



## ENHANCING STUDENT SELF-ADJUSTMENT THROUGH REBT TECHNIQUES IN GROUP COUNSELING SERVICES

**<sup>1</sup>Faiza Maulidia, <sup>2</sup>Atika Fakhriza, <sup>3</sup>Elviana**

*<sup>1,2,3</sup>Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia*

*<sup>1</sup>Contributor Email: [1210213053@student.ar-raniry](mailto:1210213053@student.ar-raniry), [2210213055@student.ar-raniry.ac.id](mailto:2210213055@student.ar-raniry.ac.id), [3elviana.baharuddin@ar-raniry.ac.id](mailto:3elviana.baharuddin@ar-raniry.ac.id)*

### **Abstract**

*Adaptation is important for students when starting education, especially because they have to interact with many people and comply with school regulations. Factors such as academic pressure, changes in the social environment, and personal problems can hinder a student's ability to adapt. In overcoming this challenge, group counseling services are important, with the Rational Emotive Behavior Therapy (REBT) approach as one effective solution. This research aims to evaluate the impact of implementing group counseling services using REBT techniques on increasing students' adjustment abilities. This research method uses a quantitative method with a true experimental design with a pretest-posttest control group design. Data was collected through student adjustment instruments and measured before and after providing group counseling services. The observation results showed a significant increase in students' adjustment abilities after the group counseling intervention. Monitoring results also show positive changes in students' irrational beliefs and a decrease in the number of problems students experience. This article discusses the concept of group counseling and the REBT approach, as well as the benefits and advantages of group counseling. The research results showed that group counseling services using the REBT technique were successful in increasing students' ability to adapt. This article has important implications in improving the quality of counseling services in educational settings. This research concludes that group counseling with the REBT approach is effective in improving students' adjustment abilities. The implications of this research provide conceptual and practical contributions in counseling strategies to improve students' psychological well-being at school*

**Keywords:** *increasing abilities, group counseling, rational emotive behavior therapy*

## **1. Introduction**

According to Fatchurrahman et al. (2020: 30), self-adjustment is crucial for students because when they begin their education, they interact with many people and must adhere to the rules in school. This is where students are vulnerable to various issues, such as adjusting to the new environment at school. Students are still unfamiliar with their peers, teachers, and the school setting, making it difficult for them to adapt. Various factors, such as academic pressure, changes in social environments, and personal issues, can hinder students' self-adjustment abilities. To address these challenges, group counseling services become an essential approach. One approach with a strong theoretical foundation is Rational Emotive Behavior Therapy (REBT).

Putra et al. (2022) explain that REBT is a cognitive psychotherapy approach developed by Albert Ellis, focusing on understanding and managing unhealthy emotions, thoughts, and behaviors. Implementing REBT in the context of group counseling services in schools can effectively help students enhance their self-adjustment skills.

In this study, the researcher identified the issues experienced based on the AKPD shared and completed by the population. The researcher aims to examine how the implementation of group counseling services provided by guidance counselors can improve students' self-adjustment abilities in the school environment.

Through the implementation of group counseling services using REBT techniques, it is hoped that students will learn to identify, change, and manage negative thought patterns that may hinder their self-adjustment abilities. Thus, this research will deeply investigate the effectiveness and positive impact of implementing group counseling services using REBT on improving students' self-adjustment skills. This study is significant in contributing conceptual and practical insights related to counseling strategies that can enhance students' psychological well-being. The research results are expected to provide input for education practitioners, school counselors, and education policymakers to improve the quality of counseling services in educational settings.

This research employs a quantitative method with a true experimental design, specifically a pretest-posttest control group design, as its primary focus is on measurement and descriptive statistical analysis to evaluate the impact of implementing group counseling

## PROCEEDINGS

Vol 2. ISSN.

