

Implementation of Rational Emotive Behavior Counseling Strategy to Improve Student Conformity

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Abstract: In essence, humans are social beings who never lived in solitude, always looking for friends or help from others. Haun & Tomasello, (2011) mentioned that adolescents often adapt and adjust their opinions with peer groups. The ability to control friendship is a benchmark for high conformity in adolescents, which is considered good. On the contrary, if the conformity is low, then he/she will not be able to control him/herself in the environment. Bodner, Musch, & Azad, (2009) stated that the group achieved an achievement only through cooperation. Low conformity can cause irrational thoughts. One of the impacts of irrational thoughts is the increase of non-normative behavior. One model of counseling that aims to help individuals to change their mindset is the rational emotive behavior counseling. Weinrach et al., (2007) stated that rational emotive behavior counseling would continue to be used and useful among counselors. Conformity occurs in group settings, so the implementation of rational emotive behavior counseling is in group settings. The purpose of this study is to improve conformity in students. This study will implement a model of rational emotive behavior counseling. The research design used is a true experimental design consisting of 10 students in the experimental group and ten students in the control group. The research participants are class XI students. The instrument used to determine the level of student conformity is the psychological scale. In addition to the psychological scale, we used interview guidelines to determine the implementation of factual, rational emotive counseling. Data analysis was done using inferential analysis with the t-test formula to determine the difference in results before and after treatment. Based on the results of the experimental group pretest, the average score is 88.5, and the average posttest result is 95.1. It increased by 6.6. Furthermore, a change analysis was carried out in the control group; the pretest score is 83.7 while the average posttest score is 88.4. It increased by 4.7. Based on the above findings, there seems to be an increase from both the control and experimental group from the pretest to the posttest. However, the highest increase was found in the experimental group. Thus, it can be concluded that rational emotive behavior counseling in group settings can improve student conformity.

Keywords: Rational emotive behavior counseling, student conformity

Introduction

The human ability to adapt to the environment is a demand as social beings. The process of adaptation indeed requires a rational or logical mindset to distinguish between good and bad. Adaptation is inseparable from the aspect of peers, where students are more likely to follow their friends. In other words, it depicts high conformity.

(Almighwar, 2011) stated that associations with peer groups are needed to add experience and find adolescents' stability. The impact misinterpreting friendship is that these groups often carry out non-normative behaviors, such as consuming alcoholic beverages and conducting brawls between students. One of the data addressed four students of SMK 10 November, a vocational school in Semarang at Cinde Street, Tuesday (28/2) allegedly wanted to attack another school in the Kasipah area at around 13.30. Most interestingly, brawl behavior was not only done by teenagers (high school / vocational students) but also elementary school students. The data shows that many elementary school students in Semarang, Central Java, brawled and were secured by residents and police on Friday (10/3/2017).

(Santrock, 2002) stated that genes inherited from parents still influence the thoughts and behavior of adolescents. However, genes now interact with the social conditions of the adolescents' world namely from family, peers, friendship, dating, and school experiences. (Ellis, 1995) stated that rational emotive behavior therapy could be used in parents, which emphasizes the importance of irrational thoughts in the creation of emotional disorders, using several cognitive, emotive, and behavioral methods. (Weinrach et al., 2006) rational emotive behavior counseling expects healthy positive emotions which are related to rational thinking. (Ellis,

2006) rational emotive behavior counseling recommends that if you want to minimize disruption, to fulfill happiness, you must take responsibility to fight the disorder, avoiding blaming the problem and environment.

The group is used as a place for each to actualize themselves, so it is not uncommon for members to influence and follow each other. This makes group members become conformists. Therefore, if one group has a different level of conformity with another group, there must be someone who behaves in a conformist manner or even overly conformist behavior.

Based on the true condition, students in friendship are unable to control rational and irrational thinking. This means that students use the illogical mindset more often so that the behaviors shown are non-normative behaviors such as brawls. Social behavior or social psychology tends to provide much support to the theory and practice of rational emotive behavior counseling Ellis, (2003). Thus researchers focus on implementing rational emotive behavior counseling in group settings. (Woods & Ellis, 1996) stated that rational emotive behavior counseling using group procedures is an alternative to individual procedures. The atmosphere of the group is seen as a variety of environments that give clients the opportunity to challenge self-destructive thinking and to practice behavior that is different from old and ineffective behavior.

