

## Group Counseling: Reducing Cheating Behavior with a Rational Emotive Behavior Therapy Approach

Marianna Harahap<sup>1</sup>, Netrawati<sup>1</sup>, Herman Nirwana<sup>1</sup>, Rezki Hariko<sup>1</sup>

<sup>1</sup>Universitas Negeri Padang, Indonesia

\*Corresponding author, e-mail: [netrawatiunp07@gmail.com](mailto:netrawatiunp07@gmail.com)

### Abstract

Cheating behavior is an activity that appears to accompany teaching and learning process activities that can erode positive personality in students because they use dishonest methods in achieving academic grades. This study aims to test the effectiveness of group counseling with a rational emotive behavior therapy approach to reduce students' cheating behavior. This type of research is a quantitative research with the type of experimental research. The type of experimental design in this study was Quasi Experiment with The Non-Equivalent Control Group Design. The population in this study were students of SMAN 6 Padang and students of SMAN 3 Padang as many as 543 students. The sample in this study was 400 students, and 16 students were taken which were divided into 8 students for the experimental group and 8 students for the control group. Sampling used purposive sampling. This study used a data collection tool in the form of a cheating behavior questionnaire. The results of this study indicate that group counseling services using a rational emotive behavior therapy approach are effective in reducing students' cheating behavior. So that this research can be used as input material as a basis for counseling teachers/counselors in providing group counseling services using a rational emotive behavior therapy approach in an effort to overcome and prevent students' cheating behavior.

**Keywords:** Cheating Behavior, Group Counseling, Rational Emotive Behavior Therapy.



This is an open access article distributed under the Creative Commons 4.0 Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2022 by Author

## Introduction

Teenagers are a transitional period between children and adults that can affect all aspects of life such as biological, cognitive and social-emotional changes (Hafiza & Mawarpury, 2018). At the age of adolescents will experience several changes such as changes in biological, cognitive, social emotional, and moral (Prayitno, E, 2002). According to Karneli, Firman & Netrawati (2018) explained that adolescence is a period that is vulnerable to changes that occur in adolescents resulting in emotional imbalances and instability, social relations and the search for identity with patterns of social relations that begin to change. It is also supported by Hurlock (2012) which states that adolescents are individuals who experience a period of transition from childhood to adulthood, adolescents also experience changes both emotional,

---

physical, psychological, behavioral and experience personal, social, learning and career problems. So it can be concluded that adolescents are individuals who experience many changes both emotional, physical, psychological and behavioral changes.

Changes experienced in adolescents are faced with tasks that are different from tasks in childhood. If teenagers succeed in completing these tasks properly, satisfaction, happiness and acceptance from the environment will be achieved (Hartono, 2018). However, not all adolescents can fulfill their developmental tasks properly. Adolescents who are fulfilling these developmental tasks will encounter deviant behavior. Deviant behavior is the result of an imperfect socialization process (Rahman, Rohmah & Rochayati, 2020). Adolescents are the most vulnerable group in the process of deviant behavior because adolescents have unique characteristics. This moral deviation behavior can manifest as delinquency or crime. According to Arabzadeh, Ameli, Zeinoddini, Rezaei, Farakhnia, Muhammadinejad, Ghaleiha & Akhonzadeh (2015) One of the deviant behaviors in adolescents that often appears is cheating behavior.

Clariana, Gotzens, Badi & Cladellas (2012) states cheating behavior as a tendency to use the work or ideas of others. Kushartanti (2009) also states that cheating behavior is an attempt by someone to get success in ways that are not fair (dishonest). Cheating behavior as an act of cheating, dishonest, and illegal in getting answers at the time of the test (Indarto & Masrun, 2004).

Cheating behavior is mostly carried out by teenagers now and has become anxiety and restlessness in society, especially in the world of education (Arabzadeh, Ameli, Zeinoddini, Rezaei, Farakhnia, Muhammadinejad, Ghaleiha & Akhonzadeh, 2015). At present, cheating behavior does not only occur at the education level of Elementary School (SD), Junior High School (SMP) and High School (SMA), it even occurs at the Higher Education level (PT). Cheating behavior is a problem which is a concern in education in Indonesia and even internationally. Hartanto (2012) explained that cheating is a problem faced by all countries. In China, sanctions are even applied to seven years in prison for students who cheat (Strom & Strom, 2007).