Copyright © 2024 FTK Ar-Raniry Press

All rights reserved

Printed in Indonesia



***The 4<sup>nd</sup> Education, Sciences and Technology International Conference 2024***

services using Rational Emotive Behavior Therapy (REBT) on improving students' self-adjustment abilities. Data will be collected in numerical form using an instrument for student self-adjustment that has been validated in previous studies. The researcher adopts the instrument developed by Rahma Desti, which aims to assess the level of students' self-adjustment to a new school environment. Respondents will be asked to fill out a questionnaire consisting of 25 statements, selecting answers of "yes," "sometimes," or "no" for each statement. This questionnaire is confidential and does not affect the academic or non-academic performance of the respondents. The research procedure will be conducted as follows:

## 2. Method

This research involves seventh-grade students from MTsN 2 Aceh Besar, who are randomly selected to form one group. Before the implementation of group counseling services, the researcher will administer a pre-test to measure all participants' self-adjustment abilities as a comparison to observe changes before and after the group counseling services are provided. The comparison between the pre- and post-counseling service measures is referred to as change analysis or difference analysis. In the context of this study, change or difference analysis is used to evaluate the impact of counseling interventions on students' self-adjustment abilities. This method helps in understanding the effectiveness of group counseling services using REBT techniques in enhancing students' self-adjustment abilities from the time before the intervention (pre-measurement) to after the intervention (post-measurement).

Change analysis involves calculating or comparing the difference in scores or values between two different time points: before and after the intervention. Thus, the research will identify whether there are significant changes in students' self-adjustment abilities after receiving group counseling services with REBT techniques. The results of this change analysis will provide insights into the effectiveness of the counseling intervention and the extent to

which the service impacts the improvement of students' self-adjustment abilities in the school environment.

The main objective of this quantitative approach is to provide strong empirical evidence regarding the effectiveness of group counseling interventions using REBT techniques in enhancing students' self-adjustment abilities.

### **3. Result and Discussion**

This research is based on the observation of the initial conditions of the students and the conditions during the intervention. This study consists of two cycles, in which the researcher will administer a pre-test to measure all participants' self-adjustment abilities as a comparison to observe changes before and after the provision of group counseling services. Additionally, students' participation in the group counseling activities will be monitored through the completion of observation sheets

#### **Result**

The results of the observations regarding the self-adjustment of seventh-grade students from MTsN 2 Aceh Besar, who were randomly selected to form one group, were analyzed before and after the intervention.

| No | Aspek yang Dimonitor                          | Pra Tindakan<br>Indikator<br>Baik | Siklus I<br>Indikator Baik | Siklus II<br>Indikator Baik |
|----|---|-----------------------------------|----------------------------|-----------------------------|
| 1  | Menghargai semua guru yang mengajar disekolah | 60%                               | 80%                        | 90%                         |
| 2  | Bertanggung jawab terhadap tugas              | 30%                               | 50%                        | 80%                         |
| 3  | Menghabiskan waktu dengan teman-teman         | 40%                               | 60%                        | 80%                         |
| 4  | Mengetahui fasilitas sekolah                  | 50%                               | 70%                        | 80%                         |
| 5  | Cenderung tidak akrab dengan                  | 40%                               | 60%                        | 70%                         |

**PROCEEDINGS**

Vol 2. ISSN.

Copyright © 2024 FTK Ar-Raniry Press

All rights reserved

Printed in Indonesia

**The 4<sup>nd</sup> Education, Sciences and Technology International Conference 2024**

|    |   |     |     |     |
|----|---|-----|-----|-----|
|    | teman   |     |     |     |
| 6  | Menghargai teman yang berbeda agama           | 60% | 70% | 90% |
| 7  | Menjalin komunikasi dengan teman              | 40% | 60% | 90% |
| 8  | Melakukan kebohongan untuk menutupi kesalahan | 50% | 70% | 90% |
| 9  | Menaati peraturan sekolah                     | 60% | 60% | 80% |
| 10 | Bertanggungjawab terhadap perkataan           | 60% | 70% | 80% |
| 11 | Mengikuti kegiatan ekstrakurikuler            | 60% | 80% | 90% |
| 12 | Berteman tanpa memilih milih teman            | 50% | 80% | 84% |

Overall, the results of monitoring the activities of seventh-grade students from MTsN 2 Aceh Besar, who were randomly selected to form one group, show improvements both before and after the intervention. Following the implementation of the second cycle, there was an even greater enhancement. The results of monitoring students' irrational beliefs are as follows:

Table 2. Results of Monitoring Students' Irrational Beliefs

| No | Keyakinan Irasional Sesudah Siklus I         | Keyakinan Rasional sesudah siklus II                                      |
|----|--|---|
| 1. | Merasa guru adalah orang yang patut dihargai | Memberi respon positif dan merasa guru adalah seorang yang wajib dihargai |
| 2. | Kurang bertanggung jawab terhadap tugas      | Menerima kenyataan bahwa tanggungjawab terhadap tugas ialah               |

**PROCEEDINGS**

Vol 2. ISSN.

