

# Application of a Rational Emotive Behavioral Approach in Group Counseling in an Educational Setting

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## Abstract

The rational emotive behavioral approaches as one of the curative services through group counseling in schools that can alleviate problems faced by learners in an educational setting aims to help learners improve and change perceptions, ways of thinking, and irrational beliefs from the perception of the perspective on the problem to more flexible and rational (realistic) beliefs and more adaptive changes in the behavioral and emotional consequences experienced, to develop themselves and achieve optimal self-realization. The method used in this study is a literature review. The purpose of this study is to find out psychological problems in education that can be intervened with counseling through the rational approach of behavioral emotive, knowing the stages of implementing group counseling with a rational emotive behavioral approach, and the application of the rational emotive behavioral approach in group counseling in an educational setting. Psychological problems in education that can be intervened with counseling through a rational emotive behavioral approach are problems of aggression, anxiety, negative thinking, perfectionism, low self-esteem, low self-confidence, emotional disorders, learning disabilities, low academic achievement, and academic performance. The process of implementing group counseling with a rational emotive behavioral approach in educational settings is carried out with the main stages adjusted to ABCDE theory, namely the beginning stage, middle stage, and an ending stage. The application of a rational emotive behavioral approach in group counseling in an educational setting is the counseling of groups into responsive services in helping students who experience difficulties who need to be assisted in identifying problems, finding alternative problem-solving, and making decisions.

**Keywords:** Group Counseling, Rational Emotive Behavioral Approach, Education



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## Introduction

The phenomenon of problems experienced by junior high school teenagers that tend to have an impact on the success of students in learning recently requires special attention and guidance from counseling guidance teachers. Some of the problems that some middle school teenagers seem to experience are experiencing a broken home,

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being an orphan or orphan, living in a low economy, problems with girlfriends, lack of self-confidence, lack of self-acceptance in physical terms, experiencing bullying, addiction to playing gadgets, smoking, unpreparedness to learn and lack of understanding of lessons. Adolescents need to make efforts in learning to face the tasks of learning and social life because adolescents who struggle on their own and grow in their development face the educational process. Teenagers need to know that no matter what problems exist, teenagers need to struggle to get up and try to stay focused and concentrated on learning and be able to do all the tasks they need to do. Even though they experience problems, the most important thing is still to be able to focus on completing the educational process and be able to control thoughts and manage feelings so that teenagers can feel good about themselves. Teenagers need to learn that not only because of problems that come from others and then put into themselves without being sorted first in thinking so that feelings become uncomfortable which tends to interfere with the learning process until finally, but they are also less able to do tasks because the mind is focused on the problem. Adolescents as educational practitioners need to learn to filter every word or behavior of others that tends to interfere with thinking or become irrational thoughts and learn to sort out information to have the right perception of problems. This makes teenagers need to learn to adapt to the problems experienced so that they can still feel comfortable following the learning process at school and are expected to remain focused on doing lesson assignments.

The process of adaptation to all aspects related to others is called social self-adjustment. Social adjustment is a process of mental response and adolescent behavior that seeks to be carried out in the face of stress, frustration, and conflict with the demands or problems of the environment with rational thinking or realistic thinking. A good self-adjustment for adolescents is that they have learned to react positively to themselves and their environment with the right responses and can overcome mental conflicts, frustrations, and personal and social difficulties. Because of the importance of social self-adjustment for adolescents to grow comfortably in the social environment and problems experienced, guidance is needed that can help adolescents think realistically in dealing with these problems to be able to respond appropriately to problems. One of the guidance that can be given to such adolescents is counseling guidance with a rational emotive behavioral approach. There are three counseling techniques in the rational emotive behavioral approach, namely cognitive techniques, emotive techniques, and behavioral techniques. In counseling with a rational emotive behavioral approach, adolescents learn to change irrational beliefs from perceptions of the problem to more flexible and rational (realistic) beliefs and more adaptive changes in the behavioral and emotional consequences experienced. In cognitive techniques, adolescents learn to understand the differences between rational thinking and irrational thinking in looking at problems, and adolescents can express verbally and in writing related to rational and irrational thinking experiences. Followed by emotive techniques, namely, teenagers learn to understand that they will feel healthy negative emotions when thinking rationally, understand to feel unhealthy negative emotions when thinking irrationally which can later distinguish positive and negative emotions, and distinguish healthy negative emotions and negative emotions that are not healthy for themselves. Behavioral techniques teach adolescents to express the right words when responding to situations, learn to behave adaptively, and understand adaptive behaviors that need to be carried

