

Effectiveness of rational emotive behavior therapy group counseling to improve students' self-confidence

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Abstract: This research was motivated by a phenomenon at SMA Pertiwi 1 Padang, where as many as 16 out of 171 students had self-confidence in the low category. This study aimed to prove the role of group counseling with a rational emotive behavior therapy (REBT) approach in increasing students' self-confidence. This quantitative experimental research has a sample of 20 students divided into experimental and control groups. The sampling technique uses purposive sampling. Data were analyzed using the Wilcoxon signed rank test and Kolmogorov Smirnov 2 independent samples. The study results stated that students' self-confidence was in the medium category, with a percentage of 76.6%. The self-confidence of the experimental group students before being given REBT group counseling averaged 72.2 in the low category, and after being given REBT group counseling treatment increased to 125.6 in the high category. The self-confidence level of the control group students before being given group guidance without REBT was 84.5 in the low category. After being given counseling treatment, the REBT group increased to 104.7 in the medium category. REBT group counseling has effectiveness in increasing students' self-confidence.

Keywords: Group counseling; rational emotive behavior therapy; student confidence

Introduction

Adolescent life is an exciting topic of discussion because of the complexity of the problems adolescents face. Adolescence also brings hormonal, physical, psychological, and social changes (Ifdil et al., 2017; Pfeifer & Allen, 2021). High school students are included in the category of adolescents, with an age gap of 13-18 years for girls and 14-18 years for boys (Mesquita, 2020; Sanusi et al., 2022). In this age range, students are in a transitional period by experiencing many problems in adjusting to the environment, which results in adolescents' attitudes and behavior.

Confidence is a realistic view of oneself that is nothing more or less than reality (Rimonda et al., 2020). It is an attitude that individuals must have in living the dynamics of life (Hartati et al., 2022; Labrague et al., 2019; Moneva & Tribunalo, 2020; Peteros et al., 2019). If an individual has self-confidence, he can help his potential develop optimally. Individual belief in self comes from believing in himself. Individuals can do everything they are interested in and are responsible for what they do, interact politely, respect others, have the motivation to get optimal learning outcomes and be able to recognize their strengths and weaknesses. Conversely, if individuals have low self-confidence, they are prone to receiving social abuse, such as verbal bullying from their environment, and feel afraid to experiment and not be creative, causing their abilities not to develop (Akbari & Sahibzada, 2020; Ballane, 2019; Musriani, 2020).

Individual problems at school are complex; this is caused by the condition of individuals who are in a period of development. Problems that arise in individuals usually come from great curiosity and want to stand out in their social group (Pranoto & Mahardayani, 2010; Zacarian & Silverstone, 2020). Meanwhile, an individual's low self-confidence is caused by fear, anxiety, and anxiety unsure of their abilities, accompanied by pounding chest and body tremors. Low self-confidence is a psychological problem caused by unexpected external stimuli. Individuals with low self-confidence tend to be more resigned to themselves to others, both in terms of behavior and expressing opinions (Carthy & Jameson, 2016).

The low self-confidence experienced by students causes them to avoid various activities that can develop their potential, such as learning to appear in front of other people for presentations and asking teachers or other students about things that they do not understand so that students' abilities continue to decline and do not match their expectations (Tusaroh & Juhji, 2020). Students with good self-confidence will be more successful because they do not hesitate to try new things that can improve their abilities, and if they fail, they are not prone to despair. Confidence is an important thing that needs to be improved to shape individual personalities so that it can direct them to determine how to act and behave (Hakim, 2005; McAdams et al., 2021; Veldhuis et al., 2020). Confidence improves the quality of life of individuals (Mirhan & Jusuf, 2016).

Low self-esteem is not a stranger to adolescents, and counselors have made various efforts to increase individual self-confidence to actualize their potential, especially in academics. Therefore counselors can provide services according to individual development stages, family background, education, socioeconomic status, and positive demands of the environment in order to achieve a practical life and solve problems independently (Syukur et al., 2019).

Based on preliminary data obtained through interviews and observations of counselors and related parties involved, it is found that there are some examples of low self-confidence of students, such as being reluctant and afraid to express opinions in class, inability to express opinions, withdrawal, and feeling low self-esteem. A high sense of inferiority also triggers an individual's unpreparedness to take part in learning in the classroom; they also feel afraid and anxious about exams. Low self-confidence is self-doubt when faced with certain unexpected conditions; individuals tend to avoid situations full of risks and challenges (Syam & Amri, 2017), and they have difficulty making themselves aware of their potential. They are not independent (Marsha et al., 2019).

