

Optimizing Self Efficacy in High School Students Through Group Counseling with Rational Emotive Behavior Therapy (REBT)

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Abstract

Within the same age group, individuals have very different appearances, abilities, temperaments, interests and attitudes, including physical and mental differences. An educator must understand the individual differences of students to understand the desires, needs and problems of each student. Self-efficacy is self-confidence in carrying out tasks responsibly, considering one's own abilities, planning for the future, and having self-control when experiencing pressure and unpredictable situations. One method of guidance and counseling that can be relied upon to overcome problems faced by students is group counseling, especially Rational Emotive Behavior Therapy (REBT), which offers increased self-efficacy. This research aims to find out self-efficacy in high school students through the Rational Emotive Behavior Therapy (REBT) approach in group counseling. The research results show that self-efficacy has a very significant relationship with family social support and independent learning, adolescent adjustment, desire to learn, mathematics achievement, and communication skills.

Keywords: Self efficacy, Rational Emotive Therapy (REBT), Group Counseling

INTRODUCTION

In life, everyone wants to achieve success and success. These two things are the result of a continuous process, and each person must strive to achieve their goals. Whether success or failure, each individual will produce a pleasant experience. Student success is the result of continuous efforts to internalize life values and academic knowledge, especially in education and learning at school. Schools, along with students' parents and teachers, play an important role in supporting student success. Teachers play an important role in increasing students' learning motivation by encouraging them to work hard to achieve the expected achievements. Parents also play a role in helping students' development by fostering strong enthusiasm and motivation. Meanwhile, students themselves must be able to adapt to the environment and develop the ability to process information to achieve personal progress and a better future.

Padang style or students' perception of their drive can make efforts in achieving a goal is called self-efficacy. According to Santrock (2003) Self-efficacy is a person's perspective or perception of themselves in achieving goals. In line with this, Bandura (in Feist & Feist, 2008) defines self-efficacy as a person's belief in their ability to exercise

control over behavioral functions and environmental events. This belief influences motivation, perspective on tasks, and positive self-commitment. High self-efficacy indicates that a person has strong confidence in one's ability to carry out tasks, while low self-efficacy indicates the need to increase self-awareness and increase self-confidence in the efforts made. One of the services offered by guidance and counseling teachers at schools is group counseling. It is hoped that this counseling can help students become better at carrying out their own duties and responsibilities. Specifically, this research answers questions about self-efficacy and how it relates to other factors in increasing one's duties and responsibilities to achieve one's goals.

High School Students

High School (SMA) students are teenagers between the ages of sixteen and eighteen. Adolescence is considered a transition from childhood to adulthood in search of self-identity. Adolescence is divided into three phases, namely early adolescence, middle adolescence and late adolescence. A person is said to be a teenager when their age ranges from 10 to 24 years (Hurlock, 1994). Furthermore, Sukintaka (in Lanun, 2007) stated that students who are in Senior High

School (SMA) are chronologically between 16 and 18 years old. This shows that high school students are classified as being in the middle teenage phase.

According to Erikson (Gunarsa, 2017), when teenagers experience unstable emotional fear, this is normal. Changes that occur in adolescents can occur in various aspects, which determine the differences between individuals. According to Desmita (2016), individuals have differences in two aspects: physical and mental. Physical differences include shape, height, size, and body strength, while mental differences include the level of intelligence, talent, interests, memory, and emotions and temperament. Therefore, as educators, we must understand individual differences in students based on intellectual abilities, thinking power, personality and other psychomotor elements, and ultimately teachers can support and make it easier for students to be successful in the learning process at school.

Group Counseling

Group counseling services are counseling consisting of 4-10 counselors who meet with 1-2 clients. According to Juntika Nurihsan (in M Edi Kurnanto 2014) group counseling is assistance to individuals in group situations that is preventative and healing, and is directed at providing convenience in their development and growth. Group counseling is the implementation of a counseling process carried out between a professional counselor and several clients at once in a small group. The aim of group counseling is to provide encouragement and understanding to clients to solve their problems.

Meanwhile, (Winkel, 2005) defines group counseling as a counseling interview between a professional counselor and a small group. Group counseling is an activity that discusses and resolves problems through group dynamics (Sunawan, 2009). Gazda in Nursalim (2015) in (Wardiati, 2017), group counseling is a dynamic interpersonal process, centered on awareness of thoughts, feelings and behavior, as well as therapy that provides freedom, according to reality, catharsis, mutual trust, nurturing, understanding and support

member.