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out in situations of rational and irrational thinking. Techniques in a rational emotive behavioral approach can provide powerful learning opportunities for adolescents in learning to respond to other people and problems experienced. There is a component that is also important in the rational emotive behavioral approach is self-efficacy, namely a person's confidence in his ability to respond to events in his environment. These beliefs tend to affect the social adjustment experienced by adolescents.

Based on this, the background of this literature review research that will be followed up is the application of a rational emotive behavioral approach in group counseling in an educational setting. The purpose of applying this counseling is that there is a change that is better than before regarding more flexible and rational (realistic) beliefs as well as more adaptive changes in behavior and emotionality experienced. Changes in the mindset (cognitive) of adolescents to be more rational, realistic, and open and increase knowledge related to how to perceive the problems experienced and how adolescents can conclude appropriate solutions in responding to the problems experienced. Changes in feelings (affective) become more comfortable and healthy than before because the perspective and perception of problems are wiser and tend to be able to see the positive side of the existing reality. This tends to make the social adjustment skills of adolescents during education better to show more adaptive behavior changes and a more positive and healthy feeling in the face of social life. The topic of this study is expected to be practical learning and handling that is useful for adolescents as educational boosters to remain focused on the process in education and still be able to complete all their educational tasks even as the severity of the problems experienced tend to interfere with the thoughts and feelings of adolescents. Based on this background, the purpose of this literature review research is about how psychological problems in education can be intervened with counseling with a rational emotive behavioral approach, the implementation of group counseling with a rational emotive behavioral approach, and the application of a rational behavioral emotive approach in group counseling in setting education.

## Method

The method used in this research is a literature review, which is a scientific study whose research object is sourced from literature in the form of scientific journals, books, and articles on the internet. The data mining technique in this study is with literature e-review. Literature searches from national and international journals are carried out using the publish or perish, VOS viewer, and Mendeley applications through google scholar and semantic scholar databases. The search was conducted in the publish or perish application using the keywords "rational emotive behavior therapy, and REBT". The results of a search for literature published during the range of 2018 – 2022, found 900 literature in the form of articles and books that examined related keywords searched. Search results in the publish or perish application, are entered into the VOS viewer application to see current study topics related to rational emotive behavioral approaches found in the topics of implementation, rebt intervention, and control groups. Analysts data carried out in this study by using a simplified approach, namely, analyze data which is carried out by compiling the articles found and simplifying each research

result. The inclusion criteria in this study are (1) Research articles that discuss counseling with a rational emotive behavioral approach for students in an educational setting. (2) The article uses Indonesian or English. (3) Articles published in the range of 2018- 2022 (last 5 years). The exclusion criteria in this study are (1) Research articles that discuss counseling with a rational emotive behavioral approach that is not for students in an educational setting. (2) The article does not use Indonesian or English. (3) Articles not published in the range of 2018- 2022 (last 5 years).

## Results and Discussion

The results of the literature review can be formulated in the following table:

No	Article Identity	Research Design	Problems	Study Results
1.	Fakhriyani, D.V., Sa'idah, I., Annajih, M.Z.H. (2021). REBT approach through cyber counseling to overcome anxiety during the COVID-19 pandemic. <i>Counsellia: Journal of Guidance and Counseling</i> , 11 (1), 56-70.	Qualitative methods, case study.	Anxiety during the Covid-19 Pandemic	The subject can overcome the anxiety he experiences. Subyek can control the negative thoughts caused by the pandemic. Subjects can be more accepting of the conditions that have occurred as a result of the pandemic. Subjects can carry out their usual active activities even though they are limited, by observing health protocols.
2.	Fauziah., Neviyarni., Karneli, Y., Netrawati. (2020). Modification of group counseling for students with a rational emotive behavior therapy (REBT) approach amid the covid-19 pandemic. <i>Consilium: Periodic Study of Counseling and Religious Sciences</i> , 7 (2),	Qualitative methods, literature studies.	Optimization of learning processes and student learning outcomes amid the COVID-19 pandemic	The <i>Rational Emotive Behavior Therapy</i> (REBT) approach is assumed to be modifiable to be applied to optimize the learning process and student learning outcomes in the midst of the