Prananda (2018) explained that cheating behavior (cheating) itself is one of the educational phenomena that often and even always appears to accompany teaching and learning activities, but ironically it rarely gets serious attention from education practitioners in Indonesia. Helmi (2017) also explained that the problem of cheating or cheating behavior is a problem faced by all countries. According to Anderman & Murdock (2007) cheating behavior is the act of using or providing unauthorized materials to provide assistance with academic work and cooperate in completing assignments in order to get good grades. Cheating behavior is often carried out by students during exams and during tests which can erode positive personality in students. Cheating behavior is an individual act of copying answers from other people during exams in illegitimate ways and claiming the answers are from oneself, using unauthorized notes or helping others cheat during tests or examinations. (Lauren, 2019).

Cheating behavior must be eliminated because it is tantamount to committing a criminal act or stealing other people's property. But in reality, cheating behavior is increasing (McCabe & Ricciardelli, 2001). Cheating behavior is not only carried out by low-achieving students and students, but also high-achieving students and students have done it. Nurmayasari & Hadjam (2015) argues that the smartest students admit that they have cheated because they want to

---

maintain their achievements. Paisal (2020) state that the form of cheating behavior that is often carried out by students is independent-planned and social-active with a high category. While forms of social-passive and individual-opportunistic cheating behavior with low and very low categories. Cheating behavior is one of the educational phenomena that often and even always appears to accompany teaching and learning activities (Desi, Elvinawanty & Marpaung, 2018).

According to Sari, Marjohan & Neviyarni (2013) states that cheating by students during exams can erode positive personality within students. Barzegar & Khezri (2012) explained that based on the research literature it is very important to overcome cheating because in most cases people who have cheated after graduation will bring these bad behaviors into their work environment. Mujahideen (2009) also argues that the practice of cheating if done continuously will become part of the individual. As a result, society becomes permissive towards cheating. This will result in cheating becoming part of the culture which results in the loss of moral values in every aspect of life and social institutions and can even weaken the strength of society. This is in accordance with what is stated Koentjaraningrat (2011) that if humans find an action that proves to be effective in overcoming a life problem, then the behavior will certainly be repeated if the same problem is experienced again.

Based on the results of the Media Group Research and Development survey (Musslifah, 2012) conducted in six major cities in Indonesia (Makassar, Surabaya, Yogyakarta, Bandung, Jakarta and Medan) it is known that almost 70% of respondents answered that they had practiced cheating when they were still in school and college. Further research Hartanto (2012) conducted in a private school in Yogyakarta found that the most dominant cheating was students copying, viewing, or asking for answers from others. Next survey Josephson Institute of Ethics in America (Strom & Strom, 2007) with respondents of 36,000 junior high school (SMP) students found 60% of students accepted and admitted that they had cheated on exams and doing assignments. Cheating doesn't only happen to junior and senior high school students, but also in colleges. An example is the findings from The Epoch Time (Strom & Strom, 2007) who took data from 900 students, of which 83% of students admitted that they had cheated during tests or examinations. Furthermore, Callahan stated that cheating behavior was also found in students in Australia, England, India, Japan, Korea, Spain, and Scotland. (Strom & Strom, 2007).

Cheating has become a parasite that slowly erodes students' character, this is very likely to happen if you don't get good treatment. Hartanto (2012) states that evidence of cheating has become a parasite in character education can be observed by the existence of various reports in the mass media that reveal cheating behavior during the implementation of the national final exams and school final exams. Marjohan, Asri, Gusraredi, Ifdil & Afriani (2012) also stated that there were groups within the educational unit who were involved and enlivened the cheat market. Answers to exam questions that are either correct or not are sold to students who are candidates for taking the national exam at a fairly high price.

The conditions previously described further emphasize the need for the guidance and counseling teacher/counselor to reduce cheating behavior. One of the efforts that can be made by the guidance counselor/counselor is to provide group counseling services using an approach that suits the needs of students. One approach that can be used by BK teachers/counselors in providing group counseling services is to use the approach rational emotive behavior therapy. According to Ellis & Dryden (2003) Rational emotive behavior

therapy is a counseling approach that can be placed within the cognitive-behavior psychotherapy tradition, meaning that it focuses on the way we think and behave in an effort to understand emotional responses. Next Fauziah, Karneli & Neviyarni (2020) also explained that the rational emotive behavior therapy approach aims to improve and change attitudes, perceptions of ways of thinking, beliefs and views that are irrational to become rational, so that students can develop themselves and achieve optimal self-realization.

