



RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT) COUNSELING TO INCREASE STUDENTS LEARNING MOTIVATION

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ABSTRACT

This study aimed to determine the effect of Rational Emotive Behavior Therapy (REBT) counseling on increasing the learning motivation of junior high school students in Jetak Hamlet, Purwantoro District, Wonogiri Regency. The existence of this research was to encourage students to learn during the online learning period. This experimental research used a quantitative method and a Quasi-Experimental Design with One Group Pretest-Posttest pattern. The population was all junior high school students domiciled in Jetak Hamlet, while the sample was junior high school students in Jetak with low learning motivation based on the pretest results. The data collection method used a psychological scale, namely the learning motivation scale. The results showed an increased learning motivation in the three students with low learning motivation. The pretest of learning motivation got an average percentage of 46.26% (low), and the posttest got an average percentage of 67.97% (medium). In the hypothesis tested through the Wilcoxon Signed Rank Test results, the Z_{score} was $-1.604 > Z_{table}$ 0.0495 with a significance level of 5% and a significant asymptotic of 0.109. Thus, H_a is rejected, and H_0 is accepted. So, it can be concluded that Rational Emotive Behavior Therapy (REBT) counseling has a significant effect on increasing the learning motivation of junior high school students in Jetak Hamlet, Purwantoro District, Wonogiri Regency.

Keyword: Counseling; rational emotive behavior therapy (ERBT); learning motivation

ABSTRAK

Penelitian ini memiliki tujuan mengetahui pengaruh konseling *Rational Emotive Behavior Therapy* (REBT) terhadap peningkatan motivasi belajar siswa SMP di Dusun Jetak Kecamatan Purwantoro Kabupaten Wonogiri. Adanya penelitian ini untuk memberi semangat pada siswa dalam belajarnya selama masa pembelajaran daring. Metode penelitian ini menggunakan metode kuantitatif. Jenis penelitian yakni Eksperimen dengan desain penelitian *Quasi Experimental Designs* pola *One Group Pretest-Posttest*. Populasi dalam penelitian ini adalah semua siswa SMP yang berdomisili di Dusun Jetak, sedangkan sampel dalam penelitian ini adalah siswa SMP di Dusun Jetak yang memiliki motivasi belajar rendah berdasarkan dari hasil *pretest*. Metode pengumpulan data menggunakan skala psikologi yakni skala motivasi belajar. Hasil penelitian menunjukkan adanya peningkatan motivasi belajar pada ketiga siswa yang memiliki motivasi belajar rendah. Hasil *pretest*

motivasi belajar mendapatkan rata-rata hasil persentase sebesar 46,26% (rendah) dan hasil *posttest* motivasi belajar mendapatkan rata-rata hasil persentase sebesar 67,97% (sedang). Dalam hipotesis yang diuji melalui hasil uji *Wilcoxon Signed Rank Test* bahwa Zhitung sebesar $-1,604 > Z_{tabel} 0,0495$ taraf signifikansi 5% dan asymp signifikan mendapatkan hasil sebesar 0,109. Dengan demikian, H_a ditolak dan H_0 diterima. Maka, dapat disimpulkan bahwa konseling *Rational Emotive Behavior Therapy* (REBT) berpengaruh signifikan terhadap peningkatan motivasi belajar siswa SMP di Dusun Jetak Kecamatan Purwantoro Kabupaten Wonogiri.

Kata kunci: Konseling; *rational emotive behavior therapy* (REBT); motivasi belajar

INTRODUCTION

The learning process is inseparable from its activities, aiming to achieve maximum learning development and, of course, the maximum possible achievement that students can achieve according to their abilities. Students need support to develop their competence so their potential can be optimal. So one of the factors influencing student achievement is motivation.

According to Dalyono (2009), motivation is the driving force or impetus to do a job. The work can be any activities done. Students who study earnestly and are full of enthusiasm have strong motivation. It is different when students are lazy to do assignments. They are classified as students with low motivation. It can result in decreased academic scores and achievement. Furthermore, they cannot achieve the desired goals.