	52-59.			COVID-19 pandemic. This is based on the ability of this approach to transform students' irrational beliefs into rational ones.
3.	Hapsyah, D.R., Handayani, R., Marjo, H.K., Hanim, W. (2019). Group guidance with a rational emotive behavior therapy (REBT) approach in increasing learning motivation. <i>Journal of harmony, Guidance and Counseling Studies and Educational Psychology</i> , 2 (1), 23-33.	Qualitative methods, literature review.	Increase learning motivation	Motivation has a very important role in the success of student learning achievement.
4.	Kesuma, K.G., Indiati, Sugiyadi. (2022). The effect of approach group counseling rebt on anxiety reduction student communication. <i>Journal of the Proceedings of the University Research Colloquium</i> , 263-271, e-ISSN: 2621-0584.	Quantitative method, One Group Pretest Posttest Design.	Student communication anxiety	REBT approach group counseling affects reducing students' communication anxiety.
5.	Khairat, I., Word, Neviyarni. (2018). The effectiveness of <i>rational emotive behavior therapy</i> (REBT) approaches in improving the social adjustment of foster children. <i>Journal of Educational and Teaching Studies</i> , 4 (2), 83-90.	Quantitative method, truly experimental, One Group Pretest-Posttest Design.	Social adjustment of foster children	REBT succeeded in increasing social adjustment in the home environment by helping to change perceptions and passions through materials discussed in group activities.

6.	Norhandayani, & Haryadi, R. (2021). REBT overcomes negative thinking in broken home children. <i>Proceedings Studium Generale</i> , 464-470, ISBN: 978-632-7583-84-4.	Phenomenological descriptive qualitative methods, case studies.	Negative thinking	The existence of a change in negative thinking of the subject that little by little becomes less.
7.	Puspitarini, I. Y. D., Nawantara, R. D. (2021). Eligibility of rational-emotive-behavioral based group counseling packages to reduce burnout of high school students. <i>Indonesian Journal of Counseling Guidance</i> , 6 (1), 1-6.	Quantitative methods	Burnout due to a long period of learning activities at school	Counseling groups on the base REP to reduce <i>burnout</i> of high school students is appropriate to use and can be accepted as a guide for BK Teachers and students
8.	Sari, C., & Makin. (2018). The effectiveness of group counseling uses a rational emotive behavior therapy (REBT) approach to reduce the anxiety of students of SMP IT masjid syuhadak Yogyakarta. <i>G-COUNS: Journal of Guidance and Counseling</i> , 3 (1), 155-161.	Quantitative method, experiment type One Group Pretest-Postest Design	Anxiety	Konseling the group using the <i>Rational Emotive Behavior Therapy</i> (REBT) approach has proven effective in reducing the anxiety level of students of the Integrated Islamic Junior High School, Yogyakarta.
9.	Siahaan, D.N.A., Neviyarni, Karneli, Y., Netrawati. (2020). Group counseling with a REBT approach to increase the self-confidence of child victims of violence. <i>Journal of Education and Counseling</i> , 10 (1), 8-15.	Guidance and counseling action research (PTBK)	The self-confidence of child victims of violence	Group counseling with the REBT approach can increase the self-confidence of children victims of violence in social interactions.

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10.	Revelation, A.H. (2019). The effectiveness of the REBT approach to the academic resilience of students with broken home families at SMA N 1 Depok. <i>Journal of Guidance and Counseling Student Research</i> , 5 (7), 457-468.	Quantitative methods, experiments, Single Subject Research	Academic resilience	REBT is effective in improving the academic resilience of students with broken homes.
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### A. Rational Emotive Behavioral Approach of Counseling