The purpose of rational emotive behavior counseling is to change the irrational mindset to become rational. In this research, the term therapy is replaced with the term counseling so that Rational Emotive Behavior Therapy (REBT) is replaced by rational emotive behavior counseling. (Murdoch et al., 2009) uses the term "counseling" to show the process by which clients are given the opportunity to explore themselves, leading to increased awareness and possibilities. "Psychotherapy" is often focused on unconscious processes, compared to counseling which focuses on dealing with the use of personality structures. Therapists carry out "psychotherapy," and counselors carry out "counseling." The basic concepts of psychotherapy approach and topics such as therapeutic processes (including goals), therapist-client relations, and specific techniques and procedures can be applied to individual and group practices because the conditions of conformity occur based on emotional stress in conscious situations, so the term counseling is used in this study. Dryden, (2011) stated that the facts that disturb humans are emotions (I must not feel this way), cognitive (I must not think like this) and behavioral (I must not act like this).

Based on the background of the problems above and to understand the phenomenon further. The formulation of the problem of this research is "to what extent does rational emotive behavior counseling in group settings improve student conformity?". The purpose of this study is to improve conformity through rational emotive behavior counseling in group settings.

Conformity

Conformity is commonly found in groups. Baron, (2005) stated that conformity is an action taken by individuals because of social and environmental influences. Changes in attitude occur because of the pressure of social norms that apply in the environment. Myers, (2014) stated that conformity is acting or thinking differently from one's usual actions and thoughts. Therefore, it is a change in behavior or belief to be in harmony with others. Conformity is not just acting by the actions taken by others, but that it is also influenced by how other people act.

Duo, Shen, Zhao, & Gong, (2016) stated that the tendency of individuals to experience high conformity happens in an emergency. Sayono et al., (2016) the magnitude of the influence of peer conformity that is negative in the search for self-identity, can lead to failure to be accepted by the social environment or society. The relationship between emotional maturity and conformity in adolescents conducted by Rachmawati et al., (2013) stated that adolescents who have emotional maturity tend to experience conformity, which is considered to be good, whereas if teenagers have less emotional maturity, they tend to do contrary toward conformity. Adolescents who have emotional maturity can choose peer groups who do good to be accepted in the group.

Rational Emotive Behavior Counseling

Rational Emotive Behavior Therapy is a development of RET (Rational Emotive Therapy), (Ellis, 1995). Gladding (2004) in (Hartanto, 2009) stated that the theory developed by Ellis is similar to the cognitive approach developed by Aaron Beck. (Mydina & Yusooif, 2010) rational emotive behavior therapy is action-oriented psychotherapy that includes cognitive, behavioral and emotive techniques. (Ellis, 1995) stated that cognitive, emotional, and behavioral counseling in rational emotive emphasizes effective human interaction in the counseling process. Research conducted by (Rigby et al., 2015) about low aspects of self-awareness, self-regulation, motivation, empathy and social skills, showed that students who are in the medium and low emotional intelligence category do not have emotional maturity. It showed that emotional maturity is influenced by emotional intelligence.

The maturity of logic principles and the ability to use them to solve problems, namely abstract thinking and real thinking, is related to hypothetical thinking. This provides an opportunity for counselors to help

students, through recognition of fundamental anxieties and at the same time eliminate them. Counseling with rational emotive approach has been used to overcome or eliminate the emotional disorders that can damage oneself, such as hate, fear, anxiety, or burden as results of irrational thinking and training to face reality rationally(Wood et al., 2007).

Rational emotive behavior counseling can be used for adults, parents, as well as students. (Ellis, 1999) stated that rational emotive behavior counseling can be used in parents, which emphasizes the importance of irrational thinking in the dynamics of emotional disorders, and tends to use many cognitive, emotive, and behavioral methods. Rational emotive behavior counseling aims to rationalize human thinking. (Collard & O’Kelly, 2011) expects that healthy positive emotions are related to rational thinking. An irrational belief influences individuals who experience stress disorders in social behavior. (Abrams & Ellis, 1994) stated that stress disorder comes from irrational beliefs (iB’s). People suffer from stress and emotional problems because they have irrational beliefs about specific events. (Windy Dryden, Winslow Press, 1999) stated that rational emotive behavior counseling is a psychological counseling approach that sees a disorder caused by the irrational belief that a person has from an event.

Method

The design of this study was true experimental design, because we used two research subject groups, namely the experimental and control group. The research participants were grade XI students. The characteristics of the research participants were students with low conformity levels. The research participants were selected using a psychological scale through the pretest process. These participants are students who have positive conformity, or in other word, low. The instrument of this research is the psychological scale. The psychological scale is used as a tool to collect information about conformity by submitting some written statements to be answered by the research participant by checking the options that are available on each item statement. Data revealed by the psychological scale are in the form of constructs or psychological concepts that describe aspects of the personality of the individual, (Azwar, 2014). Data collection technique is a structured interview technique. The data analysis technique used in this study is inferential analysis using the t-test formula to determine the differences in results before and after treatment (rational emotive behavior counseling).