Some learning problems that students in Indonesia often experience are learning motivation problems. Students are often lazy to do homework, read books, and do assignments. All of these require special attention from teachers and parents. Teachers at schools pay special attention to encouraging students to stay enthusiastic about learning for academic achievements. Some students with low learning motivation appear because of irrational thinking (Hapsyah et al., 2019). So we need a method to keep students in Jetak Hamlet enthusiastic about learning, especially during the pandemic as they spend more time at home. Students feel that studying at home is not essential because it is certain that the teacher will give good grades.

Learning motivation is the overall driving force in students causing learning activities, ensuring continuity, and providing direction so that the goals desired by the learning subject can be achieved (Sardiman, 2018). Another opinion was also conveyed by Uno, stating that learning motivation is an internal and external encouragement in students learning to change their behavior (Uno, 2013). The critical point is that motivation can be realized from inside

and outside the individual. Motivation to learn is an impulse that changes the energy in a person into the form of actual activities poured into his life to achieve specific goals (Khodijah, 2014). In other words, motivation is a psychological condition that encourages someone to do something. While learning motivation is a psychological condition that encourages a person to continue learning. In previous research, it was explained that repeating classes improved students' academic abilities through tutoring. So there are several alternative methods for increasing students' learning motivation in order to achieve qualified academic abilities (Yasfin & Ula, 2021).

Low learning motivation is the main reason for the lack of maximum student learning outcomes. The current implementation of teaching and learning activities carried out online due to the Covid-19 pandemic, the lack of motivation possessed by students in teaching and learning activities causes the information conveyed by teachers to students to be less effective so that it becomes a big obstacle for students. Hence, students become irrational thinking, and the results are not as expected. Of course, educators and parents play an important role in helping students develop their learning potential and can be role models in helping improve student learning patterns. It is corroborated by the results of the research of Cahyani et al. (2020), which said that students' learning motivation tends to decrease during online learning.

An observation in January 2021 showed that from 15 junior high school students, eight did not study during school hours but gathered or played online games with their friends. Online learning amid the Covid pandemic-19 was hampered because students experienced laziness or lack of motivation in teaching and learning activities. For them, studying online is boring. Indeed, the teacher will give the best score. So they think that whether studying or not, they will get a good score. The irrational thinking of junior high school students in Jetak Hamlet needs to be straightened out.

Researchers sought to assist students in increasing their learning motivation by using individual counseling services with the Rational Emotive Behavior Therapy (REBT) approach. The hope was that students would have more enthusiasm and encouragement by changing methods and learning patterns and changing irrational thoughts to become rational when students start to be lazy in learning.

Individual counseling is one of the services contained in guidance and counseling. It is a counseling service organized by counselors to overcome personal problems experienced

by the counselee so that the counselee understands his or her condition, environment, problems experienced, fears, weaknesses, and possible efforts to overcome them (Prayitno, 2012).

Rational Emotive Behavior Therapy (REBT) is an aspect of problem-solving that focuses on thinking, judging, and deciding on directives that focus on the dimensions of the counselee's thoughts rather than feelings. According to Winkel (2007), REBT is a counseling approach that emphasizes togetherness rather than thinking with common sense, feeling, and behaving. Emphasize profound changes in how people think and feel, leading to behavior changes (Corey, 2012).

REBT in individual counseling can be used by counselors to deal with the problem of low student motivation caused by students' irrational beliefs. Therefore, it is essential for guidance and counseling services to increase the motivation and enthusiasm of students to participate in the learning process so that the development task can run optimally by increasing the abilities or competencies possessed by students.

In individual counseling, several techniques or approaches can be used. Researchers chose to use the REBT approach as an intervention guide for research. It is hoped that using REBT individual counseling can increase the learning motivation of junior high school students in Jetak Wonogiri by changing their irrational thinking into rational ones. Students can also apply rational thinking patterns to realize good learning motivation during the pandemic; They can reduce playing online games and change inappropriate habits to become more focused on learning.

