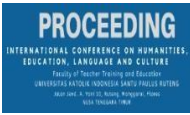


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The Influence of Rational Emotive Counseling on Students' Self-Confidence

Putu Abda Ursula ¹

I Dewa Ayu Eka Purba Dharma Tari ²

^{1,2} Ganesha University of Education, Singaraja, Indonesia

abda@student.undiksha.ac.id

ayu.eka.purba@student.undiksha.ac.id

Abstract. This study aims to determine the effect of rational emotive counseling on students' self-confidence. This study is an experimental study with a research design using *One Group Pretest-Posttest Design*. This study was conducted at SMP Negeri 8 Singaraja with a research population of 30 people in class VII 1 of the 2024/2025 Academic Year. Determination of the research sample used the *Purposive Sampling technique* with a total of 10 students. The type of data collected is quantitative data on increasing self-confidence. The data collection method used is a questionnaire. The research data were analyzed using *Paired Sample T-Test* statistical analysis. The results of the study showed that rational emotive counseling had an effect on increasing students' self-confidence, this can be seen from the results showing a $p\text{-value} = 2.83 \times 10^{-9} (\leq 0.05)$ which means there was a significant increase after being given treatment.

Keywords: rational emotive counseling, self-confidence

1. INTRODUCTION

The development of science and technology in the current era of globalization requires a nation to improve its quality, both in the fields of economy, social, culture, health, and education. Education is the main pillar in the formation of human personality. Education can provide broad insight and better mindset. Realizing this, the government has begun to aggressively improve the education system in Indonesia. Education is one of the main programs in national development in Indonesia. Formal education (school) is a place where individuals begin to learn new things. School is a means to gain knowledge in the form of knowledge, skills, or values and attitudes.

In general, in schools, students are taught to have cognitive (intellectual) abilities. In general, students who have high *IQ* tend to achieve high academic achievement. However, it is not only cognitive abilities that are the main focus in schools. Students are also required to have good *EQ* . *To achieve a change in learning, efforts are needed to balance the IQ and EQ they have* . Students (adolescents) tend to have emotional changes. This is certainly the main task for BK teachers to shape and change deviant student behavior. Many students are not yet able to control their emotions. One of the things that tends to be underestimated is self-confidence in their abilities. Students are not sure about their abilities and are not sure they can complete their tasks. The problem faced by these students has a tendency towards low self-confidence . The purpose of the researcher in conducting research on self-confidence in class VII I of SMP Negeri 8 Singaraja is because there are several students who have a tendency towards low self-confidence , this was discovered when the researcher conducted

observations at the school. Therefore, in this study, the researcher will conduct an experimental study to determine the effect of providing Rational Counseling Emotive to increase self-confidence to students.

Deni (2016) defines self-confidence as a concept or belief in one's own abilities so that individuals can act without worrying too much, feel free to do things according to their wishes, are responsible for their actions, are polite in dealing with others, have a drive for achievement, and are able to understand their own strengths and weaknesses. Self-confidence In general, it describes an assessment of how well a person can perform an action in a variety of situations. When self-confidence students increase, it will affect every line of their lives including their academic achievements. Bandura (in Rahmadini, 2011) put forward the characteristics of individuals who have self-confidence low, including avoiding difficult tasks, giving up quickly, having low aspirations, dwelling on shortcomings, task difficulty, focusing on the detrimental consequences of failure.

Rational Counseling Emotive was first introduced by a clinician named Albert Ellis in 1955. According to Ellis (in Lubis, 2011) the cause of emotional disorders is due to the individual's irrational thoughts in responding to events or experiences that they go through. Rational emotive in its development has many names, including: *rational therapy* , *semantic therapy* , *cognitive behavior therapy* , and *rational behavior training* . Ellis (in Hartono and Soedarmadji, 2012) stated that humans have a tendency to think irrationally, habits of self-destruction, futile thinking, and intolerance towards their environment. This will be stronger if the environment in which they are supported.