Copyright © 2024 FTK Ar-Raniry Press

All rights reserved

Printed in Indonesia

**The 4<sup>th</sup> Education, Sciences and Technology International Conference 2024**

|    |  |   |
|----|--|---|
|    |  | wajib   |
| 3. | Waktu untuk bersama teman kurang                     | Lebih banyak menghabiskan waktu bersama setelah adanya kelompok konseling                                   |
| 4  | Belum banyak siswa yang mengetahui fasilitas sekolah | Sudah lebih dari sebagian siswa yang mengetahui fasilitas sekolah   |
| 5  | Belum akrab dengan teman                             | Sudah mulai membuka diri  |
| 6  | Sudah mengetahui pentingnya toleransi                | Merasa toleransi dan menerapkan dalam kesehariannya.  |
| 7  | Merasa komunikasi dengan teman itu penting           | Komunikasi sangat penting sehingga menurut mereka ialah suatu hal yang wajib dilakukan                      |
| 8  | Kurang memiliki kesadaran terhadap kejujuran         | Dengan adanya konseling kelompok lebih meningkatkan kesadaran bahwa kejujuran ialah hal yang sangat penting |
| 9  | Merasa harus bisa bertanggung jawabkan perkataan     | Belajar bertanggung jawabkan setiap tingkah laku yang diperbuat   |
| 10 | Merasa kurang tau peraturan sekolah                  | Dengan adanya konseling kelompok semakin timbul kesadaran terhadap peraturan sekolah                        |
| 11 | Setiap perkataan harus bisa dipertanggung jawabkan   | Bersikap lebih santun dan berkata dengan penuh tata krama   |
| 12 | Merasa kegiatan ekstrakurikuler itu berguna          | Dengan ekstrakurikuler dapat membangkitkan minat dan bakat siswa-siswi                                      |
| 13 | Merasa berteman tanpa memilih teman                  | Mulai terbuka terhadap teman-teman dan tidak memilih teman yang dekat saja                                  |



Based on the monitoring results of students' irrational perceptions, it was found that they successfully transformed their perceptions into more rational and productive ones. The monitoring results regarding the issues faced by seventh-grade students from MTsN 2 Aceh Besar are as follows:

Table 3. Data on the Issues Faced by Seventh-Grade Students from MTsN 2 Aceh Besar After Group Counseling

| No | Pernyataan   | Siklus I |     | Persetase | Siklus II |     | persentase |
|----|--|----------|-----|-----------|-----------|-----|------------|
|    |  | Setuju   | Tdk |           | Setuju    | Tdk |            |
| 1. | a. Penyesuaian Pribadi                                 |          |     |           |           |     |            |
|    | b. Belum terbiasa dengan suasana baru                  | 5        | 5   | 50%       | 2         | 8   | 20%        |
|    | c. Belum mempunyai sikap tanggung jawab terhadap tugas | 3        | 7   | 30%       | 1         | 9   | 10%        |
|    | d. Merasa kurang terbuka                               | 3        | 7   | 30%       | 1         | 9   | 10%        |
|    | e. untuk berteman                                      |          |     |           |           |     |            |
| 2. | 1. Penyesuain Sosial                                   |          |     |           |           |     |            |
|    | 2. Kurang cocok dengan teman yang lain                 | 7        | 3   | 70%       | 2         | 8   | 20%        |
|    | 3. Situasi lingkungan                                  | 3        | 7   | 30%       | 1         | 9   | 10%        |
|    | 4. sekolah ramai                                       |          |     |           |           |     |            |
|    | 5. Fasilitas sekolah                                   | 3        | 7   | 30%       | 1         | 9   | 10%        |
|    | 6. kurang mendukung                                    |          |     |           |           |     |            |

**PROCEEDINGS**

Vol 2. ISSN.