Rational emotive behavioral counseling was created by Albert Ellis in 1955 after establishing that Rogerian therapy and psychoanalysis are ineffective methods of treatment because they do not focus on the current thoughts and beliefs of the counselor. Rational emotive behavioral counseling emphasizes one's cognition as the source of various psychological problems, as well as efforts to focus on the counselor's thoughts, feelings, and behaviors. The feelings experienced are not caused by various events, but are caused by one's thoughts regarding the situation experienced. The basis of the rational emotive behavioral approach is to transform irrational beliefs into more flexible and rational (realistic) beliefs as well as more adaptive changes in the behavioral and emotional consequences experienced. The main objective of the rational emotive behavioral approach is to help counselee achieve unconditional self-acceptance, unconditional other acceptance, and unconditional life acceptance. The specific purpose of the rational emotive behavioral approach is to help the counselee achieve *insight* into their *self-talk*, help the counselee access his thoughts, feelings, and behaviors, and help the counselee about the rational principles of behavioral emotive so that it can function more effectively in the future without the help of the counselor.

The core concept of the rational emotive behavioral approach is the ABCDEF model. A stands for activating event, which is a situation that triggers a counselee's belief. B stands for belief (rational and irrational belief) that is, belief influences their thoughts and actions. C stands for a consequence which is the emotional response or behavior of the counselee to beliefs about the activating event. Healthy negative emotional responses such as worry, sadness, regret, and distress. Unhealthy negative emotional responses such as anxiety, depression, guilt, and feeling hurt. D stands for dispute (opposition) which is opposition to the counselee's irrational beliefs by giving questions that encourage the counselee to question the logicity of his irrational beliefs. The three steps of dispute are debating, discriminating, and defining. E stands for effects (effects) which are effects that occur after an opposition. If the dispute is successful, then the counselee will change feelings and actions because it has changed beliefs. F stands for feeling, is helping the counselee distinguish rational or irrational reactions and helping the counselee define more rational statements. In the rational emotive behavioral model, the counselor records the effective rational beliefs of the counselee to reinforce their rational beliefs. Rational emotive behavioral counseling is an effective way to help a person think

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more rationally, and not feel too anxious, depressed, and angry when failing or rejected, as well as having emotional problems (Erford, 2016).

There are four categories of irrational belief, namely demands, awfulizing, low frustration tolerance, and global evaluations of human worth. Demands are the existence of unrealistic demands or expectations for events or individuals that can be recognized by words such as the word should. Awfulizing is a way of exaggerating the negative consequences of an event so that an unfortunate event becomes a very painful event. Low frustration tolerance is a continuation of the demand to always be in a comfortable condition and reflect intolerance to discomfort. Global evaluations of human worth assessing the worth of oneself and others which has implications for the assumption that some people are worse or worth less than others. Irrational beliefs are a problem because they can 1) hinder a person from achieving their goals, create emotions that result in stress, hinder mobility, and focus on behaviors that can hurt themselves; 2) blame reality or misinterpreting the events that occurred and were not supported by solid evidence; 3) contains an illogical way of evaluating oneself, others and the surrounding environment (Sari & Makin, 2018). Therefore, consulting with a rational emotive behavioral approach can be an effective treatment to help a person turn irrational beliefs into rational beliefs.

#### **B. Psychological Problems in Education that Can Be Intervened with Rational Emotive Behavioral Approach of Counseling**

The implementation of a rational emotive behavioral approach in counseling can be applied to children, adolescents, and adults who experience psychological problems in their education such as aggression, anxiety, perfectionism, low self-esteem, low self-confidence, emotional disturbances, learning disabilities, low academic achievement and academic performance (Hapsyah, et al, 2019). Anxiety problems are experienced such as social anxiety, anxiety in facing exams, anxiety due to bullying, and other anxiety. The problem of negative thinking in broken home children that originates from their irrational thoughts so that they tend to respond negatively can also be intervened with this approach (Norhandayani & Haryadi, 2021). The rational emotive behavioral approach deals with emotional problems such as hate, fear, guilt, anxiety, fear, and anger as a result of irrational thinking. A person tends to be less able to adjust to a social environment if they are unable to cope with the pressures that arise appropriately. A person's failure in social adjustment tends to cause excessive emotional tension, and frustration has irrational thinking in self-direction. The inability to adjust to the social environment stems from irrational thinking that considers that a necessity becomes perfect in the eyes of others (Khairat et al, 2018). Low learning motivation problems such as often being lazy to do homework, read books and do assignments occur because of irrational thinking. In addition, learners need to change inappropriate habits to be more focused on learning and interested in learning. Students can also apply rational thinking patterns to realize good learning motivation. Good behavior can be built if one has rational thinking (Nur'aini et al, 2022).