Results

The next step is to conduct a pretest to the experimental and control group to obtain research data. The classified score was used to determine the improvement criteria for low and high conformity. Interval classes were arranged based on the highest total score. If all items are answered with “always,” then they have the highest total score of 128 (4x32). The lowest total score is obtained if all answered with “never” answer choices, then they have the lowest total score of 32 (1x32).

The recapitulation of the experimental group, pretest data of 10 respondents, obtained a score of 885 and an average of 88.5. The lowest score was 77 while the highest score was 103. While the recapitulation of the pretest data of the control group of 10 respondents obtained a score of 837 and an average of 83.7. The lowest score was 79 while the highest score was 89. The frequency distribution table of the positive conformity behavior in the pretest of the experimental group and the control group are as follows:

Category	Experimental Group		Control Group		Interval
	Frequency (F)	Percentage	Frequency (F)	Percentage	
Very High	0	0	0	0	105-128
High	8	80%	8	80%	81-104
Low	2	20%	2	20%	57-80
Very Low	0	0	0	0	32-56
Total	10	100%	10	100%	

Based on the results of the pretest above, it can be seen that 10 students or 100% are included in the high and low categories, both for the experimental group and the control group.

After knowing the initial conditions about the level of conformity of students, the next process of rational emotive behavior counseling is carried out in groups in the experimental group. (Mydina & Yusooff, 2010) Rational Emotive Behavior Therapy (REBT) is an action-oriented psychotherapy that includes cognitive, behavioral, and emotive techniques. This therapy helps change cognitive processes, beliefs, and behavior and is

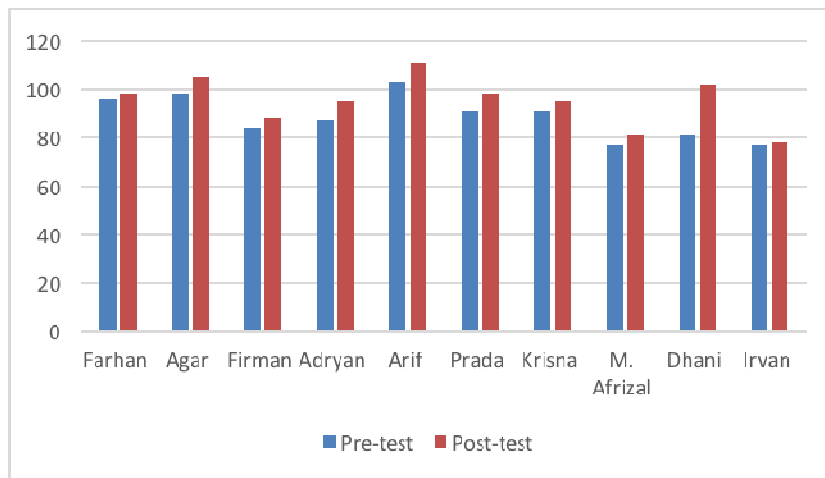
widely used to deal with psychological problems such as personality and mood disorders and also panic situations. The REBT counseling process starts with cognitive, behavioral, and emotional techniques. Cognitive techniques are a good strategy for rationalizing, fighting feelings of panic and facing them with more confidence. (Woods & Ellis, 1996) the relationship between counselor and client is very important to be built optimally. The relationship itself is not seen as curative, they are empathetic, understanding, patient, tolerant, etc. This will help the client to work on the work given by the counselor, in order to achieve the goal of counseling. (Ellis, 1995) Cognitive, emotional, and behavioral aspects in REBT emphasize effective human interaction in the counseling process in which the control group is not treated by the treatment. However, both groups were given pretest and posttest to determine the level of difference before and after treatment. (Weinrach et al., 2006) rational emotive behavior counseling will continue to be used and useful among counselors.

