts by looking for things that suit his passion, even though it takes a long time. At this stage the counselee explains that he will be consistent in learning various things that suit his passion. The counselee plans to design concrete steps to direct his life goals and increase his focus on learning.
SP	The counselee is not satisfied with his academic life. The counselee wants his academic performance to be better. Counselees begin to organize time for studying and use various platforms for learning. At this stage the counselee explains that he will little by little study the	The counselee is not satisfied with his academic life. The counselee wants his academic performance to be better. Counselees begin to organize time for studying and use various platforms for learning. At this stage the counselee	The counselee is not satisfied with his academic life. The counselee wants his academic performance to be better. Counselees begin to organize time for studying and use various platforms for learning. At this stage the counselee explains that he will little by little study the	The counselee is not satisfied with his academic life. The counselee wants his academic performance to be better. Counselees begin to organize time for studying and use various platforms for learning. At this stage the counselee explains that he will little by	The counselee is not satisfied with his academic life. The counselee wants his academic performance to be better. Counselees begin to organize time for studying and use various platforms for learning. At this stage the counselee explains that he will little by

	material taught by the teacher. The counselee plans to make a plan to improve his academic life.	explains that he will little by little study the material taught by the teacher. The counselee plans to make a plan to improve his academic life.	material taught by the teacher. The counselee plans to make a plan to improve his academic life.	little study the material taught by the teacher. The counselee plans to make a plan to improve his academic life.	little study the material taught by the teacher. The counselee plans to make a plan to improve his academic life.
RC	The counselee feels limited by his parents in achieving his dreams. The counselee wants his parents to support him in pursuing his dreams.	The counselee feels limited by his parents in achieving his dreams. The counselee wants his parents to support him in pursuing his dreams.	The counselee feels limited by his parents in achieving his dreams. The counselee wants his parents to support him in pursuing his dreams.	The counselee feels limited by his parents in achieving his dreams. The counselee wants his parents to support him in pursuing his dreams.	The counselee feels limited by his parents in achieving his dreams. The counselee wants his parents to support him in pursuing his dreams.
BR	The client experiences difficulty in managing his time and emotions	The client experiences difficulty in managing his time and emotions	The client experiences difficulty in managing his time and emotions	The client experiences difficulty in managing his time and emotions	The client experiences difficulty in managing his time and emotions
FR	The counselee experiences confusion in facing uncertainty in his future	The counselee experiences confusion in facing uncertainty in his future	The counselee experiences confusion in facing uncertainty in his future	The counselee experiences confusion in facing uncertainty in his future	The counselee experiences confusion in facing uncertainty in his future
AS	The counselee feels pressured by his academic achievements	The counselee feels pressured by his academic achievements	The counselee feels pressured by his academic achievements	The counselee feels pressured by his academic achievements	The counselee feels pressured by his academic achievements
DN	Counselees feel they are not ready to face the world after	Counselees feel they are not ready to face the world after	Counselees feel they are not ready to face the world after	Counselees feel they are not ready to face the world after	Counselees feel they are not ready to face the world after

	graduating from school	graduating from school	graduating from school	graduating from school	graduating from school
NS	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam
IN	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam	The client feels pressured by the increasing demands for studying ahead of the exam
AW	The client feels that teachers and parents cannot understand him	The client feels that teachers and parents cannot understand him	The client feels that teachers and parents cannot understand him	The client feels that teachers and parents cannot understand him	The client feels that teachers and parents cannot understand him

In order to answer the hypothesis that has been determined, the Wilcoxon test was carried out to determine the increase in students' Meaning of Life where the analytical tool used was SPSS 25. The calculated Z value obtained in this test was -2,810, where the Asymp Sig (2-tailed) value was 0.00 . These results indicate that the Asymp sig value is less than 0.05 ($0.00 < 0.05$). These results indicate an increase in students' Meaning of Life after receiving WDEP treatment. This shows that H_0 is rejected and H_a is accepted.