Some students tend to have irrational beliefs such as the belief that they will have many failures in mastering lessons that are considered difficult. Rational



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beliefs are related to positive things such as being able to accept oneself, being able to actualize oneself well, and being able to take good care of oneself. While irrational beliefs are related to feeling unable to maintain oneself well, not being able to actualize oneself, and tending to have negative emotions displayed in the form of negative behaviors (Yanti & Saputra, 2019). Students who have high self-esteem tend to take a positive view of an event and tend to play a more active role in a social group to express themselves. On the other hand, students with low self-esteem tend to have a lack of confidence in their abilities so they do not express themselves optimally in their social environment. Students with low self-esteem tend to experience self-rejection, feel inferior, and dissatisfied with themselves, are not confident, do not dare to look for new challenges, feel themselves worthless and incapable, are unable to cultivate good communication relationships, and tend to feel that their lives are unhappy. These feelings come from irrational thinking (Saifull & Nikmarijal, 2020).

### **C. The Stages of Implementing Group Counseling with a Rational Emotive Behavioral Approach**

Counseling helps students to be able to live their lives by having knowledge, perceptions, thoughts, choices, adjustments, and skills that are provisions for themselves. Students are expected to become more independent individuals, know themselves better, understand themselves better, accept themselves and the environment more positively, and are better able to make informed decisions. Group counseling services with a rational emotive behavioral approach can improve relationships in schools. A person's ability to communicate and socialize tends to be affected by unrealistic feelings, thoughts, perceptions, and attitudes, so group counseling is expected to assist students to develop social skills more optimal and able to make decisions independently (Mu'afa, 2019).

The process of implementing group counseling with a rational emotive behavioral approach is carried out with the ABCDE model of cognitive, emotive, and behavioral techniques. The theory of ABCDE in the rational emotive behavioral approach is as follows. In the first step, namely the antecedent event, the counselee is asked to convey the events and problems experienced from previous events. The second step is the belief that the group leader asks about the counselee's thoughts and beliefs on the problem in the incident. The third step is that the counselee displays and expresses the emotional consequences of the problem in the event experienced. The fourth step is to dispute that the group leader debates irrational thinking from counselee based on the problems in the incident. The purpose of the counselor or group leader is to provide task topics with the aim that the counselee members actively and dynamically participate in the discussion, which is related to the counselee's thoughts, feelings, and behaviors. The focus of the rational emotive behavioral approach is on thought processes, feelings, and behaviors within counselee members who share information and exchange ideas, experiences, and experiences. So that counselee members can help each other, accept each other, and strengthen each other (Misdani et al, 2019).

The counselor as the leader of the group uses several methods of cognitive techniques actively such as disputing (arguing), teaching (teaching), and persuading

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(inviting) counselee members to replace irrational beliefs with rational beliefs. In the disputing technique, the counselor directs the counselee to debate and turn irrational thinking into more realistic thinking. In teaching techniques, the counselor shows irrational thinking from the counselee that can cause emotional problems. In the persuading technique, the counselor convinces the counselee with various arguments to change irrational beliefs (Wiguna et al, 2020). The three main stages of counseling for a rational behavioral emotive approach are the beginning stage, middle stage, and ending stage. At the beginning stage, consists of building trust between counselor and counselee members, then teaching the ABC (activating event, belief, consequence) method to understand the existence of irrational thoughts, and building the counselee's trust in the effectiveness of counseling a rational emotive behavioral approach. In the middle stage, giving consideration to the counselee to change the focus of the problem and build coping skills on the main problem of the counselee, followed by identifying and modifying the irrational beliefs of the counselee's problem, as well as encouraging the counselee to engage in relevant tasks to strengthen the stance regarding his rational beliefs. The ending stage starts when the counselee is considered able to show significant progress toward solving problems (Puspitarini & Nawantara, 2021).