Some studies on the influence of Rational Counseling Emotive has been widely practiced. In the journal *Konseli: Jurnal Bimbingan Konseling* regarding the Effectiveness of Emotional Behavior Therapy Group Counseling to Increase Student Self-Confidence, the results of the study showed that students' self-confidence was in the moderate category with a percentage of 76.6%. The self-confidence of students in the experimental group before being given REBT group counseling averaged 72.2 in the low category and after being given treatment it became 125.6 in the high category. The level of self-confidence of students in the counseling action group, the REBT group increased to 104.7 in the moderate category. REBT group counseling is effective in increasing students' self-confidence (Auladina, et al., 2023).

In the *Gadjah Mada Journal of Professional Psychology (GamaJPP)* regarding the Effect of Rational Emotive Behavior Therapy (REBT) on Self-Affiliation in Students, it shows that there is no significant difference in self-affiliation between experimental groups based on the results of the self-affiliation scale. However, the results of visual inspection on the achievement test scale showed that the experimental group experienced an increase in the score of understanding about self-affiliation. This study shows that increasing knowledge in interventions does not always go hand in hand with increasing psychological variables that are the targets of interventions such as self-affiliation (Gracia and Ainurizan, 2024)

In the Proceedings of the First International Conference on Science, Health, Economics, Education and Technology (ICoSHEET 2019) on Rational Emotive Behavior Therapy to Improve Students' Self-Confidence, it was shown that the results of data analysis in this study showed that the individual

counseling approach of cognitive techniques of rational emotive behavioral therapy for low self-esteem in class X students at SMKN 2 Sampit showed that the subjects had better changes in the problem of low self-confidence (Alivemana, et al. 2019)

In the Family Science Journal on Rational Emotive Behavior Therapy (REBT) to Reduce Anxiety in Bullying Victims in Adolescents, it shows that the counseling program with the Rational Emotive Behavior Therapy (REBT) approach has been proven effective and has an effect on reducing anxiety in bullying victims, which is indicated by a decrease in anxiety scores. In addition, the subjects felt that they were not alone or isolated, their self-confidence increased, they had a role in other people, and they could pay attention and follow the instructions given by the researcher (Muhammad, 2020).

In the International Research and Review Journal on Rational Therapy Counseling (RET) as a Healing Effort for Negative Self-Concept of Bullying Victims, it is shown that Rational Emotive Therapy Counseling (RET) is able to reduce adolescent victims of bullying who have negative self-concepts. RET counseling seeks to eliminate illogical and rational ways of thinking and replace them with something logical and rational. The goal is to improve and change individual attitudes by changing students' irrational ways of thinking and beliefs towards rational ways of thinking, so that individuals are able to improve their quality of self and happiness (Jahju, 2020).

In the Journal of PGRI Argopuro Jember University regarding the Effect of REBT (Rational Emotive Behavior Therapy) Technique on Self-Confidence of Class XI BDP-3 Students of SMK Trunojoyo Jember. This study evaluates the effectiveness of individual counseling services with the

REBT approach in increasing students' self-confidence. The results show an increase in self-confidence scores from the moderate category to high after the intervention. Furthermore, the Journal of Indonesian Counseling on Individual Counseling Rational Emotive Behavior: Experimental Study on Improving Self-Concept This study examines the effectiveness of individual counseling with the REBT technique in improving students' self-concept. The results of the analysis show an increase in students' self-concept scores after being given REBT counseling. Ushuluddin Journal on the Effectiveness of the Rational Emotive Therapy Approach in Individual Counseling to Improve Self-Confidence of SMK Students This study aims to determine the effect of rational emotive counseling on students' self-confidence. The results show that this approach is effective in increasing students' self-confidence as indicated by an increase in scores after the intervention.

Referring to several studies above, the researcher conducted a study entitled " **The Influence of Rational Emotive Counseling on Students ' Self-Confidence** ". This study is expected to be able to provide an overview that students with Self-Confidence high, will have confidence that he is able to face and overcome stressful or unpleasant situations and believe that he will succeed, and be able to maximize interactions between friends and teachers so that a comfortable, effective and efficient learning atmosphere is created.