Individuals have irrational beliefs about themselves, causing low self-esteem. Individual problems cause them have difficulty in actualizing it. Through group counseling, individuals can convey what they are experiencing related to the problem (Rimonda et al., 2018). Group counseling attempts to help individuals in an atmosphere of group dynamics and aims to make group members feel comfortable; individuals can convey what they feel and think in the discussion. The rational emotive behavior therapy (REBT) approach is suitable for group therapy because members in the group will be taught to apply REBT principles in a group format (Corey, 2013).

REBT is a counseling approach that focuses on the coherence and interaction of thoughts and common sense, feelings, and behavior, focusing on significant changes in thoughts and feelings that lead to changes in feelings and actions (Winkel & Hastuti, 2013); behavior is related to emotions and feelings (Sari et al., 2020; Nelson-Jones et al., 2011).

REBT trains individuals to correct mistakes in thinking and reduce unwanted emotions. The purpose of REBT group counseling is to invite group members to reason by correcting and changing attitudes, points of view, ways of thinking, beliefs, and views of individuals who are irrational to be rational and logical (Lubis & Hasnida, 2016). Another way is to eliminate self-defeating emotional disturbances such as excessive fear, guilt, anxiety, fear, and anger about wrong ways of thinking and belief systems by training group members in dealing with the realities of life more rationally and creating beliefs, values, and skills (Sari et al., 2020).

REBT directs individuals to know and understand irrational feelings, thoughts, and actions. The first stage of REBT group counseling is making individuals aware of irrational feelings; then, individuals are helped to believe that negative feelings can be challenged and corrected. They were then helping individuals to continue to reason and develop a rational direction of life so that individuals are not trapped by problems caused by irrational thinking (George & Cristiani, 1990). The counselor has two main tasks at this stage: first, interpersonal

relationships by building good relationships and creating an atmosphere of cooperation. In the second stage, the counselor completes the initial assessment process, agrees on problem areas, and sets counseling goals (Digiuseppe, R et al., 2013). This research is essential to discover individual barriers in the learning process and rearrange irrational thoughts caused by low self-esteem.

Method

This study used a quantitative approach (Sujarweni, 2014), with an experimental research design with two groups, namely the experimental group with treatment and the control group as a comparison (Yusuf, 2014). Measurements were carried out twice, namely before and after being given treatment. The method used in this study is a quasi-experimental design with a non-equivalent control group design. The subjects in this study were 20 students with an average pretest result of 72.2 having low self-confidence. Instrument validation obtained a score of 0.361 and an item reliability of 0.929. The sample selection used a purposive sampling technique (Sugiyono, 2016). The instrument used is a self-confidence instrument tested for validation; the number of items is 35. Data collection techniques in this study came from observation, pretest, and posttest. Data analysis techniques used the Wilcoxon Signed Ranks Test and Kolmogorov Smirnov 2 Independent Samples.

Results and Discussion

In the learning process, individuals are expected to be self-confident to participate actively in class. The condition of individual self-confidence as a whole was quite good. However, it was found that some individuals had low self-confidence. The following describes the level of individual confidence in SMA Pertiwi 1 Padang, which can be seen in Table 1 below:

Table 1. Individual Confidence in SMA Pertiwi 1 Padang

Category	Intervals	f	%
Very High (VH)	≥ 146	2	1,2
Height (H)	120-147	18	10,5
Medium (M)	92-119	131	76,6
Low (L)	64-91	16	9,4
Very Low (VL)	≤ 63	4	2,3
Total		171	100.0

In general, the picture of individual self-confidence in SMA Pertiwi 1 Padang is in the medium category, namely 76.6%. The very high category was 1.2%, the high category was 10.5%, the low category was 9.4%, and the deficient category was 2.3%. The purpose of the pretest and posttest was to find out an overview of individual self-confidence before and after being given counseling. The pretest and posttest results were analyzed. The following are the results of the pretest and posttest of the individual self-confidence of the experimental group.

