

Individual counseling using Rational Emotive Behavior Therapy (REBT) techniques to increase confidence students in learning

Fardhatul Riani Putri^{1*}, Yeni Karneli²

¹Universitas Negeri Padang, Indonesia

²Universitas Negeri Padang, Indonesia

Abstract

Self-confidence plays an important role in the learning process at school because with the emergence of self-confidence in students, all the potential possessed by students can be maximally developed, this is because it is supported by confidence, belief in students' attitudes towards their abilities so that they are able to perform well in the field of education. academic, non-academic and social environment in which they are located. The self-confidence that students have makes them feel capable of achieving achievements in school because students have confidence in their abilities. The research method used is an experimental research method. As for the research design, the researcher used a pre-experimental method with the type used was a one-group pretest-posttest design. Using an experimental quantitative approach. In this study, students of class X had low self-confidence. Based on the findings above, it can be concluded that self-confidence can be increased through individual counseling services with a rational emotive behavior therapy (REBT).

Keywords: Individual counseling, REBT, students self-confidence.

Article Info: Received July 25th, 2021; Revised July 30th, 2021; Accepted August 2nd, 2021

Introduction

Education is an important role in the effort to educate the nation's life. The whole process of education in schools, namely learning activities are the most basic activities, the success or failure of an education is influenced by the achievement of educational goals, much depends on how the learning process is experienced by students as students. Students in the era of globalization are required to have a confident attitude.

In this era of globalization, there will be many pressures from various things, which can make him fall. In addition, students are required to have many abilities in various fields and be able to apply them in everyday life. Students who get an education at school not only develop their intellectual potential, but their emotional aspects must be developed. In this case, Guidance and Counseling really supports the development of the emotional aspects of students (Oktora, 2017).

Sukardi, (2010) argues that guidance is a process of assistance given to someone so that they are able to develop their potential (talents, interests and abilities), recognize themselves, overcome problems so that they can determine their own way of life responsibly without relying on others. others. Meanwhile, counseling is an effort to help individuals through a process of personal interaction between the counselor and the counselee so that the counselee is able to understand himself and his environment, be able to make decisions and set goals based on the values he believes so that the counselee feels happy and his behavior is effective (Juntika, 2006). From the explanation above, it has been clearly stated that Guidance and Counseling plays a very important role in the development of students' emotional aspects, especially self-confidence. Self-confidence plays an important role in the learning process at

*Corresponding author, e-mail: putirianifardhatul18@gmail.com



school because with the emergence of self-confidence in students, all the potential possessed by students can be maximally developed, this is because it is supported by confidence, belief in students' attitudes towards their abilities so that they are able to perform well in the field of education. academic, non-academic and social environment in which they are located.

The self-confidence that students have makes them feel capable of achieving achievements in school because students have confidence in their abilities and if students have difficulties in learning, they do not give up quickly, they can overcome these problems (Rintyastini & Charlotte, 2006). Hakim (2005) also gives the opinion that self-confidence is a person's belief in all aspects of his strengths and that belief makes him feel able to achieve various goals in his life. The expert's understanding of self-confidence has one thing in common, namely that self-confidence is a belief in a person's ability to achieve a goal.

Students who lack self-confidence usually show symptoms of feeling unsure of their abilities so that they often cheat on friends' work when given assignments or during exams, are easily anxious in certain situations, are nervous when appearing in front of the class, and are awkward in dealing with the opposite sex as well as symptoms of students showing signs of anxiety. Lack of self-confidence is that students are afraid of not even expressing opinions, especially when asked by the teacher, and often averting their eyes when spoken to by the teacher or speaking in front of friends. (Sudjana, 2017; Dewangga, 2018).

Self-confidence may not just exist, but there is a process in a person's personality so that there is a process of forming self-confidence. Everyone has experienced a lack of self-confidence. However, lack of confidence is not good if it is continuously maintained. Therefore it is possible to build confidence. Rintyastini & Charlott (2006), suggest several ways to build self-confidence:

1. Learn to deal with feelings
2. Realizing that you are responsible for your own attitudes and actions
3. Become a decision maker
4. Focus on your own life, not the lives of others
5. Use encouraging cheers.