So it can be understood that group counseling with a rational emotive behavior therapy approach plays a role in reducing student cheating behavior. Regarding this, the guidance counselor/counselor at school makes it a problem in an effort to provide assistance to students in carrying out their duties, especially on the problem of students' cheating behavior in schools to the fullest. Thus, researchers feel the need to conduct further research on students' cheating behavior and the efforts of Counselors/Counselors to reduce cheating behavior through group counseling services with a rational emotive behavior therapy approach.

## Method

This research is a type of quantitative research with the type of experimental research. The type of experimental design in this study was Quasi Experiment with The Non Equivalent Control Group Design. The population in this study were students of SMAN 6 Padang and SMAN 3 Padang totaling 543 students. The sample in this study were 400 students and 16 students were taken which were divided into 8 students for the experimental group and 8 students for the control group. Sampling in this study using purposive sampling technique. This study used cheating behavior instruments using the Likert scale model with five categories of answers, namely always, often, sometimes, rarely, and never which were arranged according to the conditions of the students in the field.

## Results and Discussion

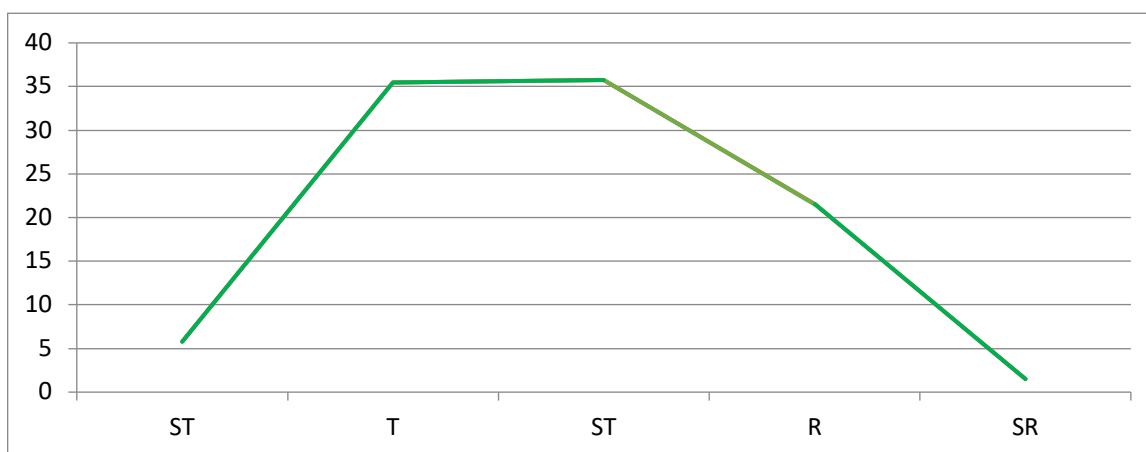
The results of the analysis of students' cheating behavior instruments are specified into 5 categories in terms of the characteristics of cheating behavior which are shown in the following table.

**Table 1.** Frequency Distribution of Students' Cheating Behavior

No	Category	intervals	F	%
1	Very High (ST)	$\geq 131$	23	5.75
2	Height (H)	106–130	142	35.5
3	Medium (S)	81–105	143	35.75
4	Low (R)	56–80	86	21.5
5	Very Low (SR)	$\leq 55$	6	1.5
<b>Total</b>			<b>400</b>	<b>100.00</b>

Table 1 above presents data on cheating behavior in general which is in the medium category of 143 students with a percentage of 35.75%, then there are students who have cheating behavior in the high category of 142 students with a percentage of 35.5%, then there are also students who have Cheating behavior is in the low category of 86 students with a percentage of 21.5%, 23 students who have cheating behavior are in the very high category with a percentage of 5.75%, and as many as 6 students are in the very low category with a

percentage of 1.5%. . Based on the results of data analysis, a detailed description of students' cheating behavior is as follows



**Figure 1.** Categories of Student Cheating Behavior

It can be seen that quite a lot of students at SMAN 6 Padang and SMAN 3 Padang are still experiencing cheating behavior problems. This is in line with the results of preliminary observations that researchers have conducted at the school where there were several students who brought books or notes during the exam, brought their cellphones during the exam, exchanged exam answers with friends via WhatsApps, and used signals or codes to share answers with friends. during the exam. This situation is in accordance with research from Hartanto (2012) that students prefer to cheat in the form of seeing friends' answers during the test and asking friends for answers, either through giving non-verbal codes or in writing.