METHOD

This Experimental research used a quantitative approach, with the Rational Emotive Behavior Therapy (REBT) counseling as the independent variable (X) and learning motivation as the dependent variable (Y). The research design used is Quasi-Experimental Design with a One-Group Pretest-Posttest pattern. The population in this study was all junior high school students in Jetak Hamlet, Purwantoro District, Wonogiri Regency, and the sample was students with low learning motivation. The data collection technique in this study used a psychological scale in the form of a learning motivation scale that has been tested for its reliability and validity. The sampling technique in this research was purposive sampling (Sugiyono, 2014). The data analysis technique used the *Wilcoxon Signed Rank*

Test to test the Pretest and Posttest, using the 25th Version of SPSS (Statistical Product and Service Solution)

RESULT AND DISCUSSION

In this section, we will present the results of the influence of rational emotive behavior therapy (REBT) counseling on increasing students' learning motivation. The results of the study are presented as follows:

The implementation of the first research is, of course, by testing the validity of the learning motivation scale instrument. From a total of 38 items, 12 items are invalid statements. The instrument's reliability is tested using the 25th Version of SPSS with Cronbach's Alpha. The criteria for a research instrument reliability are if the reliability coefficient is > 0.6 . The instrument reliability score is 0.982. Thus, this student learning motivation questionnaire is reliable to be used as a measuring tool and can be used to collect research data.

The next stage is the distribution of pretest questionnaires (initial assessment) to all junior high school students in Jetak Hamlet, totaling 15 respondents. The data obtained from the pretest showed an average of 66.49%. It is known that of 15 respondents, three fall into the category of low learning motivation, so it is necessary to give them treatment in the form of REBT counseling. The three responses were GY (47.36%), FAY (46.05%), and FBR (47.36%). The average of these students is at the percentage of 46.92%.

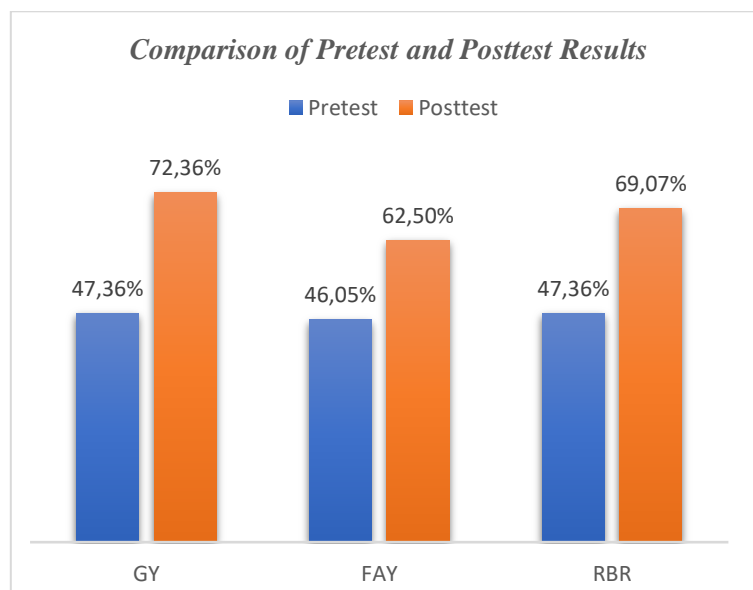


Figure 1. Comparison of Pretest and Posttest Results

The following process is treatment. The treatment in the form of REBT counseling is given to 3 counsees with the initials GY, RBR, and FAY with low learning motivation categories. After the researchers conducted treatment (treatment) in the form of REBT counseling, the last research was the distribution of a posttest questionnaire (final assessment) of learning motivation as an evaluation of whether the treatment in the form of REBT counseling affected the learning motivation.

Furthermore, the researcher evaluates the whole activities of the counseling and the goals the counselee has achieved. Then the researcher and the counselee evaluate the results of the meeting during the counseling process by asking for the evaluation results, which include the evaluation of understanding, feeling (comfort), and action.

Based on the tables and graphs above, it can be seen that three students given REBT counseling treatment experienced an increase in learning motivation. The first student with the initials GY got the pretest percentage of 47.36% and the posttest percentage of 72.36%, increasing 25%. The second student with the initials FAY got the pretest percentage of 46.05%, and the posttest percentage of 62.50% increasing 16.45%. While the third student with the initials RBR got a pretest of 47.36%, posttest percentage of 69.07%, increasing 20.62%. Based on the data from the posttest given to the three counsees, an average of 67.97% was obtained. From the results of the data obtained, it can be seen that these students with low motivation increased their scores. Hypothesis testing is done by comparing Z_{score} with Z_{table} . If the Z_{score} is less than or equal to Z_{table} , then H_a is accepted, and H_0 is rejected. The study results show that Z_{score} is -1.604 and Z_{table} is $n = 3$, with an error rate of 5%, the Z_{table} value is 0.0495. Because Z_{score} is smaller than Z_{table} , namely $-1.604 < 0.0495$, H_a , which states that REBT counseling affects increasing students' learning motivation, is accepted and H_0 rejected. So, it can be concluded that REBT counseling affects the increased learning motivation of junior high school students in Jetak Hamlet, Purwantoro District, Wonogiri Regency.