The results of the posttest data in the experimental group of 10 respondents obtained a score of 95.1 and an average of 95.1. The lowest score was 78 while the highest score was 111. While the results of the posttest data of the control group of 10 respondents obtained a score of 88.4 and an average of 88.4. The lowest score was 80 while the highest score was 106. The following table of the posttest frequency distribution between the experimental group and the control group is as follows:

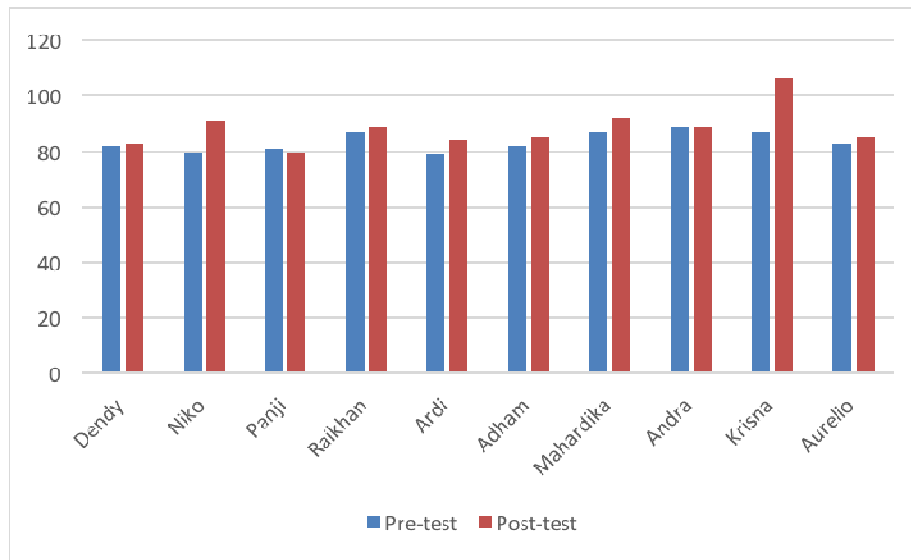
Category	Experimental Group		Control Group		Interval
	Frequency (F)	Percentage	Frequency (F)	Percentage	
Very High	2	20%	0	10%	105-128
High	7	70%	8	80%	81-104
Low	1	10%	2	10%	57-80
Very Low	0	0	0	0	32-56
Total	10	100%	10	100%	

Based on the implementation of rational emotive behavior counseling, it is a psychological counseling approach that sees disorder caused by the irrational beliefs a person has from an event. It aims to educate individuals to challenge and change irrational beliefs to become rational. Individuals can change their beliefs positively against events that threaten or disturb them, (Dryden, 2011). It can be concluded that there are positive changes in group members from the way they think, from illogical to logical. (Ellis, 1994) rational emotive counseling can be used to help clients who suffer from Obsessive-Compulsive Disorder (OCD) so that clients are able to accept themselves. (Abrams & Ellis, 1994) stated that stress disorder comes from irrational beliefs. People suffer from stress and emotional problems because they have irrational beliefs about specific events. Then, posttest was done to find out the actual conditions or actual changes. Posttest was conducted in the experimental group and the control group. The posttest results showed that for the experimental group had an average score of 95.1, which was classified in high category while the control group had an average score of 88.4, which was classified in high category. Thus, it can be seen that both the experimental group and the control group experienced positive change.

Furthermore, based on the results of the pretest and posttest above, the differences in each participant of the pretest and posttest can be seen. Following are the pretest and posttest graph in the experimental group:



Furthermore, the difference between the pretest and posttest on each participant of the control group can be illustrated in the graph below:



Conclusion

Emotional conditions influence the non-normative personality in students. Such a personality is caused by cognitive, emotional, and illogical behavior and difficulties in life. Almost all humans often experience cognitive distortions or irrational beliefs, (Ellis, 1994). The results of the experimental group's pretest score averaged 88.5, and the posttest results averaged 95.1, so the increase was 6.6. This means that students benefit from the implementation of group rational emotive counseling. (Ellis, 2003) Individuals have a strong innate and socially acquired tendency to help themselves and are "rational" but also often "irrational," such as self-defeating behavior. Rational emotive behavior counseling can contribute to the field of social psychology.

Furthermore, a change analysis was carried out in the control group, the pretest score was 83.7 and the posttest score was an average score of 88.4, there was an increase of 4.7. Based on the results of the analysis above, between the results of the pretest and posttest of the experimental and control groups, it is shown that both of them have increased. It is known that the experimental group has a higher increase compared to the control group. Thus it can be concluded that rational emotive behavior counseling in group settings can improve student conformity. The participants of this study were students who were able to reason. (Dryden, 2011) rational emotive behavior counseling suggests specific perspectives on psychological problems and how clients should be handled rationally. The change in client's beliefs can only be done on clients who have intellectual insight. Conformity behavior is a social behavior, so it is very effective to be used as an intervention in group counseling settings.

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