Copyright © 2024 FTK Ar-Raniry Press

All rights reserved

Printed in Indonesia

**The 4<sup>th</sup> Education, Sciences and Technology International Conference 2024**

|    |  |   |   |     |   |   |     |
|----|--|---|---|-----|---|---|-----|
| 3. | 7. Kemampuan mengatasi konflik   |   |   |     |   |   |     |
|    | 8. Munculnya ketegangan emosi (tekanan, cemas, takut, gelisah, stress) | 7 | 3 | 70% | 2 | 8 | 20% |
|    | 9. Menimbulkan sakit pada fisik (mual, pusing, demam)                  | 4 | 6 | 70% | 1 | 9 | 10% |

The monitoring results on the issues faced by seventh-grade students from MTsN 2 Aceh Besar indicate a decrease in the number of problems experienced by students after the first and second cycles. The evaluation of the results from the group counseling services is as follows

Table 4. Evaluation of the Results of Group Counseling Services

| No | Pernyataan  | Setuju | Tidak setuju | persentase |
|----|---|--------|--------------|------------|
| 1  | Saya senang mengikuti konseling kelompok ini  | 10     | 0            | 100%       |
| 2  | Materi konseling kelompok ini sangat menarik  | 10     | 0            | 100%       |
| 3  | Layanan ini sangat bermanfaat bagi saya   | 10     | 0            | 100%       |
| 4  | Sesudah melakukan kegiatan layanan ini saya lebih semangat untuk menjadi lebih baik | 10     | 0            | 100%       |
| 5  | Permasalahan yang dialami ada jalan keluar dengan mengikuti layanan ini             | 10     | 0            | 100%       |
| 6  | Saya ingin meningkatkan penyusuaian diri saya di sekolah                            | 10     | 0            | 100%       |





Based on the observation of the evaluation of the group counseling services, the response was very positive, as 100% of the students involved provided positive feedback. They expressed that they felt very happy participating in the group counseling activities, found the material taught to be very interesting, considered the service beneficial, felt more motivated to improve themselves after attending the counseling, believed their problems had solutions after the sessions, and were eager to enhance their adjustment in school.

According to the observations conducted in both cycles, where each cycle included observations and reflections, the data obtained from the AKPD, the self-adjustment instrument, and post-service observations can be interpreted as follows: (1) From the affective aspect, seventh-grade students from MTsN 2 Aceh Besar exhibited very positive feelings through group counseling services, found solutions to their problems, and felt motivated to be better students, with a strong desire to improve themselves in school. (2) From the cognitive aspect, the students had perspectives on group counseling services, recognized their irrational beliefs, and sought solutions to their problems, emphasizing the need for positive thinking, attitudes, and perspectives to enhance their capabilities in more productive and active ways. (3) From the psychomotor aspect, during the first cycle, many students struggled with self-adjustment, leading to various issues at school, often due to their irrational beliefs. However, in the second cycle, students began to realize the importance of changing their beliefs, perspectives, and irrational thought patterns, replacing them with rational thinking. This change positively impacted the reduction of problems faced by students at school, enabling them to improve their self-adjustment abilities.

Among the 10 students who worked on their self-adjustment to enhance their low abilities through group counseling services, none expressed a desire for their abilities to decline, as their self-adjustment had notably improved.

From the research conducted in the first and second cycles, the following conclusions can be drawn: (1) Seventh-grade students from MTsN 2 Aceh Besar

were very pleased with the group counseling services, which helped address their issues. They also displayed a high level of motivation to adopt positive behaviors to enhance their abilities. (2) After participating in group counseling, students were able to solve their problems effectively. They showed enthusiasm in demonstrating commendable behavior to improve their skills in school. (3) Group counseling services yielded very good results and significantly reduced the problems students faced in self-adjustment. (4) Among the ten students who received group counseling services, all of them were able to improve their learning capabilities in school. Observations indicate that the parents of seventh-grade students from MTsN 2 Aceh Besar benefited from the group counseling program, as stakeholders, together with the students, monitored the activities to ensure that the counseling sessions proceeded as planned and met their objectives

#### **a. Discussion**

##### **a. Group conseling**

###### **1. Definition group conseling**

Intan Safitri (2020: 8) argues that group counseling is a counseling service conducted in a group setting. The process of group counseling involves both the counselor and the participants as members of the group. Group counseling is an effort to assist in solving students' problems in a healing and problem-solving atmosphere, aimed at facilitating their development and growth.