This, if left unchecked, will have a negative impact on student academic results. In accordance with research that done by Neviyarni, Sari, & Marjohan (2013) states that cheating by students during exams can erode positive personality within students. Then Mujahideen (2009) also argues that the practice of cheating if done continuously will become part of the individual and have an impact on the loss of moral values in every aspect of life and social institutions and can even weaken the strength of society.

After the researcher knows the categories of students' cheating behavior, the next step is to test the hypothesis with the Wilcoxon Signed Ranks Test statistical analysis technique using the SPSS version 2.0 computer program. The processing results can be seen in the following table.

**Table 2.** Results of Wilcoxon Signed Ranks Test Cheating Behavior between Pretest and Posttest Experiment Group

	Posttest -Pretest
Zasympt. Sig. (2-tailed)	-2,521b ,012

Table 2 above explains that the Asymp. Sig.(2-tailed) cheating behavior in the experimental group was 0.012 or the probability was below alpha 0.05 (0.012 < 0.05). From these results, Ho is rejected and accepted. Thus, the first hypothesis tested in this study can be accepted, namely

---

"there are significant differences in the cheating behavior of students in the experimental group before and after attending group counseling services using a rational emotive behavior therapy approach".H\_1

Based on the results above, it can be interpreted that the experimental group experienced significant changes after participating in group counseling using a rational emotive behavior therapy approach. It can be seen that of the 8 students who attended group counseling using the rational emotive behavior therapy approach, the posttest results were lower than the pretest results.

There was a decrease in each respondent because when carrying out group counseling with a rational emotive behavior therapy approach, group members were given the ABCDE model where group members were actively involved in the group. In the given ABCDE model, group members express experiences that cause the irrational thoughts they experience, then the group leader will help disputing irrational thoughts by providing questions that oppose their thoughts so that group members automatically understand and find new rational thoughts. .

Based on the implementation of the activities it was revealed that there were irrational thoughts belonging to group members, in rational emotive behavior therapy one of the irrational thoughts is the view that everything that happens has a very strong influence on life, it will affect it in an unlimited period of time. That view should be that you can learn from past experiences yourself, but don't follow or be too prejudiced against those past experiences. This statement was expressed by many group members, such as not believing in their own abilities, so that if they encountered the most difficult exam conditions, they prefer to ask others for answers and even open books during exams.

Based on this discussion, it can be understood that group counseling services with a rational emotive behavior therapy approach are effective in reducing students' cheating behavior. This can be seen after participating in group counseling activities with a rational emotive behavior therapy approach, changes in students began to be seen gradually, although not too many were active at each stage, during the activities students dared to express their opinions about the problems they felt were in accordance with the problems being discussed. Rational emotive behavior therapy is especially applicable in group therapy and group work providing many opportunities to reach agreement on homework, to challenge one's own thinking, and to learn from the experiences of others, and to interact with each other among members.(Corey, 2012)

## Conclusion

The explanation above is the collection of data obtained from SMAN 6 Padang and SMAN 3 Padang. Based on the cheating behavior experienced by students before and after being given treatment in the form of group counseling services using a rational emotive behavior therapy approach, it decreased. This shows that group counseling services use an approach rational emotive behavior therapy can reduce students' cheating behavior. It is expected that Counselor Counseling Teachers at schools can prevent and overcome students' cheating behavior by providing group counseling services with an approach rational emotive behavior therapy about cheating behavior so as to minimize the occurrence of things that are not desirable.