The provision of group counseling treatment using a rational emotive behavioral approach is carried out referring to five draft stages. The first stage, the identification of the counseling problem is to find the core problem underlying the counselee has irrational beliefs. The second stage, goal setting is to provide views on the goals achieved, determine counseling goals, and convince counselee that group leader want to help counselee achieve counseling goals. The third stage, the implementation of technique I, is to explain the understanding, the stage of implementing a rational emotive behavioral approach, determining the events or events experienced by the counselee, seeing the beliefs that the counselee has, and seeing the consequences that arise. The fourth stage, the implementation of technique II, is to oppose the irrational beliefs of counselee and to develop rational thoughts. The fifth stage, evaluation, and termination to evaluate the follow-up steps that the counselee will take after conducting group counseling with a rational emotive behavioral approach, exploring the possible needs of additional counseling, and helping the counselee commit to implementing what has been learned (Sari & Makin, 2018).

In the implementation of group counseling, there will be group dynamics that are the result of the interaction process between counselee members. The process in group counseling is centered on dynamic inter-personality, centered on conscious thinking and behavior, and involves functions such as mutual trust, mutual understanding, mutual acceptance, and mutual support (Mauljannah et al, 2021). Group counseling directs students to gain a variety of knowledge from counselors that are useful to be applied in schools, families, communities, and in making decisions. Group counseling aims to provide knowledge and find solutions to a problem together, create familiarity between counselee members, foster the courage of counselee members in expressing opinions, train counselee members to communicate well, and develop a positive attitude. In group counseling, learners can correct erroneous thoughts from conversations, train learners to change

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irrational thoughts and behaviors that can be self-destructive, and train learners to protect themselves (Putri et al, 2019).

#### **D. Rational Emotive Behavioral Approach in Group Counseling in Educational Settings**

Education is a planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Guidance and counseling are one part of the education system in schools to help students proceed in achieving optimal development by their goals and potential. Guidance and counseling services have the aim of delivering service materials and activities that can develop the potential of learners and achieve their developmental tasks regarding physical, emotional, intellectual, social, moral, and spiritual aspects. Guidance and counseling services in schools are the process of providing assistance given to students who need guidance to achieve self-understanding and independence so that students can direct themselves. Group counseling that uses a rational emotive behavioral approach directs counselee members to actively participate in debating the irrational beliefs of other counselee members and discussing them so that all counselee members can benefit from that debate (Fauziah, et al, 2020). Group counseling is a method taught by counselee members in the group to be able to apply opposition to other counselee members in the group. Group counseling teaches group members to manage negative emotions that arise as a result of irrational thinking. This approach helps counselee in the group realize that counselee can think more rationally and productively to help counselee respond appropriately to events. Counselee members in group counseling can overcome boredom. The rational emotive behavioral approach helps learners to rationalize thinking in group counseling (Anggreini et al, 2019).

School counselors as group leaders in group counseling services with a rational emotive behavioral approach have four functions. The first function is to show the counselee that the counselee has irrational thinking that should not happen. The second function is to bring the counselee to the stage of awareness that he has irrational thoughts that make their feel disturbed. The third function is to help the counselee modify their thinking. The fourth function is to challenge counselee to have a rational view of life. The implementation of group counseling with a rational emotive behavioral approach is carried out in schools with several stages, namely the socialization stage, the teaching stage, and the opposition stage. At the socialization stage, the counselor conveys a series of activities and procedures that will be carried out during the group counseling process with a rational emotive behavioral approach. In teaching, the counselor teaches the counselee to understand how the counselee's beliefs are connected to their emotions and behavior. The counselor directs the counselee to be open to the problems he is experiencing. On the issue of opposition, the counselor invites the counselee to challenge his irrational beliefs. This process of opposition involves three steps, namely detecting irrational thinking and seeing that the thought is illogical and unrealistic, debating irrational beliefs and showing how irrational beliefs are not supported by real evidence, as well as distinguishing between irrational thinking and rational thinking (Hapsyah, et al, 2019).