According to Munro & Dinkmeyer in Nursalim (2002) in (Wardiati, 2017), the aim of group counseling is to seek self-identity, understand and accept oneself, develop social and personal skills, develop self-direction and problem solving/decision making abilities, become sensitive to feelings and the needs of others, develop an empathetic personality, be yourself, and build commitment to goals. Hartinah (2009) in (Wardiati, 2017) explains the stages of group counseling: stage 1. formation, gathering group members to overcome the problems faced by members, stage 2. transition, creating a family atmosphere in the group, the leader directs the process to the transition stage, stage 3. activity, is the core stage of activity, stage 4. termination.

Research (Edmawati Mahmuddah, 2018) shows that group dynamics make it easier for members to express problems and find solutions. (Edmawati Mahmuddah, 2018) agrees with Natawidjaja (2009) that group counseling is used as a curative service in alleviating student problems. Research on group counseling with a cognitive approach can change students' thoughts, feelings and behavior to be more positive (Edmawati Mahmuddah, 2018), and increase self-efficacy (Setiawan, 2015). In general, emotional and behavioral problems experienced by students at school can be treated with group counseling (Tyas, 2015).

Rational Emotive Behavior Therapy (REBT)

Nelson-Jones & Corey state that Rational Emotive Behavior Therapy (REBT) is a type of cognitive behavioral approach. The figure who developed the REBT Theory was Albert Ellis in 1955. Initially this theory was better known as Rational Therapy, and was later changed to Rational Emotive Therapy (RET). According to (Hartati & Rahman, 2017) this approach is an evolution of the behavioral approach, the counseling process in this approach emphasizes that problematic actions that arise in a person are caused by irrational thinking. A problematic action shown by a student stem from his

thinking that failure will befall him in learning activities that he considers difficult. The Rational Emotive Behavior Therapy (REBT) approach is a counseling approach that helps clients to be able to change their irrational views and beliefs to rational ones. The REBT approach helps change attitudes, ways of thinking and perceptions. Through this REBT approach, it is hoped that there will be development within the client so that the client can achieve optimal self-awareness. (Hariyanti, 2013) This is because thinking is a brain activity that is capable of producing positive thoughts that can be used in an effort to solve a problem. (Puspito, 2015)

Based on several previous studies, in the student learning process, the use of the REBT approach is very beneficial for students, especially students who experience learning difficulties due to their way of thinking in dealing with learning difficulties. The use of the REBT approach to overcome students' learning difficulties is supported by Muhadi's research entitled "Effectiveness of Group Counseling Services Using Rational Emotional Behavior Therapy (REBT) to Increase the Learning Motivation of Class VII Students at SMP Negeri 8 Bandar Lampung". The research results concluded that group counseling services using REBT techniques were effective in increasing students' learning motivation. (Muhadi, 2017).

Then, the results of research conducted by Hapsyah showed that using the REBT method can make students have high learning motivation. This is because in the REBT approach, humans are positioned as creatures who think rationally and irrationally. Rational thinking is closely related to positive things, such as an individual's ability to accept themselves, good self-awareness, and good self-care. Meanwhile, in irrational thinking, individuals are unable to maintain and realize themselves well. Apart from that, they are also more likely to have negative emotions which will encourage them to behave negatively. (Hapsyah et al., 2014).

Self-Efficacy

Albert Bandura created self-efficacy

theory as part of a larger theory, social cognition theory. This theory comes from social learning theory, which states that humans can learn about certain behavior by observing and imitating that behavior. It is thought that humans will try to change unfavorable environmental factors while adapting to favorable factors (Bandura, 1997). Self-efficacy is a person's belief about their ability to carry out behavior in certain situations. Positive self-efficacy allows someone to carry out the desired behavior, but negative self-efficacy prevents someone from trying certain behaviors (Friedman, HS, & Schustack, 2008).