The problems raised in a study must be limited considering the many factors that influence the problem. Problem limitations are used to examine the problem more clearly by researchers. Problem limitations are also used to focus the research object

by setting aside other aspects of the research object that can influence the problems. Based on the identification of the problem above, this study focuses and is limited to the Influence of Rational Counseling Emotive on Self-Confidence Students of Class VII I of SMP Negeri 8 Singaraja.

Based on the background of the problem described above, the problem formulation proposed by the author is as follows: Is there a significant influence of Rational Emotive Counseling on Self-Confidence of Class VII I Students of SMP Negeri 8 Singaraja? In line with the formulation of the problem above, the objectives of the study to be achieved are as follows: Analyzing the influence of Rational Emotive Counseling on Self-Confidence of Class VII I Students of SMP Negeri 8 Singaraja.

Rational Counseling Emotive was first introduced by a clinician named Albert Ellis in 1955. According to Ellis (in Lubis, 2011) the cause of emotional disorders is due to the individual's irrational thoughts in responding to events or experiences that he has gone through. Emotive rationality in its development has many names, including: *rational therapy*, *semantic therapy*, *cognitive behavior therapy*, and *rational behavior training*. In the counseling category, rational counseling Emotive is included in the category of cognitive behavioral therapy, because rational emotive focuses more on the process of thinking, assessing, deciding, analyzing and acting. Rational emotive is very didactic and directive and is more related to the dimensions of thought than feeling.

According to Ellis's view (in Lubis, 2011) rational emotive counseling is a comprehensive theory because it handles problems related to the individual as a whole which includes aspects of emotion, cognition, and behavior. Client problems that receive

rational emotive therapy include moderate anxiety, neurotic disorders, character disorders, psychosomatic problems, eating disorders, inability to establish interpersonal relationships, marital problems, addiction, and sexual dysfunction. Individuals who cannot be treated rationally emotive are children (especially autism), low-grade mental disorders, catatonic schizophrenia (severe withdrawal disorder), and maniacs or depressive mafia.

Willis (in Lubis, 2011) said that the aim of Rational Counseling Emotive is to eliminate emotional disturbances that can damage oneself (such as hatred, guilt, anxiety, and anger) and to train and educate clients to be able to face the reality of life rationally. According to Ellis (in Lubis, 2011), rational emotive is not only directed at eliminating symptoms, but also helping clients to know and change some of the basic values of the client's beliefs, especially those that cause disturbances. The most important rational emotive technique is to teach actively directive. Moreover, rational emotive also emphasizes the deductive process that refers to the cognitive aspect. In this situation, the counselor is more likely to act as a teacher than a facilitator for the client.

Corey (in Lubis, 2011) asserts that humans have extraordinary potential to actualize their potential and can change themselves and their environment. Human behavior is driven by needs, desires, demands, desires that will blame themselves and others. Humans are born with a tendency to push for the fulfillment of desires, demands, and desires.

Hartono and Soedarmadji (2012) stated the purpose of counseling in Rational Counseling Emotive as follows:

- a. Demonstrate to clients that self-verbalization is a source of emotional disturbance.
- b. Show clients that self-verbalization is illogical and irrational.
- c. Getting thoughts out so that self-verbalization can be more logical and efficient, and not associated with negative emotions and self-defeating behavior.

In implementing Rational Counseling Emotive, Ellis (in Hartono and Soedarmadji, 2012) argues that therapy can be seen as the world of education, so that the function of the therapist can be likened to a teacher and the client as a person who learns (learner). In other words, this approach emphasizes more on the behavior of the counselor to demonstrate irrational ideas that are the basis of the client's behavior, so that later it will eliminate stress or pressure on the client. Because the counselor acts more as a teacher, the counselor must:

- a. Try harder for clients to be active-directive.
- b. Provide direct confrontation of problems. This is done so as not to waste time in vain.
- c. Take action quickly so that the client can think quickly. This is to teach the client a lesson.
- d. Repeatedly "hitting" the irrational ideas held by the client which can disturb the client's emotions.
- e. Increase the client's thinking power compared to his emotions.
- f. The approach is didactic and philosophical.
- g. Using humor and shame exercises as a way to confront the client's irrational thoughts.