---

## References

- Anderman, E. M., & Murdock, T. B. (2007). *Psychology of cheating academic*. London: British Library.
- Arabzadeh, S., Ameli, N., Zeinoddini, A., Rezaei, F., Farokhnia, M., Mohammadinejad, P., Ghaleiha, A., & Akhondzadeh, S. (2015). Celecoxib adjunctive therapy for acute bipolar mania: A randomized, double-blind, placebo-controlled trial. *Journal of Bipolar Disorders*, 17(6), 606–614.
- Barzegar, K., & Khezri, H. (2012). Predicting academic cheating among the fifth grade students; the role of self-efficacy and academic self-handicapping. *Journal of Life Science and Biomedicine*, 2(1), 1–6.
- Corey, G. (2012). *Theory & practice of group counseling* (Eight edition). Canada: Cange Learning.
- Clariana, M., Gotzens, C., Badia, M., & Cladellas, R. (2012). Procrastination y engaño académico desde la secundaria hasta la universidad. *Electronic Journal of Research in Educational Psychology*, 10(2), 737–754.
- Diana, R., Anwar, K., & Aminah, A. (2019). The effectiveness of group counseling to overcome cheating behavior in class VIII B students at SMP Negeri 4 Alalak Barito Kuala. *BK An-Nur Student Journal: Different, Meaningful, Noble*, 5(3), 14–20.
- Ellis, A., & Dryden, W. (2003). *Albert ellis live!* London: SAGE Publications.
- Fauziah, F., Karneli, Y., & Neviyarni, N. (2020). Modification of group counseling for students with a rational emotive behavior therapy (REBT) approach in the midst of the co-19 pandemic. *Journal of Consilium: Periodic Studies of Counseling and Religious Studies*, 7(2), 52–59.
- Ghofur, H. (2017). Efforts of subject teachers and guidance counselors in preventing cheating behavior (study at public high schools in the city of Padang Sidempuan). 15(3), 7-15.
- Hafiza, S., & Mawarpury, M. (2018). Meaning of happiness by broken home teenagers. *Psychopathic: The Scientific Journal of Psychology*, 5(1), 59–66.
- Hartanto, D. (2012). *Cheating guidance & counseling: Uncovering the root of the problem and the solution*. Jakarta: Index.
- Hartono, H. (2018). The effectiveness of rational emotive behavior counseling to reduce high school students' cheating behavior. *Journal of Education Science Perspectives*, 32(2), 117–126.
- Hurlock, EB (2003). *Developmental psychology: A life span approach* (translation). Jakarta: Erlangga.
- Indarto, Y. (2004). The relationship between mastery orientation and performance orientation with cheating intentions. *Journal of Socioscience*, 17(1), 8-11.
- Karneli, Y., Firman, F., & Netrawati, N. (2018). Counselor teacher/counselor efforts to reduce student aggressive behavior by using creative counseling within the framework of

- 
- cognitive behavioral modification. *Pedagogy: Journal of Educational Sciences*, 18(2), 113-118.
- Koentjaraningrat. (2011). *Introduction to anthropology*. Jakarta: Rineka Cipta.
- Kushartanti, A. (2009). Cheating behavior in terms of self-confidence. *Periodic Scientific Journal of Psychology*, 11(2), 38–46.
- Lauren, Y. (2019). Cheating behavior is viewed from the academic self-concept of the students of the Medan Culture private high school. *Journal of Wahana Inovasi*, 8(2), 1-12.
- Marjohan., Asri, Z., Gusraredi., Ifdil., & Afriani, N. (2012). *Prayitno's scientific biography in the realm of counseling and education*. Padang: UNP Press.
- McCabe, M., & Ricciardelli, L. (2001). Parent, peer and media influences on body image and strategies to both increase and decrease body size among adolescent boys and girls. *Journal of Adolescence*, 36(142), 225-240.
- Mujahidah. (2009). Cheating behavior of males and females: A meta-analytic study. *Journal of Psychology*, 2(2), 177–179.
- Musslifah, A. (2012). Student cheating behavior is viewed from the tendency of locus of control. *Journal of Psychological Talents*, 1(2), 137–150.
- Neviyarni, N., Sari, I., & Marjohan, M. (2013). Locus of control and cheating behavior and its implications for guidance and counseling. *Journal of Scientific Counseling*, 2(1), 6-17.
- Nurmayasari, K., & Murusdi, H. (2015). *The relationship between positive thinking and cheating behavior in class X students of Yogyakarta Cooperative Vocational School (Doctoral dissertation, Ahmad Dahlan University)*.
- Paisal, A. (2020). *Factors influencing cheating behavior in class VII students of SMPN 1 Kapuas Timur (Doctoral dissertation, Islamic University of Kalimantan MAB)*.
- Prananda, D. (2018). The relationship between religious orientation and cheating behavior in college students. *Journal of Scientific Counseling*, 2(1), 2-15.
- Prayitno, E. (2002). *Psychology of adolescent development*. Padang: UNP Press.
- Rahman, M. Z, Rohmah, M., & Rochayati, N. (2020). Study of social deviance in adolescents in Tolot-tolot hamlet, Gapura village, Pujut district, Central Lombok district. *Journal of SOCIETY*, 11(1), 35–51.
- Strom, P. S., & Strom, R. D. (2007). Cheating in middle school and high school. *Journal of Educational Forum*, 71(2), 104–116.