Then, (Baron, RA, Byrne, 2004) emphasized that self-efficacy is a person's belief in their ability or capability to carry out certain tasks, achieve goals, or overcome obstacles. Self-efficacy is a set of beliefs that can influence the decisions individuals make and the follow-up actions they choose to take. Researchers argue that how people behave and what they will achieve can often be better predicted by the beliefs they hold about their own abilities than by what they are actually capable of achieving (Bandura, 1997). (Alwisol, 2007) Self-efficacy is the perception a person has about how useful they are in a particular situation. Self-efficacy relates to belief in one's ability to carry out the expected actions. Self-efficacy is self-assessment, if you can behave well or badly, and if you can do what is necessary. Self-efficacy is different from aspirations, because ideals describe things that should be ideal (achievable), while self-efficacy describes self-assessment. (Robbins, SP & Judge, 2013) said that self-efficacy is a factor that influences work motivation to achieve a certain goal.

METHOD

This article is literature review research. Literature review is a search and research of the literature by reading various books, journals and other publications related to the research topic, to produce an article regarding a particular topic or issue. A research project-whether to produce a report

for a particular agency, office, or company, or for the benefit of increasing personal knowledge about a particular subject, or for publication in a journal. Then, the author uses a number of literatures as reference or reference material. Searching, selecting, weighing, and reading literature is the first task in any research project (Creswell 2003, Chapter 2). The topic that will be discussed in this article is quasi-experiment.

RESULTS AND DISCUSSION

The results of research on self-efficacy show that there is a significant positive relationship between self-efficacy and family social support and self-regulated learning (Adicondro, 2011). Pintrich & Garcia's research in Warsito, 2004 shows that students who have high self-efficacy will use more cognitive and metacognitive strategies (Rahma, 2011). Students who are not confident show the ability to give up and avoid challenges. The results of this research were previously supported by the opinion of Caprara, Slabini and Regalia (2006) who stated that self-efficacy does not come by itself but is the result of efforts to share knowledge, tasks, responsibilities and interactions with other people.

Self-efficacy influences students' learning motivation (Kreitner & Kinichi, 2003). In addition, research (Kurniyawati, 2012) found that students with high self-efficacy have higher levels of learning motivation, and they also have the ability to design and think about actions (Kurniyawati, 2012). According to Bandura (1997, Charii, 2009), task situations, external incentives (rewards) received, roles, and information are things that influence self-awareness. There is a significant direct influence between self-efficacy on mathematics learning achievement (Widyaninggar, 2014), students' self-efficacy really determines the level and increase in chemistry learning achievement, there are differences in providing communication training to increase self-efficacy in communication skills (Wardani, 2012).

The results of other research show

that the Rational Emotive Behavior Therapy (REBT) approach is successful in:

1. The Rational Emotive Behavior group counseling approach can increase students' self-efficacy (Wardiati, 2017)
2. Improving social adjustment by changing perceptions and appreciation through material that can be discussed in group activities (Khaira, 2017)
3. Increasing students' sense of self (Dewangga, 2018)
4. Increasing students' self-confidence in social interactions (Khotimah, 2013).

CONCLUSION

According to Bandura in Lazarus et al. (1980) in (Lodjo, 2013), self-efficacy is a person's belief in mobilizing the cognitive resources, motivation and actions needed to meet the demands of the situation at hand. Self-efficacy refers to the ability to do something with the abilities one has (Myers, 1996) in (Zulkaida, 2007). There are two types of self-efficacy: low (Darminto (2007) in (Wardiati, 2017). Students who have a low level of independence, choose simpler tasks and avoid them, give up easily, do not like facing difficulties in learning, and are pessimistic about achievement their goals cause their achievements to be unsatisfactory (Zimmerman, 1995 in (Harahap, 2002).

According to Luthans (2007) in (Nursito, 2013), sources of information for the formation of self-efficacy are: repeated successful experiences, direct observation as learning, social persuasion of people who have competence, as well as assessment of their psychological status. Uzuntiryaki's research (2008) in (Rustika, 2012) shows that the four sources of information that play the most role in influencing the development of self-efficacy are "successful experiences".

The research results show that self-efficacy has a positive relationship with family social support and self-regulated learning (Adicondro, 2011), self-efficacy influences adolescent self-adjustment (Rahma, 2011), self-efficacy influences students' level of motivation to learn (Kreitner & Kinichi, 2003), and self-efficacy

has a significant direct relationship with academic achievement (Kurniyawati, 2012). lack of self-confidence, lack of life expectancy, and self-effect (Sari, 2016). Apart from that, it functions as an instruction that teaches someone to understand the cognitive input that causes emotional disturbances by changing their irrational thoughts so that their behavior becomes more rational, George & Cristiani in (Sari, 2016) and (Setiawan, 2015).

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