Hakim (2005), is of the view that negative understanding is one of the factors that form a lack of self-confidence. Negative understanding is obtained by students from a negative way of thinking which means they tend to perceive everything from the negative side, such as feeling themselves incapable, worthless, fearing and worrying unreasonably, feeling stupid, unable to do something and so on. This irrational way of thinking can be changed to be rational by using the Rational Emotive Behavior Therapy (REBT).

REBT was developed by Ellis (2006), who argues that it is not external experiences or events that cause psychological barriers, but are caused by irrational ways of thinking. Feelings and actions are closely related to the mindset, and vice versa. Students who have a lack of confidence who are influenced by irrational ways of thinking are expected to be able to change these irrational ways of thinking so that they can grow self-confidence so that they can develop optimally. Changing irrational thinking to be rational in order to increase students' self-confidence can be done with Rational Emotive Behavior Therapy counseling.

The basic view of this approach about humans is that individuals have a tendency to think irrationally, one of which is obtained through social learning. This approach aims to invite individuals to change their irrational thoughts to rational ones through ABCDE theory. Students who have a lack of confidence who are influenced by irrational ways of thinking are expected to be able to change these irrational ways of thinking so that they can grow self-confidence so that they can develop optimally. Changing irrational thinking in order to increase students' self-confidence can be done by counseling the REBT approach (Wiyasa, 2017).

The purpose of Rational Emotive Behavior Therapy is essentially to show that the problems or emotional disturbances experienced by a person are caused by the individual's irrational beliefs and help change irrational beliefs and ways of thinking into rational and logical ones (Sukardi, 2014). The REBT approach aims to help alleviate the problems suffered by the counselee in a careful and precise

manner. Based on this goal, in this case the guidance and counseling service carries out an alleviation function (Nofriyanto, 2020).

As it is known that there are four functions of guidance and counseling, namely the function of understanding, the function of prevention, the function of alleviation, the function of maintenance and development. The alleviation function itself is the function of guidance and counseling that will result in the eradication or resolution of various problems experienced by students (Mulyadi, 2016). The function of guidance and counseling will not work without guidance and counseling services.

Prayitno in (Mulyadi, 2016) suggests various types of guidance and counseling services which include orientation services, individual information services, group guidance services, and group counseling services. One of the counseling approaches, namely the REBT approach, lies in individual counseling services, namely guidance and counseling services that allow students to get direct face-to-face services (individually) with counselors in the context of discussing and alleviating personal problems suffered (Mulyadi, 2016). In the counseling process, the counselee's problems are observed and efforts are made to alleviate them, as far as possible with the counselee's own strength.

Method

The research method used is an experimental research method. As for the research design, the researcher used a pre-experimental method with the type used was a one-group pretest-posttest design. Using an experimental quantitative approach. This research was conducted at the Padang City Public High School. In this study, students of class X had low self-confidence. Subjects obtained based on the results of the scale. The subjects of this study were 2 students.

Result and Discussion

Fatimah (2006), self-confidence is a person's belief in all aspects of the advantages he has and that belief makes him feel capable of achieving various goals in his life. Without self-confidence in learning, they will experience many obstacles to express their opinions. The counseling approach implemented in this research activity is a rational emotive behavior therapy (REBT) approach with an individual counseling service format. Individual counseling is the process of providing assistance which is carried out through counseling interviews by an expert (counselor) to individuals who are experiencing a problem (client) which leads to overcoming the problems faced by clients (Dewangga, 2018).

The next step for individual counseling services with the REBT approach is the role of the counselor focusing on the problems faced by the counselee with his irrational beliefs, discussing problems (showing the direction of change, from irrational beliefs to rational beliefs that are to be achieved in counseling). The next step for individual counseling services with the rebt approach is that the counselor focuses his attention on "working on the emotions or affection" of the counselee as a supporting condition for the stability of changing irrational beliefs to rational beliefs. The counselor asks for full agreement with the counselee on the direction of changes that have occurred to the counselee, maintaining the counseling atmosphere can be with humor techniques, implementing relaxation techniques (Dewangga, 2018).