The Rational Emotive Counseling Process is an attempt to help the client recognize unnecessary feelings and behaviors. The steps of the Rational Emotive Counseling process This emotion as expressed by George and Cristiani (in Hartono and Soedarmadji, 2012) is described below:

- a. Showing clients that they are thinking illogically, helping them to understand how and why they do so and showing how irrational thoughts lead to unhappiness and emotional disturbance.
- b. Helping the client to believe that the thoughts they have can be resisted and changed. This leads the client to be able to explore logical thoughts that can then give rise to behavior that can be enjoyable or give rise to certain objective conditions. Thus, the therapist tries to teach the client to find a more rational mindset.
- c. Encourage clients to continue trying to develop more rational thought patterns.

Self-confidence is a realistic view of oneself that is neither more nor less than reality (Rimonda et al., 2020). Self-confidence is an individual's belief in their abilities and judgment in dealing with various situations. According to Kompas.com, self-confidence is a confident and positive attitude towards everything that is in oneself. This attitude allows a person to act according to their beliefs without excessive doubt or fear.

Self-confidence does not appear instantly; it develops through a person's socialization process and life experiences. Family environment, social circles, and experiences of success and failure play an important role in the formation of self-confidence. Someone who is raised in a supportive environment tends to have higher self-confidence compared to those who grow up in a less supportive environment.

The benefits of having high self-confidence are very significant in everyday life. Confident individuals tend to be more courageous in making decisions, facing challenges, and not giving up easily when faced with failure. They are also better able to manage stress and pressure, and have better social relationships

because of their ability to interact with others without feeling inferior.

However, excessive self-confidence without a strong basis can lead to arrogance or overconfidence. Therefore, it is important to have balanced self-confidence, namely confidence in one's own abilities supported by adequate competence and knowledge. This attitude allows individuals to remain humble and open to constructive input and criticism.

To increase self-confidence, a person can make various efforts, such as setting realistic goals, improving skills through education and training, and building a positive mindset. Support from the surrounding environment, such as family and friends, also plays an important role in this process. With good self-confidence, individuals can reach their maximum potential and live life more optimistically and productively.

Confidence in humans it can be seen from three dimensions, namely:

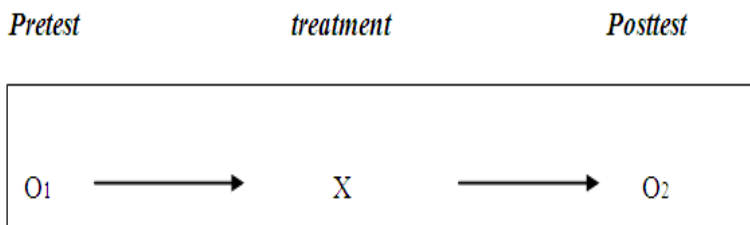
- a. Magnitude is related to an individual's confidence to perform tasks with a certain level of difficulty. People who have self-confidence highly confident in his ability to carry out even the most difficult tasks.
- b. Generality relates to an individual's belief in his or her ability to perform tasks well and thoroughly.
- c. Strength is related to an individual's belief in their ability to continue trying to complete tasks even when the situation is unpleasant.

To increase Self Confidence students, there are several strategies that we can do (Stipek, in Sintadewi, 2014), namely:

- a. Teaching students specific strategies can improve their ability to focus on their tasks.
- b. Guide students in setting goals, especially in creating short-term goals after they have created long-term goals.
- c. Giving rewards for student performance
- d. Combining training strategies by emphasizing objectives and providing feedback to students on their learning outcomes.
- e. Provide support to students. Positive support can come from teachers, parents and peers, such as statements such as “you can do this”.
- f. Convince students not to be too anxious because it will actually reduce their self-confidence .
- g. Provide students with positive role models such as adults and peers.

2. METHOD

The experimental design used in this study is “*One Group Pretest-Posttest Design.*” The research design that will be used in this study is described in the following figure:



One Group Research Design Pretest-Posttest Design

In sampling, the technique used is *purposive sampling* . Dantes (2012) stated that " *purposive sampling* is a sampling technique based on the

characteristics (objectives) determined by previous researchers." The basic assumption of this purposive sampling is the careful and strategic consideration of the researcher in determining the cases to be included in the sample. Purposive sampling is used in this study, because the samples in this study are students who have Self-Confidence low.