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Group counseling is a responsive service in helping students who are experiencing difficulties so they need to be assisted in identifying problems, finding alternative problem-solving, and making decisions. Group counseling is one of the curative services that can alleviate problems faced by students which is expected to change students' thoughts, feelings, and behaviors to be more positive. The implementation of group counseling consists of group dynamics, meaningful learning experiences, social interactions, the role of group leaders, and group evaluation. The purpose of group counseling is to seek the counselee's self-identity, understand and accept oneself, develop personal and social skills, decision-making ability, sensitivity to the feelings and needs of others, develop empathy, and build commitment to goals. The stages of group counseling consist of four stages, namely formation, transition, activity, and termination. At the formation stage, that is, gathering counselee members to overcome the problems faced by counselee members. At the transitional stage, that is, creating a family group atmosphere, the group leader directs the process at the transition stage. The activity stage, that is, the core stage of group counseling activities. At the termination stage, namely the decision-making stage related to the core of the activity (Nurmalia et al, 2020). The rational emotive behavioral approach is effective in lowering anxiety and increasing resilience in learners. A rational emotive behavioral approach can contribute to harmonizing between cognitive, emotional response, and behavioral aspects that have implications for overcoming the anxiety experienced by learners. The results obtained in the counseling service of the rational emotive behavioral approach are that the counselee can overcome the anxiety he experiences and get insights to respond to the situation at hand appropriately without being accompanied by irrational thinking (Fakhriyani, et al, 2021).

Group counseling is a service in education that can prevent or correct problems in the personal, social, learning, and career fields of students. Group tutoring guides learners to have self-confidence, understand themselves, and be able to adjust to others. The focus of group counseling is to train people in group counseling to be able to express problems to avoid the pressure and tension of the problems experienced so that they can help students in reducing anxiety. Group counseling is carried out to solve problems faced by counselee in the group (Kesuma et al, 2022). Rational emotive behavioral counseling aims to improve and change the perceptions, ways of thinking, beliefs, attitudes, and views of irrational counselee into rational ones, to develop themselves and achieve optimal self-realization. The implementation of group counseling services through a rational emotive behavioral approach has several stages called the ABCDE stage. In the ABCDEF model of rational emotive behavioral, counselee members bring up experiences that cause irrational thinking to occur. The group leader will help dispute the counselee's irrational thinking by providing questions that oppose their thinking so that the members understands and can make inferences about rational new thinking. The view of the rational emotive behavioral approach is that individuals have three levels of thinking, namely thinking about what is happening based on facts and evidence, conducting an assessment of facts and evidence, and belief in the decision-making and evaluation process (Siahaan et al, 2020).

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## Conclusion

1. Psychological problems in education that can be intervened with counseling a rational emotive behavioral approach are problems of aggression, anxiety, perfectionism, low self-esteem, low self-confidence, emotional disturbances, learning disabilities, low academic achievement, and academic performance. Anxiety problems are experienced such as social anxiety, anxiety in facing exams, anxiety due to bullying, and other anxiety. In addition, counseling rational emotive behavioral to intervene in the negative thinking of learners who experience a broken home that comes from their irrational thoughts.
2. The process of implementing group counseling with a rational emotive behavioral approach is carried out with the main stages adjusted to ABCDE theory, namely the beginning stage, middle stage, and an ending stage. At the beginning stage, it consists of building the counselee's trust in the effectiveness of counseling a rational emotive behavioral approach, and the existence of a goal setting that provides an insight into the goals achieved. The middle stage, its four steps. The first is the antecedent event in that the counselee is asked to convey the events and problems the experience. The second step is the belief that the group leader asks about the counselee's thoughts and beliefs on the problem in the incident. The third step is that the counselee displays and expresses the emotional consequences of the problem experienced. The fourth step is to dispute that the group leader debates irrational thinking from counselee based on the problems in the incident. At the ending stage, evaluate the follow-up steps that the counselee will take after conducting group counseling, explore the possible needs of additional counseling, and help the counselee commit to implementing what has been learned.
3. The application of a rational emotive behavioral approach in group counseling in an educational setting is the counselling of groups into responsive services in helping students who experience difficulties who need to be assisted in identifying problems, finding alternative problem-solving, and making decisions. Group counseling is one of the curative services in schools that can alleviate problems faced by students which is expected to change students' thoughts, feelings, and behaviors to be more positive. The implementation of group counseling consists of group dynamics, meaningful learning experiences, social interactions, and group evaluations. The purpose of group counseling for learners is to seek the counselee's self-identity, understand and accept themselves, develop personal and social skills, decision-making ability, sensitivity to the feelings and needs of others, develop empathy, and build commitment to goals.

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