Group counseling services provide clients with the opportunity to discuss and address their issues through group dynamics. Group counseling is a process in which the counselor engages in a relationship with clients simultaneously. The counselor's role is to offer freedom, maintain trust, focus on reality, understand, and provide support. Group counseling services involve a number of participants in the form of a group, with the counselor acting as the leader. These services activate the dynamics that occur within the group for discussion, which is beneficial for developing and resolving the issues faced by the participants in group counseling, thereby achieving optimal development.

Based on the explanation above, the researcher concludes that group counseling is a service that allows individuals or students in a group to have the opportunity to discuss and resolve personal or group issues, enabling them to find solutions to their problems.

## **2. Objectives Of Group Counseling**

According to Prayitno, counseling services, in general, facilitate the socialization of students, especially in their communication skills. Through group services, there are matters that can be discussed together, allowing for the observation of students' optimal development. From the above, we can conclude that the objectives of group counseling are as follows:

1. The development of feelings, thoughts, perceptions, insights, and attitudes that are more directed toward behavior, particularly in socializing and communicating.
2. The opportunity to find individual solutions to personal problems and the benefits derived from the resolution of these issues for each participant in the counseling service.
3. Advantages of Group Counseling Services.

The advantages of group counseling are as follows:

- a. Efficient strategies for assistance that provide individual support and group counseling are more effective because, at the same time, the counselor offers help to several individuals.
- b. With various perspectives, in a group setting, the counselor's viewpoint differs from those of the individual members, but they also gain insights from multiple perspectives within the group.
- c. Having shared experiences allows each individual to realize that they are not alone in facing specific challenges in their daily lives; through this connection, individuals become aware that others also encounter problems, even if they differ.

- d. Each individual has a space to practice new behaviors, experimenting and receiving socio-emotional support before applying them in real-life contexts outside the group.
- e. Learning to seek and find meaning, in a group environment, individuals not only focus on themselves but also listen to, observe, and empathize with the feelings of others when facing life's challenges.
- f. Awareness of norms allows the group to emphasize the importance of encouraging individuals or members to respect the rules that apply within the group.

#### Benefits and Advantages of Group Counseling

- a. To expand the population of services
- b. To save implementation time
- c. To provide rules and commitment to individual
- d. To be open to differences and similarities with others

#### **b. Rational Emotive Behavior Therapy (REBT)**

REBT (Rational Emotive Behavior Therapy) is a comprehensive, active-directive, philosophical, and empirical therapy based on psychotherapy that focuses on resolving issues related to disorders and behaviors, aiming to lead individuals to a happier and more meaningful life.

In W.S. Winkel's book titled "Guidance and Counseling in Educational Institutions," Rational Emotive Behavior Therapy is described as a counseling approach that emphasizes collaboration and interaction in thinking with common sense, feeling, and behavior. It also applies to profound changes in thinking and feeling that lead to changes in emotions and behaviors.

From the explanation above, it can be concluded that Rational Emotive Behavior Therapy aims to eliminate individuals' irrational or illogical thought patterns and replace them with logical and rational ones, emphasizing the challenge of irrational beliefs.

According to Corey, the basic assumption of REBT is that individuals contribute to their psychological problems through rigid and extreme beliefs about events and

situations. REBT assumes that cognition, emotion, and behavior interact and influence each other reciprocally. Our emotions largely stem from our beliefs, which affect how we evaluate and interpret situations. In the therapeutic process, clients learn skills to identify and challenge irrational beliefs, replacing them with effective and rational cognitions, thereby altering their emotional reactions. The foundational concept of REBT employs the A-B-C-D-E-F theory, where A stands for activating event, B for belief, C for consequence, D for disputation, E for effect, and F for new feelings after disputing irrational beliefs.

From this explanation, it can be concluded that the issues faced by an individual stem from their own irrational prejudices regarding their interpretation of active experiences.