Table 2. Pretest and Posttest Results of the Experimental Group

No	Initial	Pretest		Posttest	
		Score	Category	Score	Category
1.	MHS	77	low	119	medium
2.	NYA	71	low	126	high
3.	ZPM	89	low	130	high
4.	NNP	63	very low	127	high
5.	DM	63	very low	127	high
6.	SA	71	low	125	high
7.	SR	62	very low	124	high
8.	IA	75	low	118	medium
9.	PK	88	low	131	high
10.	F	63	very low	129	high
Total		72		1256	
Average		72,2	low	125,6	high

Based on the table above, comparing the experimental group's self-confidence before treatment shows an average score of 72.2 in the low category. After treatment, the average increased to 125.6 with the high category. There were significant differences in the experimental group before and after treatment. The following are the results of the Wilcoxon signed ranks test, which can be seen in Table 3 below:

Table 3. Results of Wilcoxon Signed Ranks Test Experiment Group Analysis

	Posttest Experimental Group – Pretest Experimental Group
Z	-2.805 ^b
Asymp. Sig. (2-tailed)	.005

Symp. Sig. (2-tailed) in the experimental group is 0.005, which means the probability is below alpha 0.05 ($0.005 < 0.05$). There were significant differences in the experimental group before and after treatment. Seeing the condition of individual confidence before and after treatment in the experimental group can be seen in Figure 1 below:

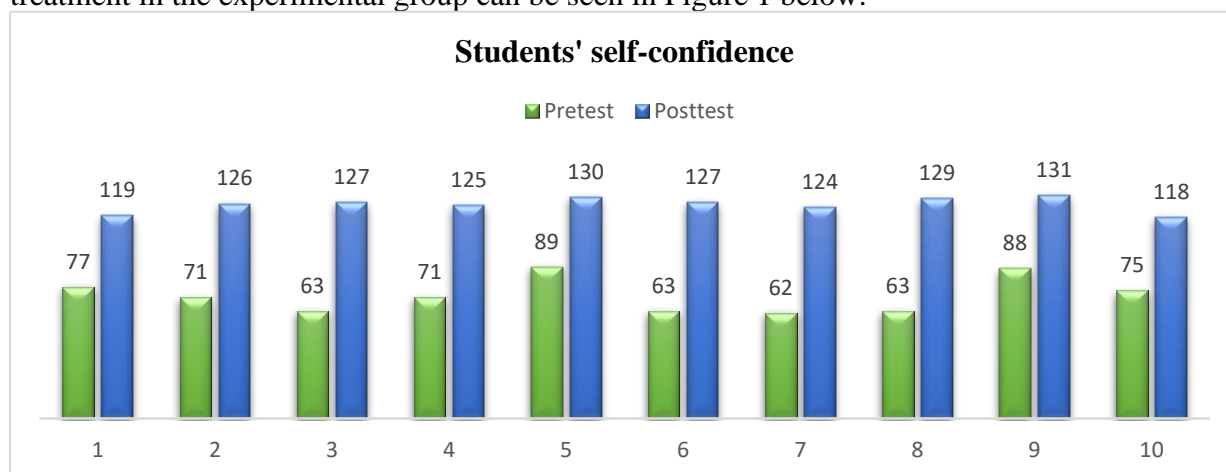


Figure 1. Histogram of pretest and posttest results of the experimental group

Based on Figure 1, it can be seen that there are differences in the level of individual confidence before and after treatment in the experimental group. The pretest average was 72.2; after treatment, the average score increased to 12,6. The following are the results of the pretest and posttest of the control group:

Table 4. Pretest and Posttest Results of the Control Group

No	Initial	Pretest		Posttest	
		Score	Category	Score	Category
1.	JJMS	72	low	97	medium
2.	SPG	91	low	95	medium
3.	STS	75	low	99	medium
4.	ND	87	low	94	medium
5.	RM	91	low	118	medium
6.	SF	91	low	99	medium
7.	D	90	low	117	medium
8.	F	90	low	116	medium
9.	R	88	low	115	medium
10.	Z	73	low	97	medium
Total		85		1047	
Average		84,5	low	104,7	medium

Based on the table above, comparing the control group's self-confidence before treatment shows an average score of 84,5 in the low category. After treatment, the average increased to 104,7 with the medium category. There were significant differences in the control group before and after treatment. The following are the results of the Wilcoxon signed ranks test, which can be seen in Table 5 below:

Table 5. Results of Wilcoxon Signed Ranks Test Experiment Group Analysis

	Posttest Experimental Group – Pretest Experimental Group
Z	-2.805 ^b
Asymp. Sig. (2- tailed)	.005

Symp. Sig. (2-tailed) in the experimental group is 0.005, which means the probability is below alpha 0.05 ($0.005 < 0.05$). There were significant differences in the control group before and after treatment. Seeing the condition of individual confidence before and after treatment in the control group can be seen in Figure 2 below:

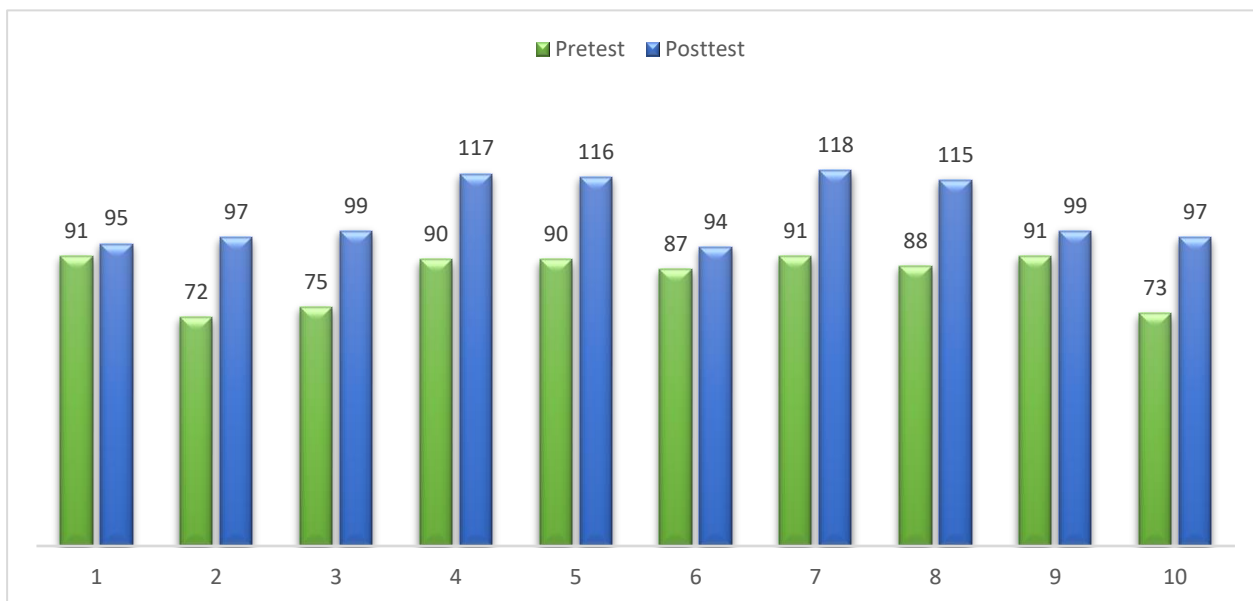


Figure 2. Histogram of pretest and posttest results of the control group

Based on Figure 2, it can be seen that there are differences in the level of individual confidence before and after treatment in the control group. The pretest average was 84,5; after treatment, the average score increased to 105,7.

The following is a comparison of the results of the pretest and posttest of the experimental group and the control group:

Table 6. Comparison of the Pretest and Posttest Results of the Experiment and the Control Group

No	Comparison					
	Experiment Group			Control Group		
	Initial	Pretest	Posttest	Initial	Pretest	Posttest
1.	MHS	77	119	JJMS	72	97
2.	NYA	71	126	SPG	91	95
3.	ZPM	89	127	STS	75	99
4.	NNP	63	125	ND	87	94
5.	DM	63	130	RM	91	118
6.	SA	71	127	SF	91	99
7.	SR	62	124	D	90	117
8.	IA	75	129	F	90	116
9.	PK	88	131	R	88	115
10.	F	63	118	Z	73	97
Total/Average		72	125,6	Total/Average	85	104,7

There was a significant increase in the experimental group with the REBT group counseling treatment. Before treatment, the average pretest score was 72 in the low category; after treatment, the average posttest score increased to 125.6 in the high category. In the control group with group counseling treatment, the average pretest score was 85 in the low category, and after treatment, the posttest average score was 104.7 in the medium category. Implementing group counseling using the REBT approach is more effective than group counseling without the REBT approach.

This study's results align with research that reveals that REBT group counseling effectively increases individual self-confidence (Siahaan et al., 2020), increasing individual self-confidence (Hartati et al., 2022), learning discipline (Nadhifa et al., 2020), broken home individual self-esteem (Ananda et al., 2022), assertiveness (Budiyono, 2019), individual learning independence (Rositah & Rahima, 2021), and individual social interaction (Zuhara, 2020).

Conclusions and Suggestions

Individuals learn to understand that irrational thinking can interfere with learning in class; with this understanding, individuals begin to show rational thinking and dare to try to challenge themselves, such as building interactions, asking for material that they have not understood, preparing before the presentation begins, this will train individual increases self-confidence. The experimental and control groups showed a significant increase in individual self-confidence. However, the results of changes in the experimental group with counseling treatment using the REBT approach were more effective than those of the control group with group counseling treatment. Counselors are expected to be able to use the REBT approach in guidance and counseling services in the personal, social, learning, and career areas of individuals.

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