The implementation of the experimental research was carried out by the researcher himself guided by the school guidance teacher at the research location at various meetings. Before giving treatment, the researcher first gave a Pretest to students in class VII I of SMP Negeri 8 Singaraja, after that based on the results of the data analysis, 10 students showed low self-confidence, then the researcher gave treatment for 5 meetings. After the treatment was given, the researcher then gave a posttest to the students and got the results and then analyzed them. After that, the results of the research report were made. The data collected were data on student Self-Confidence . As the main data collection method, in this study the researcher used a non-test method in the form of a questionnaire instrument on Likert pattern Self-Confidence in collecting the data, both in the initial test (pretest) and in the final test (posttest). The data analysis method used the Shapiro-Wilk normality test and the Paired Sample t-Test. The Paired Sample t-Test is used to compare two averages from the same group, before and after treatment is given.

3. RESULTS (or this section can be combined with DISCUSSION)

In this study, the influence of rational emotive counseling was sought. On students ' self - confidence . Giving an initial test (*pretest*) to determine which students are member s a m p l e 1

then given treatment. Setelappemberian
treatment selesai, furthermore apply to the
 whole and got a given questioner For *posttest*.
 From observation results and questionnaire
 scoring differ by data about Self - Confidence .

Table 1. Recapitulation of Pretest and
 Posttest Data

Name	Pretest	Posttest
GJM	40	90
HT	40	95
JS	55	90
KW	55	95
KMW	50	95
KRP	40	90
PEU	55	95
PSA	50	90
PPD	45	90
VH	45	95
Total	475	925



Figure 2. Data Recapitulation

The results of this study found that there was an increase in Self-Confidence of students who were given Rational Emotive Counseling. Before conducting the hypothesis test, a normality test was conducted on the pretest, posttest, and difference data. The results of the Shapiro-Wilk normality test are as follows:

Pretest p-value = 0.0607 (> 0.05) → Pretest data is normally distributed .

Posttest p-value = 0.00025 (< 0.05) → Posttest data is not normal .

Pretest-Posttest Difference p-value = 0.5496 (> 0.05) → The difference between pretest and posttest is normal .

Because the pretest-posttest difference is normally distributed, the Paired Sample t-Test was used to test the difference in scores before and after the intervention.

Difference Test (Paired Sample t-Test)
The results of the paired t-test show:

p-value = 2.83×10^{-9} (very small, < 0.05).

4. CONCLUSION

Based on the results of the analysis and discussion in CHAPTER IV, it can be concluded that there is an increase in self-confidence of students who follow Rational Emotive Counseling . This can be seen from the results of the hypothesis, namely:

- a. **Null Hypothesis (H_0)** : There is no significant effect of rational emotive counseling on self-confidence of class VII I students of SMP Negeri 8 Singaraja. In other words, there is no significant difference between the pretest and posttest scores after being given rational emotive counseling intervention.
- b. **Alternative Hypothesis (H_1)** : There is a significant effect of rational emotive counseling on self-confidence of class VII I students of SMP Negeri 8 Singaraja. In other words, there is a significant difference between the pretest and posttest scores after being given rational emotive counseling intervention.

Based on the results of statistical analysis, the paired t-test shows p-value = 2.83×10^{-9} ($<$

0.05), so the null hypothesis (H_0) can be rejected. This means that rational emotive counseling has a significant effect on increasing students' self-confidence.

Based on the research results as concluded above, the following are some suggestions:

1. It is suggested that all students of SMP Negeri 8 Singaraja understand the impacts of low self-confidence, so that it is hoped that it can provide positive benefits for the school, themselves, and their parents.
2. To the guidance and counseling teachers of SMP Negeri 8 Singaraja to use Rational Emotive Counseling to overcome Student Self-Confidence.
3. It is recommended that the Principal adopt a policy of establishing Rational Emotive Counseling as a treatment that can be used by BK teachers to deal with students who have low self-confidence.
4. Other researchers who wish to conduct similar research should conduct research with larger samples and carry out more careful control of pollutant variables.

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