In this study, it was found that there were students who experienced symptoms of low self-confidence in learning, namely they did not believe in their abilities, did not dare to come forward in front of the class, felt they were unable even though they had not done it, cheated on friends' assignments, thought negatively about the teacher so they did not want to learn, and depend on friends. Santrok (2012), Self-esteem is a comprehensive evaluative dimension of self, self-confidence is also referred to as self-esteem or self-image. For example, a teenager can understand that he is not only a person but also a good person.

Ellis (in Latipun, 2001), REBT is a very comprehensive therapy, which deals with problems related to emotion, cognition, and behavior. REBT counseling used by researchers to treat students who have low learning confidence in school, is in accordance with the theory that mentions REBT counseling steps. However, the REBT counseling process carried out has strengths and weaknesses during the counseling process (Dewangga, 2018).

The results of Ary's research (2016), proving that the rational emotive behavior therapy (REBT) approach can increase students' self-confidence. Hidayah (2014) also proves that the rational emotive behavior therapy (REBT) approach can increase students' confidence in learning. This power of counseling is not difficult to learn and very effective, it can be combined with other behavioral techniques to assist in the counseling process. The A-B-C framework simply and clearly illustrates how disorders occur in humans and the ways in which problem behavior can be changed. The counseling approach is relatively brief and the techniques have been improved.

Conclusion

Based on the findings above, it can be concluded that self-confidence can be increased through individual counseling services with a rational emotive behavior therapy (REBT) approach. To students in order to increase confidence in learning, do not be afraid to fail if you have not tried, think more positively in doing something, believe in your abilities. Guidance and counseling teachers should be able to assist students in providing guidance and counseling services in schools and use REBT counseling to improve rational thinking in student learning.

References

- Ary, Y. E. (2016). Peningkatan Kepercayaan Diri Dengan Menggunakan Pendekatan Rational Emotive Behaviour Therapy (REBT) Pada Siswa kelas X Di SMA Negeri 1 Seputih Raman Lampung Tengah Tahun Pelajaran 2016/2017. Skripsi. Bandar Lampung: Universitas Lampung.
- Ellis, A. (2006). Terapi REB Agar Hidup Bebas Derita. Jakarta: Mizan.
- Fatimah, E. (2006). Psikologi Perkembangan (Perkembangan Peserta Didik) Bandung : Pustaka Setia.
- Hakim, T. (2005). Mengatasi Rasa Tidak Percaya Diri. Jakarta: Puspa Swara.
- Hidayah, Z. (2014). Peningkatan Kepercayaan Diri Siswa Dalam Pembelajaran Menggunakan Pendekatan Rational Emotive Therapy Pada Siswa kelas VIII Di SMP Negeri 3 Natar Lampung Selatan Tahun Pelajaran 2013/2014. Skripsi. Bandar Lampung: Universitas Lampung.
- Mulyadi. (2016). Dasar-Dasar Bimbingan Konseling. Jakarta: Rineka Cipta.
- Nofriyanto, R. (2020). Efektivitas Pendekatan Rational Emotive Behavior Therapy dalam Layanan Konseling Individual untuk Meningkatkan Rasa Percaya Diri Siswa Di Sekolah Menengah Atas Negeri 6 Pekanbaru (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).
- Oktora, S. W., Yasmansyah, Y., & Mayasari, S. (2017). Peningkatan Kepercayaan Diri Dalam Belajar Menggunakan Konseling Rational Emotive Behavior Therapy (Rebt). Alibkin (Jurnal Bimbingan Konseling), 5(5).
- Rintyastini, Y dan S. Y. (2006). Bimbingan dan Konseling SMP Kelas IV. Jakarta: Esis Erlangga.
- Santrock, J. W. (2012). Remaja. Jakarta: Erlangga.
- Sudjana. (2017). Metode Statistika. Bandung: PT Tarsito.
- Sukardi, D.K. (2010). Pengantar Pelaksanaan Program Bimbingan dan Konseling Di Sekolah. Jakarta: PT Rineka Cipta
- Sukardi. (2014). Metode Penelitian Pendidikan kompetensi dan praktiknya.. Jakarta: Bumi Aksara.