Motivation is the primary drive that triggers humans to carry out activities or behave (Muhadi, 2017). Learning is an activity carried out by someone who wants to achieve certain knowledge and skills. A person's drive and desire to learn can be called learning motivation. Purwati (2017) confirmed that learning motivation makes students focus, direct themselves and maintain consistency in achieving their goals in learning. In other words, learning motivation is the strength students have to achieve learning goals consistently.

The condition of students' learning motivation is not always consistent but dynamically influenced by factors. Lukita & Sudibjo (2021) state that three factors influence student learning motivation, namely: 1) The role of parents, 2) Teacher creativity, and 3) Students' interest in learning. The result of this research emphasizes that the students' internal self (interest in learning) is an essential factor in increasing students' learning motivation. Students who are already interested in learning will find it easier to increase their motivation by providing a supportive learning environment, such as parental attention to control student learning at home and teacher creativity in using exciting media. In other words, learning motivation can be optimized by changing student behavior and assisted by factors outside students.

However, the conditions in the research location indicate that students have a low interest in learning, proofed by their use of free time by playing games. This condition arises because students think that whether studying or not, the teacher gives good grades. These unfavorable thinking conditions need to be changed so that students are interested in learning. One way to change behavior in guidance and counseling is a counseling strategy. Counseling is an assistance service from counselors to solve problems and achieve optimal student development (Barida & Sutamo, 2016).

Counseling that allows changing students' negative (irrational) thinking is REBT counseling approach. It holds that good behavior can be built if a person has rational thinking. The goal of REBT is to change irrational thinking to be more rational. This is corroborated by Faizah (2018), who states that REBT seeks to eliminate self-destructive emotional disturbances by training individuals to change irrational thinking into rational ones in dealing with the realities of life.

This research shows that REBT counseling can change irrational views into rational ones. The three counselees can change irrational thoughts from not needing to study to get good grades to rationally needing to learn because teachers judge based on student behavior while studying. Similar research has also been conducted by Hariyanti & Muhari (2013), showing that the learning motivation of junior high school students can be increased through REBT counseling. Thus, REBT counseling has the same consistency of results when applied to increase learning motivation at the junior high school level.

Hapsyah et al. (2019) researched REBT counseling for learning motivation interventions in group services. The results show the same thing: an increase in student

learning motivation. Thus, it can be concluded that individual and group counseling using REBT can increase students' learning motivation.

In addition, REBT counseling can be developed through social learning. It can eliminate anxiety, hatred, and anger by increasing motivation and raising through school learning efforts. If motivation decreases, Rational Emotive Behavior Therapy (REBT) counseling services can be provided to change their irrational thinking (Yanti & Saputra, 2019).

CONCLUSION

The pretest results on learning motivation showed that, before receiving treatment in the form of Rational Emotive Behavior Therapy (REBT) counseling, the three students in Jetak were included in the low category. Their average score were 46.92% included in low category. Based on the posttest results, the average student was in the moderate category after receiving the treatment, with 67.98%, increasing 21.06%. The hypothesis testing was done by comparing Z_{score} with Z_{table} . If the value of Z_{score} is less than or equal to Z_{table} , then H_a is accepted, and H_0 is rejected. Based on the data above, Z_{score} is -1.604 and Z_{table} $n=3$, with 5% error level was 0.0495. Because Z_{score} is smaller than Z_{table} , namely $-1.604 < 0.0495$, H_a , which states that REBT counseling affects increasing students' learning motivation, is accepted, and H_0 is rejected. So, it can be concluded that Rational Emotive Behavior Therapy (REBT) counseling affects the increased learning motivation of junior high school students in Jetak Hamlet, Purwantoro District, Wonogiri Regency.

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