The results of tests carried out using the Wilcoxon test explained that there was an increase in students' Meaning of Life after using the WDEP strategy. The results of this study are in line with research of Rasdiany & Karneli (2021) and Kurniati & Supriyatna (2022) which explains that WDEP is able to increase capabilities. Other research, namely Rasyid (2023) also explained that WDEP is an effective technique in increasing students' positive discipline.

Research conducted shows an increase in the Meaning of Life in all students. This can be caused by the student's desire to understand his existing abilities. This ability ultimately creates a sense of acceptance from within him. this is in accordance with the research of Putri (2018) which explains that self-acceptance can be increased by carrying out reality counseling. Students who have realized the meaning of their life will accept themselves as best as possible while continuing to strive to improve their abilities.

The counseling process carried out on clients includes three counseling techniques, starting from verbal shock, role playing, humor and confrontation. 1) AP: Verbal shock where the counselor provokes the client to realize the urgency of his life goals and begin to determine them. 2) SP: Verbal Shock where the counselor helps the counselee to understand that at school it is not only the cognitive side that is measured, but there is the affective and psychomotor side. 3) RC: Confrontation where the counselor

helps the counselee to realize that the approach to parents is done in a different way. 4) BR: Role playing where the counselor helps clients design strategies for managing their time and emotions. 5) FR: Humor where the counselor helps the counselee to view the future as something that needs to be prepared for, not a problem. 6) AS: Verbal Shock where the counselor helps the counselee to understand that at school it is not only the cognitive side that is measured, but there is the affective and psychomotor side. 7) DN: Role Playing where the counselor helps the client realize their needs and desires in the future. 8) NS: Role Playing where the counselor helps the client by designing a good study schedule and techniques for dealing with material that is difficult to understand. 9) IN: Role Playing where the counselor helps the client realize their needs and desires in the future. 10) AW: Verbal Shock where the counselor helps the client realize the different forms of affection that each person has.

Meaning of Life in students is directly related to the future and goals that students want to achieve. There are students who are still unable to determine the goals they want to achieve, where AP explains that he wants clear life goals. Rahmawati & Nurfauziza (2023) explains that the purpose of life and how people live it is very important for future life because having a life purpose can make someone more motivated to achieve their life's dream targets. Determining clear life goals must be done, in which case students with clear life goals will be motivated to live their lives and continue to try to behave in the best way to achieve these life goals.

Meaning of Life is something that is important for individuals to have. In living life, of course, we want to be able to interpret life well and positively (Triyono, 2010). The fear is that an individual has an empty life so that he feels that the life he is living is not interesting and is not something to be grateful for. Meaning of Life is something that is considered important, provides special value to humans, and is something that is desired in their lives (Bastaman, 2007). The Meaning of Life has different meanings for each individual. This depends on the individual to interpret and define his or her Meaning of Life.

Meaning of Life influences psychological well-being so that it influences individual perceptions of things that are meaningful to the goals or events they experience. Ultimately it will come down to the individual's health condition, psychological adjustment and level of well-being (Kleftaras & Psarra, 2012). It can be interpreted that the higher the Meaning of Life in a person, the better the perception he will have about the life he lives. In fact, this has an impact on his health and psychology. On the other hand, if the Meaning of Life is low, it will cause a person's perception of the life they live to be lower. Not being grateful for what one has gone through and it will even affect the condition of one's physical and psychological health. The Meaning of Life is so important in an individual's life (Sari et al., 2023).

A good Meaning of Life is a feeling of worth and sense, feeling satisfied with what one has done, and having a purpose in life (Bahkrudinsyah, 2016). In essence, the Meaning of Life according to Frankl (Naisaban, 2004), The meaning of life is something that is considered important, true and desirable and provides special value to someone. The meaning of life is also personal and unique. When he is faced with difficulties, he will be steadfast and realize that there is wisdom behind the difficulties in the life he is living.