### **c. Self - Adjustment**

Self-adjustment is the process or effort of individuals to socialize, meet their needs, and create harmonious relationships with their environment in a natural and comfortable way, leading to satisfaction with themselves and their surroundings. Zakiyah (2022: 23-24) explains that healthy self-adjustment can broadly be assessed through four personality aspects: emotional maturity, intellectual maturity, social maturity, and responsibility. Students who struggle with self-adjustment in the school environment often face difficult transitional phases. This is influenced by various factors, including relationships with teachers, peers, and others in the school environment. The process of self-adjustment is crucial as it can affect students' well-being and academic performance.

Psychologically, adolescence is a turbulent time marked by a search for identity. During this phase, adolescents are not only searching for their identity but also experiencing significant developmental potential. It can be argued that a teenager is seen as having a mature identity (healthy and not confused) when they understand and can adjust themselves in relation to their role in social life (within family, school, peers, or society), work, and religious values. According to Sunarto and Agung Hartono, self-adjustment refers to how individuals achieve self-balance in fulfilling their needs according to their environment.

## **E. Conclusion**

Based on the results of the research conducted by the researcher regarding classroom actions that have been implemented through group counseling services using the REBT technique, the findings are as follows: (1) The group counseling service utilizing the Rational Emotive Behavior Therapy approach successfully improved the abilities of seventh-grade students from MTsN 2 Aceh Besar. (2) Through group counseling and the application of the Rational Emotive Behavior Therapy method, the seventh-grade students from MTsN 2 Aceh Besar began to realize that their problems in improving their low self-adjustment abilities could be addressed and had solutions, leading to a shift in their perspective towards a more rational approach to enhance their capabilities. (3) The group counseling service successfully reduced the issues faced by the seventh-grade students from MTsN 2 Aceh Besar in improving their self-adjustment abilities in the school environment.

## **Bibliography**

- Aqib, Z. (2020). *Bimbingan dan Konseling*. Yrama Widya.
- Darkriana, S. (2021). *Pengaruh Layanan Orientasi Terhadap Penyesuaian Diri Siswa SMP Insan Madani Kabupaten Aceh Selatan* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Dini, I. R. (2021). *Bimbingan Konseling*. Universitas Negeri Padang.
- Fatchurrahman, M & Saputra, R. (2020). Implementasi Layanan Bimbingan Kelompok Untuk Meningkatkan Penyesuaian Diri Peserta Didik (Studi Kasus Di Sma N 1 Palangkaraya). *Jurnal Bimbingan Dan Konseling*. Vol. 4. No. 2. Hlm. 30.
- Fatmasari, E. M. (2022). *Konseling Kelompok Dengan Pendekatan Rational Emotive Behavior Therapy (REBT) Dalam Meningkatkan Hubungan Sosial Santri Pondok Pesantren Darul Huffaz Desa Bernung Kabupaten Pesawaran*. *Skripsi*. UIN Raden Intan Lampung

- Intan Safitri. (2020). Pelaksanaan Layanan Konseling Kelompok Dalam Mengatasi Tingkah Laku Menyimpang Remaja Di Lembaga Pembinaan Khusus Anak (Lpka) Klas Ii Pekanbaru. *Skripsi*. UIN Syarif Kasim Riau.
- Lesmana, G. (2022). *Bimbingan dan Konseling Belajar*. Prenada Media.
- Maulana, M. I. (2023, November). Upaya Meningkatkan Penyesuaian Diri Siswa Melalui Layanan Bimbingan Kelompok Teknik Talking Chips. *In Prosiding Seminar Nasional Pendidikan Profesi Guru* (Vol. 1, No. 2, pp. 1144-1152).
- Putra, AH, dkk. 2022. Konseling kelompok rational emotive behavior therapy: sebuah alternatif dalam mengatasi stres akademik pada mahasiswa. *SCHOULID: Indonesian Journal of School Counseling*. Vol.7. no.1.
- Rasimin, M. P., & Hamdi, M. (2021). *Bimbingan dan Konseling Kelompok*. Bumi Aksara.
- Zakiyah, A. I. 2022. Peningkatan Kemampuan Penyesuaian Diri Menggunakan Teknik Reinforcement Positif Santri Baru Pondok Pesantren Roudlotut Tholibin 28 Purwosari Metro Utara Kota Metro. *Skripsi*, Universitas Islam Negeri Raden Intan Lampung.