The Meaning of Life should lead individuals to a happiness that they can feel throughout their life span. One of the forms of happiness that an individual will get is mastering the developmental tasks of early adulthood, namely getting married. Early adulthood is a period where they complete their growth stages so they are ready to blend into social life together with other adults (Hurlock, 2004). It is hoped that by early adulthood, he will be ready to mingle with other social groups. Early adulthood is the right time to get married. In line with that, Mappiare stated that early adulthood is a transition both physically, intellectually, in social and psychological roles that accompany reduced reproductive abilities. It is hoped that individuals in early adulthood will be happy and will not experience problems in carrying out further developmental tasks (A. F. Putri, 2019). So, by mastering developmental tasks, an individual can achieve a positive and good meaning in life.

4. CONCLUSION

The results of this research show that the Wilcoxon test regarding increasing the Meaning of Life of students obtained a calculated Z value of -2.810 where the Asymp Sig (2-tailed) value was 0.00. These results indicate that the Asymp sig value is less than 0.05 ($0.00 < 0.05$). These results indicate an increase in students' Meaning of Life after receiving WDEP treatment. This shows that H_0 is rejected and H_a is accepted. These results show that the WDEP strategy is able to increase students' Meaning of Life. Thus, WDEP as a strategy in reality counseling is a step that can be utilized in overcoming students' Meaning of Life problems. Of the entire population, there are 10 students who experience Meaning of Life problems where these problems are related to the students' future related to family, themselves, and teachers. In order to produce more in-depth data, the researcher's suggestion for further research is to use other strategies in students' Meaning of Life because it is possible that other strategies are more effective in improving it. Apart from that, it is also recommended to increase the sample size so that the data can represent the entire population.

REFERENCES

- Alifia, V., Hidayah, N., & Hotifah, Y. (2020). Studi fenomenologi meaning of life siswa berprestasi berlatar budaya suku daya di MAN 1 Oku Selatan. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Negeri Malang*, 17–22.
- Alwina, S. (2023). Peran Bimbingan Konseling dalam Meningkatkan Kesejahteraan Psikologis Siswa di Sekolah Dasar. *Jurnal Sintaksis*, 5(1), 18–25.
- Anwar, M. A. (2023). *Wawancara dengan Siswa SMA Negeri 22 Palembang*. Peneliti.
- Bahkrudinsyah, R. (2016). Makna hidup dan arti kebahagiaan pada lansia di panti werdha nirwana puri Samarinda. *Psikoborneo: Jurnal Ilmiah Psikologi*, 4(1).
- Bastaman, H. D. (2007). *Logoterapi: Psikologi untuk menemukan makna hidup dan meraih hidup bermakna*, Jakarta: PT. Raja Grafindo.
- Fitriyanti, I., Ferdiansyah, M., & Arizona, A. (2019). Peran Guru Bk Dalam Mengidentifikasi Kesulitan Belajar Siswa Di Sma Bina Jaya Palembang. *Jurnal Wahana Konseling*, 2(2), 100. <https://doi.org/10.31851/juang.v2i2.4286>
- Hurlock, E. B. (2004). *Psikologi Perkembangan* (Soedjarmo & Istiwidayanti (eds.)). Erlangga.
- Illahi, N. (2020). Peranan guru profesional dalam peningkatan prestasi siswa dan mutu pendidikan di era milenial. *Jurnal Asy-Syukriyyah*, 21(1), 1–20.
- Jaya, I. M. L. M. (2020). *Metode Penelitian Kuantitatif dan Kualitatif: Teori, Penerapan, dan Riset Nyata*. Anak Hebat Indonesia.
- Kleftaras, G., & Psarra, E. (2012). Meaning in life, psychological well-being and depressive symptomatology: A comparative study. *Psychology*, 3(04), 337.
- Kurniati, A., & Supriyatna, A. (2022). Efektivitas Konseling Kelompok Realitas Teknik Want, Direction, Evaluation dan Plant (WDEP) untuk Meningkatkan Tanggung Jawab Menyelesaikan Skripsi. *Jurnal Basicedu*, 6(2), 1938–1946.
- Latipun. (2015). *Psikologi Konseling*. UMM Press.
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif*. LPPM UPN Veteran Yogyakarta.
- Naisaban, L. (2004). *Para psikolog terkemuka dunia: Riwat hidup, pokok pikiran, dan karya*. Grasindo.
- Nurrahmah, L. A. (2023). Keefektifan Konseling Kelompok Realitas Dengan Teknik WDEP Untuk Meningkatkan Academic Hardiness Siswa SMK Farmasi Banjarmasin. *Jurnal Bimbingan Dan Konseling Ar-Rahman*, 9(1), 1. <https://doi.org/10.31602/jbkr.v9i1.7976>
- Potabuga, Y. F. (2020). Pendekatan Realitas dan Solution Focused Brief Therapy dalam Bimbingan Konseling Islam. *Al-Tazkiah: Jurnal Bimbingan Dan Konseling Islam*, 9(1), 40–55.
- Pramana, I. B. G. A. Y., Cahyanti, I. Y., & Fridari, I. G. A. D. (2021). Logoterapi untuk Meningkatkan Meaning in Life pada Narapidana Penyalahgunaan Narkotika. *Humanitas (Jurnal Psikologi)*, 5(2), 217–231.

- Putri, A. F. (2019). Pentingnya Orang Dewasa Awal Menyelesaikan Tugas Perkembangannya. *SCHOULID: Indonesian Journal of School Counseling*, 3(2), 35–40.
- Putri, R. K. (2018). Meningkatkan self-acceptance (penerimaan diri) dengan Konseling Realita berbasis Budaya Jawa. *Prosiding Seminar Nasional Bimbingan Dan Konseling*, 2(1), 118–128.
- Qoriah, H. S., & Ningsih, Y. T. (2020). Gambaran makna hidup pada beberapa kalangan masyarakat di indonesia (sebuah kajian literatur). *Jurnal Riset Psikologi*, 2020(3), 1–14.
- Rahmawati, R., & Nurfauzizah, L. (2023). Pentingnya Menentukan Tujuan Hidup Untuk Masa depan: Analisis Singkat Pemikiran Ali Zaenal Abidin. *Literaksi: Jurnal Manajemen Pendidikan*, 1(02), 31–36.
- Rasdiany, A. N., & Karneli, Y. (2021). Konseling Individual Menggunakan Teknik WDEP untuk Meningkatkan Keterampilan Belajar Siswa. *Jurnal Aplikasi IPTEK Indonesia*, 5(1), 36–43.
- Rasyid, A. (2023). Efektivitas Teknik Wants, Doing, Evaluation, Planning (WDEP) Terhadap Kedisiplinan Positif Siswa Di SMP Negeri 3 Palopo. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(01), 263–270.
- Sanjani, M. A. (2020). Tugas dan peranan guru dalam proses peningkatan belajar mengajar. *Serunai: Jurnal Ilmiah Ilmu Pendidikan*, 6(1), 35–42.
- Sari, A. K., Zahri, T. N., & Ikhlas, A. (2023). Peningkatan Meaning Life Bagi Wanita Terlambat Menikah Melalui Konseling Realita. *An Nadwah*, 29(1), 45–51.
- Triyono, Y. (2010). Konseling eksistensial: suatu proses menemukan makna hidup. *Jurnal Orientasi Baru*, 19(1), 65–80.
- Winkel, W. S. (2009). *Psikologi Pembelajaran*. Media Abadi.
- Wirastania, A. (2020). Efektivitas Konseling Realita Terhadap Rasa Rendah Diri Pada Siswa Kelas X Sekolah Menengah Atas Negeri 1 Surabaya. *Jurnal Fokus Konseling*, 6(1), 12–18.
- Yuliani, W. (2018). Pengaruh Konseling WDEP Dalam Meningkatkan Kematangan Karier Peserta Didik. *QUANTA*, 